

MESSAGE FROM THE PRESIDENT

Dear Friend,

Greetings, and welcome to University of the Southwest!

You are discovering University of the Southwest at one of the most exciting, most progressive times in its 44 year history.

We at University of the Southwest are genuinely committed to being a Christ-centered educational community dedicated to developing men and women for a lifetime of servant leadership by emphasizing individual faith, responsibility, and initiative.

- Teaching at University of the Southwest adheres to belief in God, in the Bible as the inspired Word of God, in Jesus Christ as the Son of God, and in the separation of church and state.
- University of the Southwest strives for excellence in academic curriculum, campus life programming, and student activities in a supportive educational community where freedom of thought and expression is honored and the demonstration of faith in acts of service is encouraged;
- At University of the Southwest, students are instructed and mentored by a faculty and staff who demonstrate Christ-centered values and maintain an environment where students can live and work cooperatively, valuing the multiple cultures from which they come; and
- As a community of initiative, University of the Southwest challenges graduates to become enterprising members of our society contributing to the common good by advocating and participating in the productive commerce of free enterprise, the constitutional privilege of self-government, and the practical contributions of community services.

Coupled with that commitment is our hope that your educational journey at Southwest will provide you with the transformation you seek in fully developing your own God-given potential.

Welcome to the journey!

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**UNIVERSITY OF THE SOUTHWEST
ACADEMIC CALENDAR
2008 - 2009**

FALL 2008 (Aug 20 - Dec 11)

Classes Begin	Wednesday	Aug	20
Last Day to Drop/Add classes	Tuesday	Aug	26
Labor Day Holiday	Monday	Sept	1
Last Day to Withdraw with a "W"	Friday	Oct	17
Mid Semester	Friday	Nov	21
Thanksgiving Holiday	Wed-Fri	Nov	26-28
Final Examinations Begin	Monday	Dec	8
Final Examinations End	Thursday	Dec	11

WINTERMESTER 2008 (Dec 15 - 19 & Jan 5 - 16)

Classes Begin	Monday	Dec	15
Last Day to Drop/Add classes	Tuesday	Dec	16
Christmas Holiday	Mon-Fri	Dec	22-26
New Year's Day Holiday	Thursday	Jan	1
Last Day to Withdraw with a "W"	Tuesday	Jan	9
Final Examinations	Friday	Jan	16

SPRING 2009 (Jan 20 - May 7)

Martin Luther King Holiday	Monday	Jan	19
Classes Begin	Tuesday	Jan	20
Last Day to Drop/Add classes	Tuesday	Jan	27
Mid Semester	Wednesday	Mar	4
Spring Break	Mon-Fri	Mar	23-27
Special Holiday (this year only)	Friday	Mar	27
Good Friday- Holiday	Friday	Apr	10
Last Day to Withdraw with a "W" grade	Friday	Apr	17
Final Examinations Begin	Monday	May	4
Final Examinations End	Thursday	May	7
Commencement	Saturday	May	9

MAYMESTER 2009 May 11 - May 29

Classes Begin	Monday	May	11
Last Day to Drop/Add classes	Tuesday	May	12
Last Day to Withdraw with a "W"	Friday	May	22
Memorial Day Holiday	Monday	May	25

Final Examinations	Friday	May	29
SUMMER SESSION ONE- 4 WEEKS 2009 (June 1 - June 26)			
Classes Begin	Monday	June	1
Last Day to Drop/Add classes	Tuesday	June	2
Last Day to Withdraw with a “W”	Friday	June	19
Final Examinations	Friday	June	26
SUMMER SESSION TWO-4 WEEKS (July 6 - July31)			
Classes Begin	Monday	July	6
Last Day to Drop/Add classes	Tuesday	July	7
Last Day to Withdraw with a “W”	Friday	July	24
Final Examinations	Friday	July	31
SUMMER SEMESTER-8 WEEKS 2009 (June 1 - July 31)			
Classes Begin	Monday	June	1
Last Day to Drop/Add classes	Tuesday	June	2
Fourth of July Holiday	Friday	July	3
Last Day to Withdraw with a “W”	Friday	July	24
Final Examinations	Friday	July	31

† The scheduled rates are set according to the day classes begin; therefore, refunds are not based on the date an individual registers or begins attending class. Tuition refunds for Special Course Offerings will not be made after classes have begun.

SOUTHWEST reserves the right to make changes in fees and charges as deemed necessary.

INTRODUCTION

This Catalog, certified true and correct in content and policy, is intended to provide basic information about educational opportunities, programs of study, admission procedures, costs, and financial aid at University of the Southwest (Southwest), and to provide a general profile of the University. For additional information, please contact:

Office of Enrollment Service
University of the Southwest
6610 Lovington Highway
Hobbs, New Mexico 88240-9129
Phone: (575) 392-6563
(800) 530-4400
FAX: (575) 392-6006
E-Mail: admission@csw.edu

Office of Graduate Records
University of the Southwest
6610 Lovington Highway
Hobbs, New Mexico 88240-9129
Phone: (575) 392-6564
(800) 530-4400
FAX: (575) 392-6006
E-Mail: sdearing@csw.edu

University of the Southwest admits students whose educational objectives and personal philosophies and purposes are compatible with those of the University, as expressed in Southwest's Mission Statement. The University makes available to students of any race, color, or national or ethnic origin all the rights, privileges, programs, and activities generally accorded or made available to students. It does not discriminate on the basis of sex, marital or parental status, race, color, religion, age, or national or ethnic origin in the administration of its educational policies, admission policies, financial aid programs, or other University-administered programs.

LOCATION

Located in Lea County, New Mexico, three miles from the Texas state line, University of the Southwest is proud to be a part of the nation's fastest growing region, the Southwest. Here you will find warm and friendly people with a positive attitude toward life and the future and a stimulating mix of ethnicities and cultures. In addition, many of the region's popular attractions—Carlsbad Caverns; the ski resorts of Ruidoso and Cloudcroft; the retail shopping centers of Midland/Odessa and Lubbock, Texas; and the colorful border town of El Paso, Texas—are within comfortable driving distance of Hobbs. The climate here is characterized by warm summers; cool, dry winters; and plentiful sunshine year around. Once an oil field boom town, Hobbs has matured into a progressive city of approximately 30,000.

THE UNIVERSITY

Independently supported and governed, University of the Southwest is a senior University offering curricula leading to the following degrees:

- Bachelor of Arts and Sciences
- Bachelor of Business Administration
- Bachelor of Science
- Master of Science in Education

With an enrollment of approximately 600, Southwest seeks to engage and challenge every student and to provide learning opportunities not found at larger University. The ratio of faculty to students at Southwest is approximately 1 to 13, making possible the kind of communication between faculty and students that fosters students' success.

APPROVED PROGRAMS

University of the Southwest was accredited in 1980, by The Higher Learning Commission of the North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504.

Southwest also has been approved by the New Mexico State Department of Education for programs in elementary and secondary education with endorsements in bilingual education, general science, language arts, math, physical education, psychology, and social science; business marketing is offered as a secondary endorsement only. Southwest also offers a certified program in special education and early childhood education. Southwest offers master's degree programs in educational counseling, counseling in mental health, educational administration, educational diagnostics curriculum instruction, and curriculum instruction in reading.

MISSION AND PURPOSE

University of the Southwest is a Christ-centered educational community dedicated to developing men and women for a lifetime of servant leadership by emphasizing individual faith, responsibility, and initiative.

- Teaching at University of the Southwest adheres to belief in God, in the Bible as the inspired Word of God, in Jesus Christ as the Son of God, and in separation of church and state.
- University of the Southwest strives for excellence in academic curriculum, campus life programming, and student activities in a supportive education community where freedom of thought and expression is honored and the demonstration of faith in acts of service is encouraged;
- At University of the Southwest, students are instructed and mentored by a faculty and staff who demonstrate Christ-centered values and maintain an environment where students can live and work cooperatively, valuing the multiple cultures from which they come; and
- As a community of initiative, University of the Southwest challenges graduates to become enterprising members of our society contributing to the common good by advocating and participating in the productive commerce of free enterprise, the constitutional privilege of self-government, and the practical contributions of community service.

THE CAMPUS

Founded in downtown Hobbs in 1962, University of the Southwest moved to its present site at the north end of Hobbs in 1965. Southwest also offers various academic programs at off-site locations throughout the state.

FACILITIES

The Scarborough Memorial Library is the University's learning resource center. Special collections include the Raymond F. Waters Collection on Southwestern Literature and History, the New Mexico Regional Textbook Evaluation Center and the Hatton W. Sumners Freedom Collection. Built in 1967, Scarborough Memorial Library was expanded in 1981 and 2000.

The Bill Daniels Campus Center, completed in the fall of 2001, features a cafeteria, a game room, and a coffee shop, as well as an informal area suitable for conversation, television viewing, or reading.

The Tucker Business Building, constructed in 1969, offers well-equipped laboratories and classroom space for the effective study of the world in which we live. An academic wing, the Kenneth J. Fadke Arts and Science Building, was added in the fall of 2000.

Constructed in 1976, the Mabee Southwest Heritage Center includes an auditorium, a seminar room, and a reception area. Designed to comfortably seat 238 people, the Center is available for such diverse events as musical and dramatic productions, lecture series, multimedia presentations, academic classes, and corporate training sessions.

Student housing at University of the Southwest includes four residence halls. Apartments in the Jane Adams Hall, built in 1978, and the Bob and Adele Daniels Hall, built in 1981, each contain three bedrooms, two bathrooms, a living area, and a kitchen. The Thelma Linam Webber Dormitory, dedicated in January 1994, provides semi-private accommodations for students. A common living area is provided for study, relaxation, and enjoyment. Southwest's newest, suite-style residence hall became available for occupancy in January 2004, and its twin, adjacent to it, was opened in August 2004.

Constructed in 1980, the Mabee Physical Fitness Center includes a multipurpose gymnasium for playing basketball and volleyball, and a racquetball court. A soccer field on the north side of campus and a baseball field on the south side of campus were completed in 1985.

The Mabee Teaching and Learning Center was completed in 2002, and houses the School of Education, the Learning Resource Center, the Play Therapy Room, the Testing Center, the Counseling Office, four classrooms, a conference room, a student lounge, ten offices, and the Computer Services Center. The School of Education (SOE) faculty calls this building home.

All buildings are accessible by ramps. As restrooms are renovated, they are remodeled to meet ADA guidelines.

MAJOR PROGRAMS OFFERED

The following is a list of majors offered for the bachelor's degree:

- Accounting
- Christian Studies/Pastoral Ministry
- Christian Studies/Youth Ministry
- Criminal Justice
- Early Childhood Education
- Elementary Education
- Elementary and Secondary Education
- English
- General Biology
- General Biology/Pre-Med
- General Business
- General Studies
- History
- Humanities
- Management/Energy Land Management
- Management/Global Management/Marketing
- Management/Human Resource Management
- Management/Sport Management
- Mathematics
- Psychology
- Secondary Education
- Social Science
- Special Education

Master's of Science in Education degrees are offered in the following majors:

- Counseling-School Counseling
- Counseling-Mental Health
- Curriculum and Instruction
- Curriculum and Instruction-Bilingual
- Curriculum and Instruction – Reading
- Curriculum and Instruction-TESOL
- Early Childhood Education
- Educational Administration
- Educational Diagnostics
- School Business Administration
- Special Education

Requirements for graduation for each student will be as set forth in the Catalog in effect at the time of the student's admission to Southwest.

UNDERGRADUATE POLICIES

GENERAL ADMISSION POLICIES AND PROCEDURES

ADMISSION

Although Southwest welcomes most eligible students, admission to the University is regarded as a privilege that may be forfeited by any student who does not comply with the standards of the Institution. Thus, the University shall reserve the right to refuse admittance to potential students who do not comply with those standards.

WHERE TO APPLY FOR UNDERGRADUATE ADMISSION

The Office of Enrollment Services is located in J. L. Burke Hall on the Hobbs campus. The hours are Monday through Friday from 8:00 a.m. to 5:00 p.m. Students may also apply on-line at www.csw.edu or by mail at:

**University of the Southwest
Office of Admission
6610 Lovington Highway
Hobbs, New Mexico 88240**

Questions regarding admission may be submitted by email to admission@csu.edu, or by phone at 575-392-6563 or 800-530-4400, extension 1007.

FRESHMAN STANDING

A student who has graduated from an accredited high school or home school, earned a GED, or been admitted to an accredited college or university and who has earned or attempted twelve (12) or fewer college credits, is considered a freshman student.

ADMISSION REQUIREMENTS FOR BEGINNING FRESHMAN

To be admitted, a first-time entering freshman must be a graduate of an accredited high school or completed an accredited home school program or earned a GED or been admitted to an accredited college or university and has earned or attempted 12 or less college credits, and must complete the admission procedures and meet two of the following requirements:

- Rank in the top 50 percent of his or her graduating class
- Have attained a cumulative GPA of 2.0 or higher on a 4.0 scale
- Have attained a composite ACT score of 19 or above or a composite SAT score of 910 or above if 23 years of age and under. If 24 years of age and above, the ACT or SAT is not required for admission, but is recommended to assist with scholarship determination.

A student is eligible for admission to the University by meeting two of the three requirements; however, taking the ACT/SAT is a requirement for admission for all students under the age of 24. A student may also receive special approval from the Academic Council for Admittance.

ADMISSION PROCEDURES

(FRESHMEN)

- Complete the application for freshman admission
- Submit official high school, college, and university transcripts
- Copy of high school diploma may be requested
- Submit official ACT or SAT score
- Pay the \$25 admission application fee

ADMISSION PROCEDURES (GED)

To be considered for admission, GED recipients must have:

- Completed the application for admission
- Submitted an official GED transcript with a score of 500 or above, and submitted ACT/SAT scores, if 23 years of age or under. If the applicant is 24 years of age or older, the ACT/SAT is not required for admission but is recommended to assist with scholarship determination
- Paid the \$25 admission application fee

Students with a successful GED score of 399 to 499 must submit a letter of appeal for admission to the Provost and may be admitted by Individual Approval for Admittance, following review by the Academic Council and the completion of the admission process.

UNDER-AGE PERMISSION

Students who have earned a GED prior to their eighteenth birthday and their graduating class is currently in high school, may apply for admission by additionally submitting the following:

- Letter of permission for attendance from their high school principal of the school district they are currently residing in
- Letter of permission for attendance from their parent, guardian or spouse if their spouse is 18 years of age or older
- Letter of appeal to the Academic Council for admittance by Individual Approval

ADMISSION REQUIREMENTS FOR TRANSFER STUDENTS

A student who has been formally admitted to another accredited college or university and has completed or attempted 13 or more college credits is considered a transfer student.

Admission may be granted when a transfer student, with 13 or more credits from an accredited college or university, has:

- Attained a cumulative college or university GPA of 2.0 or higher on a 4.0 scale

Admission may be granted when a transfer student has:

- Completed the application for admission
- Submitted official college or university transcripts from all schools attended
- Paid the \$25 admission application fee

TRANSFER CREDITS FROM ANOTHER SCHOOL

Credit may be given for coursework completed at another accredited college or university if it meets the criteria set forth in the Southwest Catalog in effect at the time of the student's admission to Southwest. Students transferring from an accredited two-year college must complete 62 hours at Southwest. Credits transferred from an unaccredited institution will be evaluated on a case-by-case basis. Students transferring from a four-year institution must complete the last 30 semester hours of the bachelor's degree at Southwest.

TRANSFER STUDENTS WHO HAVE COMPLETED AN ASSOCIATES DEGREE

University of the Southwest will accept applications from students who have completed or will complete an AA or AS degree from an accredited community college. The applicant will be exempted from paying the Southwest application fee. Once admitted, students are subject to all other policies, procedures, and services outlined in the Southwest catalog.

Admission may be granted when the student has:

- Completed the application for admission
- Submitted official college transcripts from all schools attended
- Students must have a cumulative GPA of at least 2.0
- The maximum number of transfer credits accepted from the community college (AA or AS) will equal the minimum number of credits required to complete the specific degree program. Therefore, all courses required of the AA or AS degree will be articulated into the bachelor's program in their entirety. The transfer of additional course work will be evaluated on a course by course basis.
- Students from a community college will have their entire degree program transferred in, including "C" and "D" grades, allowing the students to complete their related degree program at Southwest in two years of full time study.
- Students from a community college must earn 61 hours of credit from Southwest and obtain a minimum of 3.0 GPA in their major and minor, a 2.0 in their institutional work, and a 2.0 overall in order to earn a bachelor's degree.
- Students transferring from a community college must complete 40 semester hours of upper level course work.

INDIVIDUAL APPROVAL FOR CONDITIONAL ADMITTANCE FOR UNDERGRADUATE STUDENTS

Special approval for admittance to the College may be granted to applicants who are ineligible for admission because they do not meet one or more requirements for admission and who have suffered documented extraordinary circumstances that have prevented them from achieving their academic goals. To be considered for admittance the potential student must submit a Letter of Appeal to the Provost, who will convene the Academic Council. As a result of review, the Council may request that a potential student provide additional information, in the form of documentation, to the Council and/or that he or she undergo an interview, if the Council deems it necessary in determining the potential student's readiness to attend Southwest. If the student does not concur with the Council's decision, he or she may make an appeal to the Provost, whose decision will be final.

As a condition of continued attendance at Southwest, students admitted with this status will be placed on academic or disciplinary probation and must meet the terms under which they have been admitted, as set by the Academic Council. For example, a student admitted may be required to meet with a tutor for a specified number of hours during the semester. The progress of students admitted will be reported at regular intervals to the Student Success Coordinator, who will in turn report the student's progress to the student's advisor. Students admitted who do not continue to meet the requirements of their admittance, as established by the Council may be dropped from the University.

Students may be required to take ENG 1013 Mechanics of English and/or MAT 1013 Intermediate Algebra to improve their skills, these courses are developmental courses and do not apply to any degree, nor can they be used as electives at Southwest. The student must earn a "C" or better in the developmental course before being allowed to move to the next level, if the class has to be repeated more than three times the student will be suspended.

To ensure the safety of the College community, University of the Southwest reserves the right to request that any potential student who has a felony charge and conviction to submit court records and/or other appropriate documentation to the Dean of Enrollment Services.

SPECIAL NEEDS: OFFICE OF SPECIAL SERVICES

Students who have special needs are encouraged to submit diagnostic test results in which the special need was evaluated during the last three years, an Individual Education Plan (IEP) or other supporting documentation that may assist the Director of Special Needs to recommend an educational plan for the student and determine the reasonable

feasibility of the College to assist this student with their academic endeavors. Any student requesting special accommodations shall disclose any and all information relevant to the College's determination of such services. This may include the student's submission to additional testing required by the University, which will be the responsibility of the student. Any student who fails to self-disclose all of the appropriate documentation and information or refuses to submit to the college evaluations will only receive the reasonable accommodations as mandated by federal law. Failing to provide the necessary information or universal design or hindering the University's evaluation could adversely affect the decision regarding admission to the school.

ADMISSION OF TRANSFER STUDENTS WHO HAVE BEEN PLACED ON PROBATION OR SUSPENDED

Transfer students who left their most recent institution on academic or disciplinary probation or suspension are required to pursue admission on probation through the appeal process for Individual Approval for Admittance for Undergraduate Students, as outlined in the Catalog, following completion of all other admission procedures.

UNDERGRADUATE TEACHER LICENSURE

A new student electing to pursue teacher licensure exclusive from the Graduate School of Education program must apply for admission through the Office of Enrollment Service, if the student has earned a bachelor degree or higher. Admittance into the School of Education is a separate step from admittance into the College.

Admission may be granted when an undergraduate teacher licensure student has:

- Completed the application for admission
- Submitted official college or university transcripts from all schools attended
- Paid the \$25 admission application fee

SECOND UNDERGRADUATE DEGREE

A new student electing to pursue a second undergraduate degree may apply for admission through the Office of Enrollment Services.

Admission may be granted when a student who is pursuing a second undergraduate degree has:

- Completed the application for admission
- Submitted official college or university transcripts from all schools attended
- Paid the \$25 admission application fee

SPECIAL NON-DEGREE SEEKING REQUIREMENTS

A student electing to pursue credit courses without declaring a major at Southwest may apply for special non-degree seeking status and must comply with the following admission procedures:

- Complete the application for admission
- Pay the \$25 admission application fee

Non-degree seeking students are not eligible for financial aid.

The student must obtain written permission from the Registrar or an appropriate advisor to enroll in courses with prerequisites the student has not satisfied.

A student currently enrolled as a non-degree seeking student may apply for a change of degree status through the Office of the Registrar.

SPECIAL NON-DEGREE SEEKING AUDIT

A student electing to audit courses without receiving credit and without declaring a major may apply for special non-degree seeking audit status by completing the following admission procedures:

- Complete the application for admission
- Pay the \$25 application fee

DUAL CREDIT (HIGH SCHOOL)

High school juniors and seniors, who have a 3.0 GPA or higher on a 4.0 scale, upon written approval of their principal and approval of the College Registrar, may enroll for up to six (6) semester hours per semester for the fall and spring semesters only. Additional hours may be taken upon special request to the Provost. Transcripts from Southwest are available after high school graduation. A letter will be written to validate that the student has completed the course and the grade received in the class. In order to validate college credit, students must submit an official transcript to the Office of the Registrar after high school graduation. Tuition for the Dual Credit will be 20% of the undergraduate tuition rate.

The acceptance of Home School students taking college courses for credit will be decided on a case by case basis by the Provost.

ADMISSION PROCEDURES

- Complete the application for admission
- Submit current official high school transcript
- Submit written approval from high school principal
- Submit written approval from parent or guardian
- Receive approval from the College Registrar
- Pay the \$25 application fee

ADMISSION OF INTERNATIONAL STUDENTS

Admission may be granted to international students who meet the undergraduate academic and financial requirements.

ADMISSION PROCEDURES (INTERNATIONAL)

- Complete the application for admission
- Pay the \$25 admission application fee
- If the student has attended U.S. colleges, the official transcripts must be mailed directly from the college to University of the Southwest
- Submit transcripts, national test scores and other academic document evaluations from an independent international transcript evaluation service. The transcript evaluations must show 1) cumulative GPA, 2) courses taken, 3) U.S. equivalency of grade earned. The applicant is responsible for submitting official or certified copies of ACEI, the service we recommend requests certified copies vs. originals) transcripts, diplomas, and exam scores to the evaluation service, as well as the costs incurred for the evaluation and the expedient delivery of the evaluation to the College.
- Foreign national students from non-English speaking nations must demonstrate their English language proficiency in order to be admitted to the College. This may be done in one of two ways. The preferred method is achieving at least a 550 on the paper based TOEFL or at least a 213 on the computer based TOEFL. In lieu of a TOEFL score the applicant may submit an ACT or SAT score equal to or greater than the College's prevailing admissions standard.
- Submit a letter from an appropriate bank or sponsor, showing sufficient funds in U.S. dollars to cover educational costs.

After all admission requirements have been met, the I-20 student visa form will be sent to the student.

ACADEMIC RECORDS

Once submitted, academic records and transcripts become a permanent part of the student's records at University of the Southwest and will not be returned.

All records submitted will be destroyed when a student fails to attend within one academic year of the date of anticipated attendance.

A student found guilty of nondisclosure or misrepresentation in completing the admission forms will be subject to disciplinary action, including possible dismissal from the College.

RE-ADMISSION AFTER ABSENCE

A student who has attended Southwest previously but who has not attended for one or more academic years or longer must reapply for admission to the College. Students who have been absent for one standard semester (Fall or Spring) or less, may return to the College through the Office of the Registrar and their advisor.

Re-admission may be granted when a student has:

- Completed the application for admission
- Submitted official college or university transcripts from all schools attended during the time of absence from Southwest
- Paid the \$25 application fee.

RE-ADMISSION AFTER ACADEMIC SUSPENSION

Students under academic suspension from Southwest will not be re-admitted for at least one standard semester (Fall or Spring) subsequent to the date of academic suspension. Students wishing to appeal the decision to suspend may do so by submitting a letter of appeal to the Office of the Provost. Admission after suspension will be probationary. Students must reapply for admission to the University and also must submit official transcripts of all college and university work attempted during the term of probation. A student who has been re-admitted within two academic years will return under the catalog governing the term of original admittance; however, the student's course work will be governed by the most current Degree Plan.

CONCURRENT ENROLLMENT

Concurrent enrollment in University of the Southwest and another two- or four-year college or university will be permitted only if the total semester hour load does not exceed the limit permitted by Southwest, as stated under "Student Load" in the Southwest Catalog. Dual enrollment courses include Internet, correspondence, and other distance-learning courses, as well as traditional courses at other colleges and universities. Permission for dual college concurrent enrollment may be obtained from the Office of the Registrar following admittance to the College.

CONCURRENT ENROLLMENT PROCEDURES

- Complete the Dual College Concurrent Enrollment form
- Obtain the signature of the advisor on the Concurrent Enrollment form
- File a Concurrent Enrollment form with the Office of the Registrar in advance of each semester of concurrent enrollment

Failure to secure permission for dual enrollment may result in forfeiture of concurrent credit considered in determining degree status.

THE COST

TUITION AND FEES FOR 2007

Tuition per semester hour (Undergraduate).....	\$ 425.00
(No charge for the 15th and 16th semester hour in the standard Fall and Spring semesters only)	
Tuition per semester hour (Graduate).....	\$ 450.00
(Graduate Internship Fee).....	\$ 400.00
Directed Study Fee (per course)	\$ 100.00
Audit: per semester hour (Undergraduate)	\$ 212.50
Audit: per semester hour (Graduate)	\$ 225.00
Undergraduate Application Fee	\$ 25.00
Graduate Application Fee.....	\$ 50.00
Schedule Change Fee (per change slip).....	\$ 20.00
This charge will be made for any course change(s) other than those required by the College.	
Athletic Fee (per semester).....	\$ 75.00
Graduation Fee (Undergraduate)	\$ 70.00
Graduation Fee (Master's).....	\$ 90.00
Diploma Replacement	\$ 50.00
Housing (per semester)	
Double Occupancy	\$1,685.00
Single Occupancy.....	\$2,100.00
Meals (per semester)	
19 Meals per week plan	\$1,405.00
12 Meals per week plan.....	\$1,305.00
Housing Deposit.....	\$ 300.00
Intern Teaching Fee.....	\$ 150.00
Placement Service Fee.....	\$ 10.00
Credit By Exam Fee	\$ 50.00
Recording Fee (on transcript).....	\$ 25.00
per credit hour	
Transcript (official)	\$ 5.00
Transcript (domestic-Fax only)	\$ 10.00
Transcript (student copy).....	\$ 1.00
Late Payment Fee.....	\$ 20.00
Late registration Fee.....	\$ 20.00

Note: Southwest reserves the right to make changes, without notice, in tuition, fees, and charges as deemed necessary.

COURSE FEES

Laboratory fees are listed in the course descriptions

PAYMENT OF CHARGES

University of the Southwest operates on a semester system for payment of tuition, fees, board, and housing. Payment is accepted by the Cashier located in the J.L. Burke Hall Administration Building Monday – Friday from 8:00 am – 5:00 pm MST or you may pay online with a credit card or electronic check.

All charges for tuition and fees are due and payable one week before the start of classes. If in any case these financial obligations are not cleared before the end of the semester, students will not be able to enroll in subsequent terms. Further transactions (including transcripts and grades) will be suspended until the student clears all financial obligations to the University.

The University reserves the right to administratively cancel registration of any student who fails to pay his or her debts to the University. Academic credits, transcripts, and diplomas will be withheld until all financial obligations are paid. Any student who gives a check for insufficient funds to the University may be subject to a \$20.00 fine and disciplinary action.

PAYMENT PLAN

Contact the Business Office or website for details.

REFUND POLICY

SCHEDULE CHANGES

Students will receive a 100 percent refund of tuition for classes dropped by 5:00 p.m. one week after classes begin, as published in the official academic calendar in the catalog. There will be NO REFUND from withdrawal of classes after the first week. Refund deadlines differ for summer and special terms. Please contact the Business Office for this refund information.

WITHDRAWAL FROM THE UNIVERSITY

Students completely withdrawing from the college on or before the 60 percent point of the semester will receive a pro-rata refund of tuition, fees, room and board. There will be NO REFUND of any charges after the 60 percent point. To initiate a withdrawal the student must contact the Office of the Registrar.

REPAYMENT DISTRIBUTION POLICY

The College will return the Student Financial Aid (SFA) portion of the repayment to programs in the following order:

- 1) Federal Family Educational Loan Programs
- 2) Federal Pell Grant
- 3) Federal Supplemental Equal Opportunity Grant
- 4) Other student financial programs

Certain pro-rata refunds will be made to students attending University of the Southwest for the first time if they withdraw on or before the 60 percent point of the enrollment period or within the first nine weeks of the semester. These refunds apply to students receiving federal student aid including Pell Grants, student loans, and supplemental equal opportunity grants.

FINANCIAL ASSISTANCE

Financial Assistance programs at University of the Southwest are funded through a variety of sources. Various financial assistance programs are used to recognize academic, athletic, or special achievement, meet financial needs, or provide self-help opportunities through college work-study programs and parent/student loans. While it is not possible to guarantee funding will be available for every needy applicant, the financial assistance programs at University of the Southwest are designed to help cover the difference between the direct costs of attending Southwest and the student's own resources as determined by the results of the Free Application for Federal Student Aid (FAFSA). Each application is assessed individually to determine the type of resources that will best serve the student. The email address of the Office of Financial Aid is www.financialaid@csu.edu.

The University endeavors to assist each student with educational costs. Educational costs are categorized as direct and indirect costs. University of the Southwest packages financial aid awards based on the student's direct costs, which include tuition, fees, books, and on-campus room and board. Need is determined using the following formula: Direct costs minus EFC (Expected Family Contribution from the FASFA) equals need. In packaging an award, Southwest initially awards gift aid including federal and state grants. If a student's need still has not been met, federal or other loans, work-study, or institutional awards are offered. The actual amount of the gift aid and other assistance may vary according to the student's eligibility for certain assistance and level of service to the College. A student may choose to finance all or a portion of indirect costs through Stafford loans, Plus loans, or Alternative loans. Eligibility for these loans is determined by the individual student's circumstances and the University's educational costs.

SOURCES OF ASSISTANCE

Sources of Financial assistance at University of the Southwest include and are applied (credited) against the student's account in the following order:

FEDERALLY FUNDED ASSISTANCE

The Federal PELL Grant program and the Federal Supplemental Educational Opportunity Grant (FSEOG) program are federally sponsored programs regulated by guidelines and formulas established by the government. Student loans are also available to students and parents through other programs. A number of lenders supply these loans. It is the responsibility of the student borrower to choose his or her own lender. The Federal College Work-Study program provides both on-campus and off-campus employment.

STATE FUNDED ASSISTANCE

The Student Choice Act provides tuition assistance funds for students attending private institutions within New Mexico. The New Mexico Student Incentive Grant also provides funds for needy students. These particular programs are for New Mexico residents only. Availability of these funds is legislated by the State annually. Support from the New Mexico's Scholars' Act is available for students who qualify. State College Work-Study provides on-campus employment.

INSTITUTIONAL AWARDS

University of the Southwest awards many scholarships, hereafter referred to as Institutional Awards. Donor-funded awards also are available. Institutional Awards are not dispensed or refunded in excess of a student's direct costs (tuition and on-campus room and board). If a credit balance is created on the student's account because of an institutional award, the award will be reduced to a zero balance. No student will receive a refund resulting from an institutional award. Institutional Awards and institutional scholarships are limited to seventy percent (70 percent) of the student's direct costs (tuition and on-campus room and board). At the discretion of the Director of Financial

Aid, all or a portion of a student's Institutional Award or institutional assistance may be replaced by grants, work-study, or other sources of aid, depending on the student's eligibility for other types of aid. Institutional Awards are adjusted to zero each semester, and no credit balance is carried forward to the next semester. Note: Awards are calculated based on 12 hours per term during Fall/Spring term or a total of 24 credits for the Fall/Spring semesters.

PROGRAM	ELIGIBILITY	HOW TO APPLY	COMMENTS
Grants:			
*New Mexico Student Choice Program	Must be undergraduate student enrolled in 6 hours minimum; demonstrate financial need, and be NM Resident	Completion of Free Application for Federal Student Aid (FAFSA).	Dependent on continuous enrollment and calculated need until first bachelor degree awarded.
*New Mexico Student Incentive Grant	Must be undergraduate student enrolled in 6 hours minimum, demonstrate financial need, and be a NM resident	Completion of the Free Application for Federal Student Aid (FAFSA)	Dependent on continuous enrollment and calculated need until first bachelor degree awarded
*Federal Pell Grant Program	Must be undergraduate student; demonstrate financial need.	Completion of Free Application for Federal Student Aid (FAFSA).	Dependent on continuous enrollment and calculated until first bachelor degree awarded.
*Federal Supplemental Educational Opportunity Grant	Must demonstrate extreme financial need; must enroll in minimum of 6 semester hours.	Completion of Free Application for Federal Student Aid (FAFSA).	Dependent on continuous enrollment and calculated need until first bachelor degree awarded.
*Federal Academic Competitive Grant (ACG)	1 st or 2 nd year undergraduate, full time enrollment, Pell eligible, U.S. citizen, completion of rigorous high school program as designated by their state	Completion of the Free Application for Federal Student Aid (FAFSA)	Dependent on eligibility status, 2 nd year students must have a minimum 3.0 GPA, 1 st year eligibility \$750, 2 nd year eligibility \$1,300
*Federal SMART Grant	Full time enrollment, Pell eligible, undergraduate, U.S. citizen, in 3 rd or 4 th year of a four-year math science, technology, engineering or critical foreign language program 3.0 GPA	Completion of the Free Application for Federal Student Aid (FAFSA)	Dependent on eligibility status, yearly award amount \$4,000
Loans:			
*Federal PLUS (Parent Loans for Undergraduate Students and Graduate Students Loans)	Parents may borrow for dependent undergraduate/ graduate students can apply to borrow; half-time required.	Completion of loan application; completion of Free Application for Federal Student Aid (FAFSA).	Loan limits for PLUS do not include amounts borrowed by the student under the Stafford Programs.
*Federal Stafford Student Loan	Must attend at least half-time; U.S. citizen or eligible non-citizen.	Completion of loan application; completion of Free Application for Student Aid (FAFSA).	Must maintain satisfactory progress; repayment begins 6 months after a student completes education or ceases to be at least a half-time student.
Campus Employment:			
*College Incentive Program	Must be enrolled for a minimum of 6 hours per semester; be responsible for work assigned hours. This award is not need based.	Completion of Free Application for Federal Student Aid (FAFSA).	Continuation of employment dependent on job performance.
*Federal College Work Study	Must be undergraduate student; must demonstrate financial need.	Completion of Free Application for Federal Student Aid (FAFSA).	Student must work on-campus a specified number of hours each

			week. Renewal dependent upon continuous enrollment, calculated need, and performance evaluation.
*New Mexico Work Study	U.S. citizen, resident of New Mexico, enrolled as full-time student, demonstrate financial need.	Completion of Free Application for Federal Student Aid (FAFSA).	Students must work on-campus a specified number of hours each week. Renewal dependent upon continuous enrollment, and performance evaluation.
Assistantships:			
*Residential interview.	Must be a sophomore, junior, or senior at SOUTHWEST. Continuation of award dependent on job	Completion of employment application, and personal performance.	Double room waived. application, and personal performance.
Institutional Awards:			
*Cecelia Lynn Abbott Memorial	Must demonstrate need; be enrolled for a minimum of 12 hours each semester.	Completion of Southwest scholarship application.	Continuation dependent maintaining a minimum 3.0 GPA; amount of scholarship may cover as much as 33 percent of tuition costs each year.

PROGRAM	ELIGIBILITY	HOW TO APPLY	COMMENTS
*Athletic Activity Baseball, Soccer, Volleyball, Softball, Cross Country, Track Field, Golf and GPA of Basketball	High school graduates must meet at least two following criteria: a) have a 2.0 high school GPA b) have graduated in top one- half of the high school class c) have obtained a 19 composite score on the enhanced ACT, 910 SAT Transfer students must: a) have a 2.0 GPA b) meet other applicable NAIA regulations.	Completion of Southwest scholarship application and a signed letter of intent.	Renewal of scholarship dependent upon continuous enrollment for entire academic and a and minimum Southwest 2.0. The amount of the scholarship dependent upon the recommendation of the head coach.
*Brunson Memorial Scholarship	Minimum 3.0 GPA, demonstrate need, serve in community service Organization.	Completion of the Southwest scholarship application.	Renewal dependent upon continuous enrollment and minimum 3.0 GPA
*Chesapeake Scholars' Program	Must be New Mexico Resident or attended high school in New Mexico; must have 3.0 GPA; serve in community service organization.	Completion of Southwest scholarship application.	Renewal dependent on maintaining a minimum 3.0 GPA.
*Coca Cola	Must enroll for a minimum of 12 semester hours and demonstrate financial need	Completion of a Southwest scholarship application.	GPA 3.0 or higher. Active in one extracurricular campus group
*Cynthia Nalda Endowed Scholarship	Minimum 3.0 GPA demonstrate need, serve in community service organization.	Completion of the Southwest scholarship application.	Application must be made each year.
*Debate Scholarship	High school graduates or college transfers meet With Debate Sponsor. Transfer students must have 2.0 GPA and approval of Debate Department.	Completion of a Southwest scholarship application and a interview with Debate coach.	Amount determined by Debate coach. Minimum of overall 2.0 GPA and 2.5 in Debate courses. Amount dependent upon recommendation of Debate Department.
*Hatton W. Sumners Endowed Scholarship	Minimum 3.0 GPA, demonstrate need, serve in community service organization.	Completion of the Southwest scholarship application.	Application must be made each year.
*Hobbs News-Sun Endowed Scholarship	Must enroll for a minimum of 12 hours per semester.	Completion of a Southwest scholarship application.	Renewal dependent upon continuous enrollment
*I CAN Scholarship	Students apply to program while in junior high or high school. Details and applications available in the Office of Admission or Financial Aid Office.	I CAN Application and related documentation	Must maintain a 2.5 GPA while enrolled at Southwest, renewal dependent upon continuous enrollment.
*Joe Smith Endowed	Must be a resident of Jal, New Mexico; be enrolled for a minimum of 12 hours each semester.	Completion of Southwest Scholarship application.	Continuation dependent on maintaining a minimum 3.0 GPA.
*Joe J. Smith Memorial Scholarship	Preference given to Jal, NM residents, full-time	Completion of the Southwest scholarship	Renewal dependent upon continuous enrollment and

*LES Scholarship	undergraduate. Preference given to Lea County residents majoring in Science, Math or Business; 3.0GPA, full-time enrollment, serve in community service organization.	application. Completion of the Southwest scholarship application.	minimum 3.0 GPA. Renewal dependent upon continuous enrollment and minimum 3.0 GPA.
*McCleskey Business & Free Enterprise Scholarship	Undergraduate full-time Business major, demonstrate need, minimum 2.8 GPA, serve in community service organization.	Completion of the Southwest scholarship application.	Application must be made each year.
*M.S. Doss Scholarship	Minimum 3.0 GPA demonstrate need, serve in community service organization.	Completion of the Southwest scholarship application.	Application must be made each year.
*New Mexico Education Assistance Foundation Scholarship	NM resident, 2.5 GPA, demonstrate financial need.	Completion of the Southwest scholarship application.	Application must be made each year.
*Richard C. Brown Memorial Scholarship	Full-time Freshman, Eunice, NM High School graduate, 3.0 GPA, serve in community service organization.	Southwest scholarship application, recommendation of Eunice HS superintendent.	Renewal dependent upon continuous enrollment and minimum 3.0 GPA.
*Sears Transfer Scholarship	Transferring from NMSU-Carlsbad, full-time undergraduate.	Completion of the Southwest scholarship application.	Renewal dependent upon continuous enrollment and minimum 3.0 GPA.
*Southwest Academic Scholarships: Trustee's Scholarship, President's Scholarship, Dean's Scholarship	Full-time, first degree seeking undergraduate, minimum 2.5 GPA and ACT/SAT score, eligibility determined when admitted to Southwest.	Completion of the Free Application for Federal Student Aid (FAFSA) and the admission process.	Renewal dependent upon continuous full-time enrollment and GPA requirement.
*Students in Free Enterprise (SIFE)	Determined by SIFE Faculty Advisor	Interview with SIFE faculty advisor.	Amount of scholarship may vary; awarded scholarship dependent upon team membership and participation
*Tuition Waiver	Must be a spouse or dependent of a full-time college employee as defined	Completion of a Tuition Waiver form.	Renewal of scholarship dependent upon maintaining a minimum GPA of 2.50 and
*Wells Fargo Scholarship	Minimum 3.0 GPA, Business or Education major, preference given to NM residents, serve in community service organization.	Completion of the Southwest Scholarship application.	Application must be made each year.
*William McPherson Scholarship	Minimum 3.0 GPA, demonstrate need, serve in community service organization.	Completion of the Southwest scholarship application.	Application must be made each year.

PROGRAM

ELIGIBILITY

HOW TO APPLY

COMMENTS

by the Internal Revenue Code.

making satisfactory progress toward degree completion.

			See Faculty/Staff Handbook for amount of tuition waiver.
*Theatre Scholarship	Determined by the Theatre Department	Interview with Theatre Department and Theatre Contract	Renewal dependent upon continuous enrollment and a minimum 2.0 Southwest GPA and 2.5 in Theatre courses. Amount dependent upon recommendation of Theatre department.

* All above programs and requirements are subject to change without notice. Students are responsible for obtaining current information regarding eligibility requirements. All financial assistance programs at Southwest require the Free Application for Federal Student Aid (FAFSA).

STUDENT ELIGIBILITY FOR FINANCIAL ASSISTANCE

Eligibility requirements for University of the Southwest financial assistance programs are as follows:

1. To receive Southwest financial awards, students must be enrolled full-time. To be eligible for the Federal Student Equal Opportunity Grant (FSEOG), work-study, Federal Student Loan program, or New Mexico grants, students must be enrolled for a minimum of half-time, 6 semester hours. To be eligible for the Pell Grant, students must be enrolled for a minimum of 3 semester hours.
2. Generally, to receive an institutional award, students must have earned a GPA of at least 2.0 (on a 4.0 scale) at Southwest and must maintain at least a 2.0 GPA at Southwest to continue receiving an institutional award. Some institutional awards require that more stringent criteria be met.
3. To continue receiving federal and state aid, at the end of the first year of attendance at Southwest, students must have earned a cumulative GPA of at least 1.75 (on a 4.0 scale). At the end of the second year, students must have earned a cumulative GPA of 2.0.
4. Students awarded a Student Hourly or Work Study position will be given on-campus work assignments. Students holding these positions will be evaluated periodically as a requirement of continuing in these positions. If a student is terminated as a result of the evaluation, the decision to terminate may be appealed, in writing, to the Director of Financial Aid, whose decision will be final.
5. Students with earned bachelors' degrees attending University of the Southwest to obtain teacher certification will be classified as fifth-year undergraduates and will be eligible to receive Stafford Student Loans.
6. Students must re-apply for financial assistance each academic year; awards are not automatically renewed. The University reserves the right to adjust the amount of aid a student may receive if there is a change in need, academic status, financial status, or availability of funds. At the discretion of the Director of Financial Aid, awards may be reduced or other aid substituted for Institutional Awards, according to the student's need, circumstances, or eligibility for other types of aid.
7. Some financial assistance programs have more stringent requirements than the general requirements. Students should carefully review the requirements for each program.

ACADEMIC PROGRESS POLICY

Students must complete their academic programs in six academic years, which equals 150 percent of the four years of full-time enrollment usually required to complete a bachelor's degree. Progress of students who change their majors will be evaluated. A student must make up "Incomplete" grades within the time allotted by the Institution, so that Incomplete grades will not adversely affect the student's eligibility for certain College programs. During any semester, after the add/drop period has passed, students are expected to maintain for the rest of the semester the enrollment status they have established; that is, full-time, three-quarter time, or half-time. Students who fall below their enrollment status after the drop/add period will be placed on financial assistance probation for the remainder of their attendance at Southwest, unless they successfully appeal the probation. Students on probation who earn bachelor's degrees and return to Southwest to pursue master's degrees will remain on financial assistance probation for one academic year. Students on financial assistance probation who drop classes will be placed on financial assistance suspension. To appeal a suspension, a student must submit a letter detailing the reasons for dropping the classes to the Director of Financial Aid within two weeks of being notified of the violation. The appeal letter will be taken under consideration by the Financial Aid Committee, who will determine whether to lift the probation or suspension. If the student does not appeal the probation and is placed on suspension, and the student appeals the suspension and the appeal is granted, the student will continue on probation for the remainder of his or her attendance at Southwest. If a suspension is not lifted, to satisfy the terms of the suspension, the student will be required to take at least 6 credit hours without receiving financial assistance.

The Director of Financial Aid may, at his or her discretion, allocate funds according to federal, state, and Institutional guidelines; however, if the net value of an award has been changed, the Director of Financial Aid will notify the student of the change, in writing.

DETERMINING A STUDENT'S EDUCATIONAL COSTS

Two categories of student's expenses are used to calculate and award financial aid to students. Direct Costs of the college are used to calculate students' award packages and need which include the following; full-time tuition of 12 hours per term for Fall/Spring, fees, and on-campus room and board. Indirect costs such as off campus housing, personal expenses, transportation, child care, etc. may be included to calculate a student's cost of attendance at Southwest. Educational costs may be adjusted for students whose circumstances change such as; less than full-time enrollment, dropping or adding a class, moving off campus, dependency changes, unusual medical expenses, or changes in income to name a few. Students who enroll as less than full time students will have their aid packages adjusted to reflect the enrollment status. For example, a student who is enrolled full-time will have more educational costs than a student enrolled less than full-time.

APPLYING FOR AID

WHAT TO FILE

Once a student seeking financial aid has completed the Free Application for Federal Student Aid (FAFSA), he or she will be considered for Southwest awards, work positions, grants, and/or loans. All financial assistance programs at Southwest also require the FAFSA be filed. In addition, before financial assistance may be dispensed, a student's admission and financial aid file, including any requested supporting documentation, must be complete. Applications for financial aid are reviewed by the Office of Financial Aid on an ongoing basis; the following are priority filing dates for financial aid application materials:

For Summer session – March 1
For Fall or Spring semesters – April 1
For Spring semester only – October 1

Assistance packaging will begin on these dates for the applicable terms. Applications may be considered after these dates, but awards will be contingent upon remaining funds. Therefore, students are advised to apply as early as possible so that processing of financial assistance may be initiated before registration.

The following are priority filing dates for student loan applications. On scheduled disbursement dates, funds should be available to applicants for student loans who have completed all paperwork by the following dates and have met all criteria set by prospective lenders.

For Summer session – April 15
For Fall semester – June 15
For Spring semester – November 15

WHERE TO APPLY

The Office of Financial Aid is located in Burke Hall. Forms may be picked up between 8:00 a.m. and 5:00 p.m., Monday through Friday, or students may write to:

Office of Financial Aid
University of the Southwest
6610 Lovington Highway
Hobbs, New Mexico 88240-9129
financialaid@csu.edu

RIGHT TO APPEAL FINANCIAL AID DECISIONS

Students have the right to appeal financial aid decisions. Appeals must be made in writing to the Director of Financial Aid and must respond to the decisions being appealed. The Financial Aid Review Board, convened by the Director of Financial Aid, will then rule on the appeal. The decision of the Review Board will be final.

VETERANS' BENEFITS

Veterans eligible to receive various veterans' benefits may inquire at the Office of the Registrar as to the proper procedures for making application to receive the benefits. Benefits will vary according to the program for which the veteran qualifies.

Disbursement of benefits usually begins six weeks following registration. However, a veteran may apply for advance payment to receive a disbursement of benefits at the time of registration. To apply for advance payment, a veteran must register and submit the proper forms to the Registrar no later than 60 days prior to the registration date.

Students benefiting from veterans programs are expected to perform at the level of all other students to continue to participate in the program. Veterans placed on academic probation must attain satisfactory progress by the end of one semester of probation to avoid an interruption in benefits. Veterans benefits may be reauthorized only by the Veterans Administration and only after the student has received counseling arranged through them. Questions pertaining to any aspect of a veteran's status may be directed to the Office of the Registrar at Southwest.

Disabled veterans may attend school under the vocational rehabilitation program and will receive benefits for tuition, fees, tutoring, books, etc.

STUDENT SERVICES

STUDENT ACTIVITIES

Organized activities are an important part of the college experience. The following activities, organizations, special awards, and publications comprise an integral network of social interaction and communication at University of the Southwest.

THE RECREATIONAL PROGRAM

University of the Southwest offers a complete array of intramural sports including basketball, volleyball, racquetball, badminton, and golf. Other sports may be added, depending on students' interests.

LECTURE AND ARTISTS SERIES

Special activities offered regularly include speakers, concerts, films, and other productions selected to emphasize the cultural, political, economic, and scientific heritage of America.

For example, University of the Southwest hosts the semi-annual Jack Maddox Distinguished Lecture Series. Nationally prominent presenters are invited to the campus to visit informally with students, faculty, and staff and give a formal presentation to the College and the public free of charge. Lecturers in this series have included William F. Buckley, Sally Ride, Jim Tunney, Captain James Lovell, Walter Williams, Mark Russell, Robert Fulghum, Linda Wertheimer, Catherine Crier, Dave Barry, John Naisbitt, Justice Alan Page, David McCullough, Marvin Hamlisch, Lynn Swann, Oliver North, Ben Stein, and Tony Dungy.

The Hatton W. Sumners Speaker Series sponsors an annual event aimed at fostering responsible citizenship in a free society. The series has hosted Dr. Robert E. Kelly, author of *How to be a Star at Work*, and Wal-Mart tycoon Jack Shewmaker. Other presenters include James Bradley, author of *Flags of Our Fathers*, and Christopher Gardner, author of *The Pursuit of Happiness*.

ATHLETICS

The Southwest Mustangs belong to the National Association of Intercollegiate Athletics (NAIA), Red River Conference. At the present time, the Mustangs compete in men's baseball, women's softball, and men's and women's soccer, golf, track and field, cross country, tennis and basketball.

Athletic scholarships are available for each particular sport. Additional information about intercollegiate athletics at University of the Southwest may be obtained by contacting the appropriate coach.

THEATRE

One play is produced each semester by the Southwest Theatre Department. Students are encouraged to audition for theatre productions. Experience in casting and working backstage is open to students, faculty, and other interested parties. Those interested should watch for signs announcing auditions and contact the Theatre Department for further information.

In addition, Hobbs has a Community Theatre, which is always looking for talented people to perform in productions or assist in technical areas of production.

ORGANIZATIONS

CAMPUS MINISTRIES

Campus Ministries consist of the following:

LIFE Chapel, Fellowship of Christian Athletes, Catholic Students Association, Mission Trip(s), Praise Team(s), and STAND.

CAMPUS ORGANIZATIONS

Following is a list of campus organizations and activities: Alpha Chi, Bilingual Education for Students and Teachers (B.E.S.T.), Intramural Sports, Sigma Tau Delta, Student Government, Students in Free Enterprise (SIFE), Theatre, Southwest Association for Future Educators (SAFE). Some of the organizations and activities are described below:

ALPHA CHI

NATIONAL HONOR SOCIETY

Members of this national scholarship organization are recognized for attaining superior quality scholarship. Membership is selected from those students in the top 10 percent of the junior and senior classes with a minimum 3.80 GPA. In addition, membership will also recognize those students who have developed leadership qualities, character and good campus citizenship in addition to a strong scholarship record. Students inducted into Alpha Chi receive lifetime membership

CATHOLIC STUDENT ASSOCIATION

The Catholic Student Association (CSA) is a student group which meets on the Southwest campus and is open to all students from Southwest and NMJC including those who want to better understand Catholicism. CSA's purpose is to answer the call of Christ by service to the neediest in our community. Meetings are held once per month during the school year on the second Thursday of each month. Each meeting will consist of any or all of the following: prayer, worship, scripture readings, support, plans for community or church related service events.

STUDENT GOVERNMENT

The purpose of Student Government is to encourage communication and understanding between students and the Administration of the College. Student Government is responsible for many campus projects and activities. Every student at Southwest is encouraged and eligible to serve as a member of Student Government. Officers and representatives are elected by the students.

STUDENTS IN FREE ENTERPRISE

Students in Free Enterprise (SIFE), a national organization, is comprised of business and non-business majors involved in learning more about the free enterprise system. Members communicate the merits and value of free enterprise to the community and become influential spokespersons on its behalf.

SOUTHWEST ASSOCIATION OF FUTURE EDUCATORS (SAFE)

This organization is designed to foster student leadership in teacher education and to work for the support of excellence in teacher education.

SIGMA TAU DELTA, ALPHA NU CHAPTER

Sigma Tau Delta is the International English Honor Society, whose purposes are to confer distinction for high achievement in English language and literature; to promote interest in literature and the English language on campus and in the surrounding community; and to foster the discipline of English in all its aspects, including creative and critical writing. Alpha Nu chapter sponsors a variety of activities, including writing competitions, awards ceremonies for the competitions, and book drives.

SOUTHWEST CULTURAL PRIDE CLUB (SCPC)

This cross cultural organization promotes cultural awareness.

UNIVERSITY OF THE SOUTHWEST ALUMNI ASSOCIATION

Southwest graduates are inducted into the Association during their graduation ceremony. Throughout the academic year, alumni sponsor a variety of events, including alumni baseball, soccer, and volleyball games, alumni parties and gatherings, a community-wide scholarship golf scramble, and a five-kilometer run/walk. There is no membership fee.

SPECIAL AWARDS

SPECIAL ACADEMIC RECOGNITION

President's List recognizes degree-seeking students who have achieved a 4.00 semester grade point average while enrolled in at least 6 semester hours.

The **Vice President's List** names degree-seeking students who have achieved a 3.70 semester grade point average while enrolled in at least 6 semester hours.

AWARDS PRESENTED AT GRADUATION

President's Award is given to the graduating senior who best represents the ideals of the College on campus.

Academic Achievement Award goes to the graduating senior with the highest overall grade point average who has completed at least thirty (30) semester hours at Southwest.

Trustees' Award is an honor given to the graduating senior who best represents the ideals of the College in the community.

Dean's Award goes to the graduating master's candidate believed to best exemplify the spirit of quality in the graduate program.

HONORS

A graduate's cumulative grade point average earned during his or her last 60 semester hours of attendance is used to determine honors. To be eligible for honors, the student must have earned at least 60 semester hours in residence at University of the Southwest and completed all requirements for graduation. Honors earned will be indicated on the student's final transcript.

Students may graduate with honors when Southwest cumulative grade point averages are as follows:

Highest Honors	4.00	Summa Cum Laude
High Honor	3.90	Magna Cum Laude
Honors	3.80	Cum Laude

CAMPUS PUBLICATIONS

Southwest Creations, a literary magazine containing stories, essays, and poems written by students, faculty, and staff, is published annually.

The Mustang, a newsletter published by the Southwest Alumni Association, reports campus news, updates on graduates, alumni events, and other news relevant to Southwest Alumni. University of the Southwest seniors and Alumni receive this newsletter.

The Prairie Dog Post is published monthly by the SGA, Student Government Association.

GENERAL POLICIES

University of the Southwest promotes constructive citizenship, effective decision making, personal responsibility, and individual initiative. The following policies have been established in support of these values:

HONOR CODE

University of the Southwest is a community of students, faculty, and staff. All members of this community are assumed to have a shared interest built upon the tenets within our mission statement:

- Teaching at University of the Southwest adheres to belief in God, in the Bible as the inspired Word of God, in Jesus Christ as the Son of God, and in separation of church and state.
- University of the Southwest strives for excellence in academic curriculum, campus life programming, and student activities in a supportive education community where freedom of thought and expression is honored and the demonstration of faith in acts of service is encouraged;
- At University of the Southwest, students are instructed and mentored by a faculty and staff who demonstrate Christ-centered values and maintain an environment where students can live and work cooperatively, valuing the multiple cultures from which they come; and
- As a community of initiative, University of the Southwest challenges graduates to become enterprising members of our society contributing to the common good by advocating and participating in the productive commerce of free enterprise, the constitutional privilege of self-government, and the practical contributions of community service.

By entering into the Southwest community, whether as a residential, a commuter, or an on-line student, each person accepts the precepts that the institution is built upon. As such, the Honor Code is designed so that responsibility for upholding these tenets lies with each individual member of the Southwest community as well as the community as a whole. Any action that violates academic and social standards shall be considered a violation of the Honor Code and shall be grounds for an inquiry and appropriate follow-up.

PERSONAL RESPONSIBILITY

The Honor Code is not a list of rules; rather, it is a philosophy of conduct that guides our living, working, and studying together. The standards of honor at Southwest require that students act with honesty in all relationships, personal integrity, and respect for community members and the community as a whole.

RESPECT FOR SELF

Students are expected to take full responsibility for their conduct as members of the Southwest community, both socially and academically. Ensuring integrity in all academic work, including all homework assignments, papers, and examinations is of utmost importance.

RESPECT FOR OTHERS

It is expected that students will show concern for others, and if problems arise they will be dealt with in a spirit of mutual respect. Students living in on-campus Residence Halls are expected to respect those with whom they share the Residence Hall. Residential Life Staff are there to facilitate an environment that is conducive to learning. Residential students are expected to work out problems among themselves as much as possible without the intervention of Residential Life Staff. Residents on campus are responsible for the actions of their guests, ensuring that all guests to campus show due respect for the Honor Code. Respectfully confronting those who do not respect the Honor Code, while difficult, maintains the foundations upon which Southwest and the Honor Code are premised.

CLASS ATTENDANCE

Each student is responsible for his or her attendance in the classroom. Prompt and regular attendance is expected and is considered an indicator of interest and responsibility. Students are reminded that missing class does hinder student progress and performance in the class and may therefore affect grades.

The College reserves the right to assess cases of nonattendance on an individual basis. Students who accumulate excessive absences may be administratively withdrawn from a class.

ACADEMIC INTEGRITY

INTRODUCTION

University of the Southwest has an outstanding academic reputation. Honesty is expected of all members of the Southwest community. Indeed, the college's mission statement recognizes integrity and personal responsibility as core components. Dishonesty, cheating, and plagiarism have no place in higher education.

Academic dishonesty is defined as an act of academic fraud. It could be any of the following:

- cheating: the use of unauthorized material during a test, or the act of copying from another student;
- plagiarism: the unauthorized use or use without proper citation of either someone's published work, unpublished material in someone else's computer files, or material derived from the Internet;
- theft: any form of unauthorized procurement of academic documents, e.g., exams, student reports;
- falsification: any form of illegal alteration of academic documents for any purpose
- impersonation: the act of permitting another person to substitute for oneself at an examination;
- obstruction: interference with or sabotage of the work of any other person through vandalism or theft;
- assistance: the act of helping another to commit fraud in any of the above-mentioned ways.

FOSTERING ACADEMIC INTEGRITY

The Southwest community assumes responsibility for fostering academic integrity. The college: The College assumes responsibility for establishing, publishing, and consistently enforcing policies that ensure academic integrity.

Students: Students are responsible for understanding what is expected from every academic assignment and what would indicate academic dishonesty. The following recommendations are to insure that students comply with academic policies:

- Attend all classes; in case a class is missed, talk to the instructor and find out about assignments given and topics covered.
- Time management is crucial. When study time is planned, the possibility of last-minute panic is minimized along with the consequent temptation to take unethical shortcuts.
- Unless explicitly prohibited in a course, sharing and discussing ideas with other students is encouraged as it can facilitate learning. But make sure that you do not share what you turn in for individual assignments.
- Do not keep open books or course material in close proximity to you while you take a test unless it is explicitly allowed.

Faculty: Each faculty member has the responsibility of clearly articulating the College's position on academic honesty and the requirements of assignments. To insure that students understand the requirements, faculty members follow these recommendations:

- Include statements referencing academic integrity in course syllabi and in lectures.
- In course syllabi, faculty can list any special policies relevant to the course. For example, faculty can clarify what is meant by a restricted use of a resource like the Internet; faculty can set guidelines for non-standard assignments like group work, field trips, and ungraded papers.

DEALING WITH INCIDENTS OF ACADEMIC DISHONESTY

When a case of academic dishonesty is detected, it is the instructor's responsibility to

- 1) distinguish between a minor infraction and a major one, and
- 2) to take action appropriate to this judgment of severity. For example, a missed reference in an otherwise well-cited paper should be treated as carelessness. On the other hand, copying a substantial part of a term paper from a document available on the Internet should be considered a major violation. Minor infractions repeated in spite of warnings may be treated as major.

Three classes of actions are available to the instructor. The instructor may

- 1) only warn, i.e., issue a warning to the student(s) without any penalty in grades;
- 2) only penalize the assignment in question, e.g., decrease the student's grades for that academic work (perhaps a zero for the entire assignment or a part thereof) and/or ask the student to redo the assignment; or
- 3) penalize the course, i.e., directly change the course grade, e.g., drop a letter grade or assign an 'F' for the course.

The instructor must make every effort to discuss with the student(s) the violation detected and any grade penalty being imposed; this information must also be provided to the student in writing.

In cases (2) and (3), the instructor must write in a memo to the Academic Dean of the School in which the course is offered explaining that the grade for the course has been affected partly or wholly by an act of academic dishonesty. The following should be included in the memo:

- 1) specify the nature of the violation and indicate its severity,
- 2) give details as to time, place, and persons involved,
- 3) provide any available supporting evidence, and
- 4) state the specific grade penalty imposed.

Further, the instructor may recommend in the memo that the student be referred to the Honor Board and appropriate disciplinary action be taken.

Upon notification from an instructor, the Academic Dean will place the memo in the student's permanent file in the Registrar's Office. Notifications of incidents of academic dishonesty from instructors shall remain in the student's file in the Registrar's Office until one year after the student has graduated or has been expelled, at which point it shall be destroyed.

Annually, late in the spring semester, the Academic Deans will present to the Faculty Council the number of instances of academic dishonesty reported to them along with their breakdown by cases of instructor notifications, instructor recommendations of disciplinary action, categories of infractions, and appeals and their outcomes. In addition, they will communicate any observations regarding conflicts of this policy with any other policies so that they may be rectified.

STUDENTS' RIGHT TO APPEAL

A student who feels strongly that an academic grade is unjust can pursue

the Grievance Policy described in Grade Appeal Process, (2006-2007 Academic Catalog, p. 33). However, when the grade in question is the direct result of action(s) taken to address academic dishonesty, the following procedures must be followed.

The student may appeal the instructor's decision to the Academic Dean. The student must appeal the decision in writing within five days of the receipt of the notification from the instructor.

Upon receiving a letter of appeal from the student, the Academic Dean will

- 1) look up the student's record of past incidents of dishonesty.
- 2) schedule an appointment with the student to review this policy and give him/her an opportunity to discuss the incident.
- 3) consider requests from the student for additional time to gather evidence.
- 4) convene a committee to hear the appeal.

The committee hearing is not intended to be a full-fledged adversarial proceeding; it is intended to be a fair hearing with ample opportunity for both parties (the student and instructor) to present the facts. The committee will be comprised of three faculty members; two members will be appointed by the Academic Dean and one faculty member will be selected by the student. In addition two students will be selected by the Academic Dean to sit on the committee. The Academic Dean will chair the committee and will assume the responsibility of notifying all parties. A hearing will be scheduled within five days of the Academic Dean's receipt of the notice of appeal.

Once the committee has made a decision, the Academic Dean will notify the student and the instructor in writing. The student may appeal committee's decision to the Provost. The student must appeal the decision in writing within five days of receipt of the notification from the Academic Dean.

Upon notification from the student, the Provost

- 1) will collect the evidence from the Academic Dean.
- 2) schedule an appointment with the student to review this policy and give him/her an opportunity to discuss the incident.
- 3) consider requests from the student for additional time to gather evidence.

The Vice President's decision is final and cannot be appealed. The Vice President will notify the student, the instructor, and the Academic Dean of his/her decision within five days of meeting with the student.

INSTRUCTOR'S RIGHT TO APPEAL

The instructor who brought charges of academic dishonesty may appeal the decision of the committee to the Provost within five days of receipt of the committee's decision.

- The instructor will submit a review request in writing to the Provost.
- The Academic Dean will submit all documentation to the Provost supporting the decision.
- The Provost will schedule a meeting with the instructor who brought charges of academic dishonesty.

The Provost will communicate the final outcome of the appeal to the student, the instructor who brought charges of academic dishonesty, and the Academic Dean.

The Academic Vice President's decision is final and cannot be appealed.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

The Federal Educational Rights and Privacy Act (FERPA) is a federal law designed to protect students' privacy by limiting who may have access to student records. At Southwest, *educational records* refers to any records (in handwriting or print, on tapes or

film, or in other media) maintained by the College and which pertain directly to the student. Exceptions are as follows:

- 1) a personal record kept by a staff member, if it is kept in the personal possession of the individual who made the record, and information contained in the record has never been revealed to another person;
- 2) an employment record of an individual whose employment is not contingent upon the fact that the or she is a student;
- 3) alumni records that contain information about a student when he or she no longer is in attendance at Southwest, and the records do not relate to the former student as a student.

RIGHT OF THE COLLEGE TO REFUSE ACCESS

University of the Southwest reserves the right to refuse to permit a student to inspect the following records:

- 1) financial statement(s) of the student's parent(s);
- 2) letters and statements or recommendation(s) for which the student has waived his or her right of access, or that were placed on file before January 1, 1975;
- 3) records connected with an application to attend the College;
- 4) records excluded from FERPA's definition of educational records.

THE COLLEGE'S RIGHT TO REFUSE TO PROVIDE COPIES

University of the Southwest reserves the right, in the following situations, to deny to students, transcripts or copies of records that FERPA does not require be made available:

- 1) the student has unpaid financial obligations to the College;
- 2) there is an unresolved disciplinary action against the student.

FEE FOR COPIES OF RECORDS

The fee for copies of records other than Southwest transcripts is \$1.00 per page.

LOCATION OF RECORDS

The following records are maintained in the Office of the Registrar: admission records, cumulative academic records, placement records, progress records. Financial aid records are kept in the Office of Financial Aid. Progress records are kept in the student's advisor's office as well. Disciplinary records are maintained in the Office of the Provost. Housing records are maintained in the Housing Office. Athletic health and Injury records are maintained in the Athletic Trainer's office.

DISCLOSURE OF EDUCATIONAL RECORDS

The College will disclose information from a student's educational records only with written consent of the student, except when:

- 1) school officials who have legitimate educational interest in the information request the records;
- 2) an official of another school where the student seeks or intends to enroll requests that the records be transferred, in which case the student will be informed in writing of the transfer of records;
- 3) certain officials of the U.S. Department of Education or state or local authorities, in connection with certain state or federally supported education programs, require the information;
- 4) a student requests or receives financial aid, and it is necessary to determine the student's eligibility for financial aid;
- 5) organizations conduct certain studies for or on behalf of the College;
- 6) accrediting organizations require the information;
- 7) it is necessary to provide the information in order to comply with a judicial order or lawfully issued subpoena;
- 8) appropriate parties require the information in response to health or safety emergencies.

AVAILABILITY OF RECORDS OF REQUESTS FOR DISCLOSURE

The College maintains for five (5) years a record of all requests for disclosure of a student's educational information. This record may be viewed by the student.

STUDENT INFORMATION INCLUDED IN COLLEGE DIRECTORY

The College designates the following as Directory information: Student's name, address, telephone number, major field of study, participation in officially recognized College activities and sports, dates of attendance, degrees and awards received, and most recent school attended. The College may disclose any of the previous information without prior written consent, unless the student notifies the College in writing that he or she does not wish this information to be disclosed.

CORRECTION OF EDUCATIONAL RECORDS

If a student believes his or her educational records are inaccurate or misleading or violate his or her privacy rights, the student may request that the records be corrected. The procedures for correction of records are as follows:

- 1) a student must make a request, in writing, to the appropriate official of the College that a record be amended. In the request, the student must identify the part(s) of the record that he or she believes ought to be changed and must specify why he or she believes that part of the record to be inaccurate, misleading, or in violation of the student's privacy rights;
- 2) the College will make a decision to comply or not. If it decides not to comply, the College must notify the student of the decision and advise the student of his or her right to a hearing;
- 3) upon the student's written request, the College will schedule a hearing and notify the student in advance of the date, place, and time;

- 4) the hearing will be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an official of the College. At the hearing, the student will be afforded a full and fair opportunity to present evidence and may be assisted by another individual, including an attorney;
- 5) after the hearing, the hearing officer will prepare a written decision, based solely on the evidence the student has presented, and the reasons for the decision;
- 6) if the hearing officer decides that the information the student has challenged is not inaccurate, misleading, or in violation of the student's right of privacy, the student will be notified that he or she has a right to place in the record a statement commenting on the challenged information;
- 7) the statement will be maintained in the student's records as long as the contested portion is maintained. If the hearing officer discloses the contested portion of the record, he or she also will disclose the statement;
- 8) if the hearing officer determines that the information is inaccurate, misleading, or in violation of the student's right of privacy, the record will be amended and the student notified, in writing, that the record has been amended.

CAMPUS POLICIES

Because University of the Southwest, in accordance with its Mission Statement, endeavors to provide an environment fostering Christian values, the principles of free enterprise, and respect for the foundations of our American heritage, all students are expected to uphold standards of high moral conduct, both on and off campus. **Registration is regarded as a commitment by the student to comply with all regulations of the College and to reflect the standards of the College.** The College reserves the right to suspend or dismiss students who do not comply with these standards when, in the judgment of College officials, the welfare of the school or other students is being compromised. Similarly, the College reserves the right to dismiss or restrict from campus any student whose continued enrollment or proximity to campus will be a threat to the physical and/or emotional state of any other student or group of students, the administration, the faculty, or the staff.

- 1) Illegal drugs, their use, and drug paraphernalia (including posters, t-shirts, glassware, etc.) connected with illegal drugs, and all forms of alcohol are strictly forbidden in campus housing and on College property and will be confiscated. Students found in violation of this policy may be placed on probation and/or expelled from the College, and appropriate law enforcement officials will be notified when appropriate. See Student Handbook for further details.

- 2) The use of tobacco in any form is strictly prohibited in all campus buildings, including all student housing. Any violation of this policy will result in a fine (\$25.00), probation, suspension, and/or expulsion.

STUDENT HOUSING

All unmarried freshman and sophomore students under the age of 21 enrolled for more than 9 hours, whose legal guardians, for tax purposes, do not reside in Hobbs or within 75 miles of the College are required to live in an on-campus residence hall.

Housing is limited to students no older than 25 and no younger than 17 unless an application for exemption is submitted in writing to Director of Housing and approved by Provost.

Early move-in policy: If a non-athletic student chooses to move-in before the designated move-in date set by the University of the Southwest a charge of \$30.00 a day must be paid prior to moving in and permission granted by the Housing Director.

In rare instances, exceptions to this requirement may be made when a legal guardian makes a request to the Housing Director, in writing, that the student be allowed to reside with another family member or other adult who resides within 75 miles of the College. Applications for exemption may be made to the Housing Director, who will submit the request to the Provost. The Provost will consider convening the Housing Committee if the student's circumstances are unusual and outside the defined parameters of on-campus housing. All students aged 21 and over may be exempt from this policy. All on-campus residents must participate in the campus meal plan.

In providing campus housing for students required to live on campus and for students who choose to live on campus, Southwest seeks to furnish students with physical facilities and services that will contribute to successful academic performance and to provide each student with daily living experiences that will aid in building harmonious relationships, developing self-reliance, and fostering a sense of responsibility.

Students should be aware that while there is freedom in living away from home, they are expected to act responsibly. Housing policies are necessary to provide direction and protection for each resident living at Southwest. Southwest's housing regulations reflect reasonable and practical expectations for responsible and mature individuals.

Open and/or willful disregard of housing policies may result in probation, suspension, and/or expulsion from Southwest on-campus housing, depending on the nature of the specific violation. Every effort will be made to give fair warning before administering disciplinary action. Please note that information shared with residents at mandatory housing meetings may be considered fair warning. Final decisions regarding disciplinary actions for violations of Southwest housing policies will be left to the discretion of Southwest administration.

Following are housing policies, which all residents are expected to abide by:

1) Residents wishing telephone service in their rooms should contact Windstream in Hobbs. All deposits, charges, and fees are the responsibility of the resident and are paid directly to Windstream.

UNIVERSITY OF THE SOUTHWEST WILL NOT GUARANTEE PAYMENT OF TELEPHONE BILLS BY A ROOMMATE OR ROOMMATES.

PLEASE NOTE: Students having phones installed should be aware that they may be moved from one apartment or room to another. Southwest will not be responsible for any charges or fees incurred in moving telephone service.

2) Furniture, appliances, and equipment of any kind belonging to the College may not be moved from one apartment to another or left outside the apartment.

3) No physical alterations to Southwest housing facilities are permitted. ALL DAMAGES WILL BE PAID FOR BY THE RESIDENTS WHO ARE FOUND RESPONSIBLE FOR THE DAMAGES. If the specific residents causing damage cannot be identified, all residents in an apartment will be held responsible.

4) The College assumes no responsibility for personal property of residents. This includes personal items left in a resident's room while he or she is away.

5) Each resident will be responsible for cleaning his/her residence on a regular basis, and each resident will be supplied a list of expectations for the upkeep of the apartment.

6) Room inspections, announced or unannounced, will be conducted weekly, or as needed.

7) A Southwest parking permit must be displayed from the vehicle's rearview mirror. Violators will be fined \$15.00 per incident. Unauthorized vehicles left in campus parking areas for more than 24 hours without permission from the Housing Director will be towed away at the owner's expense. Vehicles in which alcoholic beverages or containers are found may be towed immediately, and the police may be informed, without notice to the vehicle owner.

8) Students are not to move from one student housing apartment to another without the written consent of the Housing Director. A fine of \$50.00 will be levied for unapproved moves. Students must make requests to move, in writing, to the Housing Director. If permission to move is denied, an appeal may be made to the Provost, whose decision will be final.

9) Pets are forbidden in College housing and on College property, although a small, one gallon fish tank with fish is acceptable.

10) Firearms, explosives, or weaponry of any type are forbidden on College property and will be confiscated.

11) In accordance with the Southwest curfew regulations, all opposite sex guests must be out of the apartments and resident halls from 1:00 am to 9:00 am. The following quiet hours must be observed as a basic consideration to others. Quiet hours are from 11:00 pm to 7:00 am the next day.

12) Students are not permitted to display any of the following items in dormitory or apartment rooms or personal vehicles: Alcoholic beverage containers of any kind (full, partially full, or empty); tobacco containers of any kind; posters or other materials advertising alcoholic beverages; posters promoting illicit drugs; inappropriate posters, calendars, and/or pages from magazines.

13) Overnight visitors are allowed provided certain conditions are met. **REQUESTS FOR HOSTING OVERNIGHT VISITORS MUST BE SUBMITTED TO AND APPROVED BY THE DIRECTOR OF HOUSING AT LEAST 24 HOURS IN ADVANCE.**

NOTE: Overnight guests must be the same sex as the occupant(s) of the apartment.

14) Violating any of these Southwest housing policies may result in probation, suspension, and/or expulsion.

STUDENT REGULATIONS

University of the Southwest intends that all students will have a positive experience as they learn and grow academically, spiritually, physically, and socially. The following policies are intended to ensure that each student's experience is a positive one.

ALCOHOL POLICY

University of the Southwest is a **ZERO TOLERANCE CAMPUS**. The College prohibits the possession and/or consumption of alcoholic beverages or possession of alcoholic paraphernalia, including posters, t-shirts, glassware, etc., anywhere on campus, including residence halls and personal vehicles. Possession and/or use of drugs not prescribed by a physician is likewise prohibited. Any student found guilty of infraction of regulations regarding use of alcoholic beverages or illicit drugs will be punished immediately and reported to local authorities. See the Student Handbook for further details.

DISRUPTION AND VIOLENCE

Individuals or groups that are disruptive or violent will be reported immediately to the appropriate authorities for legal action. Possession of fireworks, explosives, firearms, or other weaponry is prohibited on the campus.

NON-ACADEMIC DISCIPLINARY PROCEDURES

Disciplinary action at University of the Southwest will be handled in an honest and forthright manner. In each case the needs of the students and the institution will be considered. Disciplinary action will be in proportion to the gravity of the infraction and the student's willingness to amend behavior.

Disciplinary action, including expulsion, may be taken for violation of any student regulations or other campus policies described in the current College Catalog. In most cases, the Provost will act as the College's representative in the enforcement of such disciplinary action.

The Provost is charged with the responsibility to ensure basic discipline on the campus. By his or her own initiative and/or through suggested referrals given by faculty and staff, the Provost considers all cases of misconduct. To ensure due process, a Discipline Advisory Committee, in conjunction with the Provost, shall administer discipline. The Committee shall be comprised of at least one representative from each area of the faculty, staff, and student government. The Committee is appointed by the Provost, acting as chair, and shall serve for one calendar year beginning in the Fall semester. Appeals of the Discipline Advisory Committee's decisions will be heard by the Provost, whose decision will be final.

Violations of regulations concerning housing, student life, physical plant, etc., shall be handled by the Provost, who will supply the appropriately related committee with facts regarding the incident and recommendations for discipline. Upon the Committee's recommendation, the student, within five days of the incident, will meet with the Provost to discuss the situation. The student may accept the discipline, in writing, or appeal the recommendation, in writing, to the Provost, who will render a final decision.

Disciplinary action will usually take one of the following forms:

WARNINGS, which are cumulative and considered official College actions. It is possible to receive **PROBATION** or **SUSPENSION** as a result of accumulated **WARNINGS**. In the case of a serious breach of conduct, the student may be subject to probation, immediate suspension, or dismissal; such determination will be made by the Provost.

PROBATION status extends over a period of time, considered a trial time, during which it will be determined whether the student should be returned to **GOOD STANDING**, having corrected the behavior for which he or she was placed on **PROBATION**. If the student does not show satisfactory improvement in behavior, he or she may be **DISMISSED** or **SUSPENDED** at the end of the **TRIAL PERIOD** for failure to make necessary adjustments.

SUSPENSION means the student is separated from the College. It differs from **DISMISSAL** in that it implies a time limit after which the student may return to the College.

DISMISSAL may or may not be the final level of disciplinary action, depending upon the weight and number of infraction(s).

PARKING

All students attending University of the Southwest may park within any marked space on campus, with the exception of spaces marked in universal blue for the handicapped. Handicapped students may secure an identification sticker for their vehicles from Hobbs City Hall at no cost. All vehicles must be registered at the time the student registers.

A valid University of the Southwest parking permit must be obtained from the Director of Housing for every vehicle driven on campus. All staff, students, and faculty must have a parking permit. Students who reside on-campus also must obtain a parking sticker for their vehicles.

Parking violations—for example, parking in a handicapped space or in visitor or resident parking. First-time offenders will receive a warning. Second and subsequent offenses will result in ticketing at the rate of \$10-\$15 per ticket, depending on the offense the Director of Housing will put a hold on the student's account until the ticket has been paid. Continual infractions may result in suspension, probation, and suspension of campus driving privileges. Tickets also may be issued for improper driving techniques, speeding, and non-compliance with all other local, state, and federal traffic laws.

ADDITIONAL INFORMATION

TEXTBOOK PURCHASES

MSB Direct provides online textbook service for University of the Southwest. The Virtual Bookstore is online at <http://direct.msbooks.com/csw.htm> or you may contact them toll-free at 800-325-3252.

TRANSCRIPTS

Students may obtain copies of their transcripts from the Office of the Registrar. Due to regulations stated in the Family Educational Rights and Privacy Act (FERPA) of 1974, **only written requests from the individual will be honored.** A parent, spouse, or firm may not request a transcript of another person's records. **Phone requests will not be honored.**

Transcripts will be withheld for the following reasons:

- The student's file is incomplete; that is, not all current transcripts from previous schools attended are on file.
- The student has a financial obligation to the College.
- The student's financial aid files are incomplete or the proper exit forms have not been signed.
- The student has kept College property or has done damage to College property.
- The student has disciplinary action(s) pending.

CAMPUS CALENDAR AND ROOM RESERVATIONS

A master calendar of events and room use is maintained with the Coordinator of Campus Events. All scheduled events, including club meetings, should be placed on the calendar and reservations made to use the desired facility. Reservations not made on the master calendar may not be honored.

LOST AND FOUND

Lost and found services are located in the main buildings on the Southwest campus through each support staff secretary's office.

STUDENT COMPLAINTS

On-campus residents should seek resolution of complaints with the other party or parties involved. When unable to reach a resolution, residents should register complaints, in writing, with the Associate Provost for Student Life.

INCLEMENT WEATHER POLICY

School closing will occur when weather reaches severe conditions, such as snow drifts and impassable roads. If school remains open in bad weather, students who commute may elect to miss class without penalty; however, they will be responsible for making up assignments, exams, and other work. Students are advised to listen to local radio and/or TV stations, or the Southwest website for information regarding school closings.

CAMPUS SOLICITATIONS

All solicitations made and all posters placed on campus must have prior approval of the Provost.

SCARBOROUGH MEMORIAL LIBRARY SERVICES

All students are encouraged to become acquainted with the library's holdings, on-line Catalog, on-line search services, and other services. At the beginning of each semester the library hours are posted. During operating hours, one or more full-time staff members are available to provide reference and other assistance. Holiday and summer hours vary and will be posted.

LIBRARY COLLECTIONS

Scarborough Memorial Library houses over 76,000 items, most of which are to be found in the general stacks. There are three special collections housed in the Library: the New Mexico State Textbook Adoption Center with a collection of K-12 textbook samples; the Thelma A. Webber Southwest Heritage Room containing U.S. Southwestern history, literature, folklore, etc.; and the new Hatton W. Sumners Freedom Collection specializing in items relating to entrepreneurship, free market economics, liberty, and freedom. All special collection materials, except rare books in the Thelma Webber Room and in the Hatton W. Sumners Freedom Collection circulate. All circulating Library materials are available for a three-week loan period. Materials may be renewed for an additional six weeks, as long as another patron has not placed a hold on the material in question.

The Library receives over 190 newspaper, journal, and periodical titles.

LIBRARY SERVICES

Scarborough Memorial Library is part of a seven-member library consortium, the Estacada Library Information Network (ELIN). The other members of the consortium are Hobbs Public Library, Lovington Public Library, Woolworth Community Library in Jal, Pannell Library at New Mexico Junior College in Hobbs, Eunice Public Library, and Carlsbad Public Library. These libraries are linked electronically so that patrons may have access to all holdings.

Interlibrary loan is available for books and journals held by libraries throughout the United States.

Electronic indexing and abstracting services are available on workstations throughout the Library. Internet searching and word processing also are available. Printing is available for a nominal fee. The College Librarian and staff provide reference service and bibliographic instruction to both individuals and classes upon request. Students and faculty are encouraged to make full use of these services.

A photocopy machine is located in the Library. Copies are \$.10 per page.

Faculty members often place materials on reserve for student use. The circulation period for these materials is determined by the faculty members. Reserve materials are available at the Circulation Desk.

ADDITIONAL LIBRARY FACILITIES

As well as all library collections and services, Scarborough Memorial Library houses a computer classroom and two additional classrooms. A favorite study area, the two-story interior library atrium is also used for formal and informal campus and community activities.

LIBRARY REGULATIONS

All persons wishing to borrow items from Scarborough Memorial Library, including students, faculty, staff, and community patrons, must have an Estacado Library Information Network (ELIN) application card on file. This card may be completed either in the Library on campus or at other libraries in the ELIN consortium and allows the holder access to any of the libraries in the consortium.

Overdue notices are sent out regularly, and fines are charged. Fines accumulate at a rate of \$.25 per day per circulating item and \$.50 per day for each reserve book. The current replacement price will be charged for any materials lost plus a \$10.00 processing fee. Overdue fines accumulate until the date the item is reported lost. Before a student may register for subsequent semesters or obtain a transcript, overdue materials must be returned to the Library with fines paid or replacement charges cleared.

ACADEMIC POLICIES

At Southwest, our major concern is student success, and our primary focus is quality classroom instruction. The interaction between students and faculty is fundamental to the goals of the College and the success of each student. Therefore, academic policies are designed to assist each student in planning and successfully completing the course of study he or she selects. Familiarity with the published policies and frequent counseling with College personnel will contribute to a happy and productive college career.

COLLEGE CREDIT HOURS AND ACADEMIC CLASSIFICATION

Units of college credit are expressed as semester hours. Each hour represents one class hour per week or a minimum of two hours of laboratory work per week. Student classification is based on the following numbers of semester hours earned toward a degree.

Freshman	0 – 32
Sophomore.....	33 – 64
Junior.....	65 – 96
Senior	97 – 128

COURSE IDENTIFICATION

Department	Designation
ACT	Accounting
ART	Art
AST	Astronomy
BIL	Bilingual Education
BIO	Biology
BUA	Business Administration
CHE	Chemistry
CRJ	Criminal Justice
CSI	Computer Science
CSW	College Courses
ECO	Economics
ECE	Early Childhood Education
EDU	Education
ENG	English
ENV	Environmental Science
FIN	Finance
GEO	Geology
GEOG	Geography
HIS	History
LIN	Linguistics
MAT	Mathematics
MGT	Management
MKT	Marketing
MUS	Music
PHE	Physical Education
PHI	Philosophy
PHY	Physics
POS	Political Science
PSY	Psychology
REL	Religion
SOC	Sociology
SPA	Spanish
SPE	Speech
SPED	Special Education
SPM	Sport Management
THE	Theatre

COURSE DESIGNATION BY NUMBER

Digit One – Level of Offering

- 1 – Freshman
- 2 – Sophomore
- 3 – Junior
- 4 – Senior
- 5 – Graduate

Digits Two and Three – Specific Course Identity

- 01 – 59 Regular Academic
- 60 – 69 Workshops and Seminars
- 70 – 79 Topics
- 80 – 89 Internships and Practicum

Digit Four – Semester Hour Value

- 1 – One Semester Hour Credit
- 2 – Two Semester Hours Credit
- 3 – Three Semester Hours Credit
- 4 – Four Semester Hours Credit

Example: BUA 2173

Department: Business Administration (BUA)

Level of Offering: Sophomore (2)

Specific Course Identity: (17)

Semester Hours Credit: (3)

Courses with 3000 or 4000 designations may be taken only by students of junior or senior standing.

GRADES

Grades are based on the quality of work completed. The grading system is as follows:

A	90 to 100	Excellent
B	80 to 89	Good
C	70 to 79	Average
D	60 to 69	Passing
F	< 60	Failing
I	Incomplete	

An “I” incomplete, is given only at the end of the semester and only providing that (1) the student has experienced documented extenuating circumstances, (2) the student has made personal contact with the instructor prior to the final examination to request special consideration, and (3) the instructor has agreed to grant an “I.” All incomplete work must be completed within 60 calendar days of the termination of the semester for which the “I” is assigned. If the required work is not made up within that time, the “I” becomes an “F” on the student’s record.

W Withdrawal. Withdrawal for any reason on or before the date specified in the official calendar for each semester.

CR Credit. Certain courses may be taken for credit only rather than for a letter grade.

NC No Credit. No credit is assigned when a student who has enrolled in a course for credit only fails to meet all course requirements.

REPEATING COURSES

A student may repeat a course to improve his or her grade point average. All grades earned will be retained on the transcript; however, the last grade earned in each course will be used to calculate the grade point average.

GRADE POINTS

Grade points per semester hour are assigned as follows:

A	4 grade points per semester hour
B	3 grade points per semester hour
C	2 grade points per semester hour
D	1 grade point per semester hour
F	0 grade points per semester hour. A grade of "F" is included in computing grade point averages.
I	0 grade points per semester hour. Incompletes are not included in computing grade point averages. Adjustments are made upon completion of work.
W	0 grade points per semester hour. Semester hours are not included in computing grade point averages.
CR	0 grade points per semester hour. Semester hours are shown in the total hours completed but are not included in computing the grade point averages.
NC	0 grade points per semester hour. Semester hours are not shown in the total hours completed and are not included in computing the grade point averages.

The grade point average is computed by dividing total grade points earned by total hours attempted. For example, if the grade points earned total 32 and the total hours attempted equal 16, the grade point average is 2.0.

GRADE APPEAL PROCESS

- 1) A student who wishes to appeal a grade must file notice of intention to appeal with the Registrar. This must be done within thirty (30) days after the start of the regular semester following the one in which the questioned grade was given. The Student, after informing the Registrar of the intention to appeal, must demonstrate that he/she has met with the following people in an informal attempt to resolve the situation: a) The Instructor; b) The Dean of the Unit offering the course, and; c) The Provost. It is expected that these officers are to be approached in the order listed above. The student will have a maximum of thirty (30) days to complete this process. The Registrar may extend the time limit to avoid undue hardship or injustice.
- 2) When a mutually acceptable decision is not reached informally, the student shall submit a detailed statement of appeal with supporting documentation to the Registrar detailing in what way his/her grade assignment was prejudiced, arbitrary, or otherwise improper. At that time he/she may seek the assistance of his/her academic advisor and/or the Registrar.
- 3) The Registrar will promptly give written notice of the formal appeal to both the student and the involved faculty member. Written notice shall be accompanied by a copy of the student's detailed statement as well as the procedures and sequence of events to be followed in conducting the hearing. The first meeting of the hearing shall be held not less than five (5) days and, whenever practical, not more than ten (10) days after the receipt of such notice. The Instructor shall promptly make available to the Registrar all pertinent grading records and a written response to the students' detailed statements.
- 4) Should the Instructor assigning the contested grade not be available, whether for reasons of termination, resignation, illness, sabbatical leave, leave of absence or death, the Dean or Chair of the Unit sponsoring the course, or a designee of the Chairperson with a more specific curricular expertise, shall serve as surrogate for the Instructor in the grade appeals process.
- 5) The hearing shall be closed unless both parties agree in writing that it be open. The student and the instructor are both entitled to be accompanied at the hearing by advisors

of their choice. The hearings are administrative and not judicial in nature. Both parties and their advisors have the right to present evidence and witnesses on their behalf, and to confront and question opposing witnesses. A list of the evidence and witnesses should be submitted to the Registrar prior to the meeting.

6) Under normal circumstances, if the duly notified student complainant does not appear for the hearing, the complaint shall be dismissed, the case closed, and the actions are not subject to further hearing. If, however, the duly notified faculty member does not appear, the hearing will continue on the presumption that there is no desire to challenge evidence or witnesses presented by the student.

7) At the conclusion of the hearing, the Committee may, by majority vote of its membership, recommend changing the original grade. A written report of the Committee's decision shall be sent to both parties no later than fifteen (15) days after the conclusion of the hearing. The Committee's decision is final and shall not be subject to further hearing or appeal. If the instructor who originally gave the grade is not willing to initiate any recommended grade change, the Registrar, acting on behalf of the Committee, shall file the change and record the new grade.

In case of a procedural violation during the grade appeal process, an appeal may be made by following the procedures listed below:

1) Prior to the formal hearing, the Student, Instructor, or member of the Committee may request review of the hearing process on basis of evidence that any substantial procedural irregularity has occurred. The process shall be initiated by filing a personally signed notice of appeal to the Registrar. The notice shall be accompanied by a statement of alleged violation.

2) During the formal hearing, the Student, Instructor, or member of the Committee may request that the Registrar review the conduct of the hearing on the basis of any substantial procedural irregularity.

3) In the event that a review is requested, the hearing process shall be suspended and a special closed meeting of the members of the Committee shall be convened to review the allegation. If the Committee, by majority vote, finds that any substantial procedural violation has taken place, the Registrar shall disband the grade appeal Committee and the Committee alternates shall review the process. The Alternate panel shall continue the hearing process and its decision shall be final.

Students involved in cases of alleged academic dishonesty may be subject to disciplinary penalties under the Honor Code.

ACCESSING GRADES

Grade cards are not mailed. You may check your grades by logging on to <http://www.csw.edu/>, then select Current Student. Log on to Student Portal then enter your Student ID number. Your student ID appears on your billing statement, schedule, and your student ID card. Your password is the last four digits of your social security number. If a hold pops up, you must contact the office who placed the hold. Until all holds are clear, you will not be able to access your grades. Should you need a hard copy of your grades, contact the Registrar's office by email or in writing. Grade cards will be mailed to the address on record. If students need grade cards to be delivered to an alternate address, the request must be made in writing.

ADDING OR DROPPING COURSES

The first week of each semester is the period during which students may add or drop courses. To add or drop a course, the student must complete an add/drop form in the Office of the Registrar and obtain signatures from his/her Advisor.

WITHDRAWAL FROM A COURSE OR FROM THE COLLEGE

During a regular semester, a student may withdraw from a class with a “W” through the thirteenth week of classes. To withdraw from a course(s) the student must obtain a withdrawal form in the Office of the Registrar and obtain signatures from his/her Advisor, Housing, Business Office, Financial Aid, and the Registrar. Failure to withdraw officially will result in an “F.”

ACADEMIC PROBATION

A student is placed on academic probation when his or her Southwest cumulative grade point average falls below 1.75 for freshmen and sophomores and 2.00 for juniors and seniors. A transfer student admitted under special provisions whose grade point average is less than 1.75, if he or she is an underclassman, or less than 2.00, if he or she is an upperclassman, enters on probation. Scholastic probation is removed when the Southwest cumulative grade point average is raised. A student on academic probation will be given one semester to establish a satisfactory level of academic work. Otherwise the student will remain on probation for an additional semester. Failure to establish a satisfactory level of academic work after two semesters may result in academic suspension.

ACADEMIC SUSPENSION

A student placed on academic suspension may appeal to the Provost. If the appeal is denied, the student will be suspended. He or she will be eligible for readmission on probation after one full semester. Benefits of suspended veterans must be reestablished by the Veterans’ Administration.

ACADEMIC RENEWAL

An undergraduate student enrolling at Southwest after a four-calendar-year period of separation from any accredited institution of higher education may apply for Academic Renewal. To qualify, a student must earn at least a 2.00 GPA in the first 15 hours following re-enrollment. Thereafter, the student must meet the standard for continuation in the College’s academic good standing policy. Grades will be forgiven only once during a student’s career.

- 1) Students must apply in the Office of the Registrar for invocation of this policy after they have completed 15 hours following enrollment or re-enrollment at Southwest. This applies only to undergraduates.
- 2) Developmental/remedial studies courses and non-academic vocational courses will not count toward the four-year separation requirements or the GPA requirement.
- 3) Upon granting of the application, all courses prior to the four-year separation will be removed from consideration for a degree and will not count toward the GPA but will remain on the student’s transcript.
- 4) The student’s transcript will be marked “Academic Renewal Granted.”
- 5) Courses that will not apply to the student’s degree will be flagged on the Southwest transcript, whether earned at Southwest or at another institution.
- 6) The student may not pick and choose which course(s) will be removed from consideration.
- 7) Academic Renewal will be granted only once and is not reversible.

8) Southwest's Academic Renewal policy may not apply when a student's eligibility for certain programs, such as athletic programs, is being determined.

FULL-TIME STUDENTS

Undergraduate students enrolled for 12 or more semester hours during a regular session are considered full-time students.

STUDENT LOAD AND CONCURRENT ENROLLMENT

Concurrent enrollment will be considered only for students with 97 or fewer hours earned toward their degrees. After a student has earned 98 semester hours, concurrent enrollment will not normally be considered. A minimum of sixty-two 62 hours must be taken from a senior institution. The last thirty 30 hours must be taken at Southwest.

The normal full-time student load is 12 to 18 semester hours for each Fall and Spring semester. A student may take more than eighteen (18) hours only with the approval of his or her academic advisor, in consultation with the Registrar of the College, and includes courses taken by correspondence or through any another institution. Additional course work taken without prior written approval from Southwest may not be accepted for transfer credit. A full load during summer session is determined by the length of the session. However, no student may take more than six semester hours in a four week session.

DEGREE PLAN

Upon initial enrollment, students must make an appointment for academic advisement with the assigned advisor. A Degree Plan should be prepared prior to initial registration and copies provided to the student, the College Registrar, and the advisor.

ADVISORS

An advisor will be assigned for the student at the time of first registration. The student will remain under the supervision of this advisor until the degree is completed. If the student changes majors or specialized areas, or if the advisor ceases to be a College employee, another advisor will be assigned. If a student wishes to change advisors, prior written approval must be received from the College Registrar.

CHANGE OF MAJOR OR SPECIALIZATION

If a student decides to change majors or degree fields, the student's advisor must be contacted to ensure maximum efficiency in developing a new Degree Plan.

SECOND BACHELOR'S DEGREE

To receive a second bachelor's degree from University of the Southwest, a student must meet the following requirements:

- 1) Complete a bachelor's degree from an accredited institution;
- 2) Complete a minimum of 30 additional semester hours at College of the Southwest. At least 15 hours must be in the declared major.
- 3) Fulfill all requirements specified for the major, including prerequisites and GPA requirements;
- 4) Complete 6 hours of religion and ECO 2213: Freedom, Ethics, and Free Enterprise. These may be included in the 30 semester hours earned at University of the Southwest.

DOUBLE MAJOR

To complete a double major at University of the Southwest, a student must meet the following requirements for graduation:

- 1) The student must first declare the primary and secondary major areas of study;
- 2) Complete all requirements specified for the primary major area of study;
- 3) Complete 30 semester hours in the secondary major area of study; however, credit hours may not be counted for both majors.

Only one diploma will be issued; however, both majors will appear on the University of the Southwest transcript.

TRANSFER CREDITS

On the basis of transcript evaluation, credit will be granted for general education and elective courses in which a grade of "C" or higher was earned at other colleges or universities. A grade of "C" or higher will be required for courses in the major and minor. Transfer credits which are accepted will apply toward a degree. The last 30 semester hours prior to awarding the degree must be completed at Southwest.

STUDENTS WITH DISABILITIES

University of the Southwest is committed to the principle that no qualified individual with a disability shall, on the basis of that disability, be excluded from participating in or be denied the benefits of the services, programs, or activities of the College, or be subject to discrimination by the College, as required by the Americans with Disabilities Act of 1990.

However, University of the Southwest does not waive the published degree requirements for students. To the extent practical, the faculty and administration will make reasonable accommodations to assist clinically qualified individuals with disabilities in meeting degree requirements. All students at Southwest must have the capacity and ambition to undertake, with reasonable assistance from the faculty and administration, the academic challenges necessary to fulfill the academic requirements for the degree or certification program pursued.

The Director of the Office of Special Services at the College coordinates activities for disabled students and should be contacted concerning initial enrollment, scheduling, and other arrangements. The Office of Special Services is located in the Mabee Center for Teaching and Learning.

DEGREE AUDIT

Upon admission to Southwest, during the students first semester of attendance, a degree audit will be created for each student. Any change or substitution to this degree audit will require approval of the advisor and the College Registrar. A student may graduate under the requirements of the Catalog under which he or she entered, provided that the Catalog is not more than five years old at the time of graduation and provided that the student has been continuously enrolled for a minimum of half-time in regular sessions. When a student has not been enrolled for two subsequent semesters, a new Degree Plan will be completed based on the Catalog in effect at the time of re-enrollment.

INTENT TO GRADUATE APPLICATION

Candidates for graduation must file an application and pay the graduation fee as listed under current tuition and fee charges at the time of the student's last registration prior to the intended graduation date. Necessary forms will be available at registration. If, for

any reason, a student fails to complete work prior to the intended graduation date and wishes to reapply, permission to do so may be granted by the College Registrar. The student will pay a fee of \$50.00 for reprinting the diploma.

Graduation ceremonies are held in May of each year. Students may not participate in the graduation ceremony unless all requirements have been completed prior to the ceremony. Students who complete their course work in the Summer or Fall sessions may participate in the ceremony the following May.

If a student has outstanding financial or other obligations to the College, a hold will be placed on the student's diploma until he or she meets such obligations.

ALTERNATIVE COLLEGE CREDIT

Alternative credit may be granted by the College at the discretion of the College Registrar. The student is responsible for applicable fees to record the credit on the official transcript. The following rules apply:

Credit may be earned through nationally standardized testing instruments such as those administered by the College Level Examination Program (CLEP).

No alternative credit will be granted in cases in which (a) the course has been taken either for credit or audit at an earlier date through any college, (b) the course is being taken at time of the examination, (c) the student is not at the time a bona fide student of the College, or (d) the course is a prerequisite to a course already completed by the student.

Southwest students wishing to apply for alternative credit programs should apply by mail or in person to the College Registrar. All fees for these examinations are due in advance of taking these tests and are non-refundable.

Southwest students who should consider taking these examinations for credit include (a) those who have had special studies and preparation other than in college but beyond the high school level, (b) those who have had two or more units of high school foreign language or the equivalent, (c) those who have been enrolled in accelerated high school classes, or (d) those who have scored in the top 15 percent of the ACT, SAT, National Merit Scholarship or other testing programs of a similar nature. The student's eligibility to take examinations will be determined by a committee made up of members of the faculty and the Registrar. The Registrar will issue a permit to take the examinations that are approved.

ADVANCED PLACEMENT

The College will grant advanced placement credit for courses on the basis of acceptable scores on the Advanced Placement Examination of the College Entrance Examination Board. For a score of 3, 4, or 5 on a test in American History, Art History, English, European History, French Language, French Literature, German, Government, or

Spanish, one semester of credit may be granted. For a score of 4 or 5 on a test in Biology, Chemistry, Mathematics, Physics, or Physical Science, one semester of credit may be granted. Students must make arrangements with their high school counselors to take these tests during their senior year of high school and have the scores sent to the Registrar at University of the Southwest.

Entering freshmen whose ACT/SAT scores place them far above the national average can be awarded up to 27 hours of college credit at Southwest in the following areas:

	SCORES		CREDIT
	ACT	SAT	HOURS
English	26	610	ENG 1113
	34	760	ENG 1123
Math	24	610	MAT 1203
	30	760	MAT 1413
Natural Science	28	---	SCI 4 Hrs.
	35	---	SCI 8 Hrs.
Social Science	25	---	HIS 3 Hrs.
	33	---	HIS 6 Hrs.

CLEP

The college will grant credit for acceptable scores on the CLEP exams. Credit for general exams for which a student earns a score of 50 or better are as follows:

Exams:	Credit-Granting Score	Credit Granted	Equivalent Course
COMPOSITION AND LITERATURE			
American Literature	50	3 hours	ENG 2403 AM LITERATURE I or ENG 2413 AM LITERATURE II
Analyzing & Interpreting Literature	50	3 hours	ENG 1123 RHET & LITERATURE
Freshman College Composition	50	3 hours	ENG 1113 RHET & COMPOSITION
English Literature	50	3 hours	ENG 2303 BRITISH LITERATURE I or ENG 2313 BRITISH LITERATURE II
Humanities	50	6 hours	Humanities Electives
SCIENCE AND MATHEMATICS			
College Algebra	50	3 hours	MAT 1203 COLLEGE ALGEBRA
Trigonometry	50	3 hours	MAT 1413 PRE-CALCULUS
College Algebra-Trigonometry	50	3 hours	MAT 1413 PRE-CALCULUS
General Biology	50	3 hours	BIO 1104 GENERAL BIOLOGY I
General Chemistry	50	3 hours	CHE 1104 GENERAL CHEM I
Information Systems And Computer Science	50	3 hours	CSI 1203 COMPUTER APPS
FOREIGN LANGUAGES			
French, Level I	50	6 hours	French I & II
French, Level II	62	12 hours	French I, II, III, & IV
German Level I	50	6 hours	German I & II
German, Level II	62	12 hours	German I, II, III, & IV
Spanish, Level I	50	6 hours	Spanish I & II
Spanish, Level II	66	12 hours	Spanish I, II, III, & IV

HISTORY AND SOCIAL SCIENCES

American Government	50	3 hours	POS 2103 AM, ST, LOCAL GOVT
History of the U. S. I: Early Colonization to 1864	50	3 hours	HIS 2103 AM HISTORY TO 1876
History of the U. S. II: 1865 to Present	50	3 hours	HIS 2203 AM HISTORY FR 1877
Principles of Macroeconomics	50	3 hours	ECO 2103 PRIN OF MACRO
Principles of Microeconomics	50	3 hours	ECO 2203 PRIN OF MICRO
Introduction to Psychology	50	3 hours	PSY 1103 GEN PSYCHOLOGY
Introduction to Sociology	50	3 hours	SOC 1103 INT TO SOCIOLOGY
Western Civ. I: Ancient Near East to 1648	50	3 hours	HIS 1103 WESTERN CIV TO 1715
Western Civ II: 1648 To Present	50	3 hours	HIS 1203 WESTERN CIV FR 1716

Tests may be taken at any authorized CLEP center throughout the United States. Scores should be sent to the Registrar of University of the Southwest.

COLLEGE BOARD EXAMINATIONS

The College will grant credit for acceptable scores on the College Board Achievement Tests. These tests are available in (a) Foreign Language (listening comprehension and reading ability in French, German, Hebrew, and Spanish) and (b) Physics. Up to fourteen (14) semester hours of Foreign Language may be credited.

CREDIT BY EXAMINATION

Advanced standing examinations may be taken in most areas. Students who make a grade of "B" or better on the end-of-course examinations administered by the appropriate College department may receive credit for the course. Such examinations are available at a cost to students of \$50.00 per course and recording fees. Credit by examination is limited to 6 hours per student, however additional credit may be granted at the discretion of the Provost. Contact the Office of the Registrar for more information.

CREDIT BY EXPERIENCE

Credit by experience for Field-Based Observation, Field Experience II, internships, or practicum experience is available through application. Credit for experience is limited to 6 hours per student, however additional credit may be granted at the discretion of the Provost. Contact the Office of the Registrar for more information.

CREDIT BY PORTFOLIO FOR PRIOR LEARNING

Gaining credit for prior learning requires students to enroll in a CSW 4903 Portfolio Assessment of Prior Learning to assist them in developing a learning portfolio. The portfolio must provide evidence of college-level learning which is presented in three formats: (a) an outline and description of prior personal, academic, and professional experiences; (b) an essay explaining learning gained from those experiences; and (c) documents from outside sources verifying those experiences. Credit for prior learning is limited to 6 hours per student, however additional credit may be granted at the discretion of the Provost. Contact the Office of the Registrar for more information.

ARMED FORCES AMERICAN COUNCIL IN EDUCATION (ACE) CREDIT

The College grants credit for appropriate educational experiences gained in the Armed Services, as approved for credit and advanced standing by examination through the American Council on Education. Veteran credit will be posted to the student's transcript, using present credit-by-exam rates. Two semester hours credit will be granted for physical activity courses. Application should be made through the Office of the Registrar.

CORRESPONDENCE CREDIT

Southwest does not offer correspondence work; however, credit may be earned by correspondence through a fully accredited college or university with an approved extension department. Correspondence work must have prior approval from the student's advisor. Credit by correspondence is limited to 15 semester hours per degree and may be used toward the general education or elective requirements.

DIRECTED STUDIES POLICY

Directed studies may be offered in *extraordinary circumstances* to provide students appropriate educational experiences. Such studies require prior approval of the advisor and are limited to 6 semester hours for degree applications, and are not encouraged. Whenever possible, advisors should recommend a course substitution instead of a directed study. If a course substitution is approved, the student must then complete and submit the proper paper work to his or her advisor for approval. Directed studies will not be approved for laboratory sciences, most education methods classes, some accounting, or any other courses deemed inappropriate by Division Chairs. No more than 6 semester hours of directed study may be applied toward a bachelor's degree.

The student must meet the following criteria before being considered for approval for a directed study:

- 1) Have an overall GPA of 3.00 or above.
- 2) Be a matriculated, degree-seeking student who has completed at least fifteen 15 semester hours of course work at Southwest.

In order for approval to be given for a directed study, a written request must be submitted by the student to his/her advisor. The request must clearly explain why a directed study is required.

Upon receipt of the request, the advisor must determine that the request is consistent with the College's Directed Study Policy as listed in the University of the Southwest 2008-2009 Official Catalog. If these requirements are met, the advisor must then determine if another course is being offered that could be substituted for the course for which the directed study is being requested. If such a substitute cannot be found, the request must be forwarded to the division chair who will also attempt to find an alternative solution. If no alternative solution can be found, the division chair will secure a faculty member (not adjunct) to supervise the directed study. The division chair will then forward the request to the Provost by submitting a copy of the student's original request and signatures of the student, the student's advisor, the faculty member who will teach the directed study, and the division chair.

The faculty member in charge of the directed study must agree to:

- 1) Produce a course syllabus consistent with the curricular content of the subject;
- 2) Establish a calendar for student progress;
- 3) Commit the time necessary to assist the student in the learning process.

The student must agree to:

- 1) Accept the requirements stated in the syllabus prior to registering for a directed study;
- 2) Abide by the schedule and timeline set by the instructor;
- 3) Fulfill all requirements as set forth in the course syllabus.

INTERNET COURSES

Students who wish to enroll in Internet classes must first be admitted to the College under the same admission criteria established for all students. Students may download the admission form from the Internet at www.csw.edu, and email it back, along with the \$25.00 admission fee, to:

Office of Undergraduate Admission
University of the Southwest
6610 Lovington Highway
Hobbs, NM 88240.

An admission packet may also be mailed to prospective students upon request by calling 1-800-530-4400. Financial aid is available for students who meet the College's eligibility requirements.

Student advisement will be conducted with distance education students by email and/or telephone. A Degree Plan will be completed and delivered to the student. Copies will be kept on file. Distance education students register for classes in the same manner as on-site students. Registration forms may be obtained at www.csw.edu.

AUDITING COURSES

Students who register to audit a course are not required to participate in class projects or take examinations. The course will appear on the student's transcript and will be specified as an audit. A student may change a course from credit to audit until the final withdrawal day but may not change from audit to credit or non-credit. Audit charges are not refundable, and the fee paid for a course may not be changed.

RECORDING OF ALTERNATIVE COLLEGE CREDITS

After satisfactory completion of alternative college credit, as listed above, a student's transcript will be marked "CR" to indicate credit.

The credit so received will not be used when computing grade point averages, although the hours of credit will count toward graduation. A recording fee of \$25.00 per credit hour will be charged for placing the credits on the student's transcript.

No college can guarantee the transferability of alternative college credits. Any college or university has the right to accept or reject any work from another institution; for example, some colleges will not accept credit earned by examination or experience.

THE ACADEMIC PROGRAMS

GENERAL REQUIREMENTS FOR ALL BACHELOR'S DEGREES

Note for Education Majors: Education majors are required to complete credit hours beyond the number of credit hours specified in the following General Requirements. Education majors therefore should consult the Education portion of this Catalog and/or Southwest's School of Education for additional requirements.

To receive a bachelor's degree from University of the Southwest, a student must meet the following requirements:

- 1) Completion of a minimum of 120 to 135 semester hours as specified for the degree sought;
- 2) Completion of a minimum of 40 or more upper division semester hours;
- 3) Completion of a minimum of 62 semester hours at Southwest after achieving junior standing. After achieving senior standing, 30 semester hours must be completed at Southwest;
- 4) Achievement of a minimum grade point average of 2.0 (except where specified for the degree program);
- 5) Completion of a major and minor where specified by the degree program;
- 6) Completion of electives as allowed for the degree sought.
- 7) Completion of General Education requirements
- 8) Achievement and approval of required competencies.

GENERAL EDUCATION PROGRAM AND INSTITUTIONAL REQUIREMENTS

The education program is designed to provide broad educational experiences for students as determined by the "purposes of common needs" of students. These learning experiences are provided to equip students for a higher level of personal and social effectiveness; provide a base for productive citizenship; develop a useful perspective of their cultural, political, scientific, and economic environment; and establish proficiency in the tools of communication. The general education and institutional requirements for all bachelor's degrees are as follows:

COMPETENCIES

The institutional goals for graduates of the University of the Southwest are that they possess general knowledge in their fields of study, life-long learning skills, effective communication skills, and commitment to service. In meeting those goals, Southwest requires that prior to graduation students meet acceptable standards of competence in using computer technology, in researching information, and in using effective written and oral communications. The following competencies may be met through a variety of methods, such as (but not limited to) exams, transfer courses, and Southwest courses.

INFORMATION LITERACY

Information literacy includes the ability to recognize when information is needed and the ability to locate, evaluate, and use the needed information effectively.

COMPUTER LITERACY

Prior to graduation, students must demonstrate basic computer competency. At Southwest, basic competency is defined as the ability to apply computer concepts and technology to solve problems, and to demonstrate a basic level of understanding of Microsoft Word™ PowerPoint™ Excel™ Access™ Publisher™ web design and HTML (Hypertext Markup Language). Southwest requires its graduates to have a minimal computing vocabulary and basic perspective of computer information processing and its effects.

WRITTEN AND ORAL COMMUNICATIONS

Students must show ability to write and speak effectively, so as to convey information with clarity. Students will demonstrate competency in communication skills prior to graduation.

GENERAL EDUCATION CORE REQUIREMENTS

Humanities/Fine Arts 12 semester hours

The humanities explore the human and creative side of human beings and include philosophy and the arts, distinguishing the humanities from the basic social and physical sciences.

A minimum of six (6) semester hours in two subject areas of the humanities are required, in addition to six (6) semester hours in a religion-based course. Students may choose from the following approved list of courses:

ART	1103	Art Appreciation
ART	2103	The History of Western Art I
ART	2203	The History of Western Art II
ART	2213	The Artist
ENG	3233	Life and Literature of the Southwest
ENG	2303	Survey of British Literature I
ENG	2313	Survey of British Literature II
ENG	2403	Survey of American Literature I
ENG	2413	Survey of American Literature II
ENG	2423	Survey of Western World Literature I
ENG	2443	Survey of Western World Literature II
LIN	2253	Introduction to Linguistics
MUS	1103	Music Appreciation
MUS	1203	The Great Composers
MUS	2203	Introduction to Country and Western Music
PHI	1103	Introduction to Philosophy
PHI	2103	History of Philosophy
PHI	2203	Logic
REL	1101	Life I
REL	1103	Old Testament Survey
REL	1201	Life II
REL	1203	New Testament Survey
REL	1301	Life III
REL	2103	Introduction to World Religions
REL	2203	Exploring the Bible
THE	1103	Introduction to the Theatre

Social and Behavioral Sciences 12 semester hours

The social and behavioral sciences study the individual and group motivations and interactions that affect the quality of human life. A required minimum of 12 semester hours includes three (3) semester hours of ECO 2213, Freedom, Ethics and Free Enterprise. The remaining nine (9) hours must be chosen from three different subject areas. The student may choose from the following approved list of courses:

ECO	2303	Principles of Economics
EDU	2103	Foundations of Education

EDU	2213	Educational Psychology
GEOG	2103	Physical and Cultural Geography
HIS	1103	Western Civilization to 1715
HIS	1203	Western Civilization from 1715
HIS	2103	American History to 1876
HIS	2203	American History from 1877
HIS	2303	History and Geography of New Mexico
PHE	1103	Personal and Community Health
MGT	3223	Leadership and Motivation
MGT	3503	Organizational Behavior
PSY	1103	General Psychology
PSY	2213	Educational Psychology
SOC	1103	Introduction to Sociology
SOC	2213	Marriage and the Family

Scientific Inquiry and Mathematics **14 semester hours**

Scientific inquiry involves the systematic investigation of natural phenomena in our world. Mathematics is a tool with which to quantify, model, or define relationships for data across numerous disciplines, including engineering, business, and the physical sciences. The minimum requirement of eight (8) semester hours in science must include at least one course with a lab component. All students must complete a minimum of three (3) semester hours in a college-level mathematics course. All students must show basic competence in computers either by passing a competency exam or by taking a beginning computer course. Students may choose from the following approved list of courses:

AST	1104	Descriptive Astronomy
BIO	1104	General Biology I
BIO	1154	General Biology II
CHE	1104	Principles of Chemistry I
CHE	1204	Principles of Chemistry II
CSI	1203	Computer Application
CSI	2203	Educational Technology
GEO	1104	Physical Geology
GEO	1204	Historical Geology
GEO	1304	Earth Science
MAT	1103	College Algebra for General Education
MAT	1203	College Algebra for Mathematics or Science Majors
MAT	1413	Pre-Calculus Mathematics
MAT	2103	Principles of Probability and Statistics
MAT	2204	Analytic Geometry and Calculus I
MAT	2214	Analytic Geometry and Calculus II
PHY	1104	General Physics I
PHY	1204	General Physics II

Communications **9 semester hours**

The study of communications is intended to help students become better public speakers and writers with effective interpersonal communication and listening skills.

ENG	1113	Rhetoric and Composition
ENG	1123	Rhetoric and Literature
SPE	1103	Principles of Speech

THE BACHELOR OF ARTS AND SCIENCES

1. A major may be selected from the areas of English, General Studies, History, Humanities, Social Sciences or Theatre.
2. A 2.50 grade point average or better must be achieved in the major area unless stated otherwise.
3. The minor of 18 – 20 hours must be selected from the major academic disciplines or may be transferred from another college if approved by the advisor and Office of the Registrar. A 2.50 grade point average or better must be achieved in the minor area unless stated otherwise.

Christian Studies-Core Requirements

REL	1103	Old Testament Survey	3
REL	1203	New Testament Survey	3
REL	2103	Introduction to World Religions	3
REL	2303	Foundations of Bible Study	3
REL	2403	Faith and Christian Ethics	3
REL	3113	Survey of Christian Ethics	3
REL	3133	Synoptic Gospels	3
REL	3213	History of Christianity to 1517	3
REL	3333	History of Christianity to 1517	3
REL	3303	Pentateuch	3
REL	4103	Hermeneutics	3
Select one of the following:			
REL	3103	Philosophy of Religion	3
REL	3203	Building a Christian World View	3
			<u>36</u>

Pastoral Ministry Emphasis

REL	3313	Communicating the Gospel	3
REL	3413	Practical Ministry	3
REL	4113	Pastoral Counseling: What it is/What it is Not	3
REL	4203	Ministry Organization and Administration	3
REL	4213	Theology of Worship	3
REL	4223	Practices of Christian Education	3
REL	4233	Evangelism and Discipleship	3
REL	4813	Internship/Practicum	3
			<u>24</u>

Youth Ministry Emphasis

EDU	2213	Educational Psychology	3
REL	3123	Foundations of Youth Ministry	3
REL	3313	Communicating the Gospel	3
REL	4113	Pastoral Counseling: What it is/What it is Not	3
REL	4203	Ministry Organization and Administration	3
REL	4303	Advanced Youth Ministry	3
REL	4403	Youth Culture and Evangelism	3
REL	4813	Internship/Practicum	3
			<u>24</u>

Computer Science-Core Requirements

CSI	1103	Introduction to Programming	3
CSI	2213	Electronic Spreadsheets	3
CSI	2223	Data Structures	3
CSI	3343	User Interfaces	3
CSI	3353	Operating Systems Design	3
CSI	3363	Database Systems	3
CSI	4473	Data Communications	3
CSI	4483	Artificial Intelligence	3
CSI	4701	Senior Project 1	1

CSI	4702	Senior Project 2	2
MAT	2103	Probability and Statistics	3
MAT	3413	Problem Solving Strategies	3
Minor Requirements			18
Electives			<u>22</u>
			73

ENGLISH

Courses listed on the English degree plan lead to the Bachelor of Arts and Sciences degree and unify the study of composition, creative writing, classic and contemporary literature, and literary analysis. Students in English prepare for advanced study in graduate or professional schools and for careers in education, business, communications, and media.

English-Core Requirements

ENG	2213	Creative Writing	3
ENG	2303	Survey of British Literature I -or-	
ENG	2313	Survey of British Literature II	3
ENG	2403	Survey of American Literature I -or-	
ENG	2413	Survey of American Literature II	3
ENG	3503	Grammar	3
ENG	3523	Literary Criticism and Theory	3
ENG	3543	Advanced Composition	3
ENG	4523	Major British Author -or-	
ENG	4533	Major American Author	3
English Junior/Senior Level Electives			<u>15</u>
			36

HISTORY

Courses included on the History degree plan include general survey courses, as well as topics courses that allow for more in-depth study of specific eras, events, or historical figures. The History major provides students ample opportunities to conduct and report on historical research. History majors prepare for careers as teachers or professors, as United States government employees, and for private organizations requiring strong research skills and a broad understanding of society.

History-Core Requirements

HIS	1103	Western Civilization to 1715	3
HIS	1203	Western Civilization from 1716	3
HIS	2103	American History to 1876	3
HIS	2203	American History from 1877	3
HIS	3103	Theory of History	3
HIS	3213	Colonial American -or-	
HIS	3223	Civil War and Reconstruction	3
HIS	3313	World History	3
HIS	4103	History of U.S. Foreign Policy	3
HIS	Elective		3
History Junior/Senior Level Electives			<u>12</u>
			39

Humanities-Core Requirements

ART	2103	History of Western Art I	3
ART	2203	History of Western Art II	3
MUS	1103	Music Appreciation	3
MUS	1203	Great Composers	3
PHI	1103	Introduction to Philosophy	3
THE	1103	Introduction to Theatre	3
Art, Music, Philosophy, English, or the Theatre Junior/Senior Level Electives			<u>18</u>
			36

Social Science-Core Requirements

GEOG	2103	Physical and Cultural Geography	3
POS	3103	American Ideologies	3

POS	4223	Constitutional History	3
SOC	1103	Introduction to Sociology	3
SOC	2213	Marriage and Family	3
SOC	3203	Race and Ethnic Relations	3
Political Science, Sociology, History Junior/Senior Electives			<u>18</u>
			36

II. Minor Requirements	18
III. Electives (12 hours must be at the Junior/Senior level)	21

Bachelor of Arts and Science - Designated Minors

Mathematics

MAT	1413	Pre-Calculus Mathematics	3
MAT	2103	Principles of Probability and Statistics	3
MAT	2204	Analytic Geometry and Calculus I	4
MAT	2214	Analytic Geometry and Calculus II	4
MAT	3203	Discrete Mathematics	3
MAT		Electives (Jr/Sr Level)	<u>3</u>
Total Minor Hours			20

Religious Studies

REL	1103	Old Testament Survey	3
REL	1203	New Testament Survey	3

Select 3 hours from the following:			3
REL	2103	Introduction to World Religions	
REL	2203	Exploring the Bible	

Select 9 hours from the following:			
REL	3103	Philosophy of Religion	
REL	3203	Building a Christian World View	
REL	3213	History of Christianity to 1517	
REL	3313	History of Christianity from 1517	
REL	4703	Topics in Religion	<u>9</u>
Total Minor Hours			18

Spanish

SPA	1104	Elementary Spanish I	4
SPA	1204	Elementary Spanish II	4
SPA	2103	Intermediate Spanish Grammar and Composition	3
SPA	3103	Spanish Comparative Linguistics	3
SPA	3203	Spanish Grammar Composition	3
SPA	3303	Survey of Spanish Literature -or-	
SPA	3403	Survey of Spanish-American Literature	<u>3</u>
Total Minor Hours			20

BACHELOR OF BUSINESS ADMINISTRATION

A. Curriculum and Majors

The core curriculum listed under a student's chosen major must be completed by all candidates for a Bachelor of Business Administration degree. The major is determined in consultation with a faculty advisor from the Business Department and recorded on an approved Degree Plan. The requirements for a degree in business are completion of a minor where required, except Accounting majors. Degrees are offered in the following fields: Accounting, Energy Land Management, General Business, Global Management/Global Marketing, Human Resource Management or Sport Management.

The minor of 18 – 20 hours must be selected from the major academic disciplines or may be transferred from another college if approved by the advisor and Office of the Registrar. A 2.50 grade point average or better must be achieved in the minor area unless stated otherwise. All Bachelor of Business Administration degrees require a total of 120 hours.

SPECIALTY IN ACCOUNTING

A specialty in accounting offers superb career opportunities. Most accounting majors are hired but their last semester of study and often times there are more jobs than graduates to fill them. Accounting graduates work in public accounting as auditors, tax specialist and consultants; in private firms in both financial and cost accounting and for governmental and not-for-profit entities as internal auditors and financial accountants. Completion of required coursework can lead to licensing as a Certified Public or Managerial accountant or graduate degrees in accounting or law.

Accounting Core Requirements			Hours
ACT	2204	Accounting I	4
ACT	2214	Accounting II	4
BUA	3104	Business Law	4
FIN	2403	Principles of Finance	3
MGT	2103	Principles of Management	3
MGT	3123	Ethics and Leadership	3
MGT	4163	Creating a Business Plan	3
MKT	2103	Principles of Marketing	<u>3</u>
			27

Emphasis – Accounting

ACT	2103	Computer Application Accounting	3
ACT	2203	Income Tax Accounting	3
ACT	3203	Intermediate Accounting I	3
ACT	3213	Intermediate Accounting II	3
ACT	3233	Governmental and Nonprofit Accounting	3
ACT	3243	Cost Accounting I	3
ACT	3253	Cost Accounting II	3
ACT	4203	Personal Income Tax	3
ACT	4213	Corporate Income Tax	3
ACT	4253	Advanced Accounting	3
ACT	4343	Auditing Theory and Ethics	3
ACT	4363	Advanced Computer Applications/Accounting	3
ACT	4813	Internship in Accounting	<u>3</u>
			39

Energy Land Management-Core Requirements

Energy Land Management-Core Requirements			Hours
ACT	2204	Accounting I	4
ACT	2214	Accounting II	4

ACT	3243	Cost Accounting	3
BUA	3104	Business Law	4
CSI	1203	Computer Applications	3
FIN	2403	Principles of Finance	3
MGT	2103	Principles of Management	3
MKT	2103	Principles of Marketing	<u>3</u>
			27

Emphasis-Energy Land Management

MGT	3123	Ethics and Leadership	3
MGT	3413	Oil and Gas Law	3
MGT	3423	Oil and Gas Contracts and Tax	3
MGT	4104	Global Management and Marketing	4
MGT	4213	Research Methodology	3
MGT	4223	Oil Field Development	3
MGT	4233	Current Issues in Energy Mgt	3
MGT	4313	Research Project	3
MGT	4413	Project Management	3
MGT	4813	Internship in Management	<u>3</u>
			31

Minor-Science

BIO	1104	General Biology I and Lab	4
BIO	1154	General Biology II and Lab	4
(Includes Biology/Ecology/Geology Courses)			<u>12</u>
			20

General Business-Core Requirements

ACT	2204	Accounting I	4
ACT	2214	Accounting II	4
ACT	3243	Cost Accounting I	3
FIN	2403	Principles of Finance	3
MGT	2103	Principles of Management	3
MGT	3123	Ethics and Leadership	3
MGT	3403	Human Resources	3
MGT	3503	Organizational Behavior	3
MGT/MKT	4104	Global Management/Marketing	4
MGT	4163	Creating a Business Plan	3
MGT	4413	Project Management	3
MKT	2103	Principles of Marketing	<u>3</u>
			39

GLOBAL BUSINESS SPECIALTY

A specialty in Global Business Management prepares the student to meet the challenges of a global marketplace. Southwest has combined our marketing and management degrees into this comprehensive specialty. Students will receive instruction in accounting, economics, finance, law management and marketing, all with an emphasis in a global environment. Upon completion of coursework, students will qualify for entry-level management positions or can pursue graduate degrees in business or other areas.

Global Management/Global Marketing-Core Requirements

ACT	2204	Accounting I	4
ACT	2214	Accounting II	4
ACT	3243	Cost Accounting I	3
BUA	3104	Business Law	4
CSI	1203	Computer Applications	3
FIN	2403	Principles of Finance	3
MGT	2103	Principles of Management	3

MKT	2103	Principles of Marketing	<u>3</u>
			27

Emphasis Courses

MGT	3123	Ethics and Leadership	3
MGT	3403	Human Resource Management	3
MGT	3503	Organizational Behavior	3
MGT/MKT	4104	Global Management/Marketing	4
MGT	4123	Management Info Systems	3
MGT	4163	Creating a Business Plan	3
MGT	4213	Research Methodology	3
MGT	4313	Research Project	3
MGT	4413	Project Management	3
MGT/MKT	4813	Internship in Management/ Marketing	3
MKT	3503	Consumer Behavior	<u>3</u>
			34

HUMAN RESOURCE SPECIALTY

A specialty in Human Resource Management allows the students to be involved in a variety of activities, and key among them is deciding what staffing needs a company has and whether to use independent contractors or hire employees to fill these needs. Other key activities include recruiting and training the best employees, ensuring they are high performers, dealing with performance issues, ensuring personnel and management practices conform to various regulations, managing employee benefits and compensation, employee records and personnel policies.

Human Resource Management-Core Requirements

ACT	2204	Accounting I	4
ACT	2214	Accounting II	4
ACT	3243	Cost Accounting I	3
BUA	3104	Business Law	4
CSI	1203	Computer Applications	3
FIN	2403	Principles of Finance	3
MGT	2103	Principles of Management	3
MGT	4163	Creating a Business Plan	3
MKT	2103	Principles of Marketing	<u>3</u>
			30

Emphasis Courses

BUA	4103	Employment Law	3
MGT	3123	Ethics and Leadership	3
MGT	3403	Human Resource Management	3
MGT	3503	Organizational Behavior	3
MGT/MKT	4104	Global Management/Marketing	4
MGT	4213	Research Methodology	3
MGT	4313	Research Project	3
MGT	4813	Internship in Management	3
PSY	3403	Interpersonal Group Dynamics	3
PSY	4313	Interviewing and Counseling	<u>3</u>
			31

SPORT MANAGEMENT SPECIALTY

A Specialty in Sport Management prepares students for a variety of positions in the domestic and international sports industry. These include general manager of a professional sports team, sport equipment sales, radio announcers, corporate sports department, recreational directors for public, private and not-for-profit organizations, directors of sports arenas and sports agents. The students will gain a foundation in economics, management, sociology, project planning and law with strong emphasis on hands-on applications so that learning is specific to the sports industry. Upon completion of coursework students may apply for certification with the National American Society of Sport Management and with the National Association for Sport and Physical Education.

Sport Management-Core Requirements

ACT	2204	Principles of Accounting I	4
ACT	2214	Principles of Accounting II	4
ACT	3243	Cost Accounting I	3
MGT	2103	Principles of Management	3
MGT	4163	Creating a Business Plan	3
MGT	4413	Project Management	3
MKT	2103	Principles of Marketing	<u>3</u>
			23

Sport Management Emphasis Courses

SPM	2103	Socio-Cultural Dimensions of Sport	3
SPM	2203	Survey of Economics and Finance In Sports	3
SPM	3104	Business Law	4

SPM	3123	Ethics and Leadership	3
SPM	3503	Consumer Behavior	3
SPM	4303	Administration of Physical Education and Sports	3
SPM	4423	Sport Marketing	<u>3</u>
			22

Sport Management Field Experience/Practica 400 Hours

SPM	3811-3814	Practica
SPM	4811-4814	Field Experience

THE BACHELOR OF SCIENCE DEGREES

1. A major may be selected from the areas of General Biology, Criminal Justice, Mathematics, or Psychology.
2. A 3.00 grade point average or better must be achieved in the major area unless stated otherwise.
3. The minor may be transferred from another college if approved by the advisor and Office of the Registrar. A 2.50 grade point average or better must be achieved in the minor area unless stated otherwise.

Computer Science-Core Requirements

CSI	2213	Electronic Spreadsheets	3
CSI	1103	Introduction to Programming	3
CSI	2223	Data Structures	3
CSI	3343	User Interfaces	3
CSI	3353	Operating Systems Design	3
CSI	3363	Database Systems	3
CSI	4473	Data Communications	3
CSI	4483	Artificial Intelligence	3
CSI	4701	Senior Project 1	1
CSI	4702	Senior Project 2	2
MAT	2103	Probability and Statistics	3
MAT	3413	Problem Solving Strategies	3

Minor Requirements

MAT	1413	Pre-Calculus Mathematics	3
MAT	2204	Analytic Geom./Calculus I	3
MAT	2214	Analytic Geom./Calculus II	3
MAT	3203	Discrete Mathematics	3
Any Level Math			3
Jr/Sr Level Math			<u>3</u>
			73

General Biology-Core Requirements

BIO	1104	General Biology I & Lab	4
BIO	1154	General Biology II & Lab	4
BIO	2204	General Botany & Lab	4
BIO	3314	Invertebrate Zoology & Lab	4
BIO	3324	Vertebrate Zoology & Lab	4
BIO	3404	Genetics & Lab	4
BIO	3503	General Ecology	3
BIO	3514	Cell Biology & Lab	4
BIO	3523	Research Methods in Biology	3
CHE	1104	Principles of Chemistry I & Lab	4
CHE	1204	Principles of Chemistry II & Lab	4
CHE	2104	Organic Chemistry I & Lab	<u>4</u>
			46

Select 18 hours from the following:			18
BIO	2104	Human Anatomy and Physiology I & Lab	
BIO	2114	Human Anatomy and Physiology II & Lab	
BIO	3304	Animal Behavior & Lab	
BIO	3334	Physical Anthropology & Lab	
BIO	4204	Entomology & Lab	
BIO	4224	Field Biology & Lab	
BIO	4701-4703	Topics in Biology	
CHE	4701-4703	Topics in Chemistry	

GENERAL BIOLOGY-PRE-MEDICAL

Pre-medical (often shortened to pre-med) is a term used to describe the medical track of study for undergraduate student in the United States. It refers to the coursework that prepares an undergraduate student for medical school. The goal of this degree is to prepare students for the Medical College Admission Test (MCAT) and for graduate school.

General Biology / Pre-Med Emphasis-Core Requirements

BIO	1104	General Biology I & Lab	4
BIO	1154	General Biology II & Lab	4
BIO	2104	Human Anatomy and Physiology I & Lab	4
BIO	2114	Human Anatomy and Physiology II & Lab	4
BIO	3314	Invertebrate Zoology & Lab	4
BIO	3324	Vertebrate Zoology & Lab	4
BIO	3404	Genetics & Lab	4
BIO	3503	General Ecology	3
BIO	3514	Cell Biology & Lab	4
BIO	3523	Research Methods in Biology	3
BIO	4223	Field Biology & Lab	4
CHE	1104	Principles of Chemistry I & Lab	4
CHE	1204	Principles of Chemistry II & Lab	4
CHE	2104	Organic Chemistry I & Lab	4

Select 16 hrs from the following

BIO	3104	Micro Biology & Lab	
BIO	3304	Animal Behavior & Lab	
BIO	4704	Topics in Biology	
CHE	3304	Bio Chem & Lab	
CHE	4704	Topics in Chemistry	
			<u>16</u>
			70

Criminal Justice-Core Requirements

CRJ	1103	Intro to Criminal Justice	3
CRJ	1113	Criminal Law I	3
CRJ	1203	Intro to Judicial Process	3
CRJ	2103	Introduction to Research Methods	3

Select 12 hours of Freshman/Sophomore Level: 12

CRJ	3103	Criminology	3
CRJ	3203	Understanding Criminal Behavior	3
CRJ	4203	Issues in Ethics, Law and Criminal Justice	3
CRJ	4303	Criminal Justice Administration	3
CRJ	4403	Prosecution and Adjudication	3
CRJ	4803	Capstone: Criminal Justice	3

Select 12 hours of Jr/Sr Level CRJ courses: 12
Total Hours 54

Minor Requirements: 18

IV. Electives 3

MATHEMATICS

The degree plan in Mathematics includes courses in algebra, probability and statistics, calculus, discrete mathematics, differential equations, problem-solving strategies, and mathematical analysis. Majors in Mathematics prepare for successful graduate study, and for professional careers in business, industry, government, and teaching.

Mathematics-Core Requirements

MAT 1413	Pre-Calculus Mathematics	3
MAT 2103	Probability and Statistics	3
MAT 2204	Analytic Geometry and Calculus I	4
MAT 2214	Analytic Geometry and Calculus II	4
MAT 3204	Analytic Geometry and Calculus III	4
MAT 3303	Linear Algebra	3
MAT 3423	Abstract Algebra	3
MAT 4203	Math Analysis	3
MAT Electives at Upper Division Level		<u>9</u>
Hours		36
II. Minor Requirements		18
III. Electives (17 hours must be Jr/Sr Level)		28

PSYCHOLOGY

Courses on the Psychology degree plan lead to the Bachelor of Science degree and emphasize the range of human behaviors within the context of various human experiences. Psychology courses cover a variety of topics, from the effects of external stimuli on humans to the inner workings of the human body. Majors in Psychology pursue careers in a field of mental health and often continue on to earn the license in Marriage and Family Therapy and/or graduate degrees in Psychology. Thus, graduates of our undergraduate Psychology program ultimately may become professors or counselors in community settings or in private practice.

Psychology-Core Requirements

PSY 1103	General Psychology	3
PSY 3103	Principles of Behavior Management	3
PSY 3213	Developmental Psychology	3
PSY 3503	Social Psychology	3
PSY 4103	Personality	3
PSY 4203	Abnormal Psychology	3
PSY 4303	Industrial and Organization Psychology	3
PSY 4403	Experimental Psychology	3
PSY Electives		6
Three of the following:		9
PSY 3113	Cognition	
PSY 3223	Psychology of Aging	
PSY 3403	Interpersonal Group Dynamics	
PSY 3513	History of Psychology	
PSY 4213	Theories of Guidance and Counseling	
PSY 4313	Interviewing and Counseling Techniques	
PSY 4523	Psychological and Educational Testing	
PSY 4803	Psychology Practicum	
Hours		39

PRE-LAW

Many law school admission committees require a student to have a four-year degree as well as an acceptable score on the Law School Admissions Test (LSAT). In general, law schools prefer that a student pursue a liberal college education rather than one which is narrowly specialized. Recognition is generally given to studies in fields such as accounting, business, history, philosophy, mathematics, literature, psychology, the classics, or the social sciences.

Normally, students will register for the degree program of their choice. Many law schools suggest that the undergraduate generally avoid courses titled "law" in favor of courses of a general education nature.

BACHELOR OF SCIENCE IN EDUCATION

The Education Faculty offers coursework leading to a Bachelor of Science Degree in Elementary Education, Secondary Education, Special Education (K-12), Physical Education (Elementary and Secondary), and Early Childhood Education . Candidates select teaching fields from one of the following areas: Language Arts, Bilingual Education, Social Science, Mathematics, General Science, Psychology (Elementary or Special Education only), Physical Education (Elementary and Secondary), and Business Marketing (Secondary Education only). The Teacher Education Program is approved by the New Mexico Secretary of Public Education.

TEACHER EDUCATION PROGRAM

University of the Southwest provides a strong teacher preparation program. All education majors (except Special Education and Early Childhood Education majors) take a common core of pedagogical courses and then select either the elementary or secondary block appropriate to their career goals. A different core curriculum is required for candidates wishing to attain licensure in K-12 Special Education or in Early Childhood Education. A third option is the elementary/secondary block designed for the candidate who wants to be licensed for both elementary and secondary teaching. Candidates who select this option should follow the secondary Degree Plan and work closely with an advisor in order to select courses appropriate for their career goals.

ADMISSION TO TEACHER EDUCATION PROGRAM

All candidates who intend to become licensed or certified teachers must apply for admission to the Teacher Education Program (TEP). Admission to the College does not guarantee admission to the Teacher Education Program. Application to TEP should be made during the sophomore year. Transfer candidates who enter the College after their sophomore year must apply when they meet the eligibility criteria. All education candidates are required to meet the following minimal eligibility criteria to be considered for provisional or conditional admission to the Teacher Education Program.

1. Must be admitted to University of the Southwest and be in good standing;
2. Must have completed at least 33 semester credit hours. Transfer students who enter the College after their sophomore year must apply when they meet the eligibility criteria;
3. Must have passed the Basic Skills part of the New Mexico Teacher Assessment (NMTA). (Candidates must see their academic advisor as requirements may change);
4. Must have an overall cumulative GPA of 2.5 or better;
5. Must have a completed and signed copy of their education Degree Plan or licensure plan;
6. Must submit one letter of recommendation from any reliable source excluding family members;
7. Must submit the completed Teacher Education Packet;
8. Must have completed a successful admission interview with the TEP committee.

Candidates should carefully review the TEP Application Packet for details on admission to the Teacher Education Program. The Packet is available in the School of Education Office in the Mabee Teaching and Learning Center and on the Southwest website.

Admission to TEP is not guaranteed by satisfying the minimal admission requirements. Candidates admitted to the Teacher Education Program are subject to all College academic and general policies as well as those specified for the teaching license. **Any action taken by the New Mexico Legislature or the New Mexico Secretary of Public Education which affects teacher licensure supersedes requirements stated in this Catalog.** Candidates should consult the School of Education or their academic advisors about the New Mexico Content Knowledge Assessments (NMCKA). Generally, candidates should take the Content Assessment during the semester they complete the coursework in their teaching fields.

Candidates who require alternative arrangements for the NMTA because of a disability must apply for special arrangements through the National Evaluation Systems, Inc. Information on alternative testing arrangement is in the NMTA Registration Bulletin. Candidates may register for the NMTA and obtain the Bulletin on the Internet at www.nmta.nesinc.com.

Candidates for the Teacher Education Program are limited to the completion of the Pre-Professional courses in Education: EDU/SPED 1101 Field-Based Observation, EDU 2103 Foundations of Education, SPED 2103 Introduction to Special Education, EDU/PSY 2213 Educational Psychology, prior to meeting the criteria for admission to the Teacher Education Program. A delay in application for admission to TEP or failure to meet requirements may result in prolonging program completion. Prior to intern teaching, candidates must be fully admitted to the Teacher Education Program and passed all required NMTA tests.

Teacher candidates are expected to demonstrate the skills, knowledge, and dispositions that will enable them to address the needs of all learners. They are required to master the entry-level competencies and standards identified by the College, the Secretary of Public Education, and designated professional organizations. If a candidate seems to be inadequate in any of these professional requisites, at the discretion and professional judgment of the faculty, the candidate may be required to appear before an Academic Review Committee. The Committee may recommend a variety of actions, ranging from remedial procedures to withdrawal from the Teacher Education Program.

LICENSURE/CERTIFICATION CANDIDATES

Any candidate who has earned a baccalaureate degree or higher from a regionally accredited college and intends to teach in a public school may pursue teacher licensure or certification through the Teacher Education Program in the School of Education. To be eligible to take the required courses on a Licensure Plan, candidates with at least a bachelor's degree (hereafter referred to as "degreed" candidate) must:

1. Apply for admission to University of the Southwest as a licensure or certification candidate. Application may be made for undergraduate or graduate admission depending on whether the candidate intends to take any graduate-level courses on his or her licensure plan. For information on licensure in the Graduate Program, refer to Graduate Policies, **Licensure Only Program Admission**. Graduate policies immediately follow the undergraduate course descriptions in the Catalog.
2. Submit transcripts of **ALL** previous college work within 30 days of initial enrollment.
3. Complete a Licensure Plan in the School of Education.

To be admitted to the Teacher Education Program (TEP), a "degreed" candidate must:

1. Pass the Basic Skills portions of the New Mexico Teacher Assessments (NMTA).
2. Complete the Teacher Education Packet after passing the Basic Skills part of the NMTA.
3. Submit a letter of recommendation.

4. Successfully complete a TEP admission interview.
5. Maintain a 3.0 in professional Education courses.

Degreed-licensure candidates, on an undergraduate plan, will be permitted to take freshman, sophomore, and junior level courses prior to passing the NMTA. Degreed-licensure candidates, admitted through the Graduate Program, who choose to substitute comparable graduate courses for undergraduate courses on their licensure plans may take **no more than 9 semester hours** of graduate courses prior to passing the Basic Skills portion of the NMTA. Degreed candidates who substitute graduate courses may not take senior level courses prior to passing the NMTA. They may, however, substitute a graduate course(s) if approval is made by the Licensure/Certification advisor.

All degreed-licensure/certification candidates must pass all three parts of the NMTA prior to Intern Teaching (student teaching) and meet the same requirements for admission to intern teaching as any other TEP candidate except for the overall and teaching field GPAs. Degreed-licensure candidates must have a GPA of at least 3.0 in their professional education courses. (See **Admission to Intern Teaching, page 47.**)

SPANISH LANGUAGE PROFICIENCY

All Bilingual Education candidates must demonstrate Spanish language proficiency at the 8th grade level. Prior to demonstrating proficiency in written and oral Spanish, candidates may take BIL 2213 Bilingual Education: School, Community, and Family and BIL 3103 Teaching English-as-a-Second Language. Continuation in the Bilingual Program requires that the candidates demonstrate fluency in Spanish via one of the following options.

1. The candidate must successfully complete an oral Spanish interview and written Spanish essay. This examination will be administered and scored in SPA 3103 Spanish Comparative Linguistics. Failure to pass the exam will result in required remediation to improve Spanish fluency. Remediation for deficiency in oral and/or written Spanish language proficiency may include, but is not limited to, the following options: self-paced study in Spanish language, completion of lower division Spanish courses, Spanish Immersion course or workshop, self-directed study using *Prueba* or other Spanish exam preparation materials, etc. Methods to improve Spanish language fluency will be determined by the Bilingual Committee in conjunction with the candidate.
2. The candidate must successfully pass **all** four sections of *Prueba de Español para la Certificación Bilingüe* exam. This exam is scheduled through the Public Education Department, Multicultural Education Unit. It is administered at Eastern New Mexico University in Portales, New Mexico, and at designated southern New Mexico test sites. Call 505-567-2280 for information on registration, sites, dates, and deadlines.

ENDORSEMENT IN BILINGUAL EDUCATION

At University of the Southwest, an endorsement in Bilingual Education may be added to a teaching license in Elementary, Secondary, and/or Special Education. Applications for licensure and endorsement are submitted to the New Mexico Public Education Department, Licensure Unit, Santa Fe, New Mexico. Candidates completing the Bilingual Endorsement coursework at University of the Southwest may request the Licensure Unit to evaluate their coursework for endorsement in TESOL (Teaching English to Speakers of Other Languages) and Modern and Classical Languages (if the candidate has at least 24 credits in Spanish.) For Secondary Modern and Classical Languages endorsement, 12 hours of the 24 hours in Spanish must be upper division.

For endorsement in Bilingual Education, the New Mexico Secretary of Public Education requires candidates to pass **all** four sections (Comprehension, Oral Production, Writing, and Oral Reading) of *Prueba de Español para la Certificación Bilingüe*.

ADMISSION TO INTERN TEACHING

Admission to the professional semester (intern teaching) is by administrative action. Candidates must apply for Intern Teaching. Application is filed with the **Dean, School of Education**. The candidate's record is evaluated to determine if the following requirements have been met.

1. Apply for admission by completing appropriate forms in the School of Education.
2. Be a candidate in good standing, formally admitted to the Teacher Education Program.
3. Have completed all of the required professional education courses.
4. Have completed all of the courses for teaching field/endorsement areas.
5. Have an overall GPA of at least 2.50; a GPA of at least 3.0 in professional education courses; and teaching field GPA of at least 3.0 (Also required for graduation.)
6. Have a faculty letter of recommendation from the major or teaching field.
7. Licensure/Certification candidates must maintain a 3.0 in professional Education courses.
8. Pass all required parts of the NMTA exam, including the Content Knowledge if applicable. (Please see your academic advisor.)
9. Be in good disciplinary standing.

APPLICATION FOR TEACHING LICENSURE

Admission to the teaching profession is achieved through application and qualification for a teaching licensure. Application blanks may be obtained from the Intern Teaching Coordinator. During the intern teaching semester, applications will be distributed in the **Intern Teaching Seminar**. Applications can also be obtained online from www.nmped.com, the website of the Public Education Department. The completed application and official transcripts of all work attempted is to be filed directly with the Public Education Department after the teacher education program has been completed and/or bachelor's degree requirements have been fulfilled. **The responsibility for filing the application with the Public Education Department and providing official transcripts rests with the individual.**

Applications should be sent to:

Professional Licensure Unit
New Mexico Public Education Department
Education Building
Santa Fe, New Mexico 87501-2786

A. Requirements for New Mexico Licensure as approved by the Professional Standards Commission of the Public Education Department

INSTITUTIONAL AND GENERAL EDUCATION	HOURS
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ENGLISH – 12 semester hours

ENG 1113	Rhetoric and Composition	3
ENG 1123	Rhetoric and Literature	3
SPE 1103	Principles of Speech	3

Literature—choose 3 hours from:

ENG	2303	Survey of British Literature I	3
ENG	2313	Survey of British Literature II	3
ENG	2403	Survey of American Literature I	3
ENG	2413	Survey of American Literature II	3
ENG	2423	Survey of Western World Literature I	3
ENG	2443	Survey of Western World Literature II	3
ENG	3513	Children's Literature (Elementary Education)	3
ENG	3573	Young Adult Literature (Secondary Education)	3

FINE ARTS – choose 6 hours from
Art, Music, Theatre, or Philosophy (select 2 areas) 6

HISTORY – 12 semester hours

HIS	1103	Western Civilization to 1715 -or-	
HIS	1203	Western Civilization from 1716	3
HIS	2103	American History to 1876	3
HIS	2203	American History from 1877	3
HIS	2303	History/Geography of New Mexico	3

MATH – 6 semester hours

CSI	2203	Educational Technology	3
MAT	1103	College Algebra for General Education	3
MAT		Math Elective	3

SCIENCE – 12 semester hours

BIO	1104	General Biology	4
CHE	1104	Principles of Chemical	4

Select one of three:

AST	1104	Descriptive Astronomy -or-	
GEO	1304	Earth Science -or-	
PHY	1104	General Physics	4

SOCIAL SCIENCE – 6 semester hours

ECO	2213	Freedom, Ethics, and Free Enterprise	3
EDU/PSY	2213	Educational Psychology	3

RELIGION – 6 semester hours 6
60

PREPROFESSIONAL FOUNDATIONS-May be taken prior to admission to Teacher Education Program (TEP).

EDU/SPED	1101	Field-Based Observation	1
EDU	2103	Foundations of Education	3
SPED	2103	Introduction to Special Education	<u>3</u>
			7

SPECIAL EDUCATION ONLY – 6 semester hours

EDU	3523	Educational Measurement/Evaluation	3
SPED	3513	Reading Instruction	3

BILINGUAL EDUCATION ONLY – 6 semester hours

SOC	3203	Race and Ethnic Relations	3
SPA	3103	Spanish Comparative Linguistics	3

B. Professional Education Courses

I. Core Curriculum

Hours

To be taken by Elementary and Secondary Education Majors (except Special Education majors). These classes must be taken after admission to Teacher Education Program.

EDU	3213	Multicultural Learners and Literacy (Reading)	3
EDU	3223	Classroom Management and Organization	3
EDU	3523	Educational Measurement and Evaluation	3
EDU	4502	Field Experience II	2
EDU	4546	Intern Teaching	6
EDU	4601	Intern Teaching Seminar	<u>1</u>
			18

II. Early Childhood Block

The first 29 hours of Early Childhood are taken at New Mexico Junior College or an accredited New Mexico college. The following courses are taken at University of the Southwest.

ECE	3113	Research in Child Growth Developmental Learning	3
ECE	3132	Family and Community Collaboration II	2
ECE	3143	Assmnt of Child/Eval of Prog	3
ECE	3162	Integrated EC Curriculum Practicum	2
ECE	3163	Integrated Early Childhood Curriculum	3
ECE	3172	Mthds/Mtls Early Prim Grade Practicum	2
ECE	3173	Methods and Materials for Early Primary Grade	3
ECE	4111	Teaching Reading & Writing Practicum	1
ECE	4113	Teaching Reading and Writing	3
ECE	4512	Intern Teaching and Seminar	<u>12</u>
			34

III. Elementary Block

EDU	3503	Reading and Integrated Communications Arts	3
EDU	3513	Reading Instruction	3
EDU	4113	Teaching in the Elementary School	3
EDU	4203	Diagnostic and Corrective Reading	<u>3</u>
			12

IV. Secondary Block

EDU	4413	Reading in the Content Area	3
EDU	4213	Teaching in the Secondary School	<u>3</u>
			6

V. Elementary/Secondary Block

EDU	3503	Reading and Integrated Communications Arts	3
EDU	3513	Reading Instruction	3
EDU	4203	Diagnostic and Corrective Reading	3
EDU	4113	Teaching in the Elementary School	3
EDU	4213	Teaching in the Secondary School	<u>3</u>
			15

VI. Special Education Block

SPED	3223	Classroom Management and the Exceptional Learner	3
SPED	3303	Methods and Materials for Reading and integrated Communication Arts	3
SPED	3423	Special Education Curriculum	3
SPED	3513	Reading Instruction	3
SPED	3523	Assessment, Evaluation, Referral and Placement of the Exceptional Learner	3
SPED	4213	Learners with Learning Disabilities	3
SPED	4223	Learners Who Are Cognitively Different	3
SPED	4233	Learners with Behavior Disorders	3
SPED	4502	Field Experience II in Special Education	2

SPED 4546	Intern Teaching in Special Education	6
SPED 4601	Intern Teaching Seminar	<u>1</u>
		30

C. Teaching Fields

I. Elementary Teaching Fields

Candidates select teaching fields from Bilingual Education, General Science, Language Arts, Mathematics, or Psychology consisting of at least 24 semester hours.

Bilingual Education **Hours**

All candidates in the elementary bilingual education endorsement program are required to provide evidence of proficiency at or above the 8th grade level in Spanish and to complete the following courses:

BIL 2213	Bilingual Education: School, Community, and Family	3
BIL 3103	Teaching English-as-a-Second Language	3
BIL 3113	Humanities for Bilingual Learners	3
BIL 3203	Science and Math for Bilingual Learners	3
BIL 4103	Reading and the Bilingual Learner	3
BIL 4203	Research and Evaluation of Bilingual Learners and Programs	3
SPA 2103	Intermediate Spanish Grammar and Composition	3
SPA 3203	Spanish Grammar and Composition	3
SPA 3303	Survey of Spanish Literature	3
SPA 3403	Survey of Spanish-American Literature	<u>3</u>
		30

General Science **Hours**

Coursework necessary to meet the current competency requirement for the teaching field in elementary science is included in the following list of courses:

BIO 1104	General Biology I	4
CHE 1104	Principles of Chemistry I	4
PHY 1104	General Physics I -or-	
GEO 1204	Historical Geology	4
AST 1104	Descriptive Astronomy -or-	
BIO 2204	General Botany	<u>4</u>
	Subtotal	16

Select 9 upper division hours from the following in consultation with your advisor:

BIO 3103	Animal Behavior	
BIO 3204	Plant Taxonomy and Laboratory	
BIO 3303	Conservation of Natural Resources	
BIO 3314	Invertebrate Zoology and Laboratory	
BIO 3324	Vertebrate Zoology and Laboratory	
BIO 3404	Genetics and Laboratory	
BIO 3503	General Ecology	
BIO 3513	Cell Biology	
BIO 4204	Entomology and Laboratory	
BIO 4223	Field Biology	
BIO 4701-3	Topics in Biology	
BIO 4901-4	Undergraduate Research	
	Subtotal	<u>9</u>
	Teaching Field Total	25

Language Arts**Hours**

All candidates in the language arts teaching field will be required to complete the following courses:

ENG	2213	Creative Writing	3
ENG	2303	Survey of British Literature I -or-	
ENG	2313	Survey of British Literature II -or-	
ENG	2403	Survey of American Literature I -or-	
ENG	2413	Survey of American Literature II -or-	
ENG	2423	Survey of Western World Literature I -or-	
ENG	2443	Survey of Western World Literature II	3
ENG	3503	Grammar	3
ENG	3513	Children's Literature	3
ENG	3543	Advanced Composition	3
LIN	2253	Introduction to Linguistics	<u>3</u>
	Subtotal		18

Candidates may select 6 hours from the following list: (3 hours must be upper division)

ENG	3233	Life and Literature of the Southwest	
ENG	3413	Classical Mythology	
ENG	3423	Classic Drama	
ENG	3433	Popular Fiction	
ENG	3523	Literary Criticism and Theory	
ENG	3563	The Novel	
ENG	3583	Masterworks of Literature	
ENG	4523	Major British Author	
ENG	4533	Major American Author	
THE	2213	Acting I	
THE	3203	Directing I	
THE	4103	Interpretive Reading	
	Subtotal		<u>6</u>
	Teaching Field Total		24

Mathematics**Hours**

Candidates must complete the following courses for the mathematics endorsement:

MAT	1413	Pre-Calculus	3
MAT	2204	Analytic Geometry and Calculus I	4
MAT	2214	Analytic Geometry and Calculus II	4
MAT	3303	Linear Algebra	3
MAT	3403	College Geometry	<u>3</u>
	Subtotal		17

Select 7 hours from the following in consultation with your advisor. (6 hours must be upper division)

CSI	1203	Computer Applications	
MAT	2103	Principles of Probability and Statistics	
MAT	3204	Analytic Geometry and Calculus III	
MAT	3213	Differential Equations	
MAT	3413	Problem Solving Strategies	
MAT	3423	Abstract Algebra	
MAT	4203	Mathematical Analysis	
MAT	4703	Topics in Math	
	Subtotal		<u>7</u>
	Teaching Field Total		24

Physical Education**Hours**

The following courses are required of all candidates seeking a teaching field in physical education (Elementary and Secondary K-12 requirements:)

PHE	1113	Introduction to Physical Education and Sport	3
PHE	2213	First Aid, CPR, and AED	3
PHE	2263	Anatomy for the Physical Educator/Coach	3
PHE	2303	Care/Prevention of Athletic Injuries	3
PHE	3103	Team Activities/Sports	3
PHE	3113	Dance and Movement Activities	3
PHE	3123	Individual Activities/Sports	3
PHE	3203	Fitness and Outdoor Activities	3
PHE	3433	Physical Education for the Atypical Student	3
PHE	4103	Kinesiology	3
PHE	4203	Physiology of Exercise	3
PHE	4503	Physical Education Programs	<u>3</u>
	Subtotal		36

Psychology Hours

Elementary Education Majors with this teaching field are required to complete the following courses:

PSY	1103	General Psychology	3
PSY	3103	Principles of Behavior Management	3
PSY	3213	Developmental Psychology	3
PSY	3503	Social Psychology	3
PSY	4203	Abnormal Psychology	<u>3</u>
	Subtotal		15

Select 9 hours from the following list in consultation with advisor:

PSY	3113	Cognition	
PSY	3403	Interpersonal Group Dynamics	
PSY	3513	History of Psychology	
PSY	4103	Personality	
PSY	4213	Theories of Guidance and Counseling	
PSY	4313	Interviewing and Counseling Techniques	
PSY	4403	Experimental Psychology	
PSY	4703	Topics	
	Subtotal		<u>9</u>
	Teaching Field Total		24

Social Sciences Hours

Candidates seeking an endorsement in social science will complete the following courses:

HIS	2103	American History to 1876	3
HIS	2203	American History from 1877	3
HIS	3313	World History	3
GEOG	2103	Physical and Cultural Geography	3
POS	3103	American Ideologies	3
POS	4143	Comparative Politics	3
POS	4223	Constitutional History	3
SOC	1103	Introduction to Sociology	3
SOC	3203	Race and Ethnic Relations	<u>3</u>
	Teaching Field Total		27

II. Secondary Teaching Fields

Candidates select teaching fields from Bilingual Education, Business Marketing, General Science, Language Arts, Mathematics, or Social Science consisting of 30 to 36 semester hours.

Bilingual Education Hours

All candidates in the secondary bilingual education endorsement program are required to provide evidence of proficiency at or above the 8th grade level in Spanish and to complete the following courses:

BIL	2213	Bilingual Education: School, Community,	
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		and Family	3
BIL	3103	Teaching English-as-a-Second Language	3
BIL	3113	Humanities for Bilingual Learners	3
BIL	3203	Science and Math for Bilingual Learners	3
BIL	4203	Research and Evaluation of Bilingual Learners and Programs	3
ENG	3503	Grammar	3
SPA	2103	Intermediate Spanish Grammar and Composition	3
SPA	3203	Spanish Grammar and Composition	3
SPA	3303	Survey of Spanish Literature	3
SPA	3403	Survey of Spanish-American Literature	<u>3</u>
		Teaching Field Total	30

Business Marketing

Hours

Secondary Education majors seeking a teaching field in Business Marketing will be required to complete 31 hours from the following list:

ACT	2204	Principles of Accounting I	4
BUA	3313	Business Law I	3
FIN	2403	Principles of Finance	3
MAT	2103	Probability and Statistics	3
MGT	2103	Principles of Management	3
MGT	3403	Human Resource and Performance Evaluation	3
MGT	4303	Industrial and Organizational Psychology	3
MKT	2103	Principles of Marketing	3
MKT	3503	Consumer Behavior	3
MKT	4123	Service Marketing	<u>3</u>
		Subtotal	31

Select 3 hours from the following, in consultation with your advisor:

MGT	4413	Project Management	
MKT	4133	Marketing Management	
MKT	4343	Marketing Research	
MKT	4813	Internship in Marketing	
		Subtotal	<u>3</u>
		Teaching Field Total	34

General Science

Hours

The minimum coursework necessary to meet the current competency requirement for a teaching field in secondary science teaching are included in the following list of courses:

BIO	1104	General Biology I	4
CHE	1104	Principles of Chemistry I	4
PHY	1104	General Physics I -or-	
GEO	1204	Historical Geology	4
AST	1104	Descriptive Astronomy -or-	
BIO	2204	General Botany	<u>4</u>
		Subtotal	16

Select 20 hours from the following in consultation with your advisor.

BIO	3103	Animal Behavior
BIO	3204	Plant Taxonomy and Laboratory
BIO	3303	Conservation of Natural Resources
BIO	3314	Invertebrate Zoology and Laboratory
BIO	3324	Vertebrate Zoology and Laboratory
BIO	3404	Genetics and Laboratory
BIO	3503	General Ecology
BIO	3514	Cell Biology and Laboratory
BIO	4204	Entomology and Laboratory
BIO	4223	Field Biology

BIO	4701-3	Topics in Biology	
BIO	4901-4	Undergraduate Research	
		Subtotal	<u>20</u>
		Teaching Field Total	36

Language Arts **Hours**

Candidates seeking an endorsement in language arts will be required to complete the following courses:

ENG	2213	Creative Writing	3
ENG	2303	Survey of British Literature I -or-	
ENG	2313	Survey of British Literature II -or-	
ENG	2403	Survey of American Literature I -or-	
ENG	2413	Survey of American Literature II -or-	
ENG	2423	Survey of Western World Literature I -or-	
ENG	2443	Survey of Western World Literature II	3
ENG	3503	Grammar	3
ENG	3543	Advanced Composition	3
ENG	3573	Young Adult Literature	3
LIN	2253	Introduction to Linguistics	<u>3</u>
		Subtotal	18

Select 18 hours from the following list: (3 hours must be upper division)

ENG	3233	Life and Literature of the Southwest	
ENG	3313	European Classic Drama	
ENG	3403	American Classic Drama	
ENG	3413	Classical Mythology	
ENG	3433	Popular Fiction	
ENG	3563	The Novel	
ENG	3583	Masterworks of Literature	
ENG	4523	Major British Author	
ENG	4533	Major American Author	
THE	1103	Introduction to Theatre	
THE	2213	Acting I	
THE	3203	Directing I	
		Subtotal	<u>18</u>
		Teaching Field Total	36

Mathematics **Hours**

Candidates must complete the following list for the mathematics teaching field:

MAT	1413	Pre-Calculus Mathematics	3
MAT	2204	Analytic Geometry and Calculus I	4
MAT	2214	Analytic Geometry and Calculus II	4
MAT	3203	Discrete Mathematics	3
MAT	3303	Linear Algebra	3
MAT	3403	College Geometry	<u>3</u>
		Subtotal	20

Select 16 hours from the following, in consultation with your advisor: (3 hours must be upper division)

CSI	1203	Computer Applications	
MAT	2103	Principles of Probability and Statistics	
MAT	3204	Analytic Geometry and Calculus III	
MAT	3213	Differential Equations	
MAT	3413	Problem Solving Strategies	
MAT	3423	Abstract Algebra	
MAT	4703	Topics in Mathematics	
		Subtotal	<u>16</u>
		Teaching Field Total	36

Social Science**Hours**

Candidates seeking a teaching field endorsement in social science will complete 24 hours from the following courses:

GEOG	2103	Physical and Cultural Geography	3
HIS	2103	American History to 1876	3
HIS	2203	American History from 1877	3
HIS	3313	World History	3
POS	4143	Comparative Politics	3
POS	4223	Constitutional History	3
SOC	1103	Introduction to Sociology	3
SOC	3203	Race and Ethnic Relations	<u>3</u>
	Subtotal		<u>24</u>

Secondary majors will select 12 hours from the following list, in consultation with your advisor:

HIS	3103	Theory of History	
HIS	3213	Colonial America	
HIS	3223	Civil War and Reconstruction	
HIS	4103	The History of U.S. Foreign Policy	
HIS	4703	Topics in History	
POS	3103	American Ideologies	
POS	3303	American Presidency	
POS	4703	Topics in Political Science	
SOC	3223	Sociology of Organizations	
	Subtotal		<u>12</u>
	Teaching Field Total		<u>36</u>

Licensure**Bilingual Endorsement****Hours**

All Students in the elementary bilingual education endorsement program will be required to complete 12 hour of Spanish leveling courses and the following courses:

BIL	2213	Bilingual Education: School, Community, and Family	3
BIL	3103	Teaching English as a Second Language	3
BIL	3113	Humanities for Bilingual Learners	3
BIL	3203	Science and Mathematics for Bilingual Learners	3
BIL	4103	Reading and the Bilingual Learner	3
BIL	4203	Research and Evaluation of Bilingual Learners and Programs	3
ENG	3513	Children's Literature	3
SOC	3203	Race and Ethnic Relations	3
SPA	2103	Intermediate Spanish Grammar and Composition	3
SPA	3103	Spanish Comparative Linguistics	3
SPA	3203	Spanish Grammar and Composition	3
SPA	3303	Survey of Spanish Literature	3
SPA	3403	Spanish-American Literature	3

All students in the secondary bilingual education endorsement program will be required to complete 12 hours of Spanish leveling courses and the following courses:

BIL	2213	Bilingual Education: School, Community, and Family	3
BIL	3103	Teaching English as a Second Language	3
BIL	3113	Humanities for Bilingual Learners	3
BIL	3203	Science and Mathematics for Bilingual Learners	3
BIL	4203	Research and Evaluation of Bilingual Learners and Programs	3
ENG	3503	Grammar	3
ENG	3573	Young Adult Literature	3
SOC	3203	Race and Ethnic Relations	3

SPA	2103	Intermediate Spanish Grammar and Composition	3
SPA	3103	Spanish Comparative Linguistics	3
SPA	3203	Spanish Grammar and Composition	3
SPA	3303	Survey of Spanish Literature	3
SPA	3403	Spanish-American Literature	3

III. Elementary and Secondary Teaching Fields

Physical Education			Hours
PHE	1113	Intro to PE & Sports	3
PHE	2213	First Aid, CPR, & AED	3
PHE	2263	Anatomy for PE/Coach	3
PHE	2303	Care/Prevention Athletic Injuries	3
PHE	3103	Team Activities/Sports	3
PHE	3113	Dance & Movement Activities	3
PHE	3123	Individual Activities/Sports	3
PHE	3203	Fitness and Outdoor Activities	3
PHE	3433	PE/Atypical Student	3
PHE	4103	Kinesiology	3
PHE	4203	Physiology of Exercise	3
PHE	4503	Physical Education Programs	3

UNDERGRADUATE COURSE DESCRIPTIONS

ACCOUNTING

ACT 2103 Computer Application Accounting

3 semester hours

An introduction to a selection of computer accounting software including QuickBooks, Peachtree, Simply Accounting. (Fa)

ACT 2203 Income Tax Accounting

3 semester hours

An introduction to personal and corporate income tax. (Sp)

ACT 2204 Principles of Accounting I

4 semester hours

An introduction to the fundamental principles of accounting as a basis for business decision-making. The practical application of recording changes in assets, liabilities, and equities; the integrating of the accounting cycle into business operations. (Fa)

ACT 2214 Principles of Accounting II

4 semester hours

A continuation of the fundamental principles of accounting, to include accounting for partnerships, corporations, and cost accounting. PRE: ACT 2204 (Sp)

ACT 3203 Intermediate Accounting I

3 semester hours

Review of the accounting cycle and financial statement preparation. In-depth study of professional pronouncements affecting accounting for cash, receivables, inventory, fixed assets, liabilities, income taxes, and intangible assets. PRE: ACT 2214 (Fa)

ACT 3213 Intermediate Accounting II

3 semester hours

In-depth study of professional pronouncements affecting accounting for corporations, retained earnings and changes in equity, long-term investments, bonds, pensions, leases, accounting changes, analysis, financial reporting, and changing prices. PRE: ACT 3203 (Sp)

ACT 3233 Governmental and Nonprofit Accounting

3 semester hours

Introduction to the theories and procedures applied in accounting for non-profit businesses, state and municipal agencies, hospitals, educational institutions, and other non-profit organizations. PRE: ACT 2214 and ACT 3213 (Fa)

ACT 3243 Cost Accounting I

3 semester hours

Procedures and principles of cost accounting as it applies to controlling and allocating materials, labor and manufacturing expenses, including cost, profit, and differential analysis for management decision. PRE: ACT 2204 (Fa)

ACT 3253 Cost Accounting II.

3 semester hours

A continuation of ACT 3243 Cost Accounting I. PRE: ACT 3243 (Sp)

ACT 4203 Personal Income Tax

3 semester hours

A detailed study of income tax principles and regulations as they pertain to individuals. PRE: ACT 2203 and ACT 2214 (Fa)

ACT 4213 Corporate Income Tax

3 semester hours

A detailed study of corporate, partnership, and judiciary taxation; tax research; and planning. PRE: ACT 2203 and ACT 4203 (Sp)

ACT 4233 Accounting for the Petroleum Industry

3 semester hours

A study of petroleum industry operations and accounting for those operations, predrilling exploration, undeveloped properties, drilling development, and production. PRE: ACT 2214 (Fa in Odd Years)

ACT 4253 Advanced Accounting

3 semester hours

Advanced theories of accounting as they apply to corporate combinations and consolidations, partnership accounting, governmental and nonprofit accounting, judiciary accounting, accounting for foreign operations, and insolvency. PRE: ACT 3213 (Sp)

ACT 4343 Auditing Theory and Ethics

3 semester hours

A study of the theory of auditing principles, procedures, and ethics. Recommended for those taking the CPA examination. PRE: ACT 3213 (Fa)

ACT 4353 Advanced Auditing

3 semester hours

Emphasis on practical applications through the use of practice cases. Includes planning, conducting the audit, closing the audit, writing the audit report, and statistical sampling techniques. Recommended for those taking the CPA examination. PRE: ACT 4343 (Sp)

ACT 4363 Advanced Computer Applications in Accounting

3 semester hours

Offers an advanced accounting approach incorporating computerized concepts. PRE: ACT 2103 and ACT 2214 (Sp)

ACT 2601-2604, 3601-3604, 4601-4604 Workshops or Seminars

1 to 4 semester hours

Special offerings outside the curriculum, which meet the educational needs of both students and practitioners.

ACT 4701-4703 Topics in Accounting

1 to 3 semester hours

Topics offered in areas such as tax changes, financial accounting updates, management of an accounting practice, and special industry practices.

ACT 4811-4813 Internship in Accounting

1 to 3 semester hours

Students will be associated with a business in the community. Observation, followed by as much hands-on, practical experience in the operation of the business as the situation permits. Fifty clock hours of involvement are necessary for each semester hour of credit. Enrollment requires pre-placement arrangement by the instructor. PRE: ACT 3213 (Fa/Sp/Sum)

ACT 2901-2903, 3901-3903, 4901-4903 Directed Study

1 to 3 semester hours

Offered in exceptional circumstances to provide appropriate educational experience. By consent of the Provost.

ART

ART 1103 Art Appreciation

3 semester hours

Development of understanding and enjoyment of art is emphasized through the study of painting, sculpture, architecture, and design. Characteristics of style are examined in relation to the culture of the period and the development of art through the ages. (Fa)

ART 2103 The History of Western Art I

3 semester hours

A study of art from the prehistoric period to the Renaissance. (Fa)

ART 2203 The History of Western Art II

3 semester hours

A study of art from the Renaissance. (Sp)

ART 2213 The Artist

3 semester hours

An intensive study of the life and works of selected artists. Possible course subjects include Michelangelo, Da Vinci, Van Gogh, Gauguin, Whistler, Chagall, Picasso, or O'Keefe. (Sp)

ART 3103 Visual Arts

3 semester hours

Learning to use pencil, oils, pastels, the camera and other media to enrich the student's art experience. PRE: ART 1103

ASTRONOMY

AST 1104 Descriptive Astronomy

4 semester hours

Explores the development of the universe and its dynamic and physical properties. (Su II Online)

AST 110L Astronomy Laboratory

Lab must be taken concurrently with AST 1104. (Su II Online)

BILINGUAL EDUCATION

BIL 2213 Bilingual Education: School, Community, and Family

3 semester hours

Historical development of bilingual education in the U.S.; rationales for bilingual education; legal aspects; involvement of community and families; local, state, and national issues; and current research findings, methods, models, and trends. (Fa/Su I)

BIL 3103 Teaching English-as-a-Second Language

3 semester hours

Methods for assisting the elementary and secondary Limited-English-Proficient (LEP) learner and English Language Learners (ELL) to acquire fluency. PRE: BIL 2213 (Sp/Su II)

BIL 3113 Humanities for Bilingual Learners

3 semester hours

Curriculum and methods for elementary and secondary language arts, reading, social sciences, and fine arts specific to bilingual learners. Oral Spanish fluency required. PRE: Evidence of at least 8th grade-level proficiency in Spanish, BIL 2213, and BIL 3103 (Sp/Su II)

BIL 3203 Science and Math for Bilingual Learners

3 semester hours

Curriculum and methods for elementary and secondary sciences and math specific to bilingual learners. Oral Spanish fluency required. PRE: Evidence of at least 8th grade-level proficiency in Spanish, BIL 2213, and BIL 3103 (Fa/Su I)

BIL 4103 Reading and the Bilingual Learner

3 semester hours

Methods and materials for the acquisition of literacy skills by elementary-level bilingual learners whose native language is not English. Oral Spanish fluency required. PRE: Evidence of at least 8th grade-level proficiency in Spanish, BIL 2213, and BIL 3103 (Fa/Su I)

BIL 4403 Research and Evaluation of Bilingual Learners and Programs

3 semester hours

Assessment methods, instruments, and models for evaluating students and programs. Covers quantitative and qualitative research methods. Major research project related to some aspect of bilingual education required. PRE: Evidence of at least 8th grade-level proficiency in Spanish, BIL 2213, BIL 3103, BIL 3113, BIL 3203, and BIL 4103 (Sp/Su I)

BIOLOGY

BIO 1104 General Biology I

4 semester hours

Energy transformations in biological systems. Fundamentals of biological processes, such as photosynthesis, cellular respiration, reproduction, and inheritance. (Fa)

BIO 110L General Biology Laboratory I

Lab must be taken concurrently with BIO 1104. \$10.00 Lab Fee. (Fa)

BIO 1154 General Biology II

4 semester hours

Comparative anatomy and physiology of the major organ systems. Extended consideration of photosynthesis, biogeochemical cycles, genetics, and evolution. PRE: BIO 1104 (Sp)

BIO 115L General Biology Laboratory II

Lab must be taken concurrently with BIO 1154. \$10.00 Lab Fee. (Sp)

BIO 2104 Principles of Human Anatomy and Physiology I

4 semester hours

A study of the structure and function of the human organ systems. PRE: BIO 1104 (Fa)

BIO 210L Principles of Human Anatomy and Physiology Laboratory I

Lab must be taken concurrently with BIO 2104. \$15.00 Lab Fee. (Fa)

BIO 2114 Principles of Human Anatomy and Physiology II

4 semester hours

A study of the structure and function of the human organ systems. PRE: BIO 2104 (Sp)

BIO 211L Principles of Human Anatomy and Physiology Laboratory II

Lab must be taken concurrently with BIO 2114. \$15.00 Lab Fee. (Sp)

BIO 2204 General Botany

4 semester hours

Classification, morphology, and physiology of plants. PRE: BIO 1154 (Fa)

BIO 220L General Botany Laboratory

Lab must be taken concurrently with BIO 2204. \$10.00 Lab Fee. (Fa)

BIO 3104 Microbiology

4 semester hours

Introduction of the dynamics of living systems with emphasis on the universality of the biological world. (Fa)

BIO 310L Microbiology Laboratory

Lab must be taken concurrently with BIO 3104. \$20.00 Lab Fee.

BIO 3204 Plant Taxonomy

4 semester hours

The study and applications of identifying plant taxa with an emphasis on the local flora. PRE: BIO 1104 (Fa)

BIO 320L Plant Taxonomy Laboratory

Lab must be taken concurrently with BIO 3204. \$20.00 Lab Fee. (Fa)

BIO 3303 Conservation of Natural Resources

3 semester hours

The study of the various interactions of plants, animals, and non-living factors which determine and maintain the eco-systems of the world. PRE: BIO 1104 or BIO 1154 (Sp)

BIO 3304 Animal Behavior

4 semester hours

A study of the adaptive values of various aspects of animal behavior: predator avoidance, communication, coloniality, and reproductive tactics. (Sp)

BIO 330L Animal Behavior Laboratory

Lab must be taken concurrently with BIO 3304. \$20.00 Lab Fee. (SP)

BIO 3314 Invertebrate Zoology

4 semester hours

The study of invertebrates: their classification, evolution, anatomy, physiology, life history, and ecology. PRE: BIO 1154 (Fa)

BIO 331L Invertebrate Zoology Laboratory

Lab must be taken concurrently with BIO 3314. \$20.00 Lab Fee (Fa)

BIO 3324 Vertebrate Zoology

4 semester hours

The study of vertebrates: their origin, evolution, classification, anatomy, physiology, embryological development, and ecology. Emphasis is on local vertebrates. PRE: BIO 1154 (Sp)

BIO 332L Vertebrate Zoology Laboratory

Lab must be taken concurrently with BIO 3324. \$20.00 Lab Fee. (Sp)

BIO 3333 Physical Anthropology

3 semester hours

A survey course examining humans as biological organisms. Course topics include the process of evolution, mechanisms of genetic inheritance, variation in modern human populations, the historical role of humans in nature, primate adaptations and behavior, and the fossil evidence for human evolution.

BIO 3404 Genetics

4 semester hours

The study of the principles of heredity; chromosomal separation and genic assortment in individuals, and genes in populations. PRE: BIO 1104 or BIO 1154 (Fa)

BIO 340L Genetics Laboratory

Lab must be taken concurrently with BIO 3404. \$20.00 Lab Fee. (Fa)

BIO 3503 General Ecology

3 semester hours

An introduction to the basic principles that describe the structure and function of populations, communities, and their ecosystems. Students will learn about the flow of energy in ecosystems and the biogeochemical cycles. The impact of man on the environment will be considered. PRE: BIO 3303 (Sp)

BIO 3514 Cell Biology

4 semester hours

A course designed to introduce the student to structure, function and methods of studying various cells and their organelles. Students will learn cell types, uniformity and diversity, mechanism of cell division, differentiation, and change. PRE: BIO 1104/ BIO 110L (Fa)

BIO 351L Cell Biology Laboratory

Lab must be taken concurrently with BIO 3514. \$20.00 Lab Fee. (FA)

BIO 3523 Research Methods in Biology

3 semester hours

Research-oriented students will be directed by a faculty member through the fundamentals of choosing a research topic, performing a bibliographic search on a subject, classification or instruments, data taking, data reduction, professional ethics and other research oriented topics. The use of computers will be emphasized for statistical data analysis. (Sp)

BIO 4204 Entomology

4 semester hours

Classification, anatomy, physiology, and economic importance of insects. (SP)

BIO 420L Entomology Laboratory

Lab must be taken concurrently with BIO 4204. \$20.00 Lab Fee. (SP)

BIO 4224 Field Biology

4 semester hours

Classification and identification of local plants and animals. (Sp)

BIO 422L Field Biology Laboratory

Lab must be taken concurrently with BIO 4224. \$20.00 Lab Fee. (SP)

BIO 3601-3603, 4601-4603 Workshops or Seminars

1 to 3 semester hours

Special offerings not included in the curriculum, which meet the educational needs of students.

BIO 4701, 4702, 4703 Topics in Biology

1 to 3 semester hours

Selected topics in an identified area.

BIO 4813 Pre-Med Internship

3 semester hours

Students will work through healthcare facilities in the community. Observation, followed by as much hands-on, practical experience in the implementation of a healthcare as the situation permits will be the core of the internship. 50 clock hours of involvement are necessary for each semester hour of credit. Enrollment with consent of instructor. (FA/SP)

BIO 4901-4904 Undergraduate Research

1 to 4 semester hours on an original research project. PRE: Upper division standing and consent of the instructor. \$15.00 Lab Fee. (Fa/Sp)

BUSINESS ADMINISTRATION

BUA 1303 College Algebra with Business Applications

3 semester hours

This course covers a study of algebraic concepts: expressions, equations and inequalities, polynomials, functions, graphing techniques, and systems of linear equations, as applied to business. PRE: MAT 1013 or one year of high school algebra. (Fa)

BUA 3104 Business Law

4 semester hours

This course covers the origin and development of law; judicial procedure; tort law; law of contracts; agency, employment law, and labor law; business organization and regulation; real and personal property; bailment; insurance; wills and estate planning; consumer and creditor protection; and sport law. (Fa)

BUA 4103 Employment Law

3 semester hours

The course covers not only current employment law but presents emerging laws, regulations and court decisions that managers and administrators must know in order to understand their legal responsibilities. Today's workforce must be managed in a legal but ethical context to avoid incurring substantial penalties, time-consuming litigation and costly awards. PRE: BUA 3104 (Sp)

BUA 4601, 4602, 4603 Workshop or Seminar

1 to 3 semester hours

Special offerings not included in the established curriculum, which meet the educational needs of students.

BUA 4701, 4702, 4703 Topics in Business

1 to 3 semester hours

Selected topics in an identified area.

BUA 2901-2903, 3901-3903, 4901-4903 Directed Study

1 to 3 semester hours

Offered in exceptional circumstances to provide appropriate educational experience. By consent of the Provost.

CHEMISTRY

CHE 1104 Principles of Chemistry I

4 semester hours

Fundamental laws, principles, methods, and the properties of gases, liquids, solids, and solutions. PRE: MAT 1203 or concurrent enrollment (Fa)

CHE 110L Chemistry Laboratory I

Lab must be taken concurrently with CHE 1104. \$10.00 Lab Fee. (Fa)

CHE 1204 Principles of Chemistry II

4 semester hours

The second half of CHE 1104. PRE: CHE 1104 (Sp)

CHE 120L Chemistry Laboratory II

Lab must be taken concurrently with CHE 1204. \$10.00 Lab Fee. (Sp)

CHE 2104 Organic Chemistry I

4 semester hours

The first semester of organic chemistry including molecules, bonding, alkanes, alkenes, alcohols, and carboxylic acids. Designed for students in the life sciences, nursing, agriculture, and chemistry programs or majors. PRE: CHE 1204. (Fa)

CHE 210L Organic Chemistry Laboratory I

Lab must be taken concurrently with CHE 2104. \$20.00 Lab Fee. (Fa)

CHE 2204 Organic Chemistry II

4 semester hours

Second half of the study of organic chemistry including aldehydes and ketones, proteins, and nucleic acids. PRE: CHE 2104. (Sp)

CHE 220L Organic Chemistry Laboratory II

Lab must be taken concurrently with CHE 2204. \$20.00 Lab Fee. (Sp)

CHE 3304 Bio Chem

4 semester hours

Bio chemistry will evaluate the chemical nature and interactions of biological molecules, acid base chemistry, buffers, carbohydrates, lipids, proteins, nucleic acids, enzymes, and coenzymes, the interrelationships of compounds in major metabolic cycles, and the utilization and synthesis of high energy compounds. (FA)

CHE 330L Bio Chem Laboratory

Lab must be taken concurrently with CHE 3304. \$20.00 Lab Fee. (FA)

COMPUTER SCIENCE

CSI 1103 Introduction to Programming

3 semester hours

Introduction to a programming language. Fundamental problem solving concepts with an object-oriented language, elementary and structured data types, sequence control, data control, human interfaces, and program debugging. (2 lectures, 2 labs) Labs and 5 – 8 programming projects required. (Fa)

CSI 1203 Computer Applications

3 semester hours

Introduction to software applications in word processing, spreadsheets, database managers, presentation graphics, and web page design. A hands-on, practical examination of the most popular microcomputer applications and the benefits to be derived from their use. (Fa/Sp)

CSI 2203 Education Technology

3 semester hours

Basic microcomputer concepts, production tools (i.e., Power Point, Internet, Publisher, Web Sites etc.), and multimedia presentation tools (i.e., digital and video cameras, LCD players, scanners, media projectors, Elmos, smart boards, VCR, and overheads) for student learning. Application of technology as an instructional strategy to support diverse learners. Lesson and unit design using 4MATION. Multimedia evaluation techniques for assessing student learning, evaluation of internet resources, and strategies to manage students when using technology. **Required of all Education majors.** (Fa/Sp/SuI)

CSI 2213 Electronic Spreadsheets

3 semester hours

A study of electronic spreadsheets through classroom demonstrations and assigned projects using the current software of choice. Students learn to store, manipulate, and chart numeric data by creating and modifying worksheets. Introductory skills that are needed to analyze and summarize mathematical, statistical, and financial data are presented. (SP)

CSI 2223 Data Structures

3 semester hours

Complexity analysis, complexity classes, recursion, sorting and searching, algorithm efficiency. Labs and 5 – 8 required programming projects. (2 lectures, 2 labs) PRE: CSI 1134 (Sp)

CSI 3243 User Interfaces

3 semester hours

Study of windows programming and web page user interface design. PRE: CSI 1143

CSI 3353 Operating System Design

3 semester hours

Historical perspective, tasking and processes, process synchronization, scheduling and dispatch, memory organization, I/O control, and storage management. Major project required. PRE: CSI 2224

CSI 3363 Database Systems

3 semester hours

Organizing, processing, and administration of a database. Database models, data dictionary, file organization, query languages, security, integrity, and reliability. Hands-on use of a DBMS. Major project required. PRE: CSI 1143

CSI 4473 Data Communication

3 semester hours

The physical basis for communication, modulation techniques, synchronous and asynchronous transmission, analog and digital signaling, multiplexing, hardware and software, networks and protocols, and design considerations. Major project required. PRE: CSI 2224 (Sp)

CSI 4483 Artificial Intelligence

3 semester hours

History and application of AI, knowledge representation, control strategies and reasoning. Includes an introduction to LISP. Major project required. PRE: CSI 2224

CSI 2601-2604, 3601-3604, 4601-4604 Workshops or Seminars

1 to 4 semester hours

Special offerings not included in the established curriculum which meet the educational needs of students.

CSI 4701 Senior Project
1 semester hour
Design of a large scale program.

CSI 4702 Senior Project
2 semester hours
Prototype and implementation.

CRIMINAL JUSTICE

CRJ 1103 Introduction to Criminal Justice
3 semester hours

This course provides students with an understanding of criminological, bio-psycho-social, systemic and environmental theories of crime and criminal behavior. The historic development of law enforcement, courts and corrections, and the modern operations of these agencies will also be discussed. (Fa)

CRJ 1113 Criminal Law I
3 semester hours

This course offers an overview of the theoretical issues and functions of the law involved in controlling deviance in society. Historical foundations and the limits of criminal law will also be covered. (Fa)

CRJ 1123 Criminal Law II
3 semester hours

This course considers the definitions and development of criminal law, criminal procedure and criminal rights, with special emphases in constitutional theory and practice. Legal problems associated with the investigation of crime are also addressed. (Sp)

CRJ 1203 Introduction to the Judicial Process
3 semester hours

This course covers the criminal court system and criminal processes and analyses of major judicial decisions. Legal definitions, development of criminal procedures and laws, and constitutional oversight and theory issues are discussed as well. (Fa)

CRJ 1303 History of the American Law Enforcement System
3 semester hours

This course presents the historical and philosophical foundations of law and order and includes in-depth examination of local, state, and federal law enforcement agencies. Theoretical development of crime prevention, punishment, and treatment are also addressed. (Fa in Odd Years)

CRJ 2103 Introduction to Research Methods
3 semester hours

This course teaches skills necessary to conduct scholarly investigation by presenting an overview of empirical qualitative and quantitative research methods needed to conduct research in criminal justice. (Fa)

CRJ 2203 Crime in America
3 semester hours

This is a study of crime and crime prevention from an historical perspective. It addresses the relationships among social, environmental, and historical factors in past and contemporary justice systems. (Sp in Even Years)

CRJ 2213 Introduction to Forensic Science
3 semester hours

This course provides the groundwork for the study of criminal investigation and forensic science by analyzing the procedures that agencies of justice use to identify and convict offenders. This course serves both as a general overview of the field and as an

introduction to the most critical and innovative investigative techniques, research studies, and policy initiatives in recent years. (Sp in Even Years)

CRJ 2303 Criminal Investigation I

3 semester hours

This course concentrates on procedures for the collection and preservation of evidence, sources of information, interviewing and interrogating, utilizing forensic sciences, and preparing for trials. (Fa in Odd Years)

CRJ 2403 Probation and Parole

3 semester hours

This course surveys approaches to corrections; types of correctional institutions, residents, programs and management; and special problems associated with corrections and correctional institutions. The history, philosophy and development of adult and juvenile probation and parole in the United States also will be covered. (Sp in Even Years)

CRJ 2703 Special Topics in Criminal Justice

3 semester hours

This course addresses various current topics in local, regional, national, and international crime. This course may be repeated for a maximum of 6 credits. (Winter/May)

CRJ 3103 Criminology

3 semester hours

This course examines the major criminological issues including definitions of crime and developing theories of crime causation from legal, social, political and psychological perspectives. The purpose of the course is to teach students to be informed and critical users of research reported by criminal justice agencies and criminology and criminal justice journals. (Sp)

CRJ 3203 Understanding Criminal Behavior

3 semester hours

In this course, bio-psycho-social and environmental theories of crime and criminal behavior are studied. It reviews and evaluates criminal justice research, including data collection and analysis methods, and presentation of findings.

CRJ 3303 Law Enforcement Management

3 semester hours

This course examines the principles of organization and organizational behaviors, administration of public institutions and administrative structures, inter-and-intra governmental relations and cooperation, and personnel and agency management in law enforcement agencies. (Sp)

CRJ 3313 Correctional Process

3 semester hours

This focus of this course is the history, organization and operation of the correctional system in America and the characteristics and needs of the offender population. Its in-depth analysis of the correction process, the development of correctional philosophy and practice, and institutional operations and alternatives, permit students to develop an appreciation for the dilemmas facing the criminal justice system in handling the offender population. (Sp)

CRJ 3403 Community Corrections

3 semester hours

This course surveys approaches to corrections; types of correctional institutions, residents, programs and management; and special problems associated with corrections and correctional institutions. It presents an analysis of the theoretical and practical implications of the maintenance of offenders in the community and the community resources available. (Fa)

CRJ 3503 Juvenile Justice Systems

3 semester hours

This course is an introduction to the field of juvenile delinquency, including causation; development of delinquent and criminal behavior; and initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the functions of juvenile courts. Issues dealing with jurisdiction of juvenile agencies, the processing and detention of offenders, case dispositions, juvenile status, and court procedures are also addressed. (Sp)

CRJ 3513 Victimology

3 semester hours

This course introduces students to the field of victimology and explores its conceptual boundaries, basic concepts and literature within various sub areas. The course explores policy developments and practical applications which stem from the concern over victims. The progression from a criminal to a victim justice system will be emphasized. It also presents an overview of conceptual and substantive issues in victim-centered theory and research, including impact of crimes upon the victim and the role of the victim. (Sp)

CRJ 3813 Internship in Criminal Justice

3 semester hours

Students will complete supervised field placements in agencies related to criminal justice, such as family court; a federal, state, or local law enforcement agency. Prior to enrolling in the internship, each student must ensure that a Memorandum of Agreement is entered into between the host agency and the Criminal Justice Program, ensure the availability of a field supervisor, and make a commitment to maintain a Practicum Journal during the internship. (Fa/Sp)

CRJ 4103 Corrections, Operations, and Management

3 semester hours

This course provides a general overview of historical and current correctional programs and examines procedures by which offenders move through the system, with an emphasis on prison administration and strategies designed to "rehabilitate" the incarcerated.. (Sp)

CRJ 4203 Issues in Ethics, Law and Criminal Justice

3 semester hours

This course is an in-depth examination of some ethical and decision-making dilemmas facing law enforcement and criminal justice professionals. Acceptable professional standards of behavior by criminal justice practitioners and challenges to ethical behavior also are examined. (Sp)

CRJ 4303 Criminal Justice Administration

3 semester hours

This course addresses the different administrative structures of criminal justice agencies and institutions and their relationship to police, courts, and corrections problems. It is also examines, from social and psychological perspectives, the current issues and problems in criminal law enforcement. (Sp)

CRJ 4403 Prosecution and Adjudication

3 semester hours

The civil and human rights of defendants and the legal duties and responsibilities of criminal justice personnel are studied in this course. (Fa)

CRJ 4413 Civil Law and the Legal Systems

3 semester hours

This course outlines the structure and functions of civil and criminal courts in America. The roles of attorneys, judges and other court personnel, the operation of petit and grand juries, trial and appellate courts will also be reviewed. Federal immigration laws will be addressed as well. (Fa)

CRJ 4503 Penology

3 semester hours

This course is a study of the history and theory of incarceration as punishment, deterrence, incapacitation, and rehabilitation. It addresses state and federal laws dealing with recidivism, sexual offenses, and statistical observations. It also provides a survey of institutional and non-institutional programs relevant to incarceration in community settings. (Sp)

CRJ 4513 Interviewing for Investigators

3 semester hours

This course explores the basic theoretical features of the investigation process, necessary to obtain facts used in criminal investigation. Topics include duties and responsibilities of the investigator, and procedures and techniques to be followed in interviewing witnesses, informants, and complainants. (Fa)

CRJ 4703 Special Topics in Criminal Justice

3 semester hours

This course will cover current topics and/or specialized topics in criminal justice. This course may be repeated under different topics for a maximum of 6 credits. (Fa/Sp)

CRJ 4803 Capstone: Criminal Justice

3 semester hours

This course researches the problems and conflicts encountered in major attempts to control domestic and international crimes, terrorism, and counterterrorism issues. It addresses policy formulation and implementation, ordinance and executive directives, planning and administration of contingencies and preventive procedures, budgeting, craftsmanship and grants administration. (Sp)

CRJ 4813 Internship in Criminal Justice

3 semester hours

Students will complete supervised field placements in agencies related to criminal justice, such as family court; a federal, state, or local law enforcement agency. Prior to enrolling in the internship, each student must ensure that a Memorandum of Agreement is entered into between the host agency and the Criminal Justice Program, ensure the availability of a field supervisor, and make a commitment to maintain a Practicum Journal during the internship. (Fa/Sp)

CSW COURSES

CSW 4903 Portfolio Assessment of Prior Learning

3 semester hours

The course is designed to assist adult learners in assessing their experiential background and preparing a portfolio demonstrating their collegiate level knowledge. Credit (CR) or No Credit (NC) will be earned. (All terms)

EARLY CHILDHOOD EDUCATION

ECE 3113 Research in Child Growth, Development, and Learning

3 semester hours

This advanced course in child growth, development, and learning builds upon the foundational material covered in the basic course in child growth, development, and learning. An integration of major theories of child development is provided by focusing on contemporary research in all aspects of development, including bio-ecological, social-affective, cognitive-learning, language-culture, and methodological aspects of research in early childhood development and education. This course focuses on preparing early childhood professionals to use empirically-based research to inform their teaching of young children. This advanced course builds upon indicators of competence established at the lower division (AA) level. For each course objective (Core competency) students will demonstrate the indicators established for the bachelor's level. PRE: ED 213G (Fa)

ECE 3132 Family and Community Collaboration II

2 semester hours

This advanced course prepares prospective teachers for working effectively as partners with family and community members to facilitate the development and learning of children birth through age 8, including children with special needs. It focuses on diverse family types that include various family structures, lifestyles, and linguistic, cultural and ethnic groups. The complexity and dynamics of families as systems will be included, and community resources to support families will be identified. PRE: ED123 (Fa)

ECE 3143 Assessment of Children and Evaluation of Programs II

3 semester hours

This advanced course builds upon student understanding of the connections among learning, teaching, and assessment and strategies for evaluating programs. Assessment, identification, and monitoring of typical and atypical development in the cognitive, motor, affective and social domains will be explored. Multiple and diverse assessment approaches, including responsiveness to cultural and linguistic differences, will be emphasized. PRE: ED 213C (Su I)

ECE 3162 Integrated Early Childhood Curriculum Practicum

2 semester hours

This advanced course provides opportunities for students to apply knowledge gained from Integrated Early Childhood Curriculum and develop skills in planning and implementing developmentally appropriate learning experiences, integrated curriculum, and learning environments for children from birth to age 5. Curriculum will include all content areas: the arts, health/wellness, literacy, math, social studies, science, and adaptive living skills for children with special needs. The practicum experience will be divided equally between a classroom serving 0-3 and a classroom serving 3-5 year-old children. PRE: ED 112, ED 112A, ED 113A, ED 212, and ED 222 (Must be taken concurrently with ECE 3163 Integrated Early Childhood Curriculum). (Fa)

ECE 3163 Integrated Early Childhood Curriculum

3 semester hours

This advanced course focuses on developmentally appropriate content, learning environments, and curriculum implementation for children birth to age 5. It emphasizes integration of content areas (the arts literacy, math, health, science, social studies, adaptive learning) and the development of rich learning environments for infants, toddlers, and preschool children. PRE: ED 112, ED 112A, ED 113A, ED 212 and ED 222. (Fa)

ECE 3172 Methods and Materials for the Early Primary Grades Practicum

2 semester hours

This advanced practicum provides opportunities for students to develop, implement, and evaluate developmentally appropriate and integrated learning experiences for children in k-3rd grade. Students will gain experience creating learning environments that are developmentally appropriate and culturally responsive for children in the early primary grades. PRE: ECE 3162 and ECE 3163 (Must be taken concurrently with ECE 3173). (Sp)

ECE 3173 Methods and Materials for the Early Primary Grades

3 semester hours

This advanced course focuses on developmentally appropriate content, learning environments, and curriculum implementation for children in K-3rd grade. It emphasizes integration of content areas (the arts, literacy, math, health, science, and social studies) and the development of rich learning environments for the early primary grades. PRE: ECE 3162 and ECE 3163 (Must be taken concurrently with ECE 3172). (Sp)

ECE 4012 Early Childhood Education Student Teaching and Seminar

12 semester hours

The student teaching experience in early childhood education has two components: 1) placement and assigned tasks in an early childhood classroom with a mentor teacher, and

2) a weekly seminar in which students review and reflect on their own teaching practices, make connections between theory and practice, study particular topics of interest, conduct self-evaluations, and contribute to group discussions. Students will demonstrate the indicators of competence established for the bachelor's level. PRE: All early childhood courses, completed with a grade of C or better. (Fa/Sp)

ECE 4111 Teaching Reading and Writing Practicum

1 semester hour

This advanced practicum provides opportunities for students to apply knowledge gained from the course *Teaching Reading and Writing*. In kindergarten through 3rd classrooms, students will develop skills in organizing a literature rich environment, planning effective reading and writing instruction and assessment, and implementing culturally, linguistically and developmentally appropriate literacy curricula. PRE: ED 223D (Must be taken concurrently with ECE 4113 Teaching Reading and Writing). (Sp)

ECE 4113 Teaching Reading and Writing

3 semester hours

This advanced course is designed to prepare early childhood professionals for teaching reading and writing in the early primary grades. The course focuses on reading as complex, interactive, constructive process. Through a developmental approach, the course addresses: 1) the integration of theory and research with the practice of teaching children to read and write, including children with special needs, 2) the organization of effective reading and writing instruction, 3) the socio-cultural contexts in which children learn to read and write, 4) culturally, linguistically and developmentally appropriate literacy curricula, and 5) assessment and evaluation. PRE: ED 223D (ECE 4111 Teaching Reading and Writing Practicum must be taken concurrently). (Sp)

ECONOMICS

ECO 2213 Freedom, Ethics, and Free Enterprise

3 semester hours

The study of basic principles and functions of the free enterprise (free market, private enterprise, capitalist system) including the freedom philosophy that makes ongoing individual / organizational economic success possible, the underlying ethos that drives the system, and the strategic relevance of contemporary entrepreneurship. Students are provided experiential learning opportunities to explore and develop entrepreneurial ideas. (Fa/Sp/Sum)

ECO 2303 Principles of Economics

3 semester hours

The course covers the key principles of economics with an overview of the macro view of growth economy and the micro view of individual economic units. (Sp)

ECO 2802-4802 Internship in Free Enterprise

2 semester hours

Development and implementation of projects in school and community environments with the objective of free enterprise education, under direction of a faculty member. By consent of the instructor. PRE: ECO 2213 (Fa/Sp)

ECO 3701-3703, 4701-4703 Topics

1 to 3 semester hours

Selected topics in an identified area.

ECO 4901, 4902, 4903 Directed Study

1 to 3 semester hours

Offered in exceptional circumstances to provide appropriate educational experience. By consent of the Provost.

EDUCATION

EDU 1101 Field-Based Observations

1 semester hour

An early field experience designed to explore teaching as a career. Involves intensive orientation to the public school program through observations and other guided experiences. (Fa/Sp)

EDU 2103 Foundations of Education

3 semester hours

American education in its cultural setting; its nature, role, and function in society. The application of theories, research, and philosophies of teaching/learning, school law, and the organization and finances of the school will be explored. PRE: EDU 1101 or concurrent enrollment (Fa/Sp)

EDU 2213 Educational Psychology

3 semester hours

Theories of development and learning. Understanding and utilizing the teaching/learning process through application of principles of learning, motivation, readiness, transfer, and individual differences. (Cross references with PSY 2213) (Fa/Sp/SuII)

EDU 3213 Multicultural Learners and Literacy (Reading)

3 semester hours

A survey which identifies the educational and literacy (reading) problems and basic procedures designed to help teachers meet the needs of multicultural students in regular classroom settings. PRE: EDU 2103 or concurrent enrollment (Fa/Sp)

EDU 3223 Classroom Management and Organization

3 semester hours

Basic principles and procedures of classroom management including various current behavioral management plans, time management strategies, and other current classroom management strategies to use with all students, including exceptional learners. PRE: EDU 2213 or concurrent enrollment (Cross references with SPED 3223) (Fa/Sp)

EDU 3503 Methods and Materials for Reading and Integrated Communication Arts

3 semester hours

This course provides in-depth information on the teaching of reading, writing, spelling, speaking, listening, and thinking skills, and includes reading methods and techniques for identifying, adapting, and developing instructional material; also provides instructional methodology in reading and other subject matter areas for delivery of instruction to diverse populations ranging from infancy through adulthood. The course includes inclusion, "main-streaming," or transition techniques and models. (Fa/SP)

EDU 3513 Reading Instruction

3 semester hours

Reading Instruction is designed to provide students with current, research-based information on theory and practice in reading instruction. Essential components of this course include the following topics: neuropsychology, alphabets [phonics and language], best instructional practices, fluency instruction, assessments to inform classroom instruction, comprehension instruction, writing instruction, and performance standards and benchmarks. PRE: EDU 1101, EDU 2103, EDU 2213, EDU 3213, EDU 3503; SPED 2103 (Cross references with SPED 3513) (Fa/Su I)

EDU 3523: Educational Measurement and Evaluation

3 semester hours

An introduction to evaluation and measurement concepts. History of testing, test construction, basic test statistics, theoretical aspects of testing, test properties, and test goals and objectives. Interpreting and communicating test data to various groups. PRE: EDU 2103 and EDU 2213 (Fa/Sp)

EDU 4113 Teaching in the Elementary School

3 semester hours

A methods course designed for pre-service teachers to explore techniques for teaching science, math, and social studies. Students will investigate the classroom teacher's role regarding music, art, and physical education. PRE: EDU 2103, EDU 2213, CSI 2203 (Fa/Sp)

EDU 4203 Diagnostic/Corrective Reading

3 semester hours

This course reinforces and extends the diagnostic/corrective concept to include content areas as well as reading. Pre-service teachers administer and interpret diagnostic instruments and procedures (both formal and informal assessments). Practical application is accomplished through diagnosing and instructing the struggling readers from surrounding area schools in one-on-one settings during the school day. The application is 20-30 hours total during the semester. Pre-service teachers will learn to write evaluation reports and confer with teachers and parents. PRE: EDU 3503, EDU 3513, EDU 3523 (Fa/Sp)

EDU 4213 Teaching in the Secondary School

3 semester hours

Methods and materials used for instruction by secondary teachers. PRE: EDU 2103 and EDU 2213 (Sp/Fa)

EDU 4413 Reading in the Content Areas

3 semester hours

Course emphasizes reading problems and processes as they relate to the secondary student. The evaluation and selection of appropriate instructional material is included. PRE: EDU 2103, EDU 2213, CSI 2203 (Cross references with EDR 5413) (Sp/Su II)

EDU 4502 Field Experience II

2 semester hours

Students are assigned to a classroom where they assist the teacher in various classroom tasks; assist individual students; guide small group activities; and, where appropriate, prepare and teach micro-lessons. PRE: EDU 1101 and at least 15 hours in EDC 2000-3000 level courses (Fa/Sp)

EDU 4546 Intern Teaching

6 semester hours

Intern teachers are assigned to a supervisory teacher in a public school where they work full time for a period of 14 weeks. Intern teachers gradually assume a full teaching load which they maintain for an appropriate period of time. The intern is expected to participate in all phases of school life. PRE: Admission to Intern Teaching (Fa/Sp)

EDU 4601 Intern Teaching Seminar

1 semester hour

A forum for sharing experiences and for developing and stimulating reflective teaching skills. PRE: Admission to Intern Teaching, Taken concurrently with EDU 4546 (Fa/Sp)

EDU 4601-4603 Workshops or Seminars

1 to 3 semester hours

Special offerings not included in the curriculum which meet the educational needs of students. PRE: EDU 2103

EDU 4701-4703 Topics in Education

1 to 3 semester hours

Selected topics in an identified area. PRE: EDU 2103

EDU 3901-3903, 4901-4903 Directed Study

1 to 3 semester hours

Offered in exceptional circumstances to provide appropriate educational experience. With the consent of the advisor. PRE: EDU 2103

ENGLISH

ENG 1013 Mechanics of English

3 semester hours

This course is a study of grammar and mechanics, effective sentence construction, and basic essay organization and development. Credit in this course will not count toward graduation or computation of GPA or classification of students by hours completed. Student must earn "C" in developmental course in order to move to the next level. If the class has to be repeated more than three times the student will be suspended. (Fa/Sp)

ENG 1113 Rhetoric and Composition

3 semester hours

Taught via the "process" approach, this course prepares students in basic writing techniques as well as research skills. (Fa/Sp)

ENG 1123 Rhetoric and Literature

3 semester hours

This course examines the principle genres of literature – fiction, poetry, and drama – and the techniques of research. PRE: ENG 1113 (Fa/Sp)

ENG 2103 Expository Writing

3 semester hours

The main emphases in this course are rhetorical forms and approaches to problems of composition.

ENG 2213 Creative Writing

3 semester hours

This course teaches the fundamental skills in the composition of poetry, magazine articles, personal narratives, and short stories. PRE: ENG 1123 (Fa)

ENG 2303 Survey of British Literature I

3 semester hours

Selections from British literature to the 18th century comprise the material studied in this course. PRE: ENG 1123 (Fa)

ENG 2313 Survey of British Literature II

3 semester hours

Selections from British literature from the 18th century to the present comprise the material studied in this course. PRE: ENG 1123 (Sp)

ENG 2403 Survey of American Literature I

3 semester hours

This course is a study of American literature from its Puritan roots in the New World to the Civil War. PRE: ENG 1123 (Fa)

ENG 2413 Survey of American Literature II

3 semester hours

This course is a study of American literature from the Civil War to the present.. PRE: ENG 1123 (Sp)

ENG 2423 Survey of Western World Literature I

3 semester hours

This survey of writings that have shaped Western culture includes selections from ancient, medieval, and Renaissance literature. PRE: ENG 1123 (Fa)

ENG 2443 Survey of Western World Literature II

3 semester hours

This survey of writings that have shaped Western culture includes selections from the 18th century to the present. PRE: ENG 1123 (Sp)

ENG 3103 Shakespeare

3 semester hours

This study of the life and works of William Shakespeare includes a survey of his three basic dramatic genres: the history play, the comedy, and the tragedy. PRE: ENG 1123

ENG 3213 Advanced Creative Writing

3 semester hours

This course assists the aspiring writer of short stories and poetry in polishing his or her work and attempts to see the student's work published in appropriate publications. PRE: ENG 2213 and ENG 3503 (Sp)

ENG 3223 Technical Writing

3 semester hours

This course identifies and instructs the student in how to prepare a variety of written materials related to satisfactory performance as a "professional." PRE: ENG 1123 and ENG 3503

ENG 3233 Life and Literature of the Southwest

3 semester hours

This course surveys the literature and history of the Southwest. PRE: ENG 1123 (Fa)

ENG 3413 Classical Mythology

3 semester hours

This course examines classical mythology of ancient Greece and Rome to provide a foundation for the study of Western literature. PRE: ENG 2303 or 2313, 2403, 2413, 2423, 2443, 3503 (Fa)

ENG 3423 Classic Drama

3 semester hours

This course examines the development of Western theatre. Some of the major plays and theatre groups are studied. The selection of playwrights and plays may vary each semester. (Cross Reference THE 3423) PRE: ENG 1123

ENG 3433 Popular Fiction

3 semester hours

Students analyze popular fiction in an attempt to identify the concerns of contemporary America. Material covered in the course includes print, audio, and the video media. PRE: ENG 1123 (Sp)

ENG 3503 Grammar

3 semester hours

This course is an intensive study of basic and advanced English grammar. PRE: ENG 1113 and ENG 1123 (Fa/Sp)

ENG 3513 Children's Literature

3 semester hours

This course is a survey of children's literature appropriate for kindergarten through grade six. PRE: ENG 1123 (Fa)

ENG 3523 Literary Criticism and Theory

3 semester hours

This course offers a chronological overview of the main schools of critical theory from Plato to Postmodernism. Students will read representative primary sources from each school of thought, as well as additional explanatory materials, and will analyze texts using various critical theories presented. (Sp in Odd Years)

ENG 3543 Advanced Composition

3 semester hours

This advanced course in expository and persuasive writing includes in-depth readings in composition theory and classical rhetoric. PRE: ENG 3503 or consent of Instructor (Fa/Sp)

ENG 3563 The Novel

3 semester hours

This study of selected novels and novelists, American, British and European, emphasizes the development of the novel as a genre. PRE: ENG 1123 (Fa)

ENG 3573 Young Adult Literature

3 semester hours

This survey of literature appropriate for grades seven through twelve emphasizes modern selections. PRE: ENG 1123 (Sp)

ENG 3583 Masterworks of Literature

3 semester hours

This course offers close reading of a single work central to the intellectual life and development of Western culture. It may be repeated for credit as the subject matter changes. PRE: ENG 2303 or 2313, 2403, 2413, 2423, 2443 (Sp)

ENG 4523 Major British Author

3 semester hours

This study of the life and works of a major British author may be repeated for credit as the subject changes. PRE: ENG 2303 or 2313, 2403, 2413, 2423, 2443 (Sp)

ENG 4533 Major American Author

3 semester hours

This study of the life and works of a major American author may be repeated for credit as the subject changes. PRE: ENG 2303, 2313, 2403, 2413, 2423, 2443 (Fa)

ENG 4703 Topics in Literature

3 semester hours

This course examines fields of study outside the traditional parameters of undergraduate literature. It may be repeated for credit as topic changes. PRE: ENG 2303 or 2313, 2403, 2413, 2423, 2443, and one ENG 3000 level course

ENG 2901-2903, 3901-3903, 4901-4903 Directed Study

1 to 3 semester hours

Directed Study in exceptional circumstances to provide appropriate educational experience. By consent of the Provost.

ENVIRONMENTAL SCIENCE

ENV 1103 Introduction to Environmental Science

3 semester hours

Interdisciplinary course exploring the role of scientific, sociological, economic, political, and philosophical aspects related to the study of the environment and of human impacts on it. Emphasizes critical evaluation of environmental issues and policies based on scientific principles. Topics include: Earth Systems, Biodiversity, Climate Change, Water Use Practices, Pollution Impacts, and Energy Issues. (Fa)

FINANCE

FIN 2403 Principles of Finance

3 semester hours

Financial relationships in our economic environment stressing the techniques of financial management planning, capitalization, marketing of securities, dividend policies, financial combinations, the international dimensions, and social policy. (Fa)

FIN 4701-4703 Topics in Finance

3 semester hours

Selected topics may include study areas such as: financial statement analysis, investment strategy, investment types, financial planning, risk assessment and planning, real estate, financial institutions, and other current topics of interest.

FIN 4823 Internship in Finance

3 semester hours

Students will be associated with a financially oriented business in the community. Observation, followed by as much hands-on practical experience in the operation of that business as the situation permits. Fifty clock hours of involvement are necessary for each semester hour of credit. Enrollment requires pre-placement arrangement by the instructor. PRE: JUNIOR OR SENIOR WITH A 2.5 GPA AND SUCCESSFUL COMPLETION OF AT LEAST TWO FINANCIAL COURSES. (Fa/Sp)

GEOGRAPHY

GEOG 2103 Physical and Cultural Geography

3 semester hours

The course examines how physical features, natural resources, and climatic patterns affect global, national, and regional social and political institutions. (Fa)

GEOLOGY

GEO 1104 Physical Geology

4 semester hours

Study of the earth's physical processes, identification of common rocks and minerals, and interpretation of topographic maps. (Fa/Su II Online)

GEO 110L Physical Geology Laboratory

Lab must be taken concurrently. \$10.00 Lab Fee. (Fa/Su II Online)

GEO 1204 Historical Geology

4 semester hours

Sequence of layered strata, identification of fossil groups, and interpretation of geologic and paleogeologic maps. PRE: GEO 1104 (Sp)

GEO 120L Historical Geology Laboratory

Lab must be taken concurrently. \$10.00 Lab Fees. (Sp)

GEO 1304 Earth Science

4 semester hours

A survey course designed to acquaint the student with the fundamentals of astronomy, geology, meteorology, oceanography, and paleontology. Deals with natural aspects of the earth and its environment. (Fa)

GEO 130L Earth Science Laboratory

Lab must be taken concurrently. \$10.00 Lab Fee. (Fa)

HISTORY

HIS 1103 Western Civilization to 1715

3 semester hours

Readings and analysis of the creation and elaboration of the constituent elements of the Western heritage from the ancient Near East to the enlightenment. (Fa)

HIS 1203 Western Civilization from 1716

3 semester hours

Reading and analysis of the development of modern Europe. (Sp)

HIS 2103 American History to 1876

3 semester hours

Origin and historical development of the United States with special attention to the interplay of physical, economic, political, cultural, and social forces shaping the United States. Special attention will be given to democracy as a philosophy based on moral principles and values. (Fa)

HIS 2203 American History from 1877

3 semester hours

Historical development of the United States with special attention to the interplay of physical, economic, political, cultural, and social forces shaping the United States. Special attention will be given to democracy as a philosophy based on moral principles and values. (Sp)

HIS 2303 The History and Geography of New Mexico

3 semester hours

A study of how the history and geography of New Mexico have affected its political, cultural, and economic development. (Sp)

HIS 3103 Theory of History

3 semester hours

Examines various theories of history ancient and modern, and introduces historical methodology to students in education, history, sociology, business, and psychology. (Fa)

HIS 3213 Colonial America

3 semester hours

The course traces the major developments in the history of the settlement of the North American Continent, up to the Presidency of Thomas Jefferson. (Fa)

HIS 3223 Civil War and Reconstruction

3 semester hours

Examines the events leading up to the Civil War as well as the course of the war and the era of Reconstruction. (Fa)

HIS 3313 World History

3 semester hours

Studies various facets of human history, its cultures, and societies from their origins to the modern period. (Sp)

HIS 4103 The History of U.S. Foreign Policy

3 semester hours

Studies in the origin and development of United States foreign policy.

HIS 4601-4603 Workshops or Seminars

1 to 3 semester hours

Special offerings not included in the establishment curriculum which meet the educational needs of students.

HIS 4703 Topics in History

3 semester hours

Selected topics in an identified area.

HIS 1901-1903, 2901-2903, 3901-3903, 4901-4903

Directed Studies

1 to 3 semester hours

Offered in exceptional circumstances to provide appropriate educational experience. By consent of the Provost.

LINGUISTICS

LIN 2253 Introduction to Linguistics

3 semester hours

The course studies the process of language acquisition and development. (Fa)

MANAGEMENT

MGT 2103 Principles of Management

3 semester hours

An introduction to the managerial functions as they apply to business and industry. A survey of the major problems facing management, as applied to production, personnel, finance, and distribution. (F, Su I)

MGT 3123 Ethics and Leadership

3 semester hours

A study to provide a framework to identify, analyze, and understand how business persons make ethical decisions and deal with ethical issues. (Sp)

MGT 3403 Human Resources and Performance Evaluation

3 semester hours

Fundamental problems, principles, and practices of personnel administration. Consideration of the functions of employment, testing, wage administration, training, safety, medical group and compensation insurance, and employee benefits. (Fa)

MGT 3413 Oil and Gas Law

3 semester hours

Examines the legal and ethical environment of the oil and gas business. Topics include the rights to minerals; how crude oil is bought and sold; various types contracts to assign development rights; contracts between private companies engaged in exploration and production operations.

MGT 3423 Oil and Gas Contracts and Tax

3 semester hours

Examination of contracts for the oil and gas industry. Covers exploration, production and development of oil and gas properties, investments, relationships created by such contracts, rights and duties of the parties, income tax consequences, and governmental regulations.

MGT 3503 Organizational Behavior

3 semester hours

Effective management of organizational behavior requires an understanding of theory, research, and practice. Special emphasis in this course will be to look at how successful managers in the global economy will be able to anticipate, adapt, and manage change by understanding the world through the study of group dynamics, team building, motivation, individual and organizational culture and the process of organizations. (Sp)

MGT 4104 Global Management/Marketing

4 semester hours

The purpose of combining Management and Marketing with an International focus is to give students a comprehensive global context. Students will have had generic management and marketing courses to prepare them for this senior level course that concentrates on business strategies that are affected by cross-cultural organizational structures. The course will cover international human resource management, business organization structures, ethics, international consumer attributes, social and behavioral

differences, and the legal aspects of global marketing, advertising and conduction global business. PRE: FIN 2403, MGT 2103, MGT 3403, MKT 2103, MKT 3503 (Sp)

MGT 4123 Management Information Systems

3 semester hours

Using a business management focus, the course is designed to help students use information systems, concepts, and technology to solve problems and pursue opportunities. PRE: CSI 1303, MGT 4163 or consent of instructor (Sp)

MGT 4163 Creating a Business Plan

3 semester hours

This is the capstone course for Business Degrees. The disciplines of management, accounting, finance, and marketing are bought together to teach the business professional the major components of planning and starting a business. The course includes the requirements for each student to develop a comprehensive business plan. PRE: ACT 2214, MKT 2103, MGT 2103, CSI 1303 or consent of instructor (Sp)

MGT 4213 Research Methodology

3 semester hours

This course synthesizes the essentials of conducting research and the “how to” of presenting research in a function-oriented package - including charts, diagrams, tables, as well as checklists of research and analysis steps - that prepares a beginner quickly from reading about research to actually doing it. This is a preparation for the research project. (Fa)

MGT 4223 Oil Field Development

3 semester hours

Properties of petroleum fluids and reservoir rocks; geophysical environment and exploration methods; drilling and completion methods; well testing; producing mechanisms; evaluation methods.

MGT 4233 Current Issues in Energy Management

3 semester hours

An advanced seminar dealing with current issues affecting the energy industry.

MGT 4303 Industrial and Organizational Psychology

3 semester hours

A study of factors influencing work performance, satisfaction with work and the kind of methods and procedures which will maximize work performance and satisfaction.

PRE: PSY 1103 (Cross Referenced with PSY 4303). (Sp)

MGT 4313 Research Project

3 semester hours

Students have the opportunity to apply accumulated learning to demonstrate ability to design, write, and present a major business-related research project. PRE: MGT4213 or consent of instructor (Sp)

MGT 4413 Project Management

3 semester hours

Using theory and application, this course will explore an organizational approach to the management of ongoing operations. Designed to develop logical thinking and give training in written and oral presentation of solutions to problems. This course integrates the business of fields into a managerial concept of decision making. PRE: Any 6 hours of the following ACT 2214, CSI 1303, MGT 2103, MGT 3403, MGT 3503, MGT 4123, MGT 4303, MKT 2103 (Fa)

MGT 3811-3814, 4811-4814 Internship in Management

1 to 4 semester hours

Students will be associated with a business in the community. Observation, followed by as much hands-on, practical experience in the operation of that business as the situation permits. 50 clock hours of involvement are necessary for each semester hour of credit.

Enrollment with consent of instructor. PRE: Nine of the following sixteen hours: ACT 2214, MGT 2103, MGT 3403, MKT 2103, ECO 2213 (Fa/Sp)

MGT 4703 Topics in Management

3 semester hours

Selected topics will include study in areas such as: conflict resolution, delegation, customer service, diversity in the workplace, hiring and firing, negotiations, women in business, and the glass ceiling.

MARKETING

MKT 2103 Principles of Marketing

3 semester hours

Fundamental concepts and problems of marketing within present economic, legal, and social environments. (Fa/Su II)

MKT 3503 Consumer Behavior

3 semester hours

A study of the fundamental concepts and problems associated with consumer/buyer behavior with an in-depth study of psychological, social, and cultural influences, and consumer behavior applications and trends. PRE: MKT 2103 or equivalent (Sp)

MKT 3513 Advertising and Promotion

3 semester hours

An introduction to the management and strategies of advertising following the decision sequence framework employed by a manager. It proceeds from situation analysis, to objectives and positioning, to strategies, to budgeting. (Sp)

MKT 4104 Global Management/Marketing

4 semester hours

The purpose of combining Management and Marketing with an International focus is to give students a comprehensive global context. Students will have had generic management and marketing courses to prepare them for this senior level course that concentrates on business strategies that are affected by cross-cultural organizational structures. The course will cover international human resource management, business organization structures, ethics, international consumer attributes, social and behavioral differences, and the legal aspects of global marketing, advertising and conduction global business. PRE: FIN 2403, MGT 2103, MGT 3403, MKT 2103, MKT 3503 (Sp)

MKT 4123 Service Marketing

3 semester hours

To gain a better understanding of the explicit difference between the marketing of goods and the marketing of services. Issues of importance of the 21st Century include service quality, links between marketing and other disciplines, and transforming a product firm into a service firm.

PRE: MKT 2103 (Fa)

MKT 4133 Marketing Management

3 semester hours

To help students develop the ability to apply marketing theories and concepts to decision-making situations. Market segmentation, quality, customer service, brand equity, sales promotion, direct marketing, and database marketing will be covered. PRE: MKT 2103 (Sp)

MKT 4343 Marketing Research

3 semester hours

A study of the fundamental concepts and problems associated with marketing research. Investigating the utility of marketing research: planning and reporting research results; design, measurement, experimental techniques, and analysis of data. PRE: MKT 2103 (Fa)

MKT 4423 Sport Marketing

3 semester hours

Sport Marketing is the application and unique principles of promotion and marketing in the sport and fitness industry including: Sponsorship, endorsements, fund-raising, role of the media, ticket sales and their use in promotions, gathering and analyzing marketing ratings and shares, industry segmentation, and venue and event marketing. Cross references with SPM 4423 (PRE: MKT 2103) (Fa)

MKT 2701-2704, 3701-3704, 4701-4704 Topics in Marketing

1 to 4 semester hours

Selected topics will meet the demands of the new century to included discussions on international, cultural, and other communication issues, and the ongoing influence of e-commerce and the internet. (Sp)

MKT 3811-3814, 4811-4814 Internships in Marketing

1 to 4 semester hours

Students will be associated with a business in the community. Observation, followed by as much hands-on as the situation permits. Fifty clock hours of involvement are necessary for each semester hour of credit. Enrollment with consent of instructor/advisor. PRE: Nine of the following sixteen hours: ACT 2214, MGT 2103, MGT 3403, MKT 2103, ECO 2213

(Fa/Sp)

MATHEMATICS

MAT 1013 Intermediate Algebra

3 semester hours

A study of the basic algebraic laws and concepts of the real number system, exponents, radicals, algebraic expressions, polynomials, factoring, linear and quadratic equations and graphing. This course is designed for students with limited mathematical preparation. It is not applicable toward degree requirements. Student must earn "C" in developmental course in order to move to the next level. If the class has to be repeated more than three times the student will be suspended. (Fa/Sp)

MAT 1103 College Algebra for General Education

3 semester hours

A study of sets; algebraic expressions, equations and inequalities; polynomials; functions; and graphing techniques and systems of linear equations. PRE: BUA 1303, MAT 1013 or one year High School Algebra (Fa/Sp)

MAT 1203 College Algebra for Mathematics or Science Majors

3 semester hours

A study of equations and inequalities, complex numbers, functions, graphing, exponential and logarithmic functions, system of linear equations and matrices. PRE: BUA 1303, two years of High School Algebra or MAT 1103(Fa)

MAT 1413 Pre-Calculus Mathematics

3 semester hours

A development of the elementary functions: polynomials, logarithms, and trigonometric functions. An introduction to determinants, matrices, and additional topics as necessary for the beginning calculus student. PRE: MAT 1203 (Sp)

MAT 2103 Principles of Probability and Statistics

3 semester hours

An introduction to the concepts of variance, standard deviation, joint and conditional probabilities, binomial and normal distributions, sampling, hypothesis testing, regression, and correlation. PRE: BUA 1303, MAT 1103, MAT 1203, or MAT 1303 (Sp)

MAT 2204 Analytic Geometry and Calculus I

4 semester hours

Introduction to analytic geometry functions; limits; derivatives; differentials; applications of the derivative. PRE: MAT 1413

MAT 2214 Analytic Geometry and Calculus II

4 semester hours

Additional topics in analytic geometry; application of calculus; integration; transcendental functions; parametric equations. Logarithmic, exponential, and other transcendental functions; applications of integration; integration techniques; infinite series. PRE: MAT 2204 (Sp)

MAT 3203 Discrete Mathematics

3 semester hours

A study of set theory, Boolean Algebra, symbolic logic, relations, mathematical induction, graph theory, groups, rings and finite fields. PRE: MAT 1203 (Fa)

MAT 3204 Analytic Geometry and Calculus III

4 semester hours

Additional topics in analytic geometry, applications of calculus, vectors, partial differentiation, introduction to differential equations. Conics; parametric equations; polar coordinates; vectors; functions of several variables; multiple integration. PRE: 2214 (Fa)

MAT 3213 Differential Equations

3 semester hours

First and second order and partial differential equations. Use of series, LaPlace transformation and numerical analysis to solve differential equations. PRE: MAT 3204 (Sp)

MAT 3303 Linear Algebra

3 semester hours

Linear equations and matrices, real vector spaces, linear transformations, determinants, eigenvalues and eigenvectors. PRE: MAT 2204 (Sp)

MAT 3403 College Geometry

3 semester hours

A study of the basic concepts of geometry including the properties of plane and solid figures; similarity, areas, and volumes. PRE: MAT 1203 (Sp)

MAT 3413 Problem-Solving Strategies

3 semester hours

Apply problem-solving techniques to a variety of stated, application, and modeling problems. Unit analysis, matrix logic, and guess and check, as well as strategies typically taught in mathematics classes, will be addressed. Focus is on developing, selecting, implementing, and documenting effective strategies in a cooperative setting. The use of technology, as a tool, is encouraged. (Sp)

MAT 3423 Abstract Algebra

3 semester hours

A study of abstract algebra including rings, integral domains, groups, and fields. PRE: MAT 2204 (Fa)

MAT 4203 Mathematical Analysis

3 semester hours

Topology of the real fields and the complex fields. A rigorous treatment of the concepts of the calculus including Green's, Stroke's, and the Divergence Theorems.

MAT 3601-3603, 4601-4603 Workshops and Seminars

1 to 3 semester hours

Special offerings not included in the curriculum which meet the educational needs of students.

MAT 4703 Topics in Mathematics

3 semester hours

Selected topics in an identified area.

MAT 2901-2903, 3901-3903, 4901-4903 Directed Studies

1 to 3 semester hours

Offered in exceptional circumstances to provide appropriate educational experience. By consent of the Provost.

MUSIC

MUS 1103 Music Appreciation

3 semester hours

This is an introductory course in music featuring significant musical compositions of various styles and musical periods. Composers of note in Western Music from the Baroque, Classical, Romantic and the 20th century will be studied as a basis for intelligent listening habits for life long appreciation. Additional study in global music will be presented for a more multicultural view of the art of music and its place in man's culture in the world today. (Fa)

MUS 1203 The Great Composers

3 semester hours

Students are introduced to the lives and works of the great composers. (Fa)

MUS 2103 Jazz: The American Music

3 semester hours

This course studies the history of jazz in America and its influence of popular and classical music around the world. (Sp)

MUS 2203 Introduction to Country and Western Music

3 semester hours

This course studies the history of country music and its origins in the folk ballads of England and Scotland to its present status as a form of popular music. (Sp)

MUS 2703 Topics in Music

3 semester hours

(Winter/May)

MUS 3103 Music History

3 semester hours

A brief study of musicians, their history and culture from it's recorded inception to the present day. This includes the compositions, composers and their significance in history.
PRE: MUS 1103

PHILOSOPHY

PHI 1103 Introduction to Philosophy

3 semester hours

Examines the questions that philosophers ask, outlining the methods and traditions which form the discipline and the underlying world views which affect those methods and traditions. (Fa)

PHI 2103 History of Philosophy

3 semester hours

Examines the lives and thought of the classical philosophers. (Fa)

PHI 2203 Logic

3 semester hours

Examines the methods of various logical systems, the role of semantics, and the issue of bias. (Sp)

PHI 3103 Philosophy of Religion

3 semester hours

Students are introduced to the philosophical bases of man's struggle for ultimate answers.
PRE: Either PHI 1103, PHI 2203, or PHI 3213 (Sp)

PHI 3213 Ethics and Values

3 semester hours

Examines various ethical systems and their implications. (Sp)

PHYSICAL EDUCATION

PHE 1103 Personal and Community Health

3 semester hours

Instruction in the principles of maintaining a healthy life-style and how that life-style affects and interacts to promote a community awareness of health matters and concerns. (Sp)

PHE 1113 Introduction to Physical Education and Sport

3 semester hours

A study of the major concepts involved in physical education and physical fitness. (Fa)

PHE 2213 First Aid, CPR, and AED

3 semester hours

Organized and taught in accordance with the American Academy of Orthopaedic Surgeons standards as an Emergency Care and Safety Institute Center. AAOS first aid techniques, along with infant, child, and adult CPR and the use of AED's (automated external defibrillator) are taught. Safety in physical education classes and sports activities emphasized. (Sp)

PHE 2263 Anatomy for the Physical Educator/Coach

3 semester hours

Focuses on the joint structure and the osseous and muscular systems. Provides functional knowledge of human anatomy as related to movement. (Fa)

PHE 2303 Care and Prevention of Athletic Injuries

3 semester hours

A hands-on course that prepares future physical educators and/or coaches to deal with athletic injuries. An overview of athletic training, fitness and conditioning principles, emergency situations, injury assessment and evaluation techniques, and legal liability issues are presented. All major joints are discussed from the viewpoints of injury mechanism, evaluation, treatment, taping and bandaging. PRE: PHE 2263 (Sp)

PHE 3103 Team Activities/Sports

3 semester hours

Basic motor skills and non-motor patterns with age appropriate equipment for a variety of team activities/sports K-12 will be demonstrated and practiced. Techniques of teaching these team activities/sports will be discussed and practiced. Basic offensive and defensive strategies for the various activities/sports will be discussed and practiced. PRE: PHE 1113 (Fa)

PHE 3113 Dance and Movement Activities

3 semester hours

Various types of dance appropriate for K-12 will be taught and demonstrated. Aquatic activities will be discussed. Movement concepts such as body, effort, space, and relationships in movements will be taught and demonstrated. Each of these areas will also cover teaching techniques, equipment needs, assessment tools, and safety issues. PRE: PHE 1113 (Sp)

PHE 3123 Individual Activities/Sports

3 semester hours

Basic motor skills and non-motor patterns with age appropriate equipment for a variety of team activities/sports K-12 will be demonstrated and practiced. Techniques of teaching a variety of individual activities/sports will be discussed and practiced. Basic offensive and defensive strategies for the various activities/sports will be discussed and practiced. PRE: PHE 1113 (Sp)

PHE 3203 Fitness and Outdoor Activities

3 semester hours

Physical fitness and conditioning concepts, activities, assessment, and promotion will be covered. Outdoor pursuits concepts, activities, assessment, and promotion will also be covered. Both of these areas will also cover teaching techniques, equipment needs, assessment tools, and safety issues. PRE: PHE 1113 (Fa)

PHE 3433 Physical Education for the Atypical Student

3 semester hours

Adaptation of exercises, games, and activities to individual needs. Motor skill development and lifetime physical fitness programs for the students with a disability will be emphasized. (Fa)

PHE 4103 Kinesiology

3 semester hours

A study of motor development and the science of human motion. Acquisition of neuromuscular skills is examined in relation to biological, psychological, and social determinants. PRE: PHE 2263 (Sp)

PHE 4203 Physiology of Exercise

3 semester hours

A study of the effects of physical exercise upon the major body systems. PRE: PHE 2263 (Fa)

PHE 4303 Administration of Physical Education and Sports

3 semester hours

A study of the administration of physical education and athletic programs. Areas of study will include Organization and Planning, Leadership and Supervision, Human Relations and Personnel Management, Public Relations, Financial Management, Legal Issues including Risk Management, Intramural Program Management, and Facility and Equipment Management. PRE: PHE 2203 and junior status (Sp)

PHE 4503 Physical Education Programs

3 semester hours

Aspects of physical education program planning and implementation including philosophy, curriculum planning, methods, activities, classroom management, assessment, legal liability, and equipment choices for K-12 courses. PRE: PHE 1113, EDU 1101, EDU 2103, and EDU 2213 (Sp)

PHE 1601-1603, 2601-2603, 3601-3603, 4601-4603 Workshops or Seminars

1 to 3 semester hours

Special offerings not included in the curriculum which meet the educational needs of the students.

PHE 3701-3703, 4701-4703 Topics in Physical Education

1 to 3 semester hours

Selected topics in an identified area.

PHE 2901-2903, 3901-3903, 4901-4903 Directed Study

1 to 3 semester hours

Offered in exceptional circumstances to provide appropriate educational experience. By consent of the Provost.

PHYSICS

PHY 1104 General Physics I

3 semester hours

An introduction to the basic concepts of physics to include mechanics, energy, and motion. PRE: MAT 1203 or concurrent enrollment. (Fa)

PHY 110L General Physics I Laboratory

1 semester hour

Lab must be taken concurrently. Lab Fee \$10.00. (Fa)

PHY 1204 General Physics II

3 semester hours

A continuation of PHY 1104 to include magnetism, electricity, sound, and light. PRE: PHY 1104 (Sp)

PHY 120L General Physics II Laboratory

1 semester hour

Lab must be taken concurrently. Lab Fee \$10.00. (Sp)

POLITICAL SCIENCE

POS 3103 American Ideologies

3 semester hours

A study of the main ideologies of U.S. politics (capitalism, liberalism, conservatism, etc.) and the ideas that have challenged these views. (Sp)

POS 3113 Political Parties

3 semester hours

History and practice of party politics in the United States. A study of political parties, elections, and campaigns in the U.S. (Fa)

POS 3303 American Presidency

3 semester hours

A study of the Presidential election process, powers of the President, problems in the office, and selected Presidents and their styles of leadership with emphasis on modern Presidents. (Sp)

POS 4143 Comparative Politics

3 semester hours

Nature of governments in modern society as seen through the philosophies and practices of selected systems of government of the world. Special attention will be given to democracy as a philosophy based on moral principles and values. (Sp)

POS 4223 Constitutional History

3 semester hours

A detailed study of the origin, development, and articulation of the Constitution of the United States. (Fa)

POS 4601-4603 Workshops or Seminars

1 to 3 semester hours

Special offerings not included in the curriculum which meet the educational need of students.

POS 4703 Topics in Political Science

3 semester hours

Selected topics in an identified area.

POS 3901-3903, 4901-4903 Directed Studies

1 to 3 semester hours

Offered in exceptional circumstances to provide appropriate educational experience. By consent of the Provost.

PSYCHOLOGY

PSY 1103 General Psychology

3 semester hours

An examination of the history, principles, theories, and methods of contemporary psychology. A holistic approach will be utilized, and each topic will be considered in its relationship to the mind, the body, the individual, and society. (Fa)

PSY 2103 Psychology of Adjustment

3 semester hours

Studies self in relation to conflict, emotional stress, maturity, and frustration. Preventive mental health is emphasized. (Sp)

PSY 2213 Educational Psychology

3 semester hours

Theories of development and learning. Understanding and utilizing the teaching/learning process through application of principles of learning, motivation, readiness, transfer, and individual differences. Cross Reference EDU 2213 (Fa/Sp/SuII)

PSY 3103 Principles of Behavior Management

3 semester hours

Introduction to behavioral therapies and cognitive approaches to the treatment of maladaptive behaviors. (Fa)

PSY 3113 Cognition

3 semester hours

A survey of the issues of human memory with emphasis on contemporary theories of cognition, attention, encoding, storage, and retrieval. (Sp)

PSY 3213 Developmental Psychology

3 semester hours

Growth and development from conception to maturity, including principles and processes of psychological, emotional, motor, and intellectual development. PRE: PSY 1103 (Sp)

PSY 3223 Psychology of Aging

3 semester hours

A survey of the changes in each area of psychological functioning from young adulthood to old age. (Sum)

PSY 3403 Interpersonal Group Dynamics

3 semester hours

A study of the dynamics and techniques of group guidance as applied by a group leader and the process of leadership development. PRE: PSY 1103 (Fa)

PSY 3503 Social Psychology

3 semester hours

A study of institutions, communications, beliefs, and value systems, and other aspects of social organization as these affect individual and societal behavior. PRE: PSY 1103 or SOC 1103 (Fa)

PSY 3513 History of Psychology

3 semester hours

A survey of the history of psychology with emphasis on the evolution of psychological "schools." (Fa)

PSY 4103 Personality

3 semester hours

An introduction to the current major theories of personality, personality development, and modification with emphasis on the dynamics of personality development. PRE: 6 hours psychology, PSY 1103, plus Junior Standing (Sp)

PSY 4203 Abnormal Psychology

3 semester hours

Psychodynamic, behavioral, physiological, and social aspects of positive and negative abnormalities. Approaches to behavioral change, including drugs, institutionalization, psychotherapy, and behavior modification. PRE: PSY 1103 (Sp)

PSY 4213 Theories of Guidance and Counseling

3 semester hours

An overview of the various theories of guidance and counseling which form the basis for guidance, counseling, and therapeutic techniques. PRE: PSY 1103 (Fa)

PSY 4303 Industrial and Organizational Psychology

3 semester hours

A study of factors influencing work performance, satisfaction with work, and the kind of methods and procedures which will maximize work performance and satisfaction. PRE: PSY 1103 (Sp)

PSY 4313 Interviewing and Counseling Techniques

3 semester hours

An examination of the process and techniques used in interviewing and counseling. Emphasis will be placed on the development of basic helping skills and ethical practice. PRE: PSY 1103 (Sp)

PSY 4403 Experimental Psychology

3 semester hours

Research techniques in psychology with emphasis on experimental design, methodology, and scientific report writing. PRE: PSY 1103 and MAT 2103 (Fa)

PSY 4803-4806 Psychology Practicum

3 to 6 semester hours

Supervised work experience in one or more areas of psychological services. Experience will include both observation and hands-on experience in a community agency, as the situation permits. Forty clock hours at placement site are necessary for each semester hour of credit. In order to enroll, student must obtain student malpractice insurance, which can be purchased for a nominal fee. Insurance must be applied for well in advance of the start of the semester. See your advisor for further information. (Fa/Sp)

PSY 2601-2603 Workshops or Seminars

1 to 3 semester hours

Special offerings not included in the curriculum which meet the educational needs of students.

PSY 4703 Special Topics in Psychology

3 semester hours

Selected topics in an identified area of psychology.

PSY 4943-4946 Research in Psychology

3 to 6 semester hours

PRE: Junior standing and consent of instructor

RELIGION

REL 1101 L.I.F.E. I (Chapel)

1 semester hour

L.I.F.E. (chapel) provides students with encouragement and fellowship in a spiritually stimulating setting. It is designed to introduce students to speakers from different churches who perhaps embrace spiritual concepts different from their own. (Fa/Sp)

REL 1201 L.I.F.E. II (Chapel)

1 semester hour

L.I.F.E. (Chapel) provides students with encouragement and fellowship in a spiritually stimulating setting. It is designed to introduce students to speakers from different churches who perhaps embrace spiritual concepts different from their own. (Fa/Sp)

REL 1301 L.I.F.E. III (Chapel)

1 semester hour

L.I.F.E. (Chapel) provides students with encouragement and fellowship in a spiritually stimulating setting. It is designed to introduce students to speakers from different churches who perhaps embrace spiritual concepts different from their own. (Fa/Sp)

REL 1103 Old Testament Survey

3 semester hour

Studies in the Old Testament text and in its historical and social context. (Fa)

REL 1203 New Testament Survey

3 semester hours

Studies in the New Testament text and in its historical and social context. (Sp)

REL 2103 Introduction to World Religions

3 semester hours

Surveys the major world religions, their ideas and values. (Fa)

REL 2203 Exploring the Bible

3 semester hours

Tracing through the Bible the ideas from which the New Testament Church and Christianity emerged; in the Old Testament the themes of redemption, atonement, and covenants; in the New Testament the person, work, and teaching of Jesus Christ and the historic, doctrinal, and ethical development of the Christian tradition. (Sp)

REL 2303 Foundations of Bible Study

3 semester hours

This course provides an orientation to the Bible and the field of biblical studies; combining the discipline of Biblical backgrounds with an introduction to exegetical techniques and a practical introduction to the use of language study tools to aid the student of scripture in interpreting and applying the meaning of the text. (FA)

REL 2403 Faith and Christian Ethics

3 semester hours

This course is an introduction to moral reasoning and ethical systems from a Christian perspective with a view to the application of a coherent Biblical ethical framework to the major moral issues in contemporary society. (SP)

REL 3103 Philosophy of Religion

3 semester hours

Students are introduced to the philosophical bases of man's struggle for ultimate answers. (Sp)

REL 3113 Survey of Christian Theology

3 semester hours

This course is an exploration of Christian doctrines including the doctrines of God, the Trinity, the Person and Work of Christ, the Person and Work of the Holy Spirit, and the inspiration of Scripture, etc. (FA)

REL 3123 Foundations of Youth Ministry

3 semester hours

Emphasis on the salient issues involved in program development (i.e., assumptions, philosophy, and theology of youth and family ministry). The class focuses on formulating theoretical and practical models for doing youth ministry. (FA)

REL 3133 Synoptic Gospels

3 semester hours

This course is an exploration of the Gospels of Matthew, Mark, and Luke. Using parallel format, the books are studied in relation to each other, to John's Gospel, and to the rest of the New Testament. (SP)

REL 3203 Building a Christian World View

3 semester hours

This course investigates the intellectual underpinnings and arguments for a Christian World View and compares the basic assumptions and arguments of traditional Christian thought with those traditions which challenge it. PRE: Either PHI 1103, PHI 2203 or PHI 3213 (Fa)

REL 3213 History of Christianity to 1517

3 semester hours

A study of the development of Christian theology and practice up to the time of the Protestant Reformation. (FA)

REL 3303 The Pentateuch

3 semester hours

This course provides an intensive study of the first five books of the Old Testament. Attention is given to the background, content and interpretation of each book. (FA)

REL 3313 Communicating the Gospel

3 semester hours

This course assists the student in following Jesus' model of a people "filled with grace and truth" (John 1:14). Special attention is given to writing, speaking, teaching, interpersonal communication, body language, problem-solving, and other critical tasks necessary to being a Christian and carrying out the Great Commission. (FA)

REL 3333 History of Christianity from 1517

3 semester hours

A study of the development of Christian theology and practice from the time of the Protestant Reformation. (Sp)

REL 3413 Practical Ministry

3 semester hours

This course is a study of pastoral ministry with an emphasis on the shepherding model. It will also include issues of credibility, leadership styles, mission, vision, and other practical matters. A study is also made of the pastor's duties in conducting weddings, funerals, communion, water baptism, dedication services, business meetings, hospital visitation, and ministry to the sick. (SP)

REL 4103 Hermeneutics

3 semester hours

This course is an advanced study of hermeneutical theory and its application to the Biblical text. Students will be instructed in the exegetical process and will be required to demonstrate their learning in the production of an exegetical paper. PRE: REL 2303. (SP)

REL 4113 Pastoral Counseling: What it is, What it is Not

3 semester hours

Overview of theory and techniques of pastoral counseling. Includes limitations of practice and when to make referrals in mentoring to a congregation. (FA)

REL 4203 Ministry Organization and Administration

3 semester hours

This course examines the ordering of ministry of the church or para-church community for the greatest effectiveness. This order is to be understood theologically as a means of creating the most ideal context possible for the Holy Spirit to minister to and through people. All aspects of strategic planning, church organization and administration, as well as budget development and financial management are addressed. (SP)

REL 4213 Theology of Worship

3 semester hours

This course is a study of the public worship experience within the church. Attention will be given to the theological foundation of worship, as well as liturgical history, including the dynamics of music, sacred space, and symbols and icons from the early church to the contemporary emergent church. (FA)

REL 4223 Practices in Christian Education

3 semester hours

This course is a general survey of the total educational program of the church. Attention will be given to planning and implementation of learning experiences with the various age groups within the total ministry of the church. (SP)

REL 4233 Evangelism and Discipleship

3 semester hours

This course is a consideration of the Biblical and practical application of evangelism and discipleship. The social, cultural, community and ontological ramifications of evangelism and discipleship are considered, as well as a critique of current issues, worldview, and the needs of the 21st century world. (FA)

REL 4303 Youth Culture and Evangelism

3 semester hours

This course is an examination of adolescence from a holistic developmental perspective, studying intellectual, emotional, social, vocational, psychological, and spiritual growth. Students are given opportunity to analyze and interpret American youth culture for the purpose of understanding and ministering to adolescents. (SP)

REL 4403 Advanced Youth Ministry

3 semester hours

This course focuses on the issues of organization and administration: Leadership skills, negotiation and conflict resolution skills, and Biblical models for ministering within the non-formal context. (SP)

REL 48133 Internship/Practicum

3 semester hours

A practicum giving the student supervised experience in a ministry setting, this is a capstone course in Youth/Pastoral Ministry in which students strive to (1) integrate their previous academic experiences with practical experiences in a local church setting, (2) complete a professional portfolio of their experiences and work-samples, (3) demonstrate competence in their discipline – assessing needs, finding answers, and providing help, information, or advice appropriately. (FA/SP)

REL 2601-2603, 3601-3603, 4601-4603 Workshops or Seminars

1 to 3 semester hours

Special offerings not included in the curriculum which meets the educational needs of students.

REL 2703-3703 Topics in Religion

3 semester hours

Selected topics in an identified area.

SOCIOLOGY

SOC 1103 Introduction to Sociology

3 semester hours

Introduction to the general principles of sociology, including the relationship of the individual to the society and culture. Contrasts will be drawn concerning other cultures and patterns of behavior. (Fa)

SOC 2213 Marriage and the Family

3 semester hours

The principles involved in developing a successful family throughout all the family's phases. Family variations, guiding children to adulthood, in-laws, and relatives, middle-aged and old-age, marriage and divorce laws, and healthy and unhealthy relationships in the family are studied. (Sp)

SOC 3203 Race and Ethnic Relations

3 semester hours

Sociological analysis of the status of the major racial and ethnic groups in the United States. (Sp)

SOC 3503 Social Psychology

3 semester hours

A study of institutions, communications, belief and value systems, and other aspects of social organization as these affect individual and societal behavior. PRE: PSY 1103 or SOC 1103 (Fa)

SOC 2602-2603, 3601-3603, 4601-4603 Workshops or Seminars

1 to 3 credit hours

Special offerings not included in the curriculum which meet the educational needs of students.

SOC 4703 Special Topics in Sociology

3 semester hours

Selected topics in an identified area of sociology.

SPANISH

SPA 1104 Elementary Spanish I

4 semester hours

This course introduces understanding, speaking, reading, writing, and basic grammatical skills in Spanish.

SPA 1204 Elementary Spanish II

4 semester hours

A communicative-based approach emphasizing four language skills (reading, listening, writing, and speaking) is used in this course. Exposure to the Hispanic culture is also emphasized. PRE: SPA 1104

SPA 2103 Intermediate Spanish Grammar and Composition

3 semester hours

Basic knowledge of the Spanish language is provided through listening, conversation, reading, composition, dictation, and the fundamentals of grammar; students will be exposed to Hispanic culture and literature. PRE: Evidence of at least 8th grade-level proficiency in Spanish (Fa/Sum)

SPA 3103 Spanish Comparative Linguistics

3 semester hours

Examines the difference between standard/conventional and dialectical Spanish. PRE: Evidence of at least 8th grade-level proficiency in Spanish, SPA 2103 (Fa)

SPA 3203 Spanish Grammar and Composition

3 semester hours

Provides a thorough background in grammatical aspects of the language with emphasis on writing. PRE: Evidence of at least 8th grade-level proficiency in Spanish, SPA 2103 (Sp)

SPA 3303 Survey of Spanish Literature

3 semester hours

Examination and critical analysis of the major literary works of Spain. PRE: Evidence of at least 8th grade-level proficiency in Spanish, SPA 2103 (Fa/Sum)

SPA 3403 Survey of Spanish-American Literature

3 semester hours

Examination and critical analysis of the major literary works of Mexico, South and Central America, and the Caribbean. PRE: Evidence of at least 8th grade-level proficiency in Spanish, SPA 2103 (Sp)

SPECIAL EDUCATION

SPED 1101 Field-Based Observation in Special Education Settings

1 semester hour

An experience designed to explore teaching in Special Education settings. Involves intensive orientation to a variety of public school and non-school settings through observations and other guided experiences. (Fa/Sp)

SPED 2103 Introduction to Special Education

3 semester hours

This course surveys the historical development of Special Education, describes funding bases and legal implications, defines exceptionality, delineates service delivery options, and discusses theoretical foundations, curricula, and program models. (Fa/Sp)

SPED 3223 Classroom Management and Organization for the Exceptional Learner

3 semester hours

Basic principles and procedures of classroom management including various current behavioral management plans, time management strategies, and other current classroom management strategies to use with all students, including exceptional learners.. PRE: (Cross references with EDU 3223) (Fa/Sp)

SPED 3423 Special Education Curriculum

3 semester hours

Curricula for Special Education at various levels (preschool through secondary, vocational, adult, etc.) are discussed. Program models, curriculum development, socio-cultural issues, parenting techniques, and resource areas are explored. PRE: SPED1101 and SPED 2103 (Su II)

SPED 3503 Methods and Materials for Reading and Integrated Communication Arts

3 semester hours

This course provides in-depth information on reading methods and techniques for identifying, adapting, and developing instructional material; also provides instructional methodology in reading and other subject matter areas for delivery of instruction to exceptional populations ranging from infancy through adulthood. The course includes "main-streaming" or transition techniques and models. PRE: SPED 1101, SPED 2103, and EDU2103 (Cross references with EDU 3503) (Fa/Sp)

SPED 3513 Reading Instruction

3 semester hours

Reading Instruction is designed to provide students with current, research-based information on theory and practice in reading instruction. Essential components of this course include neuron-psychology, alphabetics (phonics and language), best instructional practices, fluency instruction, assessments to inform classroom instruction, comprehension instruction, writing and spelling instruction, and performance standards

and benchmarks. PRE: SPED 1101, SPED 2103; and EDU 2103 (Cross references with EDU 3513) (Fa/Su I)

SPED 3523 Assessment, Evaluation, Referral, and Placement of the Exceptional Learner

3 semester hours

Growth and development (social, cultural, physiological) of exceptional learners is discussed; formal and informal assessment is explored; screening, referral, and placement procedures are described; responsibilities of the Educational Appraisal and Review Committee (EARC) are described; and development of individualized Educational Plans (IEP) is discussed. PRE: SPED 1101 and SPED 2103 (Cross references with SPED 5523) (Fa/Sp)

SPED 4213 Learners with Learning Disabilities

3 semester hours

In-depth study of the characteristics and needs of learners with learning disabilities; research-based intervention strategies included for these learners. PRE: SPED 1101 and SPED 2103 (Winter)

SPED 4123 Learners Who Are Cognitively Different

3 semester hours

In-depth study of the characteristics and needs of learners who are gifted and/or talented and of learners with cognitive deficits, including learners with severe/profound disabilities; research-based intervention strategies included for these learners. PRE: SPED 1101 and SPED 2103 (May)

SPED 4243 Learners with Behavior Disorders

3 semester hours

In-depth study of the characteristics and needs of learners with behavior disorders and learners with other exceptionalities, such as physical impairments, low vision/blindness, hearing loss, other health issues, low-incidence exceptionalities, etc.; research-based intervention strategies included for these learners. PRE: SPED 1101 and SPED 2103 (Su I)

SPED 4502 Field Experience II in Special Education Settings

2 semester hours

Students are assigned to Special Education public school classrooms and/or non-school settings where they assist in all aspects of instruction. PRE: SPED 1101, SPED 2103, SPED 3223, SPED 3323, SPED 3423, and SPED 3523 (Fa/Sp)

SPED 4546 Intern Teaching in K-12 Special Education Settings

6 semester hours

Intern teachers are assigned to a supervisory teacher in a public school where they participate full-time in a supervised teaching experience for a period of 14 weeks. Intern teachers gradually assume a full teaching load which they maintain for an appropriate period of time. The intern is expected to participate in all phases of school life. PRE: Admission to Intern Teaching; all required courses completed (Fa/Sp)

SPED 4601 Intern Teaching Seminar

1 semester hour

A forum for sharing experiences and to develop and stimulate reflective teaching skills. PRE: Admission to Intern Teaching. Taken concurrently with SPED 4546 and all required courses must be completed. (Fa/Sp)

SPEECH

SPE 1103 Principles of Speech

3 semester hours

A performance course in fundamentals of voice, oral reading, and public speaking. Emphasis will be placed on the preparation, organization, and presentation of all forms of speaking. (Sp)

SPE 2203 Interpersonal Communication

3 semester hours

Students study fundamental concepts and develop skills for verbal and nonverbal communication in every day interactions that take place between two or more persons. This course will help students understand what works and what doesn't work in communication with friends, families, and coworkers. Areas of study include: perception, verbal and nonverbal messages, listening, and relationship development.

SPE 2703 Topics in Communication

3 semester hours

This course examines fields of study beyond those introduced in the traditional speech courses. May be repeated for credit as topics vary. (Winter/May)

SPORT MANAGEMENT

SPM 2103 Socio-Cultural Dimensions of Sport

3 semester hours

The course focuses on the cultural traditions, social values, and psychosocial experiences of sport from antiquity to today. Content explores sport and its societal issues of gender, race, disability, violence and deviant behavior, competitiveness, substance abuse, burnout and technology. (Fa)

SPM 2203 Survey of Economics and Finance in Sport

3 semester hours

This course explores principles of budgeting as a method of control, organization and reallocation, spreadsheet utilization, financial management of facilities. It also explores sources of revenue for financing such as public vs. private sector, governments, memberships, fees, PSL, taxes, bonds, as well as the basic economics applied to sport. (Fa)

SPM 3104 Business Law

4 semester hours

Cross reference BUA 3104 (Fa)

SPM 3123 Ethics and Leadership

3 semester hours

A study to provide a framework to identify, analyze, and understand how business persons make ethical decisions and deal with ethical issues. (Sp)

SPM 3433 Physical Education for the Atypical Student

3 semester hours

Adaptation of exercises, games, and activities to individual needs. Motor skill development and lifetime physical fitness programs for the students with a disability will be emphasized. (Cross-reference with PHE 3433) (Fa)

SPM 3503 Consumer Behavior

3 semester hours

A study of the fundamental concepts and problems associated with consumer/buyer behavior with an in-depth study of psychological, social, and cultural influences, and consumer behavior applications and trends. (Sp)

SPM 4303 Administration of Physical Education and Sports

3 semester hours

A study of the administration of physical education and athletic programs. Areas of study will include Organization and Planning, Leadership and Supervision, Human Relations and Personnel Management, Public Relations, Financial Management, Legal Issues including Risk Management, Intramural Program Management, and Facility and Equipment Management (Cross-reference with PHE 4303) (Sp)

SPM 4423 Sport Marketing

3 semester hours

Sport Marketing is the application and unique principles of promotion and marketing in the sport and fitness industry including: Sponsorship, endorsements, fund-raising, role of the media, ticket sales and their use in promotions, gathering and analyzing marketing ratings and shares, industry segmentation, and venue and event marketing. Cross references with MKT 4423 (PRE: MKT 2103) (Fa)

SPM 3811 – 3814 Practica in Sport Management

3 to 4 semester hours

400 hours of hands-on field experience and practica subsequent to the junior year will be assigned in the form of practices and internships. Experiences will cover media writing/reporting experience with event planning, operations, sales and management with a variety of supervisors employed in sport related occupations. (PRE: Junior level or above; BUA 3303, MGT 2103, MKT 2103) (Fa/Sp)

SPM 4811 – 4814 Field Experience in Sport Management

3 to 4 semester hours

400 hours of hands-on field experience and practica subsequent to the junior year will be assigned in the form of practices and internships. Experiences will cover media writing/reporting, experience with event planning, operations, sales and management with a variety of supervisors employed in sport related occupations. (PRE: Junior level or above; BUA 3303, MGT 2103, MKT 2103) (Fa/Sp)

THEATRE

THE 1103 Introduction to Theatre

3 semester hours

This course examines all aspects of theatre arts by which students are introduced to both the theories and practical applications of stage production. The student is encouraged to participate with college productions. (Fa)

THE 3203 Theatre History II

3 semester hours

A survey of theatre history from the Restoration to contemporary Theatre. PRE: THE 1103 and Theatre History I or consent of the instructor. (Every other year) (Sp)

THE 3423 Classic Drama

3 semester hours

This course examines the development of Western theatre. Some of the major plays and theatre groups are studied. The selection of playwrights and plays may vary each semester. (Cross Reference ENG 3423) PRE: ENG 1123

GRADUATE POLICIES

Admission to the graduate program is open to qualified applicants with a bachelor's degree from a college or university accredited by the appropriate regional accrediting association. Applicants for admission to the graduate program are evaluated on the individual merits of their academic achievements and their potential to complete graduate level coursework and curriculum requirements.

University of the Southwest seeks applicants for graduate study who are academically well-prepared, have shown dedication to their profession, and are highly motivated. The graduate program attempts to attract well-qualified candidates from various cultural backgrounds, geographic areas, economic levels, and age groups.

University of the Southwest is committed to providing equal educational opportunities for candidates without regard to race, color, gender, disability, or national origin. As an independent educational institution, the College reserves the right to deny admission to any applicant whose academic preparation, character, or personal conduct is determined to be inconsistent with the mission and purposes of the College.

ADMISSION PROCESS FOR THE GRADUATE SCHOOL OF EDUCATION

The School of Education (SOE) expects its graduate applicants to be well-qualified professionals, to be grounded in practical experience, and to be able to communicate effectively both orally and in writing. To be considered for admission, the applicant must submit a completed Graduate Application Packet to the Office of Enrollment Services. The Application Packet must be received prior to the stated admission dates. **All official transcripts** must be submitted to the Office of Enrollment Services within 30 days of registering for a graduate course. All graduate candidates must meet with an academic advisor prior to registration. A conditional candidate may take no more than six (6) graduate semester hours and has **only** one (1) semester to fulfill the requirements for unconditional admission.

ADMISSION CRITERIA

Each potential candidate making application for admission shall:

- possess the appropriate bachelor's degree from a regionally accredited college or university.
- have received licensure or certification from the appropriate state agency, if applicable.
- have earned an overall 3.0 grade point average on a four point scale as an undergraduate.
- complete an online graduate application and pay a \$50 application fee. (There is no graduate application fee for students who have graduated from University of the Southwest.)
- submit a packet to the School of Education that includes a resume, philosophy of education (5 to 10 pages), two recommendation forms (one from the most recent employer/supervisor), and license/certificate if applicable.
- once the application and packet are received and reviewed, the candidate will receive a recommendation for acceptance in the Graduate School.

All of these criteria must be met for **unconditional** admission.

International applicants should contact the Office of Enrollment Services for specific information on admission to the Graduate Program.

ADMISSION DATES

Completed Application Packets must be submitted to the School of Education and received by the end of the first fall, spring or summer of enrollment in classes. Full or cancelled classes may keep qualified candidates from being registered.

APPLICATION FOR GRADUATE ADMISSION

A graduate application fee of fifty dollars (\$50.00) must be remitted after submitting the online admission to graduate study. Application fees are not refundable. Receipt of the Application for Graduate Admission and the \$50 application fee must be received prior to official registration in graduate coursework. Candidates may be admitted under the following conditions.

UNCONDITIONAL ADMISSION

All admission decisions recommended by the graduate faculty of the School of Education and confirmed by the Office of Enrollment Services are based the judgment of the evidence presented to the Committee. Prior to registration for graduate courses, students must meet the following requirements for **unconditional admission** to the graduate program.:

1. Complete an online application for graduate admission and submit an application fee of \$50 to the **Office of Enrollment Services**.
2. Submit official transcripts of all previous college work to the **Office of Enrollment Services**. These transcripts must indicate that the applicant has been awarded a bachelor's degree from an accredited college or university and has achieved an overall GPA of 3.0 on a four point scale. ***Transcripts must be received within 30 days of application to the graduate program.*** IMPORTANT: STUDENTS LOANS WILL NOT BE DISBURSED UNTIL A STUDENT'S PAID **APPLICATION AND TRANSCRIPTS** ARE RECEIVED.
3. The Graduate Record Examination (GRE) General Test is not required for admission. However, students must demonstrate writing skills commensurate with graduate level writing during the first six (6) hours of graduate course work and the student must earn a "B" or above in EDU 553 Education Research, *which must be taken at the first opportunity*.
4. Complete leveling courses. Foundations of Education and Field Experiences (Observation) or comparable courses must be indicated on transcripts. Full admission is granted upon (a) completion of EDU 5523 Educational Research with a "B" or above, (b) successful completion of the first six (6) hours of graduate course work, and (c) submission of all required documents listed in item 5.
5. Submit the following documents to the **School of Education** that includes the following: a resume, philosophy of education (5-10 pages in APA format), two reference forms (from packet), and a copy of a licensure or certification document, if applicable. Other documentation may be required. Students must also contact the assigned Graduate Program Advisor to discuss appropriate course work decisions to successfully complete the program.

CONDITIONAL ADMISSION

If the applicant fails to meet one or more of the requirements for admission to graduate study, the Graduate Committee may choose to grant conditional admission with the understanding that the student has **one (1) semester** to satisfy the deficiencies specified. The candidate may take no more than six (6) semester hours of graduate course work as a conditional admittee. Conditional admittance may impact the student's eligibility to receive financial aid. Please call the Office of Financial Aid for information.

NON-DEGREE ADMISSION

Candidates possessing a bachelor's degree may be permitted to enroll in graduate courses as non-degree seeking candidates. Preference will be given to degree-seeking candidates when enrollment is limited. In the event the non-degree candidate decides to seek admission to graduate study, no more than 9 semester hours of coursework may be applied to the graduate program.

RE-ADMISSION TO THE GRADUATE PROGRAM

A graduate candidate who has attended Southwest previously but who has not attended during the past academic year or longer must reapply for admission to the Graduate Program and also must submit official transcripts of all college or university work attempted during his or her absence from Southwest. A graduate candidate who has not been enrolled at Southwest for two academic years or longer will return under the policies stated in the current Catalog.

LICENSURE ONLY PROGRAM ADMISSION

All admission decisions made by the Graduate Admission Committee are based on its judgment of the evidence presented. A candidate may be granted admission to a licensure program if the following conditions are met:

1. The candidate has completed and signed an official application for graduate study and has paid the application fee.
2. The candidate has submitted official transcripts of **ALL** previous college work.
3. The candidate has submitted a copy of the respective licensure or certification, if applicable.
4. The candidate has submitted the two reference forms from the admission packet (one must be from the most recent employer/supervisor).
5. The candidate has provided a current resume.

TEACHING LICENSURE/CERTIFICATION

A candidate *with at least a bachelor's degree* who wants to pursue teaching licensure may use a combination of graduate and undergraduate courses to fulfill the licensure requirements. However, **NO MORE THAN 9 SEMESTER HOURS** of **graduate** coursework may be completed before the candidate has taken at least the Basic Skills part of the New Mexico Teacher Assessments (NMTA). (See **Education** under Academic Programs. Read the entire section, but carefully study and follow the sections entitled **Licensure/Certification Candidates and Admission to Intern Teaching.**) This option only applies to entry-level teacher preparation. *Graduate licensure programs require a bachelor's degree and a master's degree from a regionally accredited college or university.* For additional information on these programs, contact the School of Education and the Academic Program Advisor.

EDUCATIONAL ADMINISTRATION LICENSURE

A graduate candidate seeking licensure in educational administration must meet the following requirements:

1. Bachelor's degree and Master's degree from a regionally accredited college or university; and
2. Valid New Mexico Level 2 teaching license; and
3. A minimum of 18 semester hours of graduate semester hours in an educational administration program approved by the New Mexico Secretary of Public Education that addresses the functional areas and related competencies; and
4. An apprenticeship/internship as defined in the New Mexico State Regulations; and
5. Satisfactory demonstration of the New Mexico Secretary of Public Education's Level 3B competencies; and
6. Passage of the entry-level licensure NMTA examination adopted by the New Mexico Secretary of Public Education.

EDUCATIONAL DIAGNOSTICS LICENSURE

A graduate candidate seeking licensure in educational diagnostics must meet the following requirements:

1. Bachelor's degree and Master's degree from a regionally accredited college or university; and
2. Thirty (30) graduate hours as listed on the Educational Diagnostician Licensure Plan, which incorporates the New Mexico Secretary of Public Education's competencies in the areas of educational diagnosis and includes an internship;
3. Hold a valid New Mexico teaching license, counseling license, or licensure in another ancillary area; or demonstrate three (3) years of documented, verified satisfactory experience in one or a combination of the following areas: (a) work in community-based programs serving developmentally disabled children/adults, (b) mental health work related to educational diagnostics, (c) clinical practice related to educational diagnostics, (d) vocational evaluation, or (e) teaching; and
4. Pass any required NMTA exams.

SCHOOL COUNSELOR LICENSURE

A graduate candidate seeking licensure as a school counselor, Grades PreK-12, must meet the following requirements:

1. Bachelor's degree and Master's degree from a regionally accredited college or university in a discipline other than school counseling; and
2. 36-42 graduate hours that incorporate the New Mexico Secretary of Public Education's approved competencies in the area of school counseling and include an internship in a school setting;
3. Hold a valid New Mexico teaching license above Level I; or demonstrate three (3) years of documented, verified satisfactory experience in one or a combination of the following areas: (a) teaching, educational administration, or school counseling; (b) clinical practice; (c) mental health work; and
4. Pass any required NMTA exams.

PROFESSIONAL CLINICAL MENTAL HEALTH COUNSELOR

A graduate candidate seeking mental health licensure should contact the Academic Advisor for Counseling. Mental health counselors are required to meet the qualifications and requirements as set forth by the New Mexico Counseling and Therapy Board which include, but are not limited to, completion of 48 semester hours or more of graduate coursework in the 10 core curriculum areas of graduate study which includes a minimum of 9 semester hours in graduate supervised practicum and/or internship; the minimum number of required client contact hours under approved supervision; and passage of a Board approved examination.

COUNSELOR PREPARATION PROGRAM

When the Counselor Preparation Program was established at University of the Southwest (Southwest) in 1995, all Master of Science in Education degrees required 36 semester hours, which included internship hours. While this was appropriate for the Administration, it is no longer adequate for the Counseling Specialization. Nationally, master degrees in counseling require 45-60 semester hours. In order to better prepare our graduates to work as school counselors and/or mental health counselors, we have ours a **42 semester hour program**, which is the maximum number of hours currently permitted by the New Mexico Public Education Department. In addition, NM laws and regulations require 48 semester hours for the Licensed Mental Health Counselor (LMHC), which is the entry-level Mental Health Counseling license. A new definition in those regulations specifies that practicum hours must be taken before the Internship.

The Counseling Program was originally developed to train only school counselors. Since 1996, numbers of candidates have wanted to specifically train for mental health counseling. Courses have been taught to include both perspectives, but now mental health counseling has been developed as a separate specialization. Because 100% of the new candidates enrolling in the Counselor Preparation Program in August 2004 for the fall semester were mental health candidates, it was an appropriate time to separate the specialization courses into those required for **school counselor licensure** from those required for **mental health counselor licensure**. Those courses designated as “required” for one area are now “electives” for the other specialization. The revised program was approved by the Southwest Graduate Council and Administration in November 2004, and by the NM Public Education Department (PED) in December 2004.

When exiting counseling candidates have been asked for program recommendations, the most frequent response is “more hands-on experience with real clients.” That perceived need is being addressed in two ways. Candidates will be given the opportunity to interview and observe practicing counselors, and to research counseling issues in courses taken early in their programs. In addition, with the opening of the Southwest Counseling and Testing Center, candidates will have the opportunity to observe and facilitate actual counseling sessions with live supervision.

The above, changes align with the revised NM School Counselor Competencies (February 14, 2003), the NM School Counseling Program Guide (currently being revised), the American School Counselor Association (ASCA) Model (2003), and the NM Counseling and Therapy Board licensing requirements for mental health counselors.

NOTIFICATION OF ADMISSION STATUS

Written notification of admission or non-admission is communicated to the candidate by the Graduate Records Office.

APPEAL OF ADMISSION DECISIONS

If the candidate desires to appeal an admission decision, he or she should first consult with the Dean of the School of Education to determine the reason for rejection. Following

the consultation with the Dean, the candidate may decide to appeal to the Graduate Committee. Appeals to the Graduate Committee must be in writing. If not resolved, the candidate may appeal to the Graduate Council within five (5) days after receiving the Graduate Committee's decision. The appeal must be in writing and delivered to the Provost.

ACADEMIC ADVISEMENT AND PROGRAM PLANNING

Once admitted to graduate study, each candidate will be assigned a graduate advisor. The candidate and the graduate advisor will meet to discuss the graduate degree or licensure plan to be followed. **Candidates are required to complete EDU 5523 Educational Research at the first available opportunity.** The graduate plan is to be reviewed prior to each semester's registration to make certain satisfactory progress is being made. A copy of the candidate's graduate degree or licensure plan is to be filed with the School of Education and the Office of the Registrar. All revisions to the graduate plan must be filed with these offices.

A graduate candidate may graduate under the requirements of the Catalog under which he or she entered, provided the Catalog is not more than 6 years old at the time of graduation, provided the candidate has been continuously enrolled, and provided no action has been taken that supersedes the requirements stated in the Catalog. When a candidate has not been enrolled for two subsequent semesters, a new Degree Plan or Licensure Plan will be completed based on the Catalog in effect at the time of re-enrollment.

Any action taken by the New Mexico Legislature or the Secretary of Public Education that affects licensure supersedes requirements stated in this Catalog.

ACADEMIC INTEGRITY

The College is strongly committed to nurturing academic excellence, truth, responsibility, and integrity. The College expects all candidates to maintain a high standard of ethics in their academic pursuits. Academic dishonesty is a serious matter and will not be tolerated. Academic dishonesty implies misunderstanding of the whole process of education, violates the trust between the candidate and faculty, and warrants severe disciplinary action. Refer to the Student Handbook for additional information.

Since graduate programs at Southwest encourage open discussion that respects diversity of opinions, graduate candidates are expected to honor confidentiality and to act as professionals. Sensitive issues are sometimes discussed that evoke different positions. Graduate candidates should never divulge information in such a manner that an individual can be identified.

ACADEMIC PROGRESS

Graduate candidates must maintain a minimum grade point average (GPA) of 3.0 for all graduate work. A candidate who receives a C in a course will be placed on academic probation for one semester. A candidate who earns two "C's", a "D", or an "F" will be suspended from the graduate program for the following spring or fall semester. Furthermore, no more than two "C's" will be allowed to count toward the Master's degree. If a student makes a third "C", one of the courses in which a "C" was earned must be retaken. To be considered for reinstatement following the semester of suspension, the candidate must submit a written request to the Graduate Committee. Following reinstatement after suspension, failure to raise the GPA to 3.0 after two semesters may result in permanent expulsion from the Graduate Program. A course may be repeated a maximum of two times.

FULL-TIME CANDIDATE STATUS

Full-time graduate candidate status requires the candidate to be enrolled in six semester hours of graduate work. Registrations for more than six hours of graduate credit, including concurrent enrollment in another accredited institution, must have the approval of the Graduate Committee and the Provost.

COURSE LEVEL AND DESCRIPTION

All graduate courses are in the 5000 series. Courses in the 4000 series or lower are undergraduate courses and do not count as graduate courses applied toward a master's degree. Each course has a brief description that provides a concise explanation of the course, lists any prerequisites, and shows when the course will be offered (i.e., Fa is Fall, Sp is Spring, and Sum, Su I, Su II is Summer) provided that the course makes. Course prerequisites are required prior to taking the course. Program prerequisites are required **before** taking any of the courses in the specialization area.

CORE COURSES AND SPECIALIZATION

Each graduate degree program has an Educational Core of approximately 15 hours. The Core consists of educational foundation courses, and generally, the candidate is expected to complete the Core before taking courses in the Specialization. The Specialization is the selected major field of study (Educational Administration, School Counseling, Mental Health Counseling, Curriculum and Instruction, Curriculum and Instruction: Reading, or Educational Diagnostics). The Specialization may be sequenced and certain prerequisites may be required. The candidate should read carefully the course descriptions and consult with the academic advisor before planning when courses are to be taken.

GRADUATE INTERNSHIP AND PRACTICA

Candidates must apply and receive approval for practica (EDC 5813 and EDC 5823) and the internship the semester prior to registering for the course (EDA/EDC/EDG 5803). The deadlines for internship applications are October 15th for Spring semester and March 15th for Summer session and Fall semester. Candidates have one calendar year to complete the internship. Candidates enrolled in internship will receive an incomplete "I" grade until the course requirements are met. Internship must be completed within 3 semesters and within the 6-year time limit for the degree.

Potential interns must complete the minimum course prerequisites prior to beginning an internship (see EDA 5803 Internship in Educational Administration, EDC 5803 Internship in Counseling, or EDG 5803 Internship in Educational Diagnostics) for the prerequisites. Interns will be provided an internship program guide that details the requirements for admission to and completion of the internship.

In order to be approved by the graduate faculty for internship, candidates must

1. submit an application for the appropriate internship within the required time frames,
2. meet all of the leveling requirements and prerequisites for internship,
3. be approved for unconditional admission to the graduate program, and
4. be approved by the Coordinator for Graduate Records (which includes a review of GPA, coursework, and admission status).

Eligible candidates must see their advisor for approval to register for the internship course. Prior to registration for an internship, the intern must submit all required paperwork that includes

1. proof of professional liability insurance,
2. supervision agreement form(s),
3. written approval from the school district or agency (will be requested by the Graduate Records Office),
4. completion of all pre-requisites, and

5. any other requirements listed in the guidelines or on the internship letter.

After approval and registration for internship, an intern may begin the internship and count hours and activities toward the internship requirements.

OPTIONS FOR GAINING GRADUATE CREDIT

In addition to Southwest face-to-face classroom and Southwest distance education courses offered via the Internet, the following options are available for gaining graduate credit. Definitions are added for policy clarification. Policies and procedures for each specific option are also provided.

DEFINITION OF TERMS

- **Transfer** refers to any course taken at any accredited institution other than Southwest either before or during the candidate's program of study. These are considered external credits. (Grades below a "B" will not be transferred into the graduate program.)
- **Alternative credits** are those earned through any means other than classroom or on-line instruction. Alternative credits are Credit by Experience, Credit by Examination, Directed Study, and Credit by Portfolio for Prior Learning.
- **Course substitutions** occur with either transfer credits or in special cases, such as when candidates change specializations with Southwest courses. Substitutions are made when one course (either transferred in or a Southwest course) in the Degree Plan is equivalent in content and competencies to another Southwest course in the Degree Plan.

CREDIT OPTIONS

A maximum of 12 credits may be earned through the following options. All candidates who are interested in pursuing credit options must first meet with their academic advisor. All options require approval of the Graduate Committee prior to the candidate enrolling. In addition to traditional classroom-based courses (including Internet courses), credits may be earned either externally, internally, or through a combination of both.

- **External Credits.** A total of 12 graduate credit hours are possible. May include the following:
 - Transfer credits, including on-line courses from other accredited institutions, taken concurrently during the candidate's enrollment at Southwest. (*Note:* Transfer credits are assigned by the advisor during evaluation of transcripts and approved by the Dean of the School of Education. Grades below a "B" will not transfer).
 - Course substitutions for courses taken previously at another institution that are similar to those offered at Southwest (credits are transferred in).
 - Concurrent enrollment in courses from another accredited institution requires approval from the graduate program academic advisor and is counted toward the 6 hours of full-time enrollment.
- **Internal Alternative Credits.** A total of 6 graduate credit hours possible. May be selected from two of the following options. *Notes:* (a) Each option may only be selected once for 3 credits, and (b) Alternative credits may not be selected for skills-based classes.
 - Credit by Portfolio Assessment for Prior Learning
 - Credit by Experience
 - Credit by Examination
 - Directed Study

- Course Substitutions

• ***External and Internal Credits.*** A total of 12 credit hours are possible as follows:

- Depending on the circumstances of the candidate, he or she may select one of the following options: (a) transfer in up to 9 credit hours and earn 3 credits through internal alternative means, *or* (b) transfer in up to 6 credit hours and earn 6 credits through internal alternative means.
- The maximum of 12 credits, approximately one-third of the total credits required for a master's degree or licensure.

GENERAL PROCESS FOR REQUESTING CREDIT

The standard, initial process for requesting credit through course substitution or alternative means follows the steps outlined below. Candidates should also read the special requirements outlined under each specific option:

1. Candidate consults with his or her academic advisor to determine eligibility for credit options, including concurrent enrollment.
2. Candidate writes letter to the Dean in care of the academic advisor. Letter must include the specific request and any documentation required to assist in determining whether the request can be approved. The appropriate Southwest form must accompany the letter.
3. The advisor, dean and other graduate faculty review the request and either accept or deny the request. Form is completed and copy placed in candidate's permanent file in the Graduate Records Office.
4. Academic advisor or Dean contacts the candidate with a decision. Copies are sent to the Registrar, Provost, Dean of the School of Education (SOE), and to the candidate's permanent file in the Graduate Records Office.

REQUEST FOR CONCURRENT ENROLLMENT

To register for concurrent enrollment, complete the Application for Concurrent Enrollment and obtain approval from the academic advisor, registrar, and Provost.

REQUEST FOR CREDIT BY PORTFOLIO FOR PRIOR LEARNING

Gaining credit for prior learning requires candidates to enroll in CSW 5903 Portfolio Assessment of Prior Learning to assist them in developing a learning portfolio. The portfolio must provide evidence of college-level learning which is presented in three formats: (a) an outline and description of prior personal, academic, and professional experiences; (b) an essay explaining learning gained from those experiences; and (c) documents from outside sources verifying those experiences.

The portfolio is assessed by an expert reviewer selected by the Dean to determine if graduate credit can be granted for the course the candidate wishes to petition. The course must correspond to the candidate's experience and learning documented in the portfolio. Grades of Credit ("CR") or No Credit ("NC") are granted for the portfolio course/petitioned course.

REQUEST FOR CREDIT BY EXPERIENCE

Candidates should follow steps outlined under "General Process for Requesting Credit." This option is limited to EDU/SPED 1101 Field Observation and EDU/SPED 4502 Field

Experience that are on the Teacher Licensure Plan. Field Observation, a required leveling course for a Master's of Science in Education, also may be approved under this option.

REQUEST FOR CREDIT BY EXAMINATION

Candidates should follow steps outlined under “General Process for Requesting Credit.” If the request is granted, the Dean will arrange for a comprehensive examination to be administered. Candidates must score at least 85 on a 100 point system (grade of “B”) to receive credit for the course. The cost for credit by examination is \$50 per course. No credit by examination will be approved under any of these conditions: (a) The course was taken either for credit or audit at any college prior to the request, (b) the course is being taken at the time of the examination, (c) the candidate has not been admitted to the graduate program, or (d) the course has a prerequisite that has not been completed by the graduate candidate.

REQUEST FOR DIRECTED STUDY

Directed studies may be offered in **exceptional situations** to provide appropriate educational experiences for graduate candidates. Such studies require prior approval as outlined under “General Process for Requesting Credit,” except that in addition to the Graduate Committee, approval must also be granted by the Provost and the Registrar.

When possible, a recommended course substitution should be considered. Approval will not be granted for a directed study if the course is currently offered or will be offered within the candidate’s program completion timeline. The graduate candidate must meet the following criteria before being considered for approval for a directed study:

1. Have an overall GPA of 3.5 or above in the graduate program, and
2. Have previously completed at least 12 semester hours of graduate coursework at University of the Southwest.

If the directed study is approved, the Dean will select an appropriate faculty member, if one is available, to coordinate the directed study. The candidate must agree to the following:

1. Accept the course requirements delineated in the syllabus prior to registering for a directed study,
2. Create a proposed timeline to fulfill the requirements in the course syllabus and then meet with the faculty member to establish a mutually acceptable timeline,
3. Abide by the agreed upon timeline, and
4. Fulfill all requirements as set forth in the course syllabus.

The faculty member who agrees to coordinate the directed study must:

1. Produce a course syllabus with the curricular content and competencies that is consistent with the course description and has requirements equivalent to the regular course. To substitute for the content covered during the class lecture, presentations, and discussions, for example, additional reading and other supplementary experiences will be required.
2. Approve a calendar or timeline for the candidates’ progress; and
3. Commit the time necessary to assist the candidate in the learning process, in fulfilling the course requirements, and in obtaining the state-mandated competencies.

The faculty member will receive a stipend for designing, coordinating, and supervising the directed study.

REQUEST FOR COURSE SUBSTITUTION

Candidates should follow steps outlined under “General Process for Requesting Credit.” Course substitutions may be an internal or external option. External options are substitutions approved for courses taken previously at another institution and must be comparable to those offered at Southwest (credits are transferred in).

REQUEST FOR ACCEPTANCE OF COURSES TAKEN BEYOND TIME LIMIT

To request acceptance of course work completed prior to the last 6 years, written request must be submitted to the Graduate Committee. Acceptance of these courses for credit will be based on candidate demonstration of proficiency and currency in subject areas under consideration.

CORRESPONDENCE CREDIT

No correspondence course credit may be applied to a graduate degree.

TIME LIMIT ON GRADUATE CREDITS AND DEGREE COMPLETION

A master’s degree cannot be completed in less than one academic year. After the candidate first enrolls in a graduate program, all work for that program must be completed within six (6) years, including the comprehensive examination(s) and internship.

GRADES

The grades assigned to graduate courses are listed below. The grade point values shown are per semester hour credit.

GRADES USED IN GRADUATE COURSES

Grades	Meaning	Points
A	Excellent	4.0
B	Average	3.0
C	Below Average	2.0
D	Inferior	1.0
F	Failing	0.0
I	Incomplete	0.0
W	Withdrawn	Not Counted
CR	Credit	0.0
NC	No Credit (Interns)	0.0

COURSE WITHDRAWALS

Candidates may withdraw from courses based on the published dates in the Catalog. A candidate who enrolls in a class and does not attend (or stops attending), but does not officially withdraw, is assigned a Failing Grade (F) for that class.

INCOMPLETE GRADE (I)

An Incomplete (I) Grade is not usually allowed for credit options listed in this section. Any request for an incomplete grade must be submitted in writing to the Dean for approval. If an incomplete is granted, the work must be completed within 60 calendar days; otherwise, it becomes an "F" on the candidate's record.

GRADE CHANGE—GRADUATE INTERNSHIP

Candidates enrolled in Internship (EDA/EDC/EDG 5803) will receive an "I" until all course requirements are met. Upon completion of the internship, the College supervisor will submit a Grade Change to the Office of the Registrar and the "I" will be changed to a grade at the **end** of the grading period.

Internship grade changes will be posted on the previous academic grading period **if** the Grade Change is received by the Office of the Registrar within 30 calendar days from the end of the past grading period. (However, any final course documentation such as opening the school year and/or supervisor's final evaluations must be submitted to the College supervisor shortly after the grading period closes to allow adequate time for evaluation.)

For administrative interns who have completed all requirements except opening or closing of school, the "I" may be removed and shown on the preceding academic term, if proper documentation is provided to the College supervisor in a timely manner. The Registrar will change an internship grade if the grade change is received within 30 calendar days of the end of the summer session (opening school) or the Spring semester (closing school). Keep in mind that the College supervisor must have time to grade the intern's completed work before a grade change will be made.

GRADE APPEALS

Graduate candidates have the right to request review of a course grade that they believe was assigned unfairly. The first appeal requires that the candidate visit with the instructor of record. If the candidate is not satisfied, the second level of appeals is the Dean of the School of Education. In the event that the issue cannot be resolved at that level, the candidate appeals, in writing, to the Graduate Committee. All grade appeals must be initiated within 30 days after the close of the academic grading period (day grades are posted). No grade appeals will be heard by the Dean or Graduate Committee after 60 calendar days from the time the candidate's grade was recorded in the Office of the Registrar.

AUDIT POLICY

Graduate candidates wishing exposure to a course may elect to audit the course. Registration for audit courses occurs like all other classes. A fee for audit will be assessed. Regular attendance at audited classes is the candidate's responsibility, but written assignments and examinations are not mandatory.

UNDERGRADUATES IN GRADUATE COURSES

Qualified seniors may register for a 5000 level course with permission from the advisor, the Division Chair, and the Dean, and must meet the minimum 3.0 GPA. Credit for this course may be counted toward the bachelor's degree or a graduate degree, but not both. No more than 6 semester hours may be taken under this policy provision.

NEW COURSES AND SPECIAL OFFERINGS

Any new courses added to the graduate curriculum will not be counted toward a graduate degree unless the changes are approved by the Professional Practices Sub-Committee

(PPSC) and the New Mexico Secretary of Public Education as part of the graduate degree programs. However, new courses and selected special course offerings may count as “electives” on a “licensure only” plan (i.e., teacher licensure issued through the New Mexico Public Education Department or professional counselor licensure, or LPCC, issued through the New Mexico Counseling and Therapy Practice Board).

COMPREHENSIVE EXAMINATIONS

For the graduate degree program in education, a written and/or oral comprehensive examination is required in lieu of a thesis or project. The format of the examination will be at the discretion of the Graduate Committee. By the end of the semester prior to the final semester of graduate study, the candidate will receive notification to take the comprehensive examinations.

The graduate advisor shall determine the time and place of the examination and will take responsibility for formulating its content. The Graduate Committee is responsible for supervising the examination. The candidate will be notified of the results by the Provost. Subsequently, the student may choose to complete a Placement File, which may be obtained in Graduate Records Office located in the Mabee Center for Teaching and Learning (Room 143).

GRADUATION PETITION

Each graduate candidate must complete an application for graduation in the Office of the Registrar by the end of the second week of the semester in which the candidate anticipates completion of the graduate program. If the candidate plans to complete the graduate program during the summer session, application must be made by the end of the second week of the summer session.

GRADUATION CEREMONY

It is the policy of the College that all candidates for degrees participate in the graduation ceremony. If an unreasonable hardship would occur to the graduate by attending commencement, he or she may request to be graduated in absentia. Such requests should be submitted in writing to the Office of the Registrar.

GRADUATE FINANCIAL AID

Financial aid programs at University of the Southwest are funded through a variety of sources. Various financial aid programs have been developed to provide self-help opportunities through work study, research assistantships and student loans. Funding for each eligible applicant is not guaranteed; however, Southwest aid programs are intended to assist students with the difference between the cost of attendance and the student’s ability to pay. Each student is evaluated individually to determine the best award to assist that student.

SOURCES OF AID

Financial aid for Graduate students consists of the following:

- Institutional Aid, research assistance positions, and work study assignments.
- Federally Funded Aid- Stafford Student Loan, Graduate PLUS Loan

Student loans are available to students. Students are responsible for completing the necessary forms for eligibility.

STUDENT ELIGIBILITY AND RESPONSIBILITY

Financial aid requirements for Southwest Graduate programs are as follows:

1. Students must attend at least half-time (3 graduate credit hours) to receive work study, or student loans. Full-time status (6 or more graduate credit hours) enrollment is required to receive a research assistance position.
2. The Free Application for Federal Student Aid (FAFSA) must be repeated for each academic year at Southwest. The College reserves the right to adjust any aid if there is a change in the need, academic, or financial status of the recipient.
3. Students awarded a Student Hourly or Work Study Position will be required to find an on-campus work assignment from an approved list. Students awarded are required to submit time sheets on a regular basis to the Personnel Office. These students are subject to a periodic evaluation process and may be terminated as a result of their evaluation. Termination from a work assignment may prohibit future awards of work study positions. Termination procedures may be appealed to the Director of Financial Aid, whose decision is final.

ACADEMIC PROGRESS POLICY

Students must complete their program within 150 percent of full time enrollment. Students changing degrees will be evaluated on a student by student basis. Incomplete grades must be completed within instructional requirements to prevent an incomplete grade from adversely affecting a student's financial aid eligibility. During any semester, after the add/drop period has passed, students are expected to maintain for the rest of the semester at the enrollment status they have established; that is, full-time, three-quarter time, or half-time. Students who fall below their enrollment status after the drop/add period will be placed on financial assistance probation for the remainder of their attendance at Southwest unless they successfully appeal the probation. Students on financial assistance probation who drop classes will be placed on financial assistance suspension. To appeal a suspension, a student must submit a letter detailing the reasons for dropping the classes to the Director of Financial Aid within two weeks of being notified of the violation. The appeal letter will be taken under consideration by the financial Aid committee, who will determine whether to lift the suspension. If the student's appeal is granted, the student will continue on probation for the remainder of his/her attendance at Southwest. If a suspension is not lifted, to satisfy the terms of the suspension, the student will be required to take at least 6 credit hours without receiving financial assistance.

GRADUATES COST

TUITION AND FEES

See tuition and fees for current semester on page 16.

HOW TO APPLY FOR AID

WHEN TO APPLY

Applications are received in Office of Financial Aid and reviewed at all times; however; the following dates are the priority filing dates:

- March 1, for summer semester
- April 1, for Fall and Spring semesters
- October 1, for Spring semester

Aid "packaging" will begin on these dates for the applicable terms. Applications may be considered after these dates, but awards will be contingent upon remaining funds. It is important that the students apply as early as possible to initiate processing of the awards before registration.

WHAT TO FILE

Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. The student's admission and financial aid file must be completed and include any and all requested supporting documentation before any financial assistance will be dispensed.

WHERE TO APPLY

The Office of Financial Aid is located in Burke Hall. Forms may be picked up from 8:00 a.m. to 5:00 p.m., Monday through Friday, or students may write to:

Office of Financial Aid
University of the Southwest
6610 Lovington Highway
Hobbs, New Mexico 88240-9129
financialaid@Southwest.edu

APPEAL PROCESS

Each student has the right to appeal any financial aid decision made on their behalf. The appeal must be made to the Office of Financial Aid, C/O the Director of Financial Aid in writing discussing the circumstances being appealed. The Financial Aid Review Board will then rule on the appeal.

VETERANS' BENEFITS

Veterans eligible to receive various veterans' benefits should inquire at the College Office of the Registrar as to the proper procedures for making an application to receive benefits. Benefits will vary according to the program for which the veteran qualifies.

Disbursement of benefits usually begins six weeks following registration. However, a veteran may apply for advance payment to receive a disbursement of benefits at the time of registration. To apply for advance payment, a veteran must pre-register and submit the proper forms to the Registrar no later than 60 days prior to the registration date.

Students taking part in the veterans' program are expected to perform at the level of all other students to continue to participate in the program. Any veteran student who has been placed on academic probation must attain satisfactory progress by the end of one semester of probation. Failure to do so will result in interruption of VA benefits. Benefits may be reauthorized only by the Veterans Administration and only after the student has undergone counseling through the Veteran's Administration. Questions pertaining to any aspect of a veteran's status should be directed to the Office of the Registrar.

A disabled veteran may attend school under the vocational rehabilitation program. The student will receive benefits for tuition, fees, tutoring, books, etc.

FINANCIAL AID FOR GRADUATES

PROGRAM	ELIGIBILITY	HOW TO APPLY	COMMENTS
Loans:			
● Federal Stafford Loan	Must attend at least half-time basis, must show financial need, U.S. citizen or eligible non-citizen.	Complete the Free Application for Federal Student Aid (FAFSA)	Must maintain satisfactory progress; repayment begins 6 months after student completes his/her education or ceases to be at least a half-time student.

Campus Employment:

• Federal College Work Study	Graduate student, must have financial need.	Complete the Free Application for Federal Student Aid (FAFSA)	Student must work on-campus a specified number of hours each week. Renewal is dependent upon continuous enrollment.
• New Mexico Work Study	U.S. citizen, resident of New Mexico, enrolled half time, demonstrate financial need.	Complete the Free Application for Federal Student Aid (FAFSA)	Students must work on-campus a specified number of hours each week. Renewal is dependent upon continuous enrollment.
• Research Assistant	Graduate student, not need based. Must be enrolled full time.	Application to the Graduate Committee.	To be determined by Graduate Committee.

MASTER OF SCIENCE

Counseling - Mental Health Degree

A. Required Leveling Courses Hours

EDU	5203	Learning and Human Development	3
EDU	5513	Culturally Diverse and Special Needs Population	3

(Credits do not apply toward degree)

B. Specialization Courses

EDU	5523	Educational Research	3	
EDC	5103	Career Development and Transition Planning	3	3
EDC	5213	Professional and Ethical Issues in Counseling	3	
EDC	5313	Counseling Techniques	3	
EDC	5323	Counseling Theories	3	
EDC	5403	Group Counseling	3	
EDC	5413	Counseling Families	3	
EDC	5423	Child and Adolescent Counseling	3	
EDC	5463	Psycho-Educational Assessment	3	
EDC	5523	Psychopathology	3	
EDC	5811	Practicum in Individual Counseling	1	
EDC	5813	Graduate Counseling Practicum I	3	
EDC	5823	Graduate Counseling Practicum II	3	
EDC	5803	Internship in Counseling	<u>3</u>	

(Total of 9 hours of practicum and internship required for LPCC) 39

Select one of the following:

EDC	5433	Play Therapy	
EDC	5533	Program Development and Management	
EDC	5543	Counseling Traumatized Clients	
EDC	5553	Introduction to Addictions Counseling	
EDC	5563	Clinical Supervision of Counselors	<u>3</u>

TOTAL CREDITS FOR MASTER'S DEGREE 42

Counseling - School Counselor Degree

A. Required Leveling Courses Hours

EDU	1101	Field Observation	1
SPED	2103	Introduction to Special Education	3
EDU	5203	Learning and Human Development	3
EDU	5513	Culturally Diverse and Special Needs Populations	3

(Credits do not apply toward degree)

B. Specialization Courses

EDU	5523	Educational Research	3
EDC	5103	Career Development and Transition Planning	3
EDC	5213	Professional and Ethical Issues in Counseling	3
EDC	5313	Counseling Techniques	3
EDC	5323	Counseling Theories	3
EDC	5403	Group Counseling	3
EDC	5413	Counseling Families	3
EDC	5423	Child and Adolescent Counseling	3
EDC	5463	Psycho-Educational Assessment	3
EDC	5523	Psychopathology	3
EDC	5533	Program Development and Management	3
EDC	5803	Internship in Counseling	<u>3</u>

Select six (6) semester hours from the following:

EDC	5433	Play Therapy	
EDC	5543	Counseling Traumatized Clients	
EDC	5553	Introduction to Addictions Counseling	
EDC	5813	Graduate Counseling Practicum I	
EDC	5823	Graduate Counseling Practicum II	<u>6</u>
TOTAL CREDITS FOR MASTER'S DEGREE			42

CURRICULUM AND INSTRUCTION

The Curriculum and Instruction program prepares candidates to enhance teaching efficacy at the elementary or secondary level. Candidates will have opportunities to research instructional practices, including brain-based teaching and learning strategies, methods, theories, and interventions. Candidates will also explore curriculum development and evaluation. In addition, reading pedagogy, reflective practice, multiculturalism, service learning, and integration of technology are emphasized. This program is a 36-credit-hour program; no internship is required.

Curriculum and Instruction Degree

A. Required Leveling Courses			Hours
EDU	1101	Field Experience	1
EDU	2103	Foundations of Education	3
(Credits do not apply toward degree)			
B. Core Courses			
EDU	5103	Instructional Strategies	3
EDU	5203	Learning and Human Development	3
EDU	5513	Culturally Diverse and Special Needs Population	3
EDU	5523	Educational Research	<u>3</u>
			12
C. Specialization Courses			
EDI	5113	Brain-Based Instruction	3
EDI	5123	Professionalism, Issues, and Ethics in Education	3
EDI	5133	Advanced Instructional Technology	3
EDI	5213	Theories of Curriculum Development	3
EDI	5223	Advanced Assessment	3
EDI	5233	Advanced Classroom Management	3
EDI	5533	Exceptional Populations in Regular Classrooms	3
EDI	5203	Educational Leadership and Supervision -or-	
EDI	5333	Reading Comprehension/Core Knowledge	<u>3</u>
			24
TOTAL CREDITS FOR MASTER'S DEGREE			36

CURRICULUM AND INSTRUCTION-BILINGUAL

Curriculum and Instruction: Bilingual is a multicultural program that prepares candidates to improve learning for students of all languages and cultures. The program empowers and guides the candidates by addressing the following competencies: proficiency in the Spanish language, awareness of culture, proficiency in the English language, instructional methodology, community and family involvement, assessment, and professional leadership. This program is a 36-credit-hour program; no internship is required.

Curriculum and Instruction - BILINGUAL

A. Core Courses			Hours
EDU	5203	Learning & Human Development	3
EDU	5523	Educational Research	<u>3</u>
			6
C. Specialization Courses			
EDBL	5003	Reading and the Bilingual Learner	3
EDBL	5103	Teaching English-as-a-Second Language	3
EDBL	5113	Humanities for Bilingual Learners	3
EDBL	5203	Science & Math for Bilingual Learners	3
EDBL	5213	Bilingual Education: School, Community, & Family	3
EDBL	5303	Early Literacy & Language Acquisition	3
EDBL	5403	Research and Eval of Bilingual Learners & Programs	3
EDBL	5513	Culturally Diverse & Special Needs Population	3
EDBL	5703	Topics in Bilingual Education	3
SPA	5103	Spanish Comparative Linguistics	<u>3</u>
			30
TOTAL CREDITS FOR MASTER'S DEGREE			36

CURRICULUM AND INSTRUCTION-READING

The Curriculum and Instruction: Reading program prepares candidates to teach students how to read or to help them improve their current reading skills. Research- and brain-based reading strategies, methods, and interventions are explored along with in-depth reading pedagogy. In addition, candidates will have opportunities to study reading-curriculum development and evaluation. Reflective practice, multiculturalism, service learning, and the integration of technology are emphasized. This program is a 36-credit-hour program, which includes a 3-credit-hour internship.

Curriculum and Instruction - Reading Degree

A. Required Leveling Courses			Hours
EDU	1101	Field Experience	1
EDU	2103	Foundations of Education	3
(Credits do not apply toward degree)			
B. Core Courses			
EDU	5103	Instructional Strategies	3
EDU	5123	Professionalism, Issues, and Ethics in Education	3
EDU	5513	Culturally Diverse and Special Needs Population	3
EDU	5523	Educational Research	<u>3</u>

C. Specialization Courses

EDR	5103	History and Philosophy of Reading Instruction	3
EDR	5203	Diagnostic/Corrective Reading	3
EDR	5223	Advanced Assessment	3
EDR	5303	Early Literacy and Language Acquisition	3
EDR	5333	Reading Comprehension/Core Knowledge	3
EDR	5533	Exceptional Populations in Regular Classrooms	3
EDR	5803	Internship	<u>3</u>
			21

Select one of the following courses:

EDR	5113	Brain-Based Instruction	
EDR	5413	Reading in the Content Area	
			<u>3</u>
TOTAL CREDITS FOR MASTER'S DEGREE			36

CURRICULUM AND INSTRUCTION- TESOL

Curriculum and Instruction: TESOL is a multicultural program that prepares candidates to improve learning for students of all languages and cultures. The program empowers and guides the candidates by addressing the following competencies: awareness of culture, proficiency in the English language, instructional methodology, community and family involvement, assessment, and professional leadership. This program is a 36-credit-hour program; no internship is required.

Curriculum and Instruction - TESOL

A. Core Courses			Hours
EDU	5103	Instructional Strategies	3
EDU	5203	Learning & Human Development	3
EDU	5523	Educational Research	<u>3</u>
			9

B. Specialization Courses

EDT	5003	Reading and the Bilingual Learner	3
EDT	5103	Teaching English-as-a-Second Language	3
EDT	5113	Humanities for Bilingual Learners	3
EDT	5203	Science & Math for Bilingual Learners	3
EDT	5213	Bilingual Education: School, Community, & Family	3
EDT	5303	Early Literacy & Language Acquisition	3
EDT	5403	Research and Eval of Bilingual Learners & Programs	3
EDT	5513	Culturally Diverse & Special Needs Population	3
SPA	5103	Spanish Comparative Linguistics	<u>3</u>
			27

TOTAL CREDITS FOR MASTER'S DEGREE 36

EARLY CHILDHOOD EDUCATION

The Masters in Early Childhood Education is a stand alone Masters Degree consisting of 36 credits. It is not a licensure program. Students wanting to prepare for licensure as an Early Childhood teacher should consult their state's licensing department to determine if there are additional requirements for licensure beyond those covered in this degree.

Two Practica are required which consist of 45 hours each and count for a total of 6 credits which can be fulfilled at a site convenient to the student or through the Credit by Experience application form for students with prior experience. Students will complete courses in research, family studies, methods, materials and appropriate content in all areas of the curriculum including Math, Science, Literacy, Physical Education, Art, Music, Health and Safety.

Early Childhood Education

A. Leveling Courses

SPED/			
EDU	1101	Field Observation	3
EDU	2103	Foundations of Education	3
SPED	2103	Introduction to Special Education	3
CSI	2203	Educational Technology	3

(Credits do not apply toward degree)

B. Core Courses

EDU	5513	Culturally Diverse/ Special Needs	3
EDU	5523	Educational Research	<u>3</u>
			6

C. Specialization Courses

ECE	5113	Child Growth & Development	3
ECE	5143	Assessment & Evaluation	3
ECE	5163	Integrated EC Curriculum	3
ECE	5173	Methods & Materials: Math, Science, Motor	3
ECE	5223	Practical Issues: Core Knowledge Curriculum	3
ECE	5233	Whole Child: Social Studies, Social Dev, Arts	3
ECE	5263	Practicum I	3
ECE	5273	Practicum II	3
ECE	5303	Early Literacy & Language Acquisition	<u>3</u>
			27

Electives-Choose ONE

ECE	5203	Educational Leadership & Supervision	
ECE	5313	Early Intervention: Infant & Toddler	<u>3</u>
			3

TOTAL CREDITS FOR MASTER'S DEGREE 36

EDUCATIONAL ADMINISTRATION

The Master's in Educational Administration program provides candidates with a dynamic combination of theory and practice, which prepares them for public school administration or instructional leadership at the teaching level. The primary emphasis of the program includes, but is not limited to, some of the following pedagogy: Educational Leadership and Supervision; Theories of Curriculum Development; Policies and Public Relations; Education and Special Education Law; Educational Finance and Facilities; School Administration, Theories of Administration, or Applied Educational Leadership; and an Internship in Educational Administration.

Educational Administration

A. Core Courses Hours

EDU	5103	Instructional Strategies	3
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EDU	5203	Learning and Human Development	3
EDU	5513	Culturally Diverse and Special Needs Population	3
EDU	5523	Educational Research	3
EDU	5533	Program Development and Management	<u>3</u>
			15

B. Specialization Courses

EDA	5203	Educational Leadership and Supervision	3
EDA	5213	Theories of Curriculum Development	3
EDA	5303	Policies and Public Relations	3
EDA	5313	Educational Law and Special Education Law	3
EDA	5403	Educational Finance and Facilities	3
EDA	5803	Internship in Educational Administration	3

Select one from the following:

EDA	5503	School Administration	
EDA	5513	Theories of Administration	
EDA	5523	Applied Educational Leadership	<u>3</u>
			21

TOTAL CREDITS FOR MASTER'S DEGREE 36

NOTE: Leveling courses may be required

EDUCATIONAL DIAGNOSTICS

The Educational Diagnostic Program prepares candidates to perform testing in the areas of intellectual functioning, achievement, and behavioral screening. Candidates learn to identify exceptionalities, to determine which students qualify for special education services, and to develop comprehensive individualized recommendations to remediate or improve functioning in a variety of areas related to academic and/or vocational functioning.

Educational Diagnostics

A. Required Leveling Courses **Hours**

SPED	2103	Introduction to Special Education	3
SPED	3523	Assessment, Evaluation, Referral, and Placement of the Exceptional Learner	3

(Credits do not apply toward degree)

B. Core Course Requirements

EDG	5313	Educational and Special Education Law	3
EDU	5203	Learning and Human Development	3
EDU	5513	Culturally Diverse and Special Needs Population	3
EDU	5523	Educational Research	<u>3</u>
			12

C. Specialization Courses

EDG	5103	Career Development and Transition Planning	3
EDG	5113	Brain-Based Instruction	3
EDG	5123	High- and Low-Incidence Disabilities	3
EDG	5203	Diagnostic/Corrective Reading	3
EDG	5223	Advanced Assessment	3
EDG	5443	Individual Cognitive Assessment	3
EDG	5453	Individual Achievement and Processing Assessment	3
EDG	5463	Psycho-Educational Assessment	3
EDG	5473	Educational Diagnostic Process for Exceptional Learners	3

EDG 5533	Exceptional Populations in Regular Classrooms	3
EDG 5803	Internship in Educational Diagnostics	<u>3</u>
		33
TOTAL CREDITS FOR MASTER'S DEGREE		45

Educational Diagnostics- Licensure

A. Pre-Requisites

Master's degree and valid professional license OR 3 years related experience.

B. Leveling Courses		Hours
SPED 3523	Assessment, Evaluation, Referral, and Placement of Exceptional Learners	3
EDG 5533	Exceptional Populations in Regular Classrooms	3
EDU 5513	Culturally Diverse and Special Needs Populations	3
(Credits do not apply to degree)		

C. Specialization Courses		Hours
EDG 5103	Career Development and Transition Planning	3
EDG 5123	High- and Low-Incidence Disabilities	3
EDG 5203	Diagnostic/Corrective Reading	3
EDG 5223	Advanced Assessment	3
EDG 5313	Educational and Special Education Law	3
EDG 5443	Individual Cognitive Assessment	3
EDG 5453	Individual Achievement and Processing Assessment	3
EDG 5463	Psycho-Educational Assessment	3
EDG 5473	Educational Diagnostic Process for Exceptional Learners	3
EDG 5803	Internship in Educational Diagnostics	<u>3</u>
		30
TOTAL CREDITS REQUIRED		30

SCHOOL BUSINESS ADMINISTRATION

The School Business Administration Master's program emphasizes leadership and ethics while providing candidates with a comprehensive foundation for business decision-making. This program can help candidates prepare to lead effectively in a rapidly changing business environment. This 36-credit-hour degree also enables graduates to manage challenges, including globalization, diversity, social responsibility, ethical decisions, and appropriate technologies. In addition, candidates learn how to anticipate and adapt to the challenges of tomorrow by encompassing theoretical concepts and practical applications for business leaders in the private sector, the community, and the schools. Emphasis is also placed on the role of management in the ethical formulation and administration of policy development and strategic planning. A thesis is required and is the capstone course for this degree.

School Business Administration

A. Leveling Courses			Hours
EDA	5403	Educational Finance and Facilities	<u>3</u>
(Credits do not apply to degree)			3
B. Core Courses			
EDU	5523	Educational Statistics and Research Design	<u>3</u>
			3
C. Specialization Courses			
EDB	5103	Information Technology for Managers	3
EDB	5203	Information Technology for E-Business	3
EDB	5223	Leadership	3
EDB	5243	Controllership	3
EDB	5323	Marketing Concepts and Strategies	3
EDB	5343	Internal Audit Theory and Practice	3
EDB	5403	Human Resource Management	3
EDB	5423	Financial Management	3
EDB	5433	Multinational Financial Management	3
EDB	5503	Management Simulation	3
EDB	5803	Thesis/Capstone	<u>3</u>
			33
TOTAL CREDITS REQUIRED			36

Special Education

If your goal is to work with students who have special needs and you want to learn advanced interventions and techniques that can make a difference in their level of academic achievement, completing your Master's Degree in Special Education is the degree for you. By acquiring an in-depth knowledge of the characteristics, needs, and research-based intervention strategies for learners with special needs, you will be able to enhance your performance and skill as you deal with the diverse students you encounter in a general education or special education classroom. With the mandates of No Child Left Behind, educators who want to help all students learn and to try to leave no child behind can benefit by earning a graduate degree in Special Education. Passion plus professional expertise can equal success and satisfaction for children and educators alike!

A. Leveling Courses

SPED	2103	Introduction to Special Education	3
EDU	5203	Learning & Human Development	3
EDU	5513	culturally Diverse & Special Needs Population	<u>3</u>
(Credits do not apply to degree)			9

B. Core Courses

EDU	5523	Educational Research	3
SPED	5533	Exceptional Populations in Regular Classrooms	<u>3</u>
			6

C. Specialization

SPED	5113	Brain-Based Instruction	3
SPED	5123	Learners with Learning Disabilities	3
SPED	5133	Learners Who Are Cognitively Different	3
SPED	5233	Advanced Classroom Management	3
SPED	5243	Learners with Behavior Disorders	3
SPED	5313	Educational Law and Special Education Law	3
SPED	5423	Special Education Curriculum	3
SPED	5503	Reading Methods and Materials Sped	3
SPED	5523	Assessment/Eval/Ref/Placement of Sped	3
Select ONE of the Following			
SPED	5203	Diagnostic and Corrective Reading	
SPED	5513	Reading Instruction	<u>3</u>
			30
Total Credits Required			36

MASTER OF SCIENCE

COURSE DESCRIPTIONS

CSW COURSES

CSW 5903 Portfolio Assessment of Prior Learning

3 semester hours

The course is designed to assist adult learners in assessing their experiential background and preparing a portfolio demonstrating their collegiate level knowledge. Credit (CR) or No Credit (NC) will be earned. (All terms)

EDUCATION-CORE

EDU 5103 Instructional Strategies

3 semester hours

Strategies of teaching with emphasis on student diversity, learning styles, pedagogical content, delivery media, and recommendations for classroom modifications and changes in teaching strategies for marginal and exceptional learners. (Fa/Su I)

EDU 5123 Professionalism, Issues, and Ethics in Education

3 semester hours

Professionalism for educators focused on the study of professional ethics, the development of mentoring plans and skills, and the analysis of current educational trends and issues at the international, national, state, and local levels. Cross referenced with EDI 5123. (Fa/Su I)

EDU 5203 Learning and Human Development

3 semester hours

Human life span from conception to death including physical, cognitive, language, and socio-cultural development as well as childhood medical conditions. Emphasizes developmental stages/tasks and theories of learning. (WI/MAY)

EDU 5513 Culturally Diverse and Special Needs Populations

3 semester hours

Theory, research, and methodology, and assessment relative to the needs of multicultural and special needs, and other diverse populations. Emphasis on lessening the gap between program expectations and student achievement. (Winter/May/SUII)

EDU 5523 Educational Research

3 semester hours

Quantitative and qualitative research design with emphasis on direct application to an educational/ treatment setting. Techniques for locating, analyzing, and evaluating educational research. Application of APA style, rudiments of statistical concepts and the IRB process. ***Must be taken at the first opportunity.*** (Fa/Sp/Sum)

EDU 5533 Program Development and Management

3 semester hour.

Current trends, issues, and challenges in strategic planning, development, organization administration, and evaluation of school programs, including the NM Counseling Program. Includes development and presentation of proposed programs, units and activities. Federal and state-mandated initiatives are addressed, as well as the impact of technology on program development and delivery. (Cross references with EDC 5533) (Sp/Su II)

COUNSELING

EDC 5103 Career Development and Transition Planning

3 semester hours

Career development theories and systems of career counseling and guidance, decision making, life planning, career awareness and assessment: transition awareness; assessment and planning; career reports; and computer-assisted programs. Fee: \$100. PRE: EDU 5203 (Cross references with EDG 5103) (Fa/Sum)

EDC 5213 Professional and Ethical Issues in Counseling

3 semester hours

Professional and ethical issues in counseling with emphasis on legal aspects and professional ethical codes. Addresses ethical decision-making, counseling of diverse populations, professional credentialing, professional organizations, and practical applications. (Winter/May)

EDC 5313 Counseling Techniques

3 semester hours

Practice of attending skills, reflection skills, challenging skills, and creative counseling skills. Overview of DSM IV-TR and assessment. Research of major presenting problems and appropriate techniques to alleviate symptoms and foster growth. PRE: EDC 5323, Practicum in Individual Counseling may be taken concurrently. (Sp/FA)

EDC 5323 Counseling Theories

3 semester hours

Overview of prominent theories in the counseling process. Includes the use of technology in presentations. Development of personal counseling theory.

This course is required prior to taking advanced counseling courses and should be taken concurrently with EDU 5523 Educational Research. (Fa/SP/SU)

EDC 5403 Group Counseling

3 semester hours

Methods of organization and facilitation in group therapy. Includes group experiences as both a group facilitator and group member. PRE: EDC 5313, EDC 5323 (Sp/SU/FA)

EDC 5413 Counseling Families

3 semester hours

Systems theory applied to work with families. Includes parenting education and facilitation of parents' participation in education and in counseling. PRE: EDC 5323, Counseling Practicum may be taken concurrently. (Su I/FA)

EDC 5423 Child and Adolescent Counseling

3 semester hours

Developmental counseling skills for use with children and adolescents. Includes intervention strategies and prevention programs. PRE: EDC 5323 Counseling Practicum may be taken concurrently. (FA/SP/SU)

EDC 5433 Play Therapy

3 semester hours

Introduction to the theories and techniques of play therapy. Includes individual and group applications, directive and nondirective approaches, as well as organization of a play therapy program. PRE: EDC 5323 (Sp)

EDC 5463 Psycho-Educational Assessment

3 semester hours

Theory, content, administration, scoring, and interpretation of testing instruments measuring achievement, personal, social, and emotional well-being. Developing proficiency in report writing with specific recommendations for adjustment in teaching strategies, instructional materials, and classroom management strategies. Emphasis in assessment through observation methods, clinical interviewing, and the mental status

exam, as well as best practices and special consideration for testing students of diversity and the ethical/legal considerations for testing. Fee: \$125.(Cross reference with EDG 5463) (SP/FA)

EDC 5523 Psychopathology

3 semester hours

Overview of diagnostic categories as described in the DSM IV-TR. Focus on the assessment and treatment of mental disorders. (Su/FA)

EDC 5533 Program Development and Management

3 semester hours

Current trends, issues, and challenges in strategic planning, development, organization administration, and evaluation of school programs, including the NM Counseling Program. Includes development and presentation of proposed programs, units and activities. Federal and state-mandated initiatives are addressed, as well as the impact of technology on program development and delivery. (Cross references with EDU 5533) (Sp/Su II)

EDC 5543 Counseling Traumatized Clients

3 semester hours

Assessment and interventions appropriate for children, adolescents, and adults who have experienced a significant trauma, including, but not limited to, physical and sexual abuse. PRE: EDC 5323 (Sum)

EDC 5553 Introduction to Addictions Counseling

3 semester hours

Theory and treatment of disorders related to addictive behaviors, including drugs, alcohol, gambling, and eating disorders. Also addresses prevention of addictive behaviors and coping skills for family members of addicted persons. PRE: EDC 5323 (FA)

EDC 5563 Clinical Supervision of Counselors

3 semester hours

Overview of supervision theory and practice in the clinical supervision of professional counselors in mental health settings and/or school counselors. PRE: Previous counseling experience as a counselor and approval of the Counselor Preparation Program Advisor. (Sum II)

EDC 5803 Internship in Counseling

3 semester hours

Minimum of 300 hours of supervised placement in a school/mental health counseling setting. Includes diverse populations, experiences in varied types of counseling, and appropriate supervision. In schools, this includes the guidance curriculum, responsive counseling services, individual decision-making, and system support. PRE: EDU 5203, EDU 5513, EDU 5523, EDC 5313, EDC 5323, EDC 5403, EDC 5513, EDC 5523, EDC 5533 and approval of Program Advisor. Fee: \$400. (Fa/Sp/Sum)

EDC 5813 Graduate Counseling Practicum I

3 semester hours

Minimum of one hundred fifty (150) hours of supervised counseling experiences in a school/mental health counseling setting off campus, or through the on-campus Southwest Counseling & Testing Services. Includes diverse populations, experiences in varied types of counseling, and appropriate supervision. May include some observation, co-counseling hours, and/or 1:1 counseling at the discretion of the supervisor. Taken concurrently with or prior to EDC 5803 Internship in Counseling. (Fa/Sp/Sum)

EDC 5823 Graduate Counseling Practicum II

3 semester hours

Minimum of one hundred fifty (150) hours of supervised counseling experiences in a school/mental health counseling setting off campus, or through the on-campus Southwest Counseling & Testing Services. Includes diverse populations, experiences in varied types of counseling, and appropriate supervision. May include some observation, co-counseling

hours, and /or 1:1 counseling at the discretion of the supervisor. Taken concurrently with or prior to EDC 5803 Internship in Counseling. (Fa/Sp/Sum)

CURRICULUM AND INSTRUCTION

EDI 5113 Brain-Based Instruction

3 semester hours

Synthesizes recent brain research relative to practical instructional and learning activities that enhance literacy and intellectual abilities of diverse student populations. Includes brain-friendly classroom accommodations and modifications. (Cross references with EDG/EDR/SPED 5113.) (Sp/Su II)

EDI 5123 Professionalism, Issues, and Ethics in Education

3 semester hours

Professional and ethical issues in counseling with emphasis on legal aspects and professional ethical codes. Addresses ethical decision-making, counseling of diverse populations, professional credentialing, professional organizations, and practical applications. (Fa/Su I)

EDI 5133 Advanced Instructional Technology

3 semester hours

Instructional technology and primary innovations related to applications in the teaching-learning process. (Sp/Su II)

EDI 5203 Educational Leadership and Supervision

3 semester hours

Function, roles, competencies, skills—including technology, and styles of educational leadership and supervision. Includes master schedule, staff evaluation, and staff development. (Cross references with EDA 5203.) (Fa/Su I)

EDI 5213 Theories of Curriculum Development

3 semester hours

Theories and principles of curriculum development, policies, and external influences on curriculum decisions with focus on integrating technology into curriculum projects. (Sp/Su II)

EDI 5223 Advanced Assessment

3 semester hours

Principles of assessment, integrating technology into the assessment process, and using assessment in instructional decision-making in student, program, and staff development. Includes interpretation of standardized tests and the development of career portfolios for students. (Cross references with ECE/EDG/EDR/SPED 5223.) (Fa/Su)

EDI 5233 Advanced Classroom Management

3 semester hours

Strategies to manage and organize classrooms to effect change in students with unique academic or behavior problems that interfere with learning in the regular classroom. Includes student behavior, teacher behavior, and classroom climate. (Sp/Su II)

EDI 5313 Educational Law and Special Education Law

3 semester hours

Preparation of professionals through analysis and synthesis of research, legislative issues and procedures, major court decisions, and state regulations. Course also covers Special Education topics related to assessment, discipline, current litigation, recent court decisions, and education (IDEA '97/IDEA '04, Section 504, NCLB, etc.). (Cross references with EDA/EDG/SPED 5313) (Fa/Su I)

EDI 5333 Reading Comprehension/Core Knowledge

3 semester hours

Basic principles of assessment, designing assessment techniques including authentic and performance assessment, integrating technology into the assessment process, and using assessment in instructional decision-making in student, program, and staff development. Includes interpretation of standardized tests and the development of career portfolios for students. (Cross references with EDR 5333) (Sp/Su II)

EDI 5533 Exceptional Populations in Regular Classrooms

3 semester hours

Strategies to organize, modify, and supplement the curricula; to provide appropriate learning activities on an individual basis; to assess exceptional students in reading and other curricula in the regular classroom. (Cross references with EDG/EDR 5533) (Sp/SUII)

CURRICULUM AND INSTRUCTION: BILINGUAL

EDBL 5003 Reading and the Bilingual Learner

3 semester hours

Methods and materials for the acquisition of literacy skills by elementary-level bilingual learners whose native language is not English. Complete major project. Written Spanish fluency required. PRE: Evidence of at least 8th grade-level proficiency in Spanish. (FA, SUI)

EDBL 5103 Teaching English-as-a-Second Language

3 semester hours

Methods for assisting the elementary and secondary English language learners. (ELLs) to acquire fluency. Complete major project. (SP, SUII)

EDBL 5113 Humanities for Bilingual Learners

3 semester hours

Curriculum and methods for elementary and secondary language arts, reading, social sciences, and fine arts specific to bilingual learners. Complete major project. Written Spanish fluency required. PRE: Evidence of at least 8th grade-level proficiency in Spanish (SP/SUI)

EDBL 5203 Science and Math for Bilingual Learners

3 semester hours

Curriculum and methods for elementary and secondary sciences and math specific to bilingual learners. Complete major project. Written Spanish fluency required. PRE: Evidence of at least 8th grade-level proficiency in Spanish (FA/SUI)

EDBL 5213 Bilingual Education: School, Community, and Family

3 semester hours

Historical development of bilingual education in the U.S.; rationales for bilingual education; legal aspects; involvement of community and families; local, state, and national issues; and current research findings, methods, models, and trends. Complete major project. (FA/SUI)

EDBL 5303 Early Literacy & Language Acquisition

3 semester hours

Examines acquisition of a first, then second, language; cultural implications/practices of languages; literacy development of children ages 0-8; and assessing early literacy. Program design with integrated technology and current research are discussed. Best practices based on research, trends in instruction and balancing literacy instruction are additional themes. (May)

EDBL 5403 Research and Evaluation of Bilingual Learners and Programs

3 semester hours

Assessment methods, instruments, and models for evaluation students and programs. Covers quantitative and qualitative research methods. Major research project related to some aspect of bilingual education. Complete major project. (SP/SUII)

EDBL 5513 Culturally Diverse & Special Needs Populations

3 semester hours

theory, research, methodology, and assessment relative to the needs of multicultural and special needs and other diverse populations. emphasis on lessening the gap between program expectations and student achievement. (Winter/May/SUII)

EDBL 5703 Topics in Bilingual Education

3 semester hours

Various topics on current requests and needs to bilingual education. Spoken and written Spanish fluency required. (SP)

SPA 5103 Spanish Comparative Linguistics

3 semester hours

Examines the difference between standard/conventional and dialectical. Complete major project. Spanish. Written Spanish fluency. (FA/SUI)

CURRICULUM AND INSTRUCTION -READING

EDR 5103 History and Philosophy of Reading

3 semester hours

Traces the historical perspectives of reading/writing instruction in the U.S. Includes models of theories of reading; highlights contributions, influences, and impact of researchers and literacy research; discusses current issues in literacy, programs, and materials. (Winter)

EDR 5113 Brain-Based Instruction

3 semester hours

Synthesizes recent brain research relative to practical instructional and learning activities that enhance literacy and intellectual abilities of diverse student populations. Includes brain-friendly classroom accommodations and modifications. (Cross references with EDI/EDG/SPED 5113) (Sp/Su II)

EDR 5203 Diagnostic/Corrective Reading

3 semester hours

Extends the diagnostic/corrective concept to include all content areas as well as interpretation of diagnostic instruments, concepts, and task analysis. (Cross references with EDG 5203 and EDU 4203) (Fa/Sp)

EDR 5223 Advanced Assessment

3 semester hours

Principles of assessment, integrating technology into the assessment process and using assessment in instructional decision-making in student, program, and staff development. Includes interpretation of standardized tests and the development of career portfolios for students. (Cross references with EDI/EDG/SPED 5223) (Fa/Su)

EDR 5303 Early Literacy and Language Acquisition

3 semester hours

Examines acquisition of a first, then second, language, cultural implications/practices of languages, literacy development of children ages 0-8, and assessing early literacy. Program design with integrated technology and current research are discussed. Best practices based on research, trends in instruction and balancing literacy instruction are additional themes. (May)

EDR 5333 Reading Comprehension/Core Knowledge

3 semester hours

Basic principles of assessment, designing assessment techniques including authentic and performance assessment, integrating technology into the assessment process, and using assessment in instructional decision-making in student, program, and staff development.

Includes interpretation of standardized tests and the development of career portfolios for students. (Cross references with EDI 5333) (Sp/Su II)

EDR 5413 Reading in the Content Area

3 semester hours

Course emphasizes reading problems and processes as they relate to the secondary student. The evaluation and selection of appropriate instructional material is included. (Cross references with EDU 4413) (Sp/Su II)

EDR 5533 Exceptional Populations in Regular Classrooms

3 semester hours

Strategies to organize, modify, and supplement curricula; to provide appropriate learning activities on an individual basis, to assess exceptional students in reading and other curricula in the regular classroom. (Cross references with EDG/EDI/SPED 5533) (Sp/SUII)

EDR 5803 Internship C& I: Reading

3 semester hours

Course expands reading to include the practical world of assessment of readers, identification of reading problems and disabilities, differentiated approach to remediating reading difficulties through collaboration and communication, assessing students' reading/literacy, developing instructional materials, assisting/training teachers on best practices and teaching in real world literacy situations. Fee: \$400. (Fa/Sp)

CURRICULUM AND INSTRUCTION: TESOL

EDT 5003 Reading and the Bilingual Learner

3 semester hours

Methods and materials for the acquisition of literacy skills by elementary-level bilingual learners whose native language is not English. Complete major project. Written Spanish fluency required. PRE: Evidence of at least 8th grade-level proficiency in Spanish. (FA, SUI)

EDT 5103 Teaching English-as-a-Second Language

3 semester hours

Methods for assisting the elementary and secondary English language learners. (ELLs) to acquire fluency. Complete major project. (SP, SUII)

EDT 5113 Humanities for Bilingual Learners

3 semester hours

Curriculum and methods for elementary and secondary language arts, reading, social sciences, and fine arts specific to bilingual learners. Complete major project. Written Spanish fluency required. PRE: Evidence of at least 8th grade-level proficiency in Spanish (SP/SUI)

EDT 5203 Science and Math for Bilingual Learners

3 semester hours

Curriculum and methods for elementary and secondary sciences and math specific to bilingual learners. Complete major project. Written Spanish fluency required. PRE: Evidence of at least 8th grade-level proficiency in Spanish (FA/SUI)

EDT 5213 Bilingual Education: School, Community, and Family

3 semester hours

Historical development of bilingual education in the U.S.; rationales for bilingual education; legal aspects; involvement of community and families; local, state, and national issues; and current research findings, methods, models, and trends. Complete major project. (FA/SUI)

EDT 5303 Early Literacy & Language Acquisition

3 semester hours

Examines acquisition of a first, then second, language; cultural implications/practices of languages; literacy development of children ages 0-8; and assessing early literacy. Program design with integrated technology and current research are discussed. Best practices based on research, trends in instruction and balancing literacy instruction are additional themes. (May)

EDT 5403 Research and Evaluation of Bilingual Learners and Programs

3 semester hours

Assessment methods, instruments, and models for evaluation students and programs. Covers quantitative and qualitative research methods. Major research project related to some aspect of bilingual education. Complete major project. (SP/SUII)

EDT 5513 Culturally Diverse & Special Needs Populations

3 semester hours

theory, research, methodology, and assessment relative to the needs of multicultural and special needs and other diverse populations. emphasis on lessening the gap between program expectations and student achievement. (Winter/May/SUII)

SPA 5103 Spanish Comparative Linguistics

3 semester hours

Examines the difference between standard/conventional and dialectical. Complete major project. Spanish. Written Spanish fluency. (FA/SUI)

EARLY CHILDHOOD EDUCATION

ECE 5113 Child Growth and Development

3 semester hours

This advanced course in child growth, development and learning builds upon the foundational materials covered in the basic course in child growth, development and learning. An integration of major theories of child development is provided by focusing on contemporary research in all aspects of development, including bio-ecological, social-affective, cognitive-learning, language-cultural, and methodological aspects of research in early childhood development and education. This course focuses on preparing early childhood professionals to use empirically based research to inform their teaching of young children. For each course objective (core competency) students will demonstrate the indicators established for the master's level. (FA)

ECE 5163 Integrated Early Childhood Curriculum

3 semester hours

This advanced course focuses on developmentally appropriate content, learning environments, and curriculum implementation for children birth to age 8. It emphasizes integration of content areas (the arts, literacy, math, health, science, social studies, adaptive learning) and the development of rich learning environments for infants, toddlers, preschoolers and school age children through grade 3. This course builds upon indicators of competence established at the lower division (BS) level. For each course objective (core competency), students will demonstrate the indicators of competence established for the Master's level. (FA)

ECE 5173 Methods and Materials: Math, Science, Art

3 semester hour

This advanced course focuses on developmentally appropriate content, learning environments, and curriculum implementation for children in K-3rd grade. It emphasizes integration of content areas (the arts, literacy, math, health, science, and social studies) and the development of rich learning environments for the early primary grades with a particular focus on Math, Science and Motor Skills development. For each course objective (core competency), students will demonstrate the indicators established for the Master's level. (Sp)

ECE 5203 Educational Leadership and Supervision

3 semester hours

Functions, roles, competencies, skills (including technology) and styles of educational leadership and supervision. Includes master schedules, staff evaluation, and staff development. (cross references with EDA/EDI5203) (FA/SU)

ECE 5223 Educational Leadership and Supervision

3 semester hours

Principles of assessment, integrating technology into the assessment process and using assessment in instructional decision-making in student, program, and staff development. Includes interpretation of standardized tests and the development of portfolio assessments for students. (Cross references with EDG/EDI/EDR/SPED 5223) (FA/SU)

ECE 5233 Whole Child: Social Studies, Social Development and the Arts

3 Semester hours

This advanced course focuses on one of the core concepts of teaching primary school children: the **Whole Child** approach. Emphasis is on developmentally appropriate content, learning environments, and curriculum implementation for children from Birth through 3rd grade in a diverse society. It combines appropriate social studies content and its depictions through art, with the closely related areas of social development and family/community partnerships. Integration with other content areas is stressed to achieve the cognitive, social/emotional and physical development of all children. For each course objective (core competency), students will demonstrate the indicators established by the State of New Mexico for Early Childhood Teachers. (FA)

ECE 5263 Practicum I

3 semester hours

This advanced practicum provides opportunities for students to apply knowledge gained from ECE 5163 Integrated Early Childhood Curriculum, ECE 5173 Methods and Materials: Math, Science, Art, ECE 5303 Early Literacy and Language Acquisition and develop skills in planning and implementing developmentally appropriate learning experiences, integrated curriculum, and learning environments of children from birth to age five. Curriculum will include all content areas: the arts, health/wellness, literacy, math, social studies, science, and adaptive living skills for children with special needs.

The practicum experience will be divided equally among classrooms serving B-2 year-olds, 3-5 year-olds, and kindergartners. Thirty (30) hours at a State Licensed Head Start or NAEYC Certified child care facility will be required to be logged and signed by a supervising teacher.

Student is responsible for securing permission at the practicum site, presenting course related material to the site to ensure that all parties know what is expected.

PRE: ECE 5163, ECE 5173 and ECE 5303 (Su I, Su II)

ECE 5273 Practicum II

3 semester hours

This advanced practicum provides opportunities for students to apply knowledge gained from ECE 5163 Integrated Early Childhood Curriculum, ECE 5173 Methods and Materials: Math, Science, Art, ECE 5303 Early Literacy and Language Acquisition. In the first through third grade classrooms, students will develop skills in planning and implementing developmentally appropriate learning experiences, integrated curriculum, and learning environments for children from ages 6 through 8. Curriculum will include all content areas: the arts, health/wellness, literacy, math, social studies, science, and adaptive living skills for children with special needs.

The practicum experience will be divided equally among first, second and third grade classrooms in a State Licensed elementary school. Thirty (30) hours of logged and signed experience must be completed.

Student is responsible for securing permission at the practicum site, presenting course related material to the site to ensure that all parties know what is expected.

PRE: ECE 5263 (Su I, Su II)

ECE 5303 Early Literacy & Language Acquisition

3 semester hours

Examines acquisition of a first, then second, language, cultural implications/practices of languages, literacy development of children ages 0-8, and assessing early literacy.

Program design with integrated technology and current research are discussed. Best practices based on research, trends in instruction and balancing literacy instruction are additional themes. (May)

ECE 5313 Early Intervention: Infant and Toddler

3 semester hour

This advanced course focuses on developmentally appropriate content, learning environments, and curriculum implementation for children from birth through age two and the supporting research. It emphasizes integration of the arts, literacy, math, health, motor and social development, science, and social studies in a rich learning environment for infants and toddlers. In addition to learning about infant and toddler programs, students will learn about the field of Early Intervention and current issues in this field. For each course objective (core competency), students will demonstrate the indicators established for the Mater's level. (Su I)

ECE 5323 Practical Issues: Core Knowledge Curriculum

3 semester hour

This advanced course focuses on current issues in Early Childhood Education with special emphasis on Core Knowledge Curriculum and Professionalism. Students will develop a personal philosophy based on both current and historical research that enables them to act as mentors and advocates within the field. Students will critically evaluate both research and implementation of a variety of programs, principles, practices, methods and materials and practice presentation of their findings with others. (FA/SP)

EDUCATIONAL ADMINISTRATION

EDA 5203 Educational Leadership and Supervision

3 semester hours

Function, roles, competencies, skills—including technology, and styles of educational leadership and supervision. Includes master schedules, staff evaluation, and staff development. (Cross references with EDI 5203). (Fa/Su I)

EDA 5213 Theories of Curriculum Development

3 semester hours

Theories and principles of curriculum development, policies, and external influences on curriculum decisions with focus on integrating technology into curriculum projects. (Sp/Su II)

EDA 5303 Policies and Public Relations

3 semester hours

Development, implementation, communication, and monitoring of educational policies, procedures, and public relations. Includes collaboration and partnerships with community agencies, organizations, and businesses and the use of technology as a communication tool to enhance public relations. (Fa/SUI)

EDA 5313 Educational Law and Special Education Law

3 semester hours

Preparation of professionals through analysis and synthesis of research, legislative issues and procedures, major court decisions, and state regulations. Course also covers Special Education topics related to assessment, discipline, current litigation, recent court decisions, and education (IDEA '97/IDEA '04, Section 504, NCLB, etc.). (Cross references with EDG/EDI/SPED 5313) (Fa/Su I)

EDA 5403 Educational Finance and Facilities

3 semester hours

Public school fiscal policies and practices, sources of revenue, budgeting process, disbursement, chart of accounts, insurance, physical plant, and technology. (Sp/SUII)

EDA 5503 School Administration

3 semester hours

Roles, functions, duties, and professional development of school administrative positions as well as local and state boards of education. Includes orientation, training requirements, and position relationships for local board of education members. (Su I)

EDA 5513 Theories of Administration

3 semester hours

Theories of organizational behavior, educational management, and school administration with emphasis on strategic planning and decision-making models, paradigm shifts, and systemic changes. (May/Winter)

EDA 5523 Applied Educational Leadership

3 semester hours

Design, implementation, and evaluation of field-based projects conducted in the public schools. Includes appropriate methods in action research, legal aspects, grant writing, conference presentation techniques including the use of technology, publication guidelines, and professional development. (Su II)

EDA 5803 Internship in Educational Administration

3 semester hours

Interns will be assigned to supervisory administrators in an accredited school to participate in and observe the administrative functions of the school for a minimum of 180 clock hours. Must open and close the school year. PRE: EDU core, EDA 5203, EDA 5313, EDA 5403, and permission required. Fee: \$400. (Fa/Sp/Sum)

EDUCATIONAL DIAGNOSTICS

EDG 5103 Career Development and Transition Planning

3 semester hours

Career development theories and systems of career counseling and guidance, decision making, life planning, career education, occupational awareness, career assessment, career reports, computer-assisted programs, and transition plans. PRE: EDU 5203. Fee \$100. (Cross references with EDC 5103) (Fa/SU)

EDG 5113 Brain-Based Instruction

3 semester hours

Synthesizes recent brain research relative to practical instructional and learning activities that enhance literacy and intellectual abilities of diverse student populations. Includes brain-friendly classroom accommodations and modifications. (Cross references with EDI/EDR/SPED 5113) (Sp/SUII)

EDG 5213 High- and Low-Incidence Disability

3 semester hours

Course prepares Special Education teachers and other personnel to work with students with disabilities. All 13 exceptionalities will be explored and defined so that Special Education teachers and other personnel understand the various learning styles and individual needs presented by these students. (Sp)

EDG 5203 Diagnostic/Corrective Reading

3 semester hours

Extends the diagnostic/corrective concept to include all content areas as well as interpretation of diagnostic instruments, concepts, and task analysis. (Cross references with EDR 5203 and EDU 4203). (Fa/Sp)

EDG 5223 Advanced Assessment

3 semester hours

Principles of assessment, integrating technology into the assessment process and using assessment in instructional decision-making in student, program, and staff development. Includes interpretation of standardized tests and the development of portfolio assessments for students. (Cross references with EDI/EDR/SPED 5223) (Fa/Su)

EDG 5313 Educational Law and Special Education Law

3 semester hours

Preparation of professionals through analysis and synthesis of research, legislative issues and procedures, major court decisions, and state regulations. Course also covers Special Education topics related to assessment, discipline, current litigation, recent court decisions, and education (IDEA '97/IDEA '04, Section 504, NCLB, etc.). (Cross references with EDA/EDI/SPED 5313) (Fa/Su I)

EDG 5443 Individual Cognitive Assessment

3 semester hours

Course is designed to address the aspects of the use of individual appraisal instruments and techniques in educational evaluation of children and youth. Considerations for culturally and linguistically diverse populations will be included. Fee \$175. PRE: SPED 2103, SPED 3523 (Su/SP)

EDG 5453 Individual Achievement and Processing Assessment

3 semester hours

Covers theory and application of administering, scoring, and interpreting testing instruments designed to measure school achievement and processing in psycho-educational evaluations. The selection of reading and math inventories to individualize instruction is included. Special considerations and best practices for testing and assessment of individuals with special needs are addressed. Fee \$100. Cross references with SPED 5453) PRE: SPED 2103, SPED 3523 (Su/FA)

EDG 5463 Psycho-Educational Assessment

3 semester hours

Theory, content, administration, scoring, and interpretation of testing instruments measuring achievement, personal, social, and emotional well-being. Developing proficiency in report writing with specific recommendations for adjustment in teaching strategies, instructional materials, and classroom management strategies. Emphasis in assessment through observation methods, clinical interviewing, and the mental status exam, as well as best practices and special consideration for testing students of diversity and the ethical/legal considerations for testing. Fee \$125. (Cross reference with EDC 5463). (Sp/FA)

EDG 5473 Educational Diagnostician Process for Exceptional Learners

3 semester hours

All aspects of diagnosticians responsibilities includes: referral and evaluation processes; IEP and transition assessment and planning; information on exceptionalities; cultural and linguistic considerations; early childhood assessment and programming; cross battery assessment. PRE: All required courses (except EDG 5803) for degree or licensure plan, including leveling courses and prerequisites. (Sp/SU)

EDG 5533 Exceptional Populations in Regular Classrooms

3 semester hours

Strategies to organize, modify, and supplement curricula; to provide appropriate learning activities on an individual basis, to assess exceptional students in reading and other curricula in the regular classroom. (Cross references with EDI/EDR/SPED 5533) (Sp/SUII)

EDG 5803 Internship in Educational Diagnosticians

3 semester hours

Students must complete a minimum of 240 hours of supervised placement in a school and/or agency setting with a licensed educational diagnostician or licensed school psychologist. Must include the total diagnostician process (i.e., screening, referral, assessment, testing, evaluation, report writing, recommendations, EAR committee leadership, IEPs, and professional communication). Fee \$400. PRE: All required courses. (Fa/Sp/Sum)

SCHOOL BUSINESS ADMINISTRATION

EDB 5103 Information Technology for Managers

3 semester hours

The course examines information technology in organizations and the strategic use of information systems. Course learning will include the ethical considerations of technical resource allocation and cross-functional input.

EDB 5203 Information Technology for E-Business

3 semester hours

E-Commerce technology and business environments including E-Commerce planning and implementation, internet technologies, multimedia on the web, and web-based databases. Designing and building E-Commerce sites. It will include a module on the ethical dilemmas of managing sensitive, private information.

EDB 5223 Leadership

3 semester hours

Study of key leadership models and practical application. The course will emphasize the ethical impact of leadership on all stakeholders including employees, vendors, customers, owners, unions, and the community. The student will learn that a true transformational leader is aware of the ethical dilemma facing leadership to treat stakeholders as “ends” and not merely as “means to an end.”

EDB 5243 Controllership

3 semester hours

In-depth study of issues related to the job of Controller within a business organization. Financial and management reporting, accounting systems, tax reports, and accounting department organization will be highlighted. Ethical financial responsibility will be highlighted through case studies of ethical dilemmas facing finance professionals.

EDB 5323 Marketing Concepts of Strategies

3 semester hours

Course examines marketing functions, the institutions which perform them, and the study of marketing planning, strategy, and tactics. Includes organization, execution, and control of the marketing effort. Students will learn how to implement global marketing strategy. The connection between relationship marketing and the desired outcomes of stakeholders trust and commitment will be studied within the context of creating a partnership with stakeholders based on ethical considerations.

EDB 5343 Internal Audit Theory and Practice

3 semester hours

Extension and utilization of audit concepts and techniques with emphasis on application in internal audit departments. Internal control planning and implementation will be highlighted. The impact of the Sarbanes-Oxley Act on management’s responsibility for internal controls and ethical financial reporting and disclosure will also be studied.

EDB 5403 Human Resource Management

3 semester hours

Examination of the principles and methodology of personnel administration with emphasis on manpower planning, selection, development, and evaluation. Study of employment laws and regulations. Ethnocentric, polycentric, and geocentric global staffing issues will be explored as well as expatriation and repatriation strategies. The underpinning of this course will be based on seminal and germinal management theories and models that stress the significance of maximizing the human potential. This will be taught by highlighting the ethical significance of the human relations school of management thought where self-actualization, passion and commitment, and social responsibility are desired outcomes.

EDB 5423 Financial Management*3 semester hours*

Survey of financial management covering financial mathematics, capital budgeting, sources of capital, and financial analysis. Emphasis will be placed on working capital management as well as the ethical considerations of balancing the capital mix to maximize shareholder value without ignoring the consequences to other stakeholders.

EDB 5433 Multinational Financial Management*3 semester hours*

This course investigates issues in corporate financial management for multinational firms, including foreign exchange forecasting and risk management, multinational capital budgeting, multinational capital structure, and international financial markets. An overview of the various ethical concepts across diverse global markets will compliment the student's understanding of the complexities involved in globalization.

EDB 5503 Management Simulation*3 semester hours*

In this capstone course, students will apply MBA learning through a computerized simulation that calls for decision-making within the construct of ethical business practice which includes consideration of stakeholder theory – balancing the desire to maximize owners' investment with the interests of other stakeholders.

EDB 5803 MBA thesis*3 semester hours*

This course requires the student to communicate graduate level business knowledge. The student has the opportunity to conduct research; apply knowledge and skills learned in preceding courses to write a substantive thesis paper. The thesis may be; (1) an applied business research project; or, (2) a comparative study. Each thesis must have a leadership and ethics component.

SPECIAL EDUCATION**SPED 5113** Brain-Based Instruction*3 semester hours*

Synthesizes recent brain research relative to practical instructional and learning activities that enhance literacy and intellectual abilities of diverse student populations. Includes brain-friendly classroom accommodations and modifications. (Cross references with EDI/EDG/EDR 5113). (Sp/Su II)

SPED 5123 Learners Who Are Cognitively Different*3 semester Hours, May*

In-Depth study of the characteristics and needs of learners who are gifted and/or talented and of learners with cognitive deficits; research-based intervention strategies included for these learners.

SPED 5203 Diagnostic and Corrective Reading*3 semester hours*

This course reinforces and extends the diagnostic/corrective concept to include content areas as well as reading. Pre-service teachers administer and interpret diagnostic instruments and procedures (both formal and informal assessments). Practical application is accomplished through diagnosing and instructing the struggling readers from surrounding area schools in one-on-one settings during the school day. The application is 20-30 hours total during the semester. Pre-service teachers will learn to write evaluation reports and confer with teachers and parents. (FA/SP)

SPED 5213 Learners with Learning Disabilities*3 semester hours*

In-depth study of the characteristics and needs of learners with learning disabilities; research-based intervention strategies included for these learners. (WI)

SPED 5223 Advanced Assessment

3 semester hours

Principles of assessment, integrating technology into the assessment process and using assessment in instructional decision-making in students, program, and staff development. Includes interpretation of standardized tests and the development of career portfolios for students. (Cross references with EDG/EDI/EDR 5223). (Fa/Su)

SPED 5233 Advanced Classroom Management

3 semester hours

Strategies to manage and organize classrooms to affect change in students with unique academic or behavior problems that interfere with learning in the regular classroom. Includes student behavior, teacher behavior, and classroom climate. (SP/SUII)

SPED 5243 Learners with Behavior Disorders

3 semester hours

In-depth study of the characteristics and needs of learners with behavior disorders and learners with other exceptionalities, such as physical impairments, low/vision blindness, hearing loss and other health issues, low-incidence, etc.; research-based intervention strategies included for these learners. (SUI)

SPED 5313 Educational Law and Special Education Law

3 semester hours

Preparation of professionals through analysis and synthesis of research, legislative issues and procedures, major court decisions, and state regulations. Course also covers Special Education topics related to assessment, discipline, current litigation, recent court decisions, and education (IDEA '97/IDEA '04, Section 504, NCLB, etc.). (Cross references with EDA/EDG/EDI 5313). (Fa/Su I)

SPED 5423 Special Education Curriculum

3 semester hours

Curricula for Special Education at various levels (Pre-K through secondary, vocational adult, etc.) are discussed. Program models, curriculum development, socio-cultural issues, parenting techniques, and resource areas are explored. (SUII)

SPED 5503 Methods/Materials for Reading/Integrated Communication Arts

3 semester hours

This course provides in-depth information on the teaching of reading, writing, spelling, speaking, listening, and thinking skills, and includes reading methods and techniques for identifying, adapting, and developing instructional material; also provides instructional methodology in reading and other subject matter areas for delivery of instruction to diverse populations ranging from infancy through adulthood. The course includes inclusion, "main-streaming," or transition techniques and models. (FA/SP)

SPED 5513 Reading Instruction

3 semester hours

Reading Instruction is designed to provide students with current, research-based information on theory and practice in reading instruction. Essential components of this course include the following topics; neuropsychology, alphabets (phonics and language), best instructional practices, fluency instruction, assessments to inform classroom instruction, comprehension instruction, writing instruction, and performance standards and benchmarks. (FA/SUI)

SPED 5523 Assessment, Evaluation, Referral, and Placement of the Exceptional Learner

3 semester hours

Growth and development (social, cultural, physiological) of exceptional learners is discussed; formal and informal assessment is explored; screening, referral, and placement procedures are described; responsibilities of the Educational Appraisal and Review Committee (EARC) are described; and development of individualized Educational Plans (IEP) is discussed. (Cross references with SPED 3523) (Fa/Sp)

SPED 5533 Exceptional Populations in Regular Classrooms

3 semester hours

Strategies to organize, modify, and supplement curricula; to provide appropriate learning activities on an individual basis, to assess exceptional students in reading and other curricula in the regular classroom. (Cross references with EDG/EDI/EDR 5533). (Sp/SuII)

ADMINISTRATIVE FACULTY:

<u>David Arnold</u> (1993)	Campus Steward
<u>Dennis Atherton</u> (2003)	Provost
<u>Linda Chapman</u> (1985)	Administrative asst. to the Provost/ Debate Coach
<u>Michael Galvan</u> (2004)	director of Athletics/ Head Baseball Coach
<u>Gary Dill</u> (2002)	President
<u>Steve Hill</u> (2005)	Dean of Enrollment Service
<u>John McCance</u> (1989)	Director Scarborough Memorial Library
<u>Dee Mooney</u> (2003)	Vice President Administrative Services/CFO
<u>Jevan Muenzer</u> (2007)	Men's Soccer Coach
<u>Kevin Richardson</u> (2005)	Associate Provost for Student Life
<u>Renee M. Stark</u> (2000)	Registrar
<u>Ruth Wong</u> (2004)	SIFE, Debate Coach

FACULTY:

PROFESSORS:

<u>Gary Dill</u> (2002)	Philosophy, Religion
B.A., Houston Baptist University M.Div., Princeton Theological Seminary D.Min., Southern Baptist Theological Seminary Ph.D., The University of Texas at Austin	
<u>Barbara J. McGrath</u> (2002)	English Dean, School of Arts and Science
B.A., California State University-Dominguez Hills M.A., California State University-Dominguez Hills M.F.A., Colorado State University Ph.D., Illinois State University	
<u>Marilyn Smith</u> (1991)	Psychology, Sociology
B.S., University of the Southwest M.Ed., Eastern New Mexico University Ph.D., New Mexico State University	
<u>William Sumruld</u> (1990)	History, Religion, Philosophy
B.A., Eastern New Mexico University M.Div., Southwestern Baptist Theological Seminary Ph.D., Southwestern Baptist Theological Seminary	
<u>Marianne Westbrook</u> (2001)	Education, Psychology
B.G.S., University of New Hampshire M.A., Pacific Lutheran University Ph.D., University of Maryland	

ASSOCIATE PROFESSORS:

<u>David Arnold</u> (1993)	Business/Campus Steward
B.B.A., Baylor University B.B.A., University of the Southwest M.B.A., University of Texas of the Permian Basin	
<u>Dennis Atherton</u> (2003)	Education, Religion
B.A., Lubbock Christian University M.A., Eastern New Mexico University Ed.D., University of New Mexico	
<u>Dahwei Chang</u> (2003)	Physics, Chemistry, Computer Science, Math
B.S., National Cheng-Kung University	

M.S., Catholic Fu-Jen University
Ph.D., University of Nevada in Reno

Corinne DiBlasi (2005) Early Childhood Education, Counseling
B.S., St. Johns University
M.S., Brooklyn College
P.D., St. Johns University
Ed.D., Rutgers's State University

Mary Harris (1998) Education, Special Education
B.A., Southeastern Louisiana University
M.Sped., Eastern New Mexico University
Ed.D., Nova-Southeastern University

Steve Hill (2005) Education
B.S., West Texas A&M University
M.Ed., Texas Tech University
Ed.D., Baylor University

Bruce Mills (2002) Computer Science, Math
B.B.A., Eastern New Mexico University
M.S.C.E., University of Massachusetts
Ph.D., Illinois Institute of Technology

William Roan (2001) Mathematics
B.S., East Central State College
M.A., Louisiana State University

Mike Westbrook (2007) Education
B.S., University of Maryland
M.A., Fielding Graduate Institute
P.H.D., Fielding Graduate Institute

ASSISTANT PROFESSORS:

Kenneth Brown (2004) Theatre
B.S., Eastern New Mexico University
M.A., University of Arkansas
M.F.A., University of Missouri-Kansas City

Daniel Castillo Business/SIFE
B.A., UNADECA
M.B.A., National University

Linda Chapman (1985) Education/Debate
B.A.S., University of the Southwest
M.S.E., University of the Southwest

Susan Fox (1990) Education, Math
B.S., The College of Artesia
M.Ed., Eastern New Mexico University

Nathan Krekula (2006) Biology
A.A., Bethany Lutheran College
B.A., St. Leo University
M.L.T., George Washington University
M.B.A., American Intercontinental University

Ron Landschoot (2004) Sport Management
Softball Coach
B.B.A., Rochester Institute of Technology
M.S., University of Southern California

John McCance (1989) Communications
Director of Scarborough Memorial Library
B.A., Arizona State University
M.L.S., University of Arizona

Dee Mooney (2003) Accounting
B.B.A., Baylor University
M.Acc., University of Tennessee

Emily Navarette (2004) Bilingual Education
B.S., University of the Southwest
M.S., University of the Southwest

<u>Kevin Richardson</u> (2005)	Religion
B.A., Central Bible College	
M.A., Assemblies of God Theological Seminary	

<u>Tom Wilson</u> (2001)	Accounting, Management, Finance
B.B.A., National University	
B.B.A., University of the Southwest	
Certified Public Accountant	
Graduate of New Mexico School of Banking-	
University of New Mexico	
M.B.A., National University	

EMERITUS FACULTY

Linda Aycock	Professor of Education
John Larry Goldman	Professor of History/Political Science
Kenneth Sagerty	Professor of Education
Gertrude Thompson	Professor of Business
Joan M. Tucker	Professor of Business
Robert Woodmansee	Professor of Biology

STAFF

Melody Arnold (2006)	Personnel Services Director
Kelley Atkinson (2002)	Accounts Payable
Paul Baker (2007)	Tennis Coach
M.E.A., Eastern New Mexico University	
Steve Burback (2004)	Head Athletic Trainer
B.A., Metropolitan State College of Denver	
B.A., Colorado State University	
Betty Burris (1999)	Secretary – Library
Angie Byrd (2007)	Woman Soccer Coach
B.A., Newman University	
M.S., Wichita State	
Linda Chapman (1985)	Executive Assistant to Provost
B.A.S., University of the Southwest	
M.S.E., University of the Southwest	
Jennifer Cramer (2007)	Womens Basketball Coach
B.B.A., Oklahoma Panhandle University	
B.B.A., Oklahoma Panhandle University	
M.E.D., West Texas A&M	
Sharon Dearing (2004)	Administrative Assistant to Dean of Education
Melissa Ferguson (2007)	Director of Residence Life
B.S., Harding University	
Maria Fierro (2002)	Executive Assistant to Chief Financial Officer
Joshua Ford (2007)	Senior Network Administrator
A.S., New Mexico Junior College	
Michael Galvan (2004)	Baseball Coach/Athletic Director
B.S., University of the Southwest	
M.S., Emporia State University	
Cyndi Garrison (1997)	Technical Services – Library
James Griffin (2006)	Mailroom Coordinator
Shawnta Griffin (2007)	Admission Specialist
B.B.A., University of the Southwest	

Daniel Hayden (2006) B.A., Wayland Baptist University	Golf Coach
Brenda Henning (2007) B.A., Grandview College	Director of Marketing/PR
Steve Hill (2005) B.S., West Texas A&M University M.Ed., Texas Tech University Ed.D., Baylor University	Dean of Enrollment Services
Dawny Kringle (2006)	Personnel Services/ Business Office
Rebecca Larmon (2006)	Assistant to the Registrar
Ron Landschoot (2004)	Womans Softball Coach
Kerrie Mitchell (2004) B.A.S., University of the Southwest	Financial Aid Director
Jevan Muenzer (2007) B.S., Baker University M.S., Eastern Illinois University	Men's Soccer Coach
James Ortiz (2007) B.A. Texas State University	Cross Country/Track Coach
Kevin Richardson (2005) B.A., Central Bible College M.A., Assemblies of God Theological Seminary	Associate Provost for Student Life/Campus Minister
Jill Ridings (2008)	Enrollment Office Coordinator
Evelyn Rising B.A.S., University of the Southwest	Assistant Registrar/Academic Advisor
Becky Sheppard (1993)	Administrative Assistant Arts & Science/Business
Olivia Sisneros (2005)	Cashier
Charlotte Smith (1997) B.A.S., University of the Southwest	Director of Technology
Renee Stark (2000) A.A., New Mexico Junior College B.B.A., University of the Southwest M.S.E., University of the Southwest	Registrar
Vivian Sumney (2007)	Food Services Director
Ashley Taylor (2006)	Admission Operations Coordinator
Yvette Vasquez (2006) B.A., Northwest University	Student Success Coordinator
Linda Woodfin (2003) A.S., New Mexico Junior College	Executive Assistant to the President
Quinn Wooldridge B.S.E., Oklahoma Baptist University M.S.E., East Central University	Mens Basketball Coach

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Nancy Shaw	Chair
Paula Smith	Vice Chair
Stacy Maclaskey	Treasurer

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Mike Hoyl	Lovington, New Mexico
Stacy Maclaskey	Hobbs, New Mexico
Monty Newman	Hobbs, New Mexico
Prakash Ranka	Hobbs, New Mexico

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Joe Epstein	Carlsbad, New Mexico
Gay Kernan	Hobbs, New Mexico
Barbara Tinley	Hobbs, New Mexico

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Edmundo Castaneda	Hobbs, New Mexico
George Klein	Ft. Worth, Texas
Judy Lunardon	Carlsbad, New Mexico
Nancy Shaw	Hobbs, New Mexico

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Debra Hicks	Hobbs, New Mexico
Betty King	Roswell, New Mexico
David Pyeatt	Hobbs, New Mexico
Paula Smith	Hobbs, New Mexico
Sam Spencer	Hobbs, New Mexico

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Richard Dunham	Midland, Texas
Heather Evans	Hobbs, New Mexico
Buster Goff	Hobbs, New Mexico
Reinhard Hinterreither	Hobbs, New Mexico
Sandra Newell	Hobbs, New Mexico

PRESIDENTS OF COLLEGE

1956 – 1960 [Hobbs Baptist College]	Clarence B. Evans
1960 – 1964 [NM Baptist College]	Nell McLeroy
1964 – 1970 [University of the Southwest]	J.L. Burke
1970 – 1971	C.B. Wivel
1971 – 1974	Eugene Hughes
1975 – 1984	Bruce Evans
1984 – 1986	Robert Galvan
1986 – 1987	W.L. McDonnell
1987 – 1989	Herman Barlow
1989 – 2002	Joan M. Tucker
2002 – Present	Gary A. Dill

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