

2010-2011

Graduate Course Catalog



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

MESSAGE FROM THE PRESIDENT

Dear Friend,

University of the Southwest is dedicated to being a Christ-centered educational community where students learn to be servant leaders by emphasizing faith, responsibility, and initiative in our curriculum and activities. Both on our campus through face-to-face learning experiences and through the variety of our internet-based programs, we are a vibrant academic enterprise.

We are a community of faith that is not aligned with any particular denomination – our faculty and staff comes from a wide variety of Christian traditions. Governed by an independent Board of Trustees, we are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. We participate actively in the Council for Christian Colleges and Universities. As a member of the Red River Athletic Conference and the National Association of Intercollegiate Athletics (NAIA), we embrace the “Champions of Character” core values of respect, responsibility, integrity, servant leadership, and sportsmanship. We welcome a diverse student body who represent a complementary diversity of race, religion, creed, and national origin.

We are confident that you will receive more from us than an education – you will also develop life-long relationships and values that will help you succeed.

Welcome to the journey!

Gary A. Dill, Ph.D., President

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## ACADEMIC CALENDAR

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### FALL 2010

Classes Begin .....	August 23
Last Day to Drop/Add Classes .....	August 30
Labor Day Holiday .....	September 6
Mid Semester .....	October 22
Last Day to Drop with a "W" .....	November 12
Thanksgiving Holiday .....	November 24-26
Final Exams .....	December 6-10

### WINTERMESTER 2010/2011

Classes Begin .....	December 13
Last Day to Drop/Add Classes .....	December 14
Christmas Holiday .....	December 20-24
New Year's Holiday .....	December 31
Last Day to Drop with a "W" .....	January 4
Final Exams .....	January 14

### SPRING 2011

Martin Luther King Jr. Holiday .....	January 17
Classes Begin .....	January 18
Last Day to Drop/Add Classes .....	January 25
Mid Semester .....	March 9
Spring Break .....	March 21-25
Special Campus Holiday .....	March 25
Last Day to Drop with a "W" .....	April 15
Good Friday Holiday .....	April 22
Final Exams .....	May 2-6
Commencement .....	May 7

### MAYMESTER 2011

Classes Begin .....	May 9
Last Day to Drop/Add Classes .....	May 10
Last Day to Drop with a "W" .....	May 19
Memorial Day Holiday .....	May 30
Final Exams .....	May 31

### SUMMER 2011

Summer I (four weeks) Classes Begin .....	June 6
Summer (eight weeks) Classes Begin .....	June 6
Summer/Summer I Last Day to Drop/Add Classes .....	June 7
Summer Last Day to Drop with a "W" .....	June 14
Summer I Last Day to Drop with a "W" .....	June 16
Summer I Final Exams/Classes End .....	July 1
Fourth of July Holiday .....	July 4
Summer II (four weeks) Classes Begin .....	July 5
Summer II Last Day to Drop/Add Classes .....	July 6
Summer II Last Day to Drop with a "W" .....	July 14
Summer/Summer II Final Exams .....	August 1
Summer/Summer II Classes End .....	August 1

# General Information

## 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 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.

## 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:

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.



# Student Services

## STUDENT ACTIVITIES

### DISTINGUISHED LECTURE 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 University and the public free of charge. Lecturers in this series have included Dave Barry, John Naisbitt, Justice Alan Page, David McCullough, Marvin Hamlisch, Lynn Swann, Kenny Houston, Oliver North, Ben Stein, Tony Dungy, Jim Lehrer, Jo Frost and Dr. Robert Ballard.

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*; Christopher Gardner, author of *The Pursuit of Happiness*; award-winning educator, Erin Gruwell; and actor, musician and author, Tom Sullivan.

### ALUMNI ASSOCIATION

Southwest graduates are inducted into the Association during their graduation ceremony. Alumni are informed of campus events through the Mustang newsletter and other campus mailings. Annual homecoming weekend activities include on-campus athletic events and awards for the Distinguished Young Alumni and Alumni of the Year. There is no membership fee.

### SPECIAL AWARDS

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

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

### AWARDS PRESENTED AT GRADUATION

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

### GENERAL SERVICES AND POLICIES

Because 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 University and to reflect the standards of the University. The University reserves the right to suspend or dismiss students who do not comply with these standards when, in the judgment of University officials, the welfare of the school or other students is being compromised. Similarly, the University 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.

General student conduct standards are explained in the student handbook.

### CAMPUS SOLICITATIONS

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

### 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. To reserve a room please contact the Administrative Assistant to the Provost.

### 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 Provost for Student Life.

### TEXTBOOK PURCHASES

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

### STUDENT RIGHTS WITH REGARD TO EDUCATION RECORDS

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 University 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 he 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 UNIVERSITY TO REFUSE ACCESS

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

- financial statement(s) of the student's parent(s);
- 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;
- records connected with an application to attend the University;
- Records excluded from FERPA's definition of educational records.

### THE UNIVERSITY'S RIGHT TO REFUSE TO PROVIDE COPIES

In the following situations, University of the Southwest reserves the right to deny copies of records that FERPA does not require is made available:

- the student has unpaid financial obligations to the University;
- there is an unresolved disciplinary action against the student

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

- School officials who have legitimate educational interest in the information request the records;
- 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;
- 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;
- a student requests or receives financial aid, and it is necessary to determine the student's eligibility for financial aid;
- organizations conduct certain studies for or on behalf of the University;
- accrediting organizations require the information;
- it is necessary to provide the information in order to comply with a judicial order or lawfully issued subpoena;

- Appropriate parties require the information in response to health or safety emergencies.

### AVAILABILITY OF RECORDS OF REQUESTS FOR DISCLOSURE

The University 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.

### DIRECTORY

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

### 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 36,500 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 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 200 newspaper, journal, and periodical titles.

### LIBRARY SERVICES

Scarborough Memorial Library is part of a seven-member library consortium, the Estacado 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. The

University 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.

#### ADDITIONAL LIBRARY FACILITIES

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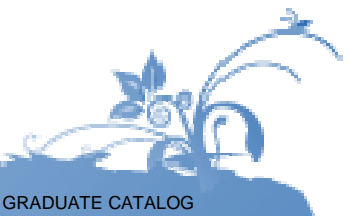
As well as all library collections and services, Scarborough Memorial Library houses a computer classroom and two additional classrooms. A favorite study area, the two-story interior library atrium is also used for formal and informal campus and community activities.

#### LIBRARY REGULATIONS

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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 or be a current student at USW. 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.



# Financial Information

## TUITION AND FEES FOR 2010-2011

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

Changes are effective June 1<sup>st</sup> of that academic year.

Tuition per semester hour	\$ 512.00
Audit: per semester hour	\$ 256.00
Directed Study Fee	\$ 200.00
Continuation Fee (Internship/Practicum)	\$ 400.00
Schedule Change Fee*	\$ 20.00
Graduation Fee	\$ 90.00
Diploma Replacement	\$ 50.00

\*This change made for any course change(s) other than those required by the University.

## OTHER FEES

Intern Teaching Fee	\$ 150.00
Placement Service Fee	\$ 10.00
Credit By Exam Fee	\$ 50.00
Record Fee (on transcript) per credit hour	\$ 25.00
Transcript (official)	\$ 5.00
Transcript (domestic-Fax only)	\$ 10.00
Transcript (student)	\$ 1.00
Late Payment Fee	\$ 30.00
Late Registration Fee	\$ 50.00

## PAYMENT PLAN

Contact the Business Office or website for details.

## 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.

## 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

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.

Students completely withdrawing from the University on or before the 60 percent point of the fall or spring semesters 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. The student must contact the Office of the Registrar to initiate a withdrawal.

Students completely withdrawing from the University on or before the last day of the first week of classes of any short term semester (i.e. winter, may, summer) will receive a 50% refund of their tuition, fees, room, and board. There will be NO REFUND from withdrawal of any charges after the last day of the first week of classes.

### REPAYMENT DISTRIBUTION POLICY

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

- 1) Direct Stafford Loan
- 2) Direct PLUS
- 3) Federal Pell Grant
- 4) Federal Supplemental Educational Opportunity Grant
- 5) Other Title IV 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. These refunds apply to students receiving federal student aid including Pell Grants, student loans, and supplemental educational opportunity grants.

### FINANCIAL AID POLICIES

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.

## APPLICATION DATES

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 student apply as early as possible to initiate processing of the awards before registration.

## APPLYING FOR FINANCIAL AID

Free Application for Federal Student Aid (FAFSA) at [www.Fafsa.ed.gov](http://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.

## SOURCES OF ASSISTANCE

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, work-study assignments.

Students are responsible for completing the necessary forms for eligibility.

For details regarding all types of financial aid at Southwest, please visit [www.usw.edu](http://www.usw.edu).

## ELIGIBILITY FOR FINANCIAL ASSISTANCE

Financial aid requirements for Southwest Graduate programs are as follows:

- 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.
- The Free Application for Federal Student Aid (FAFSA) must be repeated for each academic year at Southwest. The University reserves the right to adjust any aid if there is a change in the need, academic, or financial status of the recipient.
- 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.

## VETERANS' BENEFITS

Veterans eligible to receive various veterans' benefits should inquire at the University 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.

## 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 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 a 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 successfully complete at least 6 credit hours without receiving financial assistance.

## RIGHT TO APPEAL FINANCIAL AID DECISIONS

Each student has the right to appeal any financial aid decision made on their behalf. The appeal must be made in writing to the Office of Financial Aid, C/O the Director of Financial Aid discussing the circumstances being appealed. The Financial Aid Review Board will then rule on the appeal.

# Academic Information

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 University 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 University.

## ADMISSIONS PROCEDURES AND POLICIES

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 graduate 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.usw.edu](http://www.usw.edu) or by mail at:

University of the Southwest  
Office of Enrollment Services  
6610 Lovington Highway  
Hobbs, New Mexico 88240

Questions regarding admission may be submitted by email to [admission@usw.edu](mailto:admission@usw.edu), or by phone at 575-392-6563 or 800-530-4400.

## CRITERIA

Admission to the graduate program is open to qualified applicants with a bachelor's degree from a college or university accredited by the appropriate accrediting association and recognized by University of the Southwest. Applicants for admission must have earned a 3.0 grade point average (GPA) on a 4.0 scale as an undergraduate. Applicants who have earned less than a 3.0 cumulative grade point average may be considered for conditional acceptance to a graduate program on an individual basis.

Applicants 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 professions, 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 University 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 University.

## PROCESS

University of the Southwest expects applicants to the Master of Business Administration program or the Master of Science in Education program to be well-qualified professionals, to be grounded in practical experience, and to be able to demonstrate effective communication skills (i.e., oral, written, and technology skills).

To be considered for admission to the Master of Business Administration program or the Master of Science in Education program, the applicant must:

- Complete the online Graduate Application and contact Enrollment Services.
- Remit the \$50 application fee to the Business Office (Note: The graduate application fee is waived for applicants who hold degrees from University of the Southwest).
- Submit required transcript(s) to the Office of Enrollment Services. A student who has applied and whose official transcript has not been received by the Office of Enrollment Services may be conditionally admitted to a graduate program. For unconditional admission, an official transcript that reflects conferral of the baccalaureate degree from the accredited undergraduate institution must be submitted within the first semester of being registered for graduate courses.

All graduate candidates will meet with an initial advisor, who will work with the candidate to determine the appropriate class (es) for the candidate's first semester. In addition, during the first semester, the candidate will

- Contact the appropriate graduate program advisor,
- Decide what course(s) to take in upcoming semester, and
- Self-register for appropriate classes online. Candidates who are unable to self-register may contact the Registrar's Office.
- Master of Science in Education applicants must also submit the following items to the Office of Enrollment Services for review by the School of Education:
  - A current resume
  - A 3-5 page paper appropriate to the specialization that describes the applicant's philosophy of education
  - Two recommendation forms (one from the most recent employer/supervisor)
  - A copy of licensure/certificate if required for your program

The candidate must take EDU 5523 Educational Research at the *first available opportunity* and *must make a grade of B, or better*. If the candidate earns a grade lower than a *B*, the candidate must retake EDU 5523.

## UNCONDITIONAL ADMISSION

All of the above processes must be completed and all criteria met for unconditional admission.

Unconditional admission to School of Education also requires that applicants complete appropriate leveling courses.

All admission decisions are recommended by the graduate faculty of the corresponding schools of instruction and confirmed by the Office of Enrollment Services based on the judgment of the evidence presented to the Committee.

### 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.

### POST-MASTER'S LICENSURE-ONLY PROGRAM ADMISSION

All admission decisions for Post-Master's Licensure-Only programs 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:

- The candidate must hold a Master's Degree from an accredited college or university.
- The candidate has completed and signed an official application for graduate study and has paid the application fee.
- The candidate has submitted required transcript(s) of previous college work which documents a GPA of 3.0 or better on a 4.0 scale.
- The candidate has submitted a copy of the respective licensure or certification, if applicable.
- The candidate has submitted the two reference forms from the admission packet (one must be from the most recent employer/supervisor).
- The candidate has provided a current resume.

### 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. The non-degree candidate may complete no more than 9 semester hours of coursework. After completing 9 hours the non-degree candidate must apply to the graduate program or discontinue taking graduate classes.

### RE-ADMISSION TO THE GRADUATE PROGRAM

A graduate candidate who has attended Southwest previously but who has not attended during the past academic year must contact the Office of Enrollment Services to reactivate active student status. A graduate candidate who has not been enrolled at Southwest for two academic years or longer will return under policies stated in catalog that is current at the time of their return.

### 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). 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 Graduate Program Advisor.

### EDUCATIONAL ADMINISTRATION LICENSURE IN NEW MEXICO

A graduate candidate seeking licensure in educational administration must meet the following requirements:

- Bachelor's degree and Master's degree from a regionally accredited college or university; and
- A minimum of 6 years of teaching experience; and a
- Valid New Mexico Level 2 teaching license; and
- 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
- An apprenticeship/internship as defined in the New Mexico State Regulations; and
- Satisfactory demonstration of the New Mexico Secretary of Public Education's Level 3B competencies; and
- Passage of the entry-level licensure NMTA examination adopted by the New Mexico Secretary of Public Education.

### EDUCATIONAL DIAGNOSTICS LICENSURE IN NEW MEXICO

A graduate candidate seeking licensure in educational diagnostics must meet the following requirements:

- Bachelor's degree and Master's degree from a regionally accredited college or university; and
- 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;
- 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
- Pass any required NMTA exams.

### SCHOOL COUNSELOR LICENSURE IN NEW MEXICO

A graduate candidate seeking licensure as a school counselor, Grades PreK-12, must meet the following requirements:

- Bachelor's degree and Master's degree from a regionally accredited college or university in a discipline other than school counseling; and
- 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; and
- Demonstrate three (3) years of documented, verified satisfactory experience in one or a combination of the following areas: (a) teaching (minimum, Level II license), educational administration, or school counseling; (b) clinical practice; (c) mental health work; and
- Pass any required NMTA exams.

### PROFESSIONAL CLINICAL MENTAL HEALTH COUNSELOR IN NEW MEXICO

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 that include the completion of a minimum of 42 semester hours of graduate coursework, 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.

### LICENSURE OF CANDIDATES FROM STATES OTHER THAN NEW MEXICO

Candidates, who reside in a state other than New Mexico, must contact the appropriate licensing bureau in their state in order to determine if their state will recognize our programs and grant a license to the candidate who earns a Master's degree from our University.

### NOTIFICATION OF ADMISSION STATUS

Written notification of graduate admission or non-admission is communicated to the candidate by the Office of Enrollment Services.

### MASTER OF SCIENCE IN EDUCATION (MSE)- APPROVAL BY SOE

Admission into the specified MSE graduate program will be communicated to the candidate by the School of Education.

### 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 program 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. *A grade of B or better must be earned in EDU 5523 or the candidate must repeat the course and earn at least a B.* 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 PROGRESS

Graduate candidates must maintain a minimum, cumulative grade point average (CGPA) of 3.0 for all graduate work completed. Graduate coursework taken at another college or university, in which the candidate earned below a *B*, *will not be accepted in transfer* to a USW graduate program. A candidate who receives a *C*, *D*, or *F* in a course will be placed on academic probation. Furthermore, no more than one *C* will be allowed to count toward the Master's degree. Candidates who earn more than one *C*, *D*, or an *F* will be allowed to continue in the program but must retake complete the course(s), at the first opportunity in order to remove a second *C*, *D*, or an *F*, which can help raise a low GPA. Failure to raise the CGPA to 3.0 after two semesters may result in permanent expulsion from the Graduate Program. A USW course may be repeated a maximum of two times.

### 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 University 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 University personnel will contribute to a happy and productive college career.

### NON-DISCRIMINATION POLICY

University of the Southwest admits student of any race, color, national and ethnic origin. The University does not discriminate in the administration of academic policies, admission policies, scholarship and loan programs, athletic programs, or any other

university administered policy or program.

### 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 University.

### 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. If a candidate receives financial aid they must contact the Financial Aid Office if he or she takes less than six hours or work.

### GRADING

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

A	90 to 100	4.00
B	80 to 89	3.00
C	70 to 79	2.00
D	60 to 69	1.00
F	< 60	0.00
*I	Incomplete	
*W	Withdrawn	
*CR	Credit	
*NC	No Credit	

The GPA 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 GPA is 2.0.

\*Are not included in calculating the GPAs (GPA).

### INCOMPLETE WORK

An Incomplete (I) Grade is not usually allowed for coursework. Any candidate request for an incomplete grade must be recommended by the course instructor 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.

### 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.

### ACADEMIC INTEGRITY

The University is strongly committed to nurturing academic excellence, truth, responsibility, and integrity. The University 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.

The Southwest community assumes responsibility for fostering academic integrity.

- The University assumes responsibility for establishing, publishing, and consistently enforcing policies that ensure academic integrity.
- Students are responsible for understanding what is expected from every academic assignment and what would indicate academic dishonesty. Students are advised to follow each instructor's syllabi and abide by the guidelines set forth.
- Each faculty member has the responsibility of clearly articulating the University's position on academic honesty and the requirements of assignments.

### ACADEMIC STATUS:

#### ACADEMIC PROBATION

Graduate students must maintain a minimum, cumulative grade point average (GPA) of 3.0 for all graduate work completed. Graduate coursework taken at another college or university, in which the candidate earned below a B, *will not be accepted in transfer* to a USW graduate program. A candidate who receives a C, D, or F in a course will be placed on academic probation. Furthermore, no more than one C will be allowed to count toward the Master's degree. Candidates who earn more than one C, D, or F will be allowed to continue in the program but must **retake** the course(s), at the first opportunity in order to remove a second C, D, or an F, which can help raise a low GPA. Failure to raise the GPA to 3.0 after two semesters may result in permanent expulsion from the Graduate Program. A USW course may be repeated a maximum of two times.

## 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.

## DEALING WITH INCIDENTS OF ACADEMIC DISHONESTY

When a case of academic dishonesty is detected, it is the instructor's responsibility to distinguish between a minor infraction and a major one, and 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:

- only warn, i.e., issue a warning to the student(s) without any penalty in grades;
- 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
- 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:

- The nature of the violation and its severity,
- details as to time, place, and persons involved,
- any available supporting evidence, and
- the specific grade penalty imposed.

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

## STUDENT'S RIGHT TO APPEAL

The student may appeal the instructor's decision to the Academic Dean. 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 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:

- look up the student's record of past incidents of dishonesty
- schedule an appointment with the student to review this policy and give him/her an opportunity to discuss the incident
- consider requests from the student for additional time to gather evidence
- 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

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

The Provost's decision is final and cannot be appealed. The Provost 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 Provost's decision is final and cannot be appealed.

## GRADUATE INTERNSHIP

Candidates enrolled in Internship (EDA/EDC/EDG 5803, EDA5803c, EDC5803y, EDC5803z, EDG5803c) will receive a "NC" until all course requirements are met. Upon completion of the internship, the University supervisor will submit a final grade.

After registering for the internship for the first time, candidates have one calendar

year to complete the internship. Candidates must register for the **continuing internship course** (EDA5803c, EDC5803y, EDC5803z, EDG5803c) for each subsequent term but will not be charged any additional tuition during that same calendar year. However, if a candidate is unable to complete the internship within the first calendar year, he or she must register and pay tuition for continuing the internship course for a second calendar year, even though the candidate may not need the entire second year to complete the internship.

### GRADE APPEAL PROCESS

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 or Dean of Business. 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.

### SPECIAL NEEDS

Candidates who have special needs are encouraged to submit a copy of the most recent diagnostic test results in which the special need was evaluated, an Individual Education Plan (IEP), or other supporting documentation that may assist the Director of Special Services to recommend an educational plan for the candidate and determine the reasonable feasibility of the University to assist this student with their academic endeavors. Any candidate requesting special accommodations shall disclose any and all information relevant to the University's determination of such services. This may include the candidate's submission to additional testing required by the University, which will be the responsibility of the candidate. Any student who fails to self-disclose all of the appropriate documentation and information or refuses to submit to recommended university 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.

### 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 University, or be subject to discrimination by the University, 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 University 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.

### 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 UNIVERSITY

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".

### ALTERNATIVE COLLEGE CREDIT

#### 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 external credits, internal credits, or a combination of both. All candidates who are interested in pursuing credit options must first meet with their graduate program advisor to obtain approval of the desired credit option.

#### External Credits:

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.

### 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:

- Candidate consults with his or her graduate program advisor to determine eligibility for credit options, including concurrent enrollment.
- Candidate completes appropriate USW forms, a written request, and any documentation required to assist in determining whether the request can be approved. These documents must be delivered to the graduate program advisor.
- The advisor, dean and/or 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.
- 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.

### CONCURRENT ENROLLMENT

To register for concurrent enrollment, complete the Application for Concurrent Enrollment and obtain approval from the graduate program advisor, registrar, and Provost.

### CREDIT BY PORTFOLIO FOR PRIOR LEARNING

Gaining credit for prior learning requires candidates to enroll in USW 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.

### 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.

### CHALLENGE 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.

### 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).

### CORRESPONDENCE CREDIT

No correspondence course credit may be applied to a graduate degree.

### 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.

### COURSES TAKEN IN TRANSFER

To request acceptance of course work completed prior to the last 6 years, a written request must be submitted to the Program Advisor. Acceptance of these courses for credit will be based on candidate demonstration of proficiency and currency in subject areas under consideration.

### 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 9 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).

### 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:

- a student must make a request, in writing, to the appropriate official of the University 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;
- the University will make a decision to comply or not. If it decides not to comply, the University must notify the student of the decision and advise the student of his or her right to a hearing;
- upon the student's written request, the University will schedule a hearing and notify the student in advance of the date, place, and time;
- the hearing will be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an official of the University. 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;
- 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;
- 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;
- 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;
- 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.

### 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 University.
- The student's financial aid files are incomplete or the proper exit forms have not been signed.
- The student has kept University property or has done damage to University property.
- The student has disciplinary action(s) pending.

### GRADUATE INTERNSHIP AND PRACTICUM

Candidates must contact their graduate program advisor, 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). Candidates have one calendar year (three continuous semesters; eight-week summer semester included) to complete the internship. Candidates enrolled in internship will receive an incomplete “I” grade until the course requirements are met. Internships must be completed within 3 semesters (one calendar year) and within the 6-year time limit for the degree. Extensions beyond three semesters must be requested, in writing, to the candidate's advisor. After the three-semester (one year) time limit, the candidate will also be required to register for the Internship again and pay the current tuition.

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

- submit an application for the appropriate internship within the required time frames,
- meet all of the leveling requirements and prerequisites for internship,
- be approved for unconditional admission to the graduate program, and
- 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

- proof of professional liability insurance,
- supervision agreement form(s),
- written approval from the school district or agency (will be requested by the Graduate Records Office),
- completion of all pre-requisites, and
- 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.

### GRADUATION POLICIES

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.

### GRADUATION PETITION

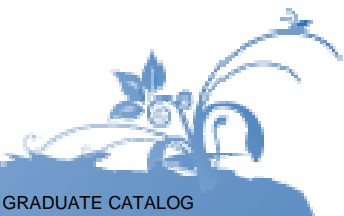
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Each graduate candidate must complete an application for graduation in the Office of the Registrar by the end of the second week of the semester in which the candidate anticipates completion of the graduate program. If the candidate plans to complete the graduate program during the summer session, application must be made by the end of the second week of the summer session.

### GRADUATION CEREMONY

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It is the policy of the University 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 Programs

## ACADEMIC COURSE IDENTIFICATION

Department	Designation
ECE	Early Childhood Education
EDA	Educational Administration
EDB	School Business Administration
EDBL	C & I: Bilingual Education
EDC	Mental Health/School Counseling
EDG	Educational Diagnostics
EDI	Curriculum and Instruction (C & I)
EDR	C & I: Reading
EDT	C & I: TESOL
EDU	Education
MBA	Master of Business Administration
SPED	Special Education
USW	University Course

## COURSE DESIGNATION BY NUMBER

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.

## COURSE DESCRIPTION

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, FA1 is Wintermester, SP is Spring, SP1 is Maymester, and SU, SU1, SU2 are 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 that consists of educational foundation courses, and generally, it is recommended that the candidate completes 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, Early Childhood Education, 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.

## MASTER OF BUSINESS ADMINISTRATION

**PREREQUISITE:** A bachelor's degree in a business-related field from an accredited college.

MBA 5523 Business Statistics Research Design  
 MBA 5103 Information Technology for Managers  
 MBA 5203 Information Technology for E-Business  
 MBA 5223 Leadership  
 MBA 5243 Controllershship  
 MBA 5323 Marketing Concepts and Strategies  
 MBA 5343 Internal Audit Theory and Practice  
 MBA 5403 Human Resource Management  
 MBA 5423 Financial Management  
 MBA 5433 Multinational Financial Management

## MASTER OF SCIENCE IN EDUCATION (MSE) DEGREES

### COUNSELING- MENTAL HEALTH SPECIALIZATION

Mental health counseling is an area of study that can result in excellent career opportunities and great personal satisfaction. The University's Mental Health Counseling Master's program offers a thorough curriculum that includes online course work and field experiences designed to prepare each individual for New Mexico licensure eligibility. Theoretical knowledge and practical skills needed to diagnosis and treat mental and emotional disorders will be taught by skilled and knowledgeable professors who are also licensed professionals. Individuals who select this profession may pursue mental health counselor positions within community, various institutions, and/or private practice sites in New Mexico. *Candidates from other states must check with a representative of their state's licensure bureau for Mental Health counseling in order to determine if USW's degree program will be accepted for licensing purposes.*

### COUNSELING- SCHOOL COUNSELING SPECIALIZATION

The School Counseling program is accredited by the New Mexico Public Education Department to prepare school counselors for licensure. The School Counseling program focuses on the relations and interactions between students and their school environment with the expressed purpose of reducing the effect of environmental and institutional barriers that impede student academic success. The profession fosters conditions that ensure educational equity, access, and academic success for all students P-12. *Candidates from other states must check with a representative of their state's licensure bureau for Mental Health counseling in order to determine if USW's degree program will be accepted for licensing purposes.*

### CURRICULUM AND INSTRUCTION SPECIALIZATION

The Curriculum and Instruction (C & I) 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; a written or oral comprehensive exam and an e portfolio are required, no internship is required. This program can be aligned with USW's post baccalaureate licensure program for New Mexico candidates who are interested in acquiring a teaching license. *Candidates from other states must contact a representative with their state's department of education in order to determine if USW's degree program will be accepted for licensing purposes.*

### CURRICULUM AND INSTRUCTION-BILINGUAL SPECIALIZATION

Curriculum and Instruction: Bilingual program 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. Spanish proficiency required. This program can be aligned with USW's post-baccalaureate licensure program for New Mexico candidates who are interested in acquiring a teaching license. *Candidates from other states must contact a representative with their state's department of education in order to determine if USW's degree program will be accepted for licensing purposes.*

### CURRICULUM AND INSTRUCTION READING SPECIALIZATION

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. A written or oral comprehensive exam is required. This program can be aligned with USW's post-baccalaureate licensure program for New Mexico candidates who are interested in acquiring a teaching license. *Candidates from other states must contact a representative with their state's department of education in order to determine if USW's degree program will be accepted for licensing purposes.*

### CURRICULUM AND INSTRUCTION-TESOL SPECIALIZATION

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. This program can be aligned with USW's post-baccalaureate licensure program for New Mexico candidates who are interested in acquiring a teaching license. *Candidates from other states must contact a representative with their state's department of education in order to determine if USW's degree program will be accepted for licensing purposes.*

### EARLY CHILDHOOD EDUCATION SPECIALIZATION

The Masters in Early Childhood Education (ECE) is a standalone 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. This option, 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. This program is offered as a non-licensure program. However, *candidates from other states must contact a*

*representative with their state's department of education in order to determine if USW's degree program will be accepted for licensing purposes.*

### EDUCATIONAL ADMINISTRATION SPECIALIZATION

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. *Candidates from other states must contact a representative with their state's department of education in order to determine if USW's degree program will be accepted for licensing purposes.*

### EDUCATIONAL DIAGNOSTICS SPECIALIZATION

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. This program prepares New Mexico candidates who are interested in acquiring a diagnostician's license. *Candidates from other states must contact a representative with their state's department of education in order to determine if USW's degree program will be accepted for licensing purposes.*

### SCHOOL BUSINESS ADMINISTRATION SPECIALIZATION

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. This program is offered as a non-licensure program. *Candidates from other states must contact a representative with their state's department of education in order to determine if USW's degree program will be accepted for licensing purposes.*

### SPECIAL EDUCATION SPECIALIZATION

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! This is a 36-credit hour program a written or oral comprehensive exam and an e-portfolio are required; no internship is required. This program is a 36-credit-hour program; no internship is required. This program can be aligned with USW's post-baccalaureate licensure program for New Mexico candidates who are interested in acquiring a teaching license. *Candidates from other states must contact a representative with their state's department of education in order to determine if USW's degree program will be accepted for licensing purposes.*

**MSE: EDUCATIONAL ADMINISTRATION**

**Prerequisite for Licensure in New Mexico:** Must be a Level-3 Teacher with 6 years of experience + NMTA pass on Ed Ad Exam. For more information go to <http://www.nmcpr.state.nm.us/nmac/parts/title06/06.062.0002.htm>

**Leveling Courses** (Credits do *not* apply to degree):  
EDU/SPED 1101 Field Observation  
EDU 2103 Foundations of Education

**Required Courses:**

EDU 5103/ Instructional Strategies (FA/SU1)  
EDU 5203/ Theories of Learning & Human Development (FA1/SP1)  
EDU 5513/ Culturally Diverse & Special Needs Population (FA1/SP1/SU2)  
EDU 5533/ Program Development and Management (FA1/SP1/SU)  
EDU 5523/ Educational Statistics & Research Design (FA/SP/SU)  
EDA 5203/ Educational Leadership and Supervision (FA/SU1)  
EDA 5213/ Theories of Curriculum Development (SP/SU2)  
EDA 5303 Policies and Public Relations (FA/SU1)  
EDA 5313/ Educational Law (FA/SU1)  
EDA 5403 Educational Finance & Facilities (SP/SU2)  
**Choose one course from the following:**  
EDA 5503 School Administration\*\* (TBA)  
EDA 5513 Theories of Administration\*\* (FA1/SP1)  
EDA 5523 Applied Educational Leadership\*\* (TBA)  
**Required Internship:**  
EDA 5803/ Internship in Educational Administration (FA/SP/SU)

/Indicates courses that are cross-referenced

**Total Hours: 36**

**MSE: SCHOOL COUNSELING**

**Prerequisite for Licensure in New Mexico:** Pass the NMTA for school counselors. For more information go to <http://www.nmcpr.state.nm.us/nmac/parts/title06/06.062.0002.htm>

**Leveling Courses** (Credits do *not* apply to degree):

EDU/1101 Field Observation (FA/SP)  
 SPED/2103 Introduction to Special Education (FA/SP)  
 EDU 5203 Learning & Human Development (FA1/SP1)  
 EDU 5513 Culturally Diverse & Special Needs Populations (FA1/SP1/SU2)

**Required Courses:**

Take the first four courses listed in the order listed

**EDU 5523 Educational Research (FA/SP/SU) Take with EDC5323**

**EDC 5323 Counseling Theories (FA/SP/SU) Take with EDC 5523**

**EDC 5313 Counseling Techniques (FA/SP/SU)**

**EDC 5213 Professional & Ethical Issues in Counseling (FA1/SP1)**

EDC/5103 Career Development & Life Planning (FA/SP/SU)

EDC 5403 Group Counseling (FA/SP/SU)

EDC 5413 Counseling Families (FA/SU1)

EDC 5423 Child & Adolescent Counseling (FA/SP/SU)

EDC 5433 Introduction to Play Therapy \* (SP)

EDC 5533/ Program Develop. & Management (FA1/SP1/SU2)

**Choose a total of 9 hours (three courses) from the following:**

EDC 5463/ Psycho-Educational Assessment (FA/SP/SU)

EDC 5523 Psychopathology (FA/SP/SU)

EDC 5543 Counseling Traumatized Clients \* (SU2)

EDC 5553 Introduction to Addictions Counseling \* (FA1/SP1)

EDC 5813 Graduate Counseling Practicum I\* (FA/SP)

**Required Internship**

EDC 5803S Internship in School Counseling (FA/SP/SU)

EDC 5803Y **Continuing** Internship in School Counseling (FA/SP/SU)

EDC/ Indicates cross-referenced courses.

**Total Hours: 42**

**MSE: MENTAL HEALTH COUNSELING****Leveling Courses** (Credits do *not* apply to degree):

EDU 5203 Learning & Human Development (FA1/SP1)  
 EDU 5513 Culturally Diverse & Special Needs Populations (FA1/SP1/SU2)

**Required Courses:**

Take the first three courses listed in the order listed

**EDU 5523 Educational Research (FA/SP/SU) Take with EDC5323**

**EDC 5323 Counseling Theories (FA/SP/SU) Take with EDC 5523**

**EDC 5313 Counseling Techniques (FA/SP/SU)**

EDC/5103 Career Development & Life Planning (FA/SP/SU)

EDC 5213 Professional & Ethical Issues in Counseling (FA1/SP1)

EDC 5403 Group Counseling (FA/SP/SU)

EDC 5413 Counseling Families (FA/SU1)

EDC 5423 Child & Adolescent Counseling (FA/SP/SU)

EDC 5463 Psycho-Educational Assessment (FA/SP/SU)

EDC 5523 Psychopathology (FA/SP/SU)

**Choose one course from the following:**

EDC 5433 Introduction to Play Therapy \* (SP)

EDC 5553 Introduction to Addictions Counseling\* (FA1/SP1)

EDC 5543 Counseling Traumatized Clients \* (SU2)

EDC 5533 Program Development Management\* (FA1/SP1/SU2)

**(Total of 6 hours of practicum + 3 hours of internship required for LMHC, LPC, LPCC)**

EDC 5813 Graduate Counseling Practicum I (FA/SP)

EDC 5813 Graduate Counseling Practicum II (FA/SP)

EDC 5803M Internship in Mental Health Counseling (FA/SP/SU)

/ Indicates cross-referenced course

**Total Hours: 42**

**CURRICULUM AND INSTRUCTION (C & I): NON-LICENSURE****Leveling Courses:** (Credits do *not* apply to degree):

EDU/SPED 1101 Field Observation  
EDU 2103 Foundations of Education

**Core Course Requirements:**

EDU 5103 Instructional Strategies (FA/SU1)  
EDU 5203 Learning & Human Development (FA1/SP1)  
EDU 5513 Culturally Diverse & Special Needs Pops (FA1/SP1/SU2)  
EDU 5523 Educational Research (FA/SP/SU)

**Specialization Course Requirements:**

EDI 5113/ Brain-Based Instruction (SP/SU2)  
EDI 5123/ Professionalism, Issues, and Ethics in Education (FA/SU1)  
EDI 5133 Advanced Instructional Technology (SP/SU2)  
EDI 5213/ Theories of Curriculum Development (SP/SU2)  
EDI 5223/ Advanced Assessment (FA/SU)  
EDI 5233 Advanced Classroom Management (SP/SU2)  
EDI 5533/ Exceptional Populations in Reg Classrooms (SP/SU2)  
EDI 5333/ Reading Comprehension/Core Knowledge (SP/SU2) -or-  
EDI 5203/ Educational Leadership and Supervision (FA/SU1)

**Optional: Elementary & Secondary (Teaching) Licensure Plans**

Contact your USW advisor or Professor Sue Fox for information.

/ Indicates courses that are cross-referenced

**Total Hours: 36**

**C & I: BILINGUAL**

**Pre-Requisite:** 12 credit hours in Spanish or 8<sup>th</sup> grade proficiency (some classes taught in Spanish only)

**Optional: Elementary & Secondary (Teaching) Licensure Plans**

Contact your USW advisor or Professor Sue Fox for information.

**Licensure Information:** Examine the New Mexico Public Education Department's Bilingual Endorsement requirements found at <http://www.nmcpur.state.nm.us/nmac/parts/title06/06.064.0010.htm>

**Required Courses**

EDU 5203 Learning & Human Development  
EDU 5523 Educational Research  
EDBL 5003/ Reading and the Bilingual Learner  
EDBL 5103/ Teaching English-as-a-Second Language  
EDBL 5113/ Humanities for Bilingual Learners  
EDBL 5203/ Science & Math for Bilingual Learners  
EDBL 5213/ Bilingual Education: School, Community, & Family  
EDBL 5303/ Early Literacy & Language Acquisition  
EDBL 5403/ Research and Evaluation of Bilingual Learners & Programs  
EDBL 5513 Culturally Diverse & Special Needs Population  
EDBL 5703/ Topics in Bilingual Education  
SPA 5103 Spanish Comparative Linguistics

/ Indicates courses that are cross-referenced.

**Total Hours: 36**

**C & I: READING****Leveling Courses:** (Credits do *not* apply to degree):

EDU/SPED 1101 Field Observation  
EDU 2103 Foundations of Education

**Core Course Requirements:**

EDU 5103 Instructional Strategies (FA/SU1)  
EDU 5203 Learning & Human Development (FA1/SP1)  
EDU 5513 Culturally Diverse & Special Needs Pops (FA1/SP1/SU2)  
EDU 5523 Educational Research (FA/SP/SU)

**Specialization Course Requirements:**

EDI 5113/ Brain-Based Instruction (SP/SU2)  
EDI 5123/ Professionalism, Issues, and Ethics in Education (FA/SU1)  
EDI 5133 Advanced Instructional Technology (SP/SU2)  
EDI 5213/ Theories of Curriculum Development (SP/SU2)  
EDI 5223/ Advanced Assessment (FA/SU)  
EDI 5233 Advanced Classroom Management (SP/SU2)  
EDI 5533/ Exceptional Populations in Reg Classrooms (SP/SU2)  
EDI 5333/ Reading Comprehension/Core Knowledge (SP/SU2) **-or-**  
EDI 5203/ Educational Leadership and Supervision (FA/SU1)

/ Indicates courses that are cross-referenced

**Total Hours: 36**

**C & I: TESOL****Optional: Elementary & Secondary (Teaching) Licensure Plans**

Contact your USW advisor or Professor Sue Fox for information.

**Licensure Prerequisite:** See the New Mexico Public Education

Department's TESOL Endorsement requirements found at  
<http://www.nmcpr.state.nm.us/nmac/parts/title06/06.064.0010.htm>

**Required Courses**

EDU 5203 Learning & Human Development  
EDU 5523 Educational Research  
EDBL 5003/ Reading and the Bilingual Learner  
EDBL 5103/ Teaching English-as-a-Second Language  
EDBL 5113/ Humanities for Bilingual Learners  
EDBL 5203/ Science & Math for Bilingual Learners  
EDBL 5213/ Bilingual Education: School, Community, & Family  
EDBL 5303/ Early Literacy & Language Acquisition  
EDBL 5403/ Research and Evaluation of Bilingual Learners & Programs  
EDBL 5513 Culturally Diverse & Special Needs Population  
EDBL 5703/ Topics in Bilingual Education  
SPA 5103 Spanish Comparative Linguistics

/ Indicates courses that are cross-referenced.

**Total Hours: 36**

**MSE: EDUCATIONAL DIAGNOSTICS**

**Prerequisite for Licensure in New Mexico** Pass the NMTA for educational diagnosticians. For more information go to <http://www.nmcpr.state.nm.us/nmac/parts/title06/06.063.0004.htm>

**Leveling Courses:** (Credits **do not** apply to degree)

SPED 2103 Intro to Special Education (FA1/SP1)

SPED 3523 Assessment, Evaluation, Referral, & Placement of Exceptional Learners (FA/SP)

**Required Courses:**

EDU 5203 Learning & Human Development (FA1/SP1)

EDG 5313 Educational & Special Education Law (FA/SU1)

EDU 5513 Culturally Diverse & Special Needs Pops (FA1/SP1/SU2)

EDU 5523 Educational Research (FA/SP/SU)

EDG 5103/ Career Development & Transition Planning (FA/SP/SU)

EDR 5113/ Brain-Based Reading Instruction (SP/SU2)

EDG 5203/ Diagnostic & Corrective Reading (FA/SP)

EDG 5223/ Advanced Assessment (FA/SU)

EDG 5443A Individual Cog Assessment: Test Admin. (FA/SP)

EDG 5443B Individual Cog Assessment: Interp/Rept Writing (SU)

EDG 5453A Individual Ach & Processing Assessment: Test Admin (FA/SU)

EDG 5453B Individual Ach & Processing Assessment: Interp/Rept Writing (SP)

EDG 5463 Psycho-Educational Assessment (FA/SP/SU)

EDG 5533/ Exceptional Populations in Regular Classrooms (SP/SU2)

EDG 5803 Internship in Educational Diagnostics (FA/SP/SU)

\*EDG 5123/ High- & Low-Incidence Disabilities (SP) \*

\*EDG 5473 Educational Diagnostic Process for Except Learners (SP) \*

/ Indicates courses that are cross-referenced (SUBTOTAL 33 HOURS)

\*Indicates optional courses

**Total Hours: 45**

**MSE: SCHOOL BUSINESS ADMINISTRATION**

**Licensure in New Mexico:** For those interested in seeking licensure as a School Business Official K-12, go to <http://www.nmcpr.state.nm.us/nmac/parts/title06/06.063.0012.htm>

**Leveling Course:** (Credits do not apply to degree)

EDU 5403 Educational Finance and Facilities

**Required Courses:**

EDU 5523 Educational Research- Business

EDB 5103/ Information Technology for Managers

EDB 5203/ Information Technology for E-Business

EDB 5223/ Leadership

EDB 5243/ Controllershship

EDB 5323/ Marketing Concepts and Strategies

EDB 5343/ Internal Audit Theory and Practice

EDB 5403/ Human Resource Management

EDB 5423/ Financial Management

EDB 5433/ Multinational Financial Management

EDB 5503/ Management Simulation

EDB 5803/ Thesis/Capstone

/ Indicates courses that are cross-referenced

**Total Hours: 36**

**MSE: EARLY CHILDHOOD EDUCATION**

**Prerequisites:** Bachelor's degree in Early Childhood Education or related field.

**Leveling Courses:** (Credits *do not* apply to degree)

EDU/SPED 1101 Field Observation (FA, SP)  
 EDU 2103 Foundations of Education (FA, SP)  
 SPED 2103 Intro to Special Education (FA, SP)  
 CSI 2203 Educational Technology (FA, SP)

**Required Courses:**

EDU 5513 Culturally Diverse/Special Needs (FA-1/SP-1)  
 EDU 5523 Educational Research (FA, SP, SU) - Take at first opportunity.  
 ECE 5113/ Child Growth and Development (FA)  
 ECE 5163/ Integrated EC Curriculum (FA)  
 ECE 5173/ Methods and Materials: Math, Science, Motor (SP)  
 ECE 5223/ Advanced Assessment (SU)  
 ECE 5233/ Whole Child: Social Studies, Social Dev, Arts (FA)  
 ECE 5263 Practicum I (FA, SP)  
 ECE 5273 Practicum II (FA, SP)  
 ECE 5303/ Early Literacy and Language Acquisition (SP1)  
 ECE 5323 Practical Issues: Core Knowledge Curriculum (FA, SP)

**Electives: Choose one course from the following:**

ECE 5203/ Educational Leadership and Supervision (FA, SU1)  
 ECE 5313 Early Intervention: Infant and Toddler (SU1)

/ Indicates courses that are cross-referenced  
 Practicum- Head Start Programs recommended

**Total Hours: 36**

**MSE: SPECIAL EDUCATION**

**Optional Licensure Plan Information:** See your USW advisor or Professor Sue Fox about post-bachelor Licensure Plans.

**Licensure Requirements for New Mexico:** Go to the New Mexico Public Education Department's Special Education Licensure Web site at <http://www.nmcpr.state.nm.us/nmac/parts/title06/06.061.0006.htm>.

**Leveling Courses:** (Credits so *not* apply to degree)

SPED 2103 Introduction to Special Education (FA/SP)  
 EDU 5203 Learning & Human Development (FA1/SP1)  
 EDU 5513 Culturally Diverse & Special Needs Population (FA1/SP1/SU2)

**Required Courses:**

EDU 5523 Educational Research (FA/SP/SU)  
 SPED 5533/ Exceptional Populations in Regular Classrooms (SP/SU2)  
 SPED 5113/ Brain-Based Instruction (SP/SU1)  
 SPED 5123/ Learners Who Are Cognitively Different (SP1)  
 SPED 5213/ Learners with Learning Disabilities (FA1)  
 SPED 5223/ Advanced Assessment (FA/SU)  
 SPED 5233/ Advanced Classroom Management (SP/SU)  
 SPED 5243/ Learners with Behavior Disorders (SU1)  
 SPED 5313/ Educational Law and Special Education Law (FA/SU1)  
 SPED 5423/ Special Education Curriculum (SU2)  
 SPED 5503/ Methods/Materials for Reading/Intg. Com. Arts (FA/SU1)

**Choose one course from the following:**

SPED 5203/ Diagnostic and Corrective Reading (FA/SP)  
 SPED 5513/ Reading Instruction (FA/SU1)

/ Indicates courses that are cross-referenced

**Total Hours: 30**

## LICENSURE: EDUCATIONAL DIAGNOSTICS

**Pre-Requisites:** Master's degree and valid professional license OR 3 years' related experience. (6NMAC 4.2.3.10)

**Leveling Courses:** (Credits do *not* apply to degree)

SPED 3523 Assessment, Evaluation, Referral, & Placement of Exceptional Learners

EDU 5513 Culturally Diverse & Special Needs Pop's (FA/SP1/SU2)

EDG 5533/ Exceptional Pop's in Reg Classrooms (SP/SU2)

**Required Courses:**

EDG 5103/ Career Development & Transition Planning (FA/SP/SU)

EDG 5203/ Diagnostic & Corrective Reading (FA/SP)

EDG 5223/ Advanced Assessment (FA/SU)

EDG 5313 Educational & Special Ed Law (FA/SU1)

EDG 5443A Individual Cog Assessment: Test Administration (FA/SP)

EDG 5453B Individual Cog Assessment: Interp & Report Writing (SU)

EDG 5453A Individual Ach & Proc. Assessment Test Admin (FA/SU)

EDG 5453B Individual Ach & Proc. Assessment Interp & Rept Writing (SP)

EDG 5463 Psycho-Educational Assessment (FA/SP/SU)

EDG 5803 Internship in Educational Diagnostics (SP/FA/SU)

\*EDG 5123/ High- & Low-Incidence Disabilities (SP) \*

\*EDG 5473 Educational Diag. Process for Except Learners (SP) \*

/ Indicates courses that are cross-reference

\*Indicates optional courses

**Total Hours: 30**

## LICENSURE: EDUCATIONAL ADMINISTRATION

**Pre-Requisites:** In order to begin this plan, the individual must already have a Master's degree in another area. Level III license and six years of teaching experience required + NMTA pass on Ed Ad Exam. See the New Mexico Public Education Department's ED AD licensure requirements found at <http://www.nmcpr.state.nm.us/nmac/parts/title06/06.062.0002.htm>

**Required Courses:**

EDA 5203/ Educational Leadership and Supervision

EDA 5303 Policies and Public Relations

EDA 5313/ Educational and Special Education Law

EDA 5403 Educational Finance & Facilities

EDA 5803/ Internship in Educational Administration (Required)

**Select 6 hours (two courses) from the following:**

EDU 5413/ Program Development and Management

EDA 5213/ Theories of Curriculum Development

EDA 5503 School Administration

EDA 5513 Theories of Administration

EDA 5523 Applied Educational Leadership

/ Indicates courses that are cross-referenced

**Total Hours: 21**

## LICENSURE: SCHOOL COUNSELING

**Prerequisites:** Master's Degree; Clinical Practice; or Mental Health work in the United States; NMTA pass on School Counseling Exam  
Refer to New Mexico Public Education Department Web Site for Regulations/Competencies for licensure (6.63.6 NMAC)

**Leveling Courses:** (Credits do *not* apply to degree)

EDU/1101 Field Observation

SPED/2103 Introduction to Special Education

EDU 5203 Learning & Human Development

EDU 5513 Culturally Diverse & Special Needs Populations

**Required Courses:**

EDC/5103 Career Development & Life Planning (FA/SP/SU)

EDC 5213 Professional & Ethical Issues in Counseling (FA1/SP1)

EDC 5313 Counseling Techniques (FA/SP/SU)

EDC 5323 Counseling Theories (FA/SP/SU)

EDC 5403 Group Counseling (FA/SP/SU)

EDC 5423 Child & Adolescent Counseling (FA/SP/SU)

EDC 5433 Introduction to Play Therapy \* (SP)

EDC 5533/ Program Develop. & Management (FA1/SP1/SU2)

**Choose a total of 9 hours (three courses) from the following:**

EDC 5413 Counseling Families (FA/SU1)

EDC 5463/ Psycho-Educational Assessment (FA/SP/SU)

EDC 5523 Psychopathology (FA/SP/SU)

EDC 5543 Counseling Traumatized Clients \* (SU2)

EDC 5553 Introduction to Addictions Counseling \* (FA1/SP1)

EDC 5813 Graduate Counseling Practicum I\* (FA/SP)

**Required Internship**

EDC 5803S Internship in School Counseling (FA/SP/SU)

EDC/ Indicates cross-referenced courses.

**Total Hours: 36**

## Course Descriptions

### EDUCATION-CORE

#### EDU 5103 Instructional Strategies 3 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/SU1)

#### EDU 5123 Professionalism, Issues, and Ethics in Education 3 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/SU1)

#### EDU 5203 Learning and Human Development 3 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. (FA1/SP1)

#### EDU 5513 Culturally Diverse and Special Needs Populations 3 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. (FA1/SP1/SU2)

#### EDU 5523 Educational Research 3 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 American Psychological Association (APA) style, rudiments of statistical concepts and the Institutional Review Board (IRB) process. *Must be taken at the first opportunity. Must earn a B or better.* (FA/SP/SU)

#### EDU 5533 Program Development and Management 3 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) (FA1/SP1/SU2)

### COUNSELING

#### EDC 5103 Career Development and Transition Planning 3 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/SP/SU)

#### EDC 5213 Professional and Ethical Issues in Counseling 3 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. (FA1/SP1)

#### EDC 5313 Counseling Techniques 3 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. (FA/SP/SU)

#### EDC 5323 Counseling Theories 3 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 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 (FA/SP)

#### EDC 5413 Counseling Families 3 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. (FA/SU1)

#### EDC 5423 Child and Adolescent Counseling 3 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 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 (FA/SP)

#### EDC 5463 Psycho-Educational Assessment 3 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) (FA/SP/SU)

#### EDC 5523 Psychopathology 3 Hours

Overview of diagnostic categories as described in the DSM IV-TR. Focus on the assessment and treatment of mental disorders. (FA/SP/SU)

#### EDC 5533 Program Development and Management 3 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) (FA1/SP1/SU2)

**EDC 5543 Counseling Traumatized Clients**  
*3 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 (FA1/SU2)

**EDC 5553 Introduction to Addictions Counseling**  
*3 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 (FA1/SP1)

**EDC 5563 Clinical Supervision of Counselors**  
*3 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. (SU2)

**EDC 5803 Internship in Counseling**  
*3 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/SU)

**EDC 5813 Graduate Counseling Practicum I**  
*3 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)

**EDC 5823 Graduate Counseling Practicum II**  
*3 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)

**CURRICULUM AND INSTRUCTION (C & I)**

**EDI 5113 Brain-Based Reading Instruction**  
*3 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/SU2)

**EDI 5123 Professionalism, Issues, and Ethics in Education**  
*3 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/SU1)

**EDI 5133 Advanced Instructional Technology**  
*3 Hours*  
Instructional technology and primary innovations related to applications in the teaching-learning process. (SP/SU2)

**EDI 5203 Educational Leadership and Supervision**  
*3 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 & ECE 5203). (FA/SU1)

**EDI 5213 Theories of Curriculum Development**  
*3 Hours*  
Theories and principles of curriculum development, policies, and external influences on curriculum decisions with focus on integrating technology into curriculum projects. (SP/SU2)

**EDI 5223 Advanced Assessment**  
*3 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 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/SU2)

**EDI 5313 Educational Law and Special Education Law**  
*3 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/SU1)

**EDI 5333 Reading Comprehension/Core Knowledge**  
*3 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/SU2)

**EDI 5533 Exceptional Populations in Regular Classrooms**  
*3 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/SU2)

**C & I: BILINGUAL**

EDBL 5003 Reading and the Bilingual Learner  
3 Hours

Methods and materials for the acquisition of literacy skills by elementary-level bilingual learners whose native language is not English. Complete major project. Spanish fluency required. (FA/SUI)

EDBL 5103 Teaching English-as-a-Second Language  
3 Hours

Methods for assisting the elementary and secondary English language learners. (ELLs) to acquire fluency. Complete major project. (SP/SU2)

EDBL 5113 Humanities for Bilingual Learners  
3 Hours

Curriculum and methods for elementary and secondary language arts, reading, social sciences, and fine arts specific to bilingual learners. Complete major project. Spanish fluency required. (SP/SU2)

EDBL 5203 Science and Math for Bilingual Learners  
3 Hours

Curriculum and methods for elementary and secondary sciences and math specific to bilingual learners. Complete major project. Spanish fluency required (FA/SUI)

EDBL 5213 Bilingual Education: School, Community, and Family  
3 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 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 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/SU2)

EDBL 5513 Culturally Diverse & Special Needs Populations  
3 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. (FA1/SP1/SU2)

EDBL 5703 Topics in Bilingual Education  
3 Hours

Various topics on current requests and needs to bilingual education. Spoken and written Spanish fluency required. (SP/SU2)

SPA 5103 Spanish Comparative Linguistics  
3 Hours

Examines the difference between standard/conventional and dialectical. Complete major project. Spanish fluency required. (FA/SUI)

**C & I: READING**

EDR 5103 History and Philosophy of Reading  
3 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. (FA1)

EDR 5113 Brain-Based Instruction  
3 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/SU2)

EDR 5203 Diagnostic/Corrective Reading  
3 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 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 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. (SP1)

EDR 5333 Reading Comprehension/Core Knowledge  
3 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/SU2)

EDR 5413 Reading in the Content Area  
3 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/SU2)

EDR 5533 Exceptional Populations in Regular Classrooms  
3 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/SU2)

EDR 5803 Internship C&I: Reading  
3 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)

### C & I: TESOL

EDT 5003 Reading and the Bilingual Learner

3 Hours

Methods and materials for the acquisition of literacy skills by elementary-level bilingual learners whose native language is not English. Complete major project. (FA/SU1)

EDT 5103 Teaching English-as-a-Second Language

3 Hours

Methods for assisting the elementary and secondary English language learners. (ELLs) to acquire fluency. Complete major project. (SP/SU2)

EDT 5113 Humanities for Bilingual Learners

3 Hours

Curriculum and methods for elementary and secondary language arts, reading, social sciences, and fine arts specific to bilingual learners. Complete major project. (SP/SU2)

EDT 5203 Science and Math for Bilingual Learners

3 Hours

Curriculum and methods for elementary and secondary sciences and math specific to bilingual learners. Complete major project. (FA/SU1)

EDT 5213 Bilingual Education: School, Community, and Family

3 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/SU1)

EDT 5303 Early Literacy & Language Acquisition

3 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. (SP1)

EDT 5403 Research and Evaluation of Bilingual Learners and Programs

3 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. Complete major project. (SP/SU2)

EDT 5513 Culturally Diverse & Special Needs Populations

3 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. (FA1/SP1/SU2)

SPA 5103 Spanish Comparative Linguistics

3 Hours

Examines the difference between standard/conventional and dialectal. Complete major project. Written Spanish fluency required. (FA)

### EARLY CHILDHOOD EDUCATION

ECE 5113 Child Growth and Development

3 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 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 Hours

This advanced course focuses on developmentally appropriate content, learning environments, and curriculum implementation for children in K-3<sup>rd</sup> 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 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/SU1)

ECE 5223 Advanced Assessment

3 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 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 3<sup>rd</sup> 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 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 (FA/SP)

## ECE 5273 Practicum II

3 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 (FA/SP)

## ECE 5303 Early Literacy &amp; Language Acquisition

3 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. (SP1)

## ECE 5313 Early Intervention: Infant and Toddler

3 Hours

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. (SU1)

## ECE 5323 Practical Issues: Core Knowledge Curriculum

3 Hours

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. (SP)

## EDUCATIONAL ADMINISTRATION

## EDA 5203 Educational Leadership and Supervision

3 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 & ECE 5203). (FA/SU1)

## EDA 5213 Theories of Curriculum Development

3 Hours

Theories and principles of curriculum development, policies, and external influences on curriculum decisions with focus on integrating technology into curriculum projects. (SP/SU2)

## EDA 5303 Policies and Public Relations

3 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/SU1)

## EDA 5313 Educational Law and Special Education Law

3 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/SU1)

## EDA 5403 Educational Finance and Facilities

3 Hours

Public school fiscal policies and practices, sources of revenue, budgeting process, disbursement, chart of accounts, insurance, physical plant, and technology. (SP/SU2)

## EDA 5503 School Administration

3 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. (SU1)

## EDA 5513 Theories of Administration

3 Hours

Theories of organizational behavior, educational management, and school administration with emphasis on strategic planning and decision-making models, paradigm shifts, and systemic changes. (FA1/SP1)

## EDA 5523 Applied Educational Leadership

3 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. (SU2)

**EDA 5803 Internship in Educational Administration**

*3 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/SU)

**EDUCATIONAL DIAGNOSTICS**

**EDG 5103 Career Development and Transition Planning**

*3 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/SP/SU)

**EDG 5113 Brain-Based Reading Instruction**

*3 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/SU2)

**EDG 5123 High- and Low-Incidence Disability**

*3 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 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 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 SPED Law**

*3 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/SU1)

**EDG 5443A Individual Cognitive Assessment: Test Administration**

*3 Hours*

Course is designed to address administration and scoring of individual appraisal instruments and techniques in intellectual evaluation of children and adults. Considerations for culturally and linguistically diverse populations will be included. Fee \$175. PRE: SPED 2103, SPED 3523 (FA/SP)

**EDG 5443B Individual Cognitive Assessment: Interpretation & Report Writing**

*3 Hours*

Course focuses on interpretation of cognitive assessment test results and writing up of results. Includes Statistics and psychometric theory, due process rights, evaluation of test instruments, and requirements for evaluation of various exceptionalities. PRE: EDG 5443A (SU-8 weeks)

**EDG 5453A Individual Achievement and Processing Assessment: Test Administration**

*3 Hours*

Course is designed to address administration and scoring of individual achievement and processing instruments and techniques in psycho-educational evaluation of children and adults. Considerations for culturally and linguistically diverse populations will be included. Fee \$175. (FA/SU)

**EDG 5453B Individual Achievement & Processing Assessment: Interpretation & Report Writing**

*3 Hours*

Course focuses on interpretation of achievement and processing test results and writing up of results. Statistics and psychometric theory, due process rights, critical evaluation of test instruments, and requirements for evaluation of various exceptionalities. PRE: EDG 5453A. (SP)

**EDG 5463 Psycho-Educational Assessment**

*3 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). (FA/SP/SU)

**EDG 5473 Educational Diagnostician Process for Exceptional Learners**

*3 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. Optional \$250 rental fee for test kits (must register for EDG 5473R). Students pay for shipping and insurance. PRE: All required courses (except EDG 5803) for degree or licensure plan, including leveling courses and prerequisites. (SP)

**EDG 5533 Exceptional Populations in Regular Classrooms**

*3 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/SU2)

**EDG 5803 Internship in Educational Diagnosticians**

*3 Hours*

Students must complete a minimum of 300 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, IEP committee leadership, IEPs, and professional communication). Opt. \$375 rental fee for test kits (must register for EDG 5803R). Students pay for shipping and

insurance. Continuation fee \$400. PRE: All required courses. (FA/SP/SU)

### MASTER OF BUSINESS ADMINISTRATION

#### MBA 5523 Business Statistics Research Design

3 Hours

Quantitative and qualitative research design with emphasis on direct application to a business related setting. Techniques for locating, analyzing, and evaluating business research.

Application of American Psychological Association (APA) style, rudiments of statistical concepts and the Institutional Review Board (IRB) process. *Must be taken at the first opportunity.* (FA/SP)

#### MBA 5103 Information Technology for Managers

3 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. (SU2)

#### MBA 5203 Information Technology for E-Business

3 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. (FA)

#### MBA 5223 Leadership

3 Hours

Study of key leadership models and practical application. The course emphasizes 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." (SP)

#### MBA 5243 Controllershship

3 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. (SP1/SU1)

#### MBA 5323 Marketing Concepts and Strategies

3 Hours

Course examines marketing functions, the institutions that perform them, and the study of marketing planning, strategy, and tactics. Includes organization, execution, and control of the marketing plan. Students learn how to implement global marketing strategy. The connection between relationship marketing and the desired outcomes of stakeholders trust and commitment are studied within the context of creating a partnership with stakeholders based on ethical considerations. (SP)

#### MBA 5343 Internal Audit Theory and Practice

3 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.

#### MBA 5403 Human Resource Management

3 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 underpinnings of this course are based on seminal and germinal management theories and models which stress the significance of maximizing the human potential. This course is taught by highlighting the ethical significance of the human relations school of management where self-actualization, passion and commitment, and social responsibility are desired outcomes. (FA)

#### MBA 5423 Financial Management

3 Hours

Survey of financial management covering financial mathematics, capital budgeting, sources of capital, and financial analysis. Emphasis is 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.

#### MBA 5433 Multinational Financial Management

3 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. (FA)

#### MBA 5513 Transforming Business in the 21<sup>st</sup> Century

3 Hours

This course is designed to address specific issues that have emerged from globalization and severe economic collapse. "Soft skills" such as emotional intelligence, communication and interpersonal skills, people-focused managerial capabilities, and conflict resolution are inculcated within a framework of ethical leadership. Technical competencies including congruence of organizational mission, culture, and core competencies are evaluated as essential components of strategic planning. The course concludes by illustrating how the soft skills and technical competencies may be utilized to maximize the organization's value chain process. PRE REQ: MBA 5523, MBA 5223

#### MBA 5803 Thesis/Capstone

3 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. (SP)

### SCHOOL BUSINESS ADMINISTRATION

#### EDB 5103 Information Technology for Managers

3 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.

## COURSE DESCRIPTIONS

### EDB 5203 Information Technology for E-Business 3 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 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 Controllershship 3 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 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 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. (FA1)

### EDB 5403 Human Resource Management 3 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 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 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 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 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 Reading Instruction 3 Hours

Synthesizes recent brain research relative to practical instructional and learning activities that enhance literacy

## COURSE DESCRIPTIONS

and intellectual abilities of diverse student populations. Includes brain-friendly classroom accommodations and modifications. (Cross references with EDI/EDG/EDR 5113). (SP/SU2)

### SPED 5123 Learners Who Are Cognitively Different 3 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. (SP1)

### SPED 5203 Diagnostic and Corrective Reading 3 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 Hours

In-depth study of the characteristics and needs of learners with learning disabilities; research-based intervention strategies included for these learners. (FA1)

### SPED 5223 Advanced Assessment 3 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 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/SU2)

SPED 5243 Learners with Behavior Disorders  
*3 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. (SU1)

SPED 5313 Educational Law and Special Education Law  
*3 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/SU1)

SPED 5323 Nature & Needs of the Gifted  
*3 Hours*

The student will learn the current and historical issues in the field of gifted education. The intellectual, social, emotional developmental and educational characteristics of gifted students are introduced. Appropriate educational opportunities and programming are discussed. Issues in

identification of the gifted, special gifted populations, and current research are reviewed. (SP)

SPED 5423 Special Education Curriculum  
*3 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. (SU2)

SPED 5503 Methods/Materials for Reading/Integrated Communication Arts  
*3 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/SU1)

SPED 5513 Reading Instruction  
*3 Hours*

Reading Instruction is designed to provide students with current, research-based information on theory and practice in ready instruction. Essential components of this course include the following topics; neuropsychology, alphabetic (phonics and language), best instructional practices, fluency instruction, assessments to inform classroom instruction, comprehension instruction, writing instruction, and performance standards and benchmarks. (FA/SU1)

SPED 5523 Assessment, Evaluation, Referral, and Placement of the Exceptional Learner  
*3 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 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/SU2)

#### USW COURSES

USW 5903 Portfolio Assessment of Prior Learning  
*3 Hours*

The course is designed to assist adult learners in assessing their experiential background and preparing a portfolio demonstrating their collegiate level knowledge. (FA/SP/SU)

# Faculty and Staff

## PRESIDENTS

1956 – 1960 (Hobbs Baptist College)  
 1960 – 1964 (NM Baptist College)  
 1964 – 1970 (College of the Southwest)  
 1970 – 1971  
 1971 – 1974  
 1975 – 1984  
 1984 – 1986  
 1986 – 1987  
 1987 – 1989  
 1989 – 2002  
 2002 – Present (University of the Southwest)

**CLARENCE B. EVANS**  
**NELL MCLEROY**  
**J.L. BURKE**  
**C.B. WIVEL**  
**EUGENE HUGHES**  
**BRUCE EVANS**  
**ROBERT GALVAN**  
**W.L. MCDONNELL**  
**HERMAN BARLOW**  
**JOAN M. TUCKER**  
**GARY A. DILL**

## ADMINISTRATIVE FACULTY

**David Arnold 1993**  
**Dennis Atherton 2003**  
**Paul Baker 2009**  
**Jordan Bodine 2009**  
**Linda Chapman 1985**  
**Gary Dill 2002**  
**Michael Galvan 2004**  
**Ron Landschoot 2004**  
**John McCance 1989**  
**Dee Mooney 2003**  
**Brad Moser 2009**  
**Evelyn Rising 2007**

Business/Campus Steward  
 Provost  
 Tennis Coach  
 Student Success Coordinator  
 Administrative Asst. to the Provost/Debate Coach  
 President  
 Director of Athletics/Head Baseball Coach  
 Softball Coach  
 Director for Scarborough Memorial Library  
 Vice President for Administrative Services/CFO  
 Vice President for Enrollment Services  
 Registrar

## EMERITUS FACULTY

**LINDA AYCOCK**  
**GLYNESE FLOYD**  
**JOHN LARRY GOLDMAN**  
**WILL ROAN**  
**KENNETH SAGERTY**  
**GERTRUDE THOMPSON**  
**JOAN M. TUCKER**  
**ROBERT WOODMANSEE**

Professor of Education  
 Professor of Theatre/Speech  
 Professor of History/Political Science  
 Professor of Mathematics  
 Professor of Education  
 Professor of Business  
 President Emeriti, Professor of Business  
 Professor of Biology

## FACULTY

**DAVID ARNOLD 1993**

Campus Steward  
Associate Professor, Business  
B.B.A., Baylor University  
B.B.A., University of the Southwest  
M.B.A., University of Texas of the Permian Basin  
D.B.A. (cand.), Colorado Technical University

**DENNIS ATHERTON 2003**

Provost  
Professor, Education/Religion  
B.A., Lubbock Christian University  
M.A., Eastern New Mexico University  
Ed.D., University of New Mexico

**PAUL BAKER 2007**

Assistant Professor, Tennis Coach  
B.S.E., Lubbock Christian University  
M.E.A., Eastern New Mexico University

**JORDAN BODINE 2009**

Director of Student Services  
B.S., Oklahoma State University  
M.S., Oklahoma State University

**KENNETH BROWN 2004**

Assistant Professor, Theatre  
B.S., Eastern New Mexico University  
M.A., University of Arkansas  
M.F.A., University of Missouri-Kansas City

**DANIEL CASTILLO 2007**

Assistant Professor, Business/SIFE  
B.A., UNADEC  
M.B.A., National University  
D.B.A., ULACIT Costa Rica

**LINDA CHAPMAN 1985**

**Debate Coach**  
Assistant Professor, Education  
B.A.S., University of the Southwest  
M.S.E., University of the Southwest

**CORINNE DIBLASI 2005**

Associate Professor, ECE/Counseling  
B.S., St. Johns University  
M.S., Brooklyn College  
P.D., St. Johns University  
Ed.D., Rutgers State University

**GARY DILL 2002**

President  
Professor, Education/Religion  
B.A., Houston Baptist University  
M.Div., Princeton Theological Seminary  
D.Min., Southern Baptist Theological Seminary  
Ph.D., Illinois State University

**SUSAN FOX 1990**

Associate Professor, Education/Math  
B.S., The College of Artesia  
M.Ed., Eastern New Mexico University  
Ph.D., (cand.), Capella University

**MICHAEL GALVAN 2004**

Director of Athletics, Head Baseball Coach  
Assistant Professor  
B.S., University of the Southwest  
M.S., Emporia State University

**MARY HARRIS 1998**

Dean, School of Education  
Professor, Education/Special Education  
B.A., Southeastern Louisiana University  
M.Sped., Eastern New Mexico University  
Ed.D., Nova-Southeastern University

**RON LANDSCHOOT 2004**

Softball Coach  
Assistant Professor, Sport Management  
B.B.A., Rochester Institute of Technology  
M.S., University of Southern California

**JOHN MCCANCE 1989**

Director of Scarborough Memorial Library  
Assistant Professor, Communications  
B.A., Arizona State University  
M.L.S., University of Arizona

**BARBARA J. MCGRATH 2002**

Dean, School of Arts and Science  
Professor, English  
B.A., California State University-Dominguez Hills  
M.A., California State University-Dominguez Hills  
M.F.A., Colorado State University  
Ph.D., New Mexico State University

**DEE MOONEY 2003**

Vice President for Administrative Services  
B.B.A., Baylor University  
M.Acc., University of Tennessee  
D. Ed. Min., (cand.), Southwestern Baptist  
Theological Seminary

**BRAD MOSER 2009**

Vice President of Enrollment Services  
Associate Professor  
B.S., Liberty University  
M.A., Webster University  
Ph.D., Capella University

**EMILY NAVARRETE 2004**

Assistant Professor, Bilingual Education  
B.S., University of the Southwest  
M.S., University of the Southwest  
Ed. D. (cand.), New Mexico State University

**KENNETH REED 2010**

Campus Minister  
Associate Professor  
B.S., University of the Southwest  
M.Ed., Hardin Simmons University

**EVELYN RISING 2007**

Registrar, Academic Advisor  
B.A.S., University of the Southwest  
M.S.E., University of the Southwest

**MARILYN SMITH 1991**

Professor- Psychology, Education  
B.S., University of the Southwest  
M.Ed., Eastern New Mexico University  
Ph.D., New Mexico State University

**WILLIAM SUMRULD 1990**

Professor, History/Religion/Philosophy  
B.A., Eastern New Mexico University  
M.Div., Southwestern Baptist Theological Seminary  
Ph.D., Southwestern Baptist Theological Seminary

**MARIANNE WESTBROOK 2001**

Professor, Education/Psychology  
B.G.S., University of New Hampshire  
M.A., Pacific Lutheran University  
Ph.D., University of Maryland

**MIKE WESTBROOK 2007**

Associate Professor, Education  
B.S., University of Maryland  
M.A., Fielding Graduate Institute  
Ph.D., Fielding Graduate Institute

**TOM WILSON 2001**

Associate Professor, 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  
D.B.A., University of Phoenix

## MANAGEMENT STAFF

**MELODY ARNOLD 2006**

Personnel Services Director

**PEDRO BELMAN 2009**

Acting Cross Country/Track Coach

**STEVE BURBACK 2004**

Head Athletic Trainer  
B.A., Metropolitan State College of Denver  
B.A., Colorado State University

**JULIO CASTILLO 2008**

Network Administrator

**JOE CUELLAR 2010**

Assistant Campus Steward

**LAURIE DEAN 2006**

Director of Development Operations  
B.A., University of South Florida

**SHARON DEARING 2004**

Administrative Assistant to Dean of Education

**RYANNE EVANS 2009**

Assistant Registrar  
B.B.A., University of the Southwest

**MARIA FIERRO 2002**

Business Office Manager, Exec. Asst. to CFO  
Western States School of Banking

**JOSHUA FORD 2007**

Senior Network Administrator  
A.S., New Mexico Junior College

**CYNDI GARRISON 1997**

Technical Services – Library

**JAMES GRIFFIN 2006**

Mailroom Coordinator

**KARA HANLON 2010**

Women's Soccer Coach  
B.A., Grand View College  
M.S., High Point University

**DANIEL HAYDEN 2006**

Golf Coach  
B.A., Wayland Baptist University

**BRENDA HENNING 2007**

Webmaster/Director of Public Relations  
B.A., Grand View University

**JULIE HILLARD 2008**

Registrar Liaison

**LEAH KASZYCKI 2008**

Senior Recruiting Specialist  
B.B.A., University of the Southwest

**DAWNY KRINGEL 2006**

Personnel Services/ Business Office

**ALICE LOVE 2010**

Library Secretary  
B.A., Baylor University

**KERRIE MITCHELL 2004**

Director of Financial Aid  
B.A.S., University of the Southwest

**TOM MULKEY 2008**

Director of Student Life  
B.A., Eastern New Mexico University

**CAITLIN ODOM 2010**

Registrar Aide  
B.S., New Mexico State University

**DONNA PUCKETT 2009**

Financial Aid Assistant

**JILL RIDINGS 2008**

Enrollment Office Coordinator

**BECKY SHEPPARD 1993**

Administrative Assistant Arts &amp; Sciences/Business

**OLIVIA SISNEROS 2005**

Cashier

**CHARLOTTE SMITH 1997**Director of Technology Services/DECS Title V  
B.A.S., University of the Southwest**VIVIAN SUMNEY 2007**

Food Services Director

**ASHLEY TAYLOR 2006**

Admission Operations Coordinator

**JACOBY TAYLOR 2006**Director of Physical Plant  
B.A., University of the Southwest**CHEVIS THOMPSON 2009**Women's Basketball Coach  
B.S., Martin Methodist College**JERRY VOIGHT 2009**Men's Basketball Coach  
B.A., Ashford University**LINDA WOODFIN 2003**Executive Assistant to the President  
A.S., New Mexico Junior College**BOARD OF TRUSTEES**


---

<b>PAULA SMITH</b>	Chair
<b>GARY FONAY</b>	Vice Chair
<b>NANCY SHAW</b>	Secretary
<b>DAVID PYEATT</b>	Treasurer

**CLASS OF 2010**

<b>CECIL BRININSTOOL</b>	Carlsbad, New Mexico
<b>BRAD CARESS</b>	Hobbs, New Mexico
<b>GEORGE KLEIN</b>	Ft. Worth, Texas
<b>JUDY LUNARDON</b>	Carlsbad, New Mexico
<b>STACY MACLASKEY</b>	Hobbs, New Mexico
<b>NANCY SHAW</b>	Hobbs, New Mexico

**CLASS OF 2011**

<b>LAURA CASTILLO</b>	Hobbs, New Mexico
<b>DEBRA HICKS</b>	Hobbs, New Mexico
<b>DAVID PYEATT</b>	Hobbs, New Mexico
<b>PAULA SMITH</b>	Hobbs, New Mexico
<b>SAM SPENCER</b>	Hobbs, New Mexico

**CLASS OF 2012**

<b>CINDY BRYAN</b>	Hobbs, New Mexico
<b>RICHARD DUNHAM</b>	Midland, Texas
<b>HEATHER EVANS</b>	Hobbs, New Mexico
<b>SANDRA NEWELL</b>	Hobbs, New Mexico

**CLASS OF 2013**

<b>CLIFF BRUNSON</b>	Hobbs, New Mexico
<b>CHRISTOPHER DRISKILL</b>	Hobbs, New Mexico
<b>GARY FONAY</b>	Hobbs, New Mexico
<b>ALITA SLATE</b>	Hobbs, New Mexico

**CLASS OF 2014**

<b>SHANNON DUNCAN</b>	Hobbs, New Mexico
<b>GARY EIDSON</b>	Hobbs, New Mexico
<b>LARRY SCOTT</b>	Hobbs, New Mexico
<b>GARY SIMS</b>	Artesia, New Mexico
<b>MICHAEL WHITEHEAD</b>	Hobbs, New Mexico

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*Layout and Design by Caitlin Odom  
Background Image by Julio Castillo*

**Spring (A) 2011 (Jan. 18-March 11) -- 8 Weeks**

Martin Luther King Holiday	Monday	Jan.	17
Classes Begin	Tuesday	Jan.	18
Last Day to Drop/Add Classes	Tuesday	Jan.	25
Last day to Drop with a "W"	Friday	February	25
Final Examinations Begin	Thursday	March	10
Final Examinations End	Friday	March	11

**Spring (B) 2011 (March 14-May 6) -- 8 Weeks**

Classes Begin	Monday	March	14
Last Day to Drop/Add classes	Monday	March	21
Special Campus Holiday	Friday	March	25
Good Friday Holiday	Friday	Apr	22
Spring Break	Mon-Fri	March	1-25
Last day to Drop with a "W"	Thursday	April	21
Final Examinations Begin	Thursday	May	5
Final Examinations End	Friday	May	6
Commencement	Saturday	May	7

**Maymester 2011 (May 9-May 31)**

Classes Begin	Monday	May	9
Last Day to Drop/Add classes	Tuesday	May	10
Last Day to Drop with a "W"	Thursday	May	19
Memorial Holiday	Monday	May	30
Final Exams	Tuesday	May	31

**Summer Session I- 4 Weeks 2011 (June 1- June 30)**

Classes Begin	Wednesday	June	1
Last Day to Drop/Add classes	Thursday	June	2
Last Day to Drop with a "W"	Friday	June	17
Final Examinations	Thursday	June	30

**Summer Session II-4 Weeks 2011 (July 1 - July 29)**

Fourth of July Holiday	Monday	July	4
Classes Begin	Tuesday	July	5
Last Day to Drop/Add classes	Wednesday	July	6
Last Day to Drop with a "W"	Monday	July	18
Final Examinations	Monday	August	1

**Summer Semester-8 Weeks 2011 (June 1- July 29)**

Classes Begin	Wednesday	June	1
Last Day to Drop /Add Classes	Thursday	June	2
Fourth of July Holiday	Monday	July	4
Last Day to Drop with a "W"	Monday	July	18
Final Examinations	Monday	August	1