

Academic Catalog

2011-2013



University of **Sioux Falls**



University of Sioux Falls

1101 West 22nd Street

Sioux Falls, SD 57105

(605) 331-5000 (800) 888-1047

usiouxfalls.edu



University of **Sioux Falls**

>> directory

General University Switchboard	605-331-5000
Toll Free	800-888-1047
General University Fax	331-6615
USF Home Page	usioxfalls.edu
Academic Success Center	331-6740
Admissions	331-6600
Bookstore	331-6610
Campus Ministries	331-6777
Campus Safety and Security	321-6400
Counseling	331-6619
Degree Completion Program	331-6735
Financial Aid	331-6623
Fredrikson School of Education/Masters of Education	331-6710
Human Resources	331-6802
Information Technology (Computer Center)	331-6674
Institutional Advancement Office	331-6608
Judicial Affairs	331-6620
Learning Accessibility	331-6740
Library	331-6660
Master of Business Administration	331-6680
President's Office	331-6684
Registrar's Office	331-6650
Residence Life (Housing)	331-6620
School of Nursing	331-6671
Stewart Center (Athletics)	331-6791
Student Accounts	331-6640
Student Activities	331-6620
Student Association	331-6788
Student Development	331-6620
Vessel	331-6776
Vice Presidents' Suite	331-6802
Vucurevich School of Business and Cleveland Professional Development Center	331-6680

>> academic calendar

Fall Semester

	2011-2012	2012-2013
Classes Begin	September 7	September 5
Opening Fall Convocation	September 8	September 6
Midterm	October 29	October 20
Fall Break	October 31 - November 1	October 22-23
Thanksgiving Break	November 23-25	November 21-23
Final Exams	December 12-14	December 17-19
Semester Ends	December 14	December 19

Interim

Classes Begin	January 3	January 7
Interim Ends	January 26	January 30

Spring Semester

Classes Begin	February 2	February 7
Midterm	March 24	March 30
Spring Break	March 17-25	March 9-17
Easter Break	April 6-9	March 29 - April 1
Reading Day	May 15	May 21
Final Exams	May 16-18	May 22-24
Semester Ends	May 18	May 24
Commencement	May 20	May 26

Summer Sessions

Full Summer Session	May 29 - August 2	June 3 - August 8
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The University of Sioux Falls reserves the right to modify or change admissions and degree requirements, curriculum, tuition and fees, the academic calendar, and other policies without prior notice. Changes may be found on the University of Sioux Falls website at usiouxfalls.edu.

contents

7	General Information	73	Computer Information Systems (B.S.)
8	Our Mission	74	Computer Science (B.S.)
8	Statements of Institutional Purpose	75	Criminal Justice (B.A.)
8	Goal Statements	76	Degree Completion Program (B.A.)
9	On This We Stand	81	Education (B.A.)
9	A Caring Community	85	English and Language Arts (B.A.)
10	A Significant History	88	Entrepreneurial Studies (minor only)
11	Accreditation and Affiliations	89	Exercise Science (B.S.)
12	Environment/Legal Compliance	91	History (B.A.)
13	City of Sioux Falls	92	Interdisciplinary (B.A.)
14	University of Sioux Falls Campus	93	Mathematics (B.S.)
17	Admissions	95	Media Studies (B.A.)
18	Undergraduate Admission Requirements	96	Medical Laboratory Science (B.S.)
18	Application Process	98	Music (B.A.)
20	Articulation Agreements	100	Nursing (B.S.)
21	Financial Aid	102	Paramedic Technology (B.S.)
22	Tuition and Fees	103	Political Science/History (B.A.)
24	Financial Aid	104	Pre-Professional Programs
25	Types of Aid Available	107	Psychology (B.A.)
33	Campus Life	67	Public Accounting and Business Administration (B.A.)
34	Residence Life	108	Radiologic Technology (B.S.)
35	Campus Ministries	109	Social Science (B.A.)
36	Student Life	110	Social Work (B.A.)
36	Academic Advising	111	Sociology (B.A.)
36	Academic Success Center	112	Spanish (B.A.)
37	Interest Groups	68	Sports Management (B.A.)
39	Academic Information	113	Theology and Philosophy (B.A.)
40	Degree Programs	117 Associate's Degree Programs	
40	Liberal Arts Core Requirements	118	Business Administration (A.A.)
42	Liberal Arts Core Requirements Checklist	119	Child Development (A.A.)
44	University of Sioux Falls Degrees and Programs	120	Interdisciplinary (A.A.)
45	Non-traditional Credit Options	121	Paramedic Technology (A.A.)
47	Honors Program	122	Radiologic Technology (A.A.)
47	Graduation Honors	123	Social Science (A.A.)
48	Interdisciplinary Courses	125 Graduate Programs	
48	Special Academic Programs	126	Master of Business Administration (MBA)
49	Academic Policies	132	Fredrikson School of Education Graduate Programs
54	Academic Centers	134	Master of Education (M.Ed.)
54	Off-campus Programs	138	Master of Education in Teaching (M.Ed.)
59	Bachelor's Degree Programs	143	Educational Specialist (Ed.S.) Degree Program
60	Applied Mathematics (B.S.)	146	Collaborative Doctorate in Educational Leadership
62	Art (B.A.)	147 Undergraduate Course Descriptions	
64	Biology (B.S.)	148	Accounting (ACC)
66	Business Administration (B.A.)	148	Air Force ROTC (AIR)
70	Chemistry (B.S.)		
71	Communication Studies and Theatre (B.A.)		

contents

148	Art (ART)
150	Biology (BIO)
151	Business (BUS)
153	Chemistry (CHE)
154	Communication Studies and Theatre (CST)
155	Computer Science (COM)
157	Criminal Justice (CRJ)
158	Economics (ECO)
159	Education (EDU)
162	English (ENG)
163	Entrepreneurial Studies (ENT)
164	Exercise Science (EXS)
166	Fine Arts (FA)
166	Health and Physical Education (HPE)
167	History (HIS)
168	Liberal Arts (LAR)
168	Mathematics (MAT)
170	Media Studies (MED)
171	Music (MUS)
173	Natural Science (NSC)
173	Nursing (NUR)
175	Philosophy (PHI)
175	Physics (PHY)
175	Political Science (PSC)
176	Psychology (PSY)
177	Social Science (SSC)
177	Social Work (SWK)
179	Sociology (SOC)
180	Spanish (SPA)
181	Sports Management (SPM)
181	Student Development (SDV)
182	Theology (THE)
185	Personnel
186	Board of Trustees
186	USF Foundation Board of Directors
187	University of Sioux Falls Cabinet
187	Academic Area Chairpersons and Graduate Program Directors
187	Faculty
190	Faculty Emeriti
190	University Staff
193	Campus Map



General Information

Our Mission

The University of Sioux Falls, a Christian University in the liberal arts tradition, educates students in the humanities, sciences, and professions. The traditional motto of the University is Culture for Service; that is, we seek to foster academic excellence and the development of mature Christian persons for service to God and humankind in the world.

Through programs in the humanities, sciences, and professions, the University helps persons grow intellectually, discern truth, and develop a Christian worldview. As a Christian institution, the University of Sioux Falls fosters in all members of its community the development of emotional maturity, physical well-being, interpersonal skills, and values which reflect the character and teaching of Christ.

The University of Sioux Falls is committed to the Lordship of Jesus Christ and to the integration of biblical faith and learning; it affirms that Christians are called to share their faith with others through lives of service.

The University is affiliated with the American Baptist Churches, U.S.A., and welcomes students of any faith or denomination.

Statements of Institutional Purpose

Environment

The environment of the University of Sioux Falls encourages all students to achieve their full potential. The faculty and staff of the University challenge and support students to grow academically and spiritually and to develop a commitment to responsible service.

Curriculum

The curriculum of the University of Sioux Falls provides undergraduate and graduate education that is based on the liberal arts, assists students in the development of a Christian worldview, and helps them acquire the knowledge, skills, and attitudes necessary to be responsible servant leaders in their chosen fields and communities.

Faculty

The faculty of the University of Sioux Falls are committed to its mission and to their vocation of teaching, advising, and mentoring students. They enrich their teaching by scholarly participation in their fields of expertise and by their service to the church and the community.

Students

The students of the University of Sioux Falls are diverse with respect to age, experience, and religious tradition. They are challenged to develop a greater appreciation for other cultures, a more global perspective on current issues, and a commitment to a life of service. The University welcomes all students who are serious about pursuing their educational goals in a Christian context.

Goal Statements

The following goal statements are based on the University's mission and statements of institutional purpose. In order to enhance quality in all its programs, USF seeks to achieve the following goals:

From the Mission Statement

1. To foster academic excellence.
2. To assist students in becoming mature Christian persons.
3. To enable students to become servant leaders as a result of their education.

From the Statements of Institutional Purpose

4. To provide an educational and extracurricular environment that challenges and supports students to achieve their full potential.
5. To challenge students through a liberal arts curriculum that emphasizes the exploration of new ideas and the development of a Christian worldview.
6. To help students acquire knowledge, skills, and attitudes appropriate to their specific major and career objectives.
7. To strengthen faculty and staff in their vocation of serving, teaching, advising, and mentoring students.
8. To value cultural and ethnic diversity and to cultivate a more global perspective on current issues.

On This We Stand

The University of Sioux Falls affirms the historic Christian commitment to Jesus Christ as Prophet, Priest, and King. As Christ, Jesus of Nazareth was God incarnate in truly human form. As Prophet, He provided, through His life and teachings, the definitive revelation of God's nature and the normative model for all human life. As Priest, Jesus overcame, through His death and resurrection, the separation between humanity and God resulting from sin. As King, He reigns in resurrected glory over the restoration of God's peace and justice to creation.

We affirm the authority of the Bible as God's written Word. The Scriptures of the Old and New Testaments were given to God's people by the Holy Spirit through human witness. Their purpose is to point us to Christ. Though they were written long ago, they speak to us and to the world in the present, calling us to peace with God and to reconciliation with each other.

As a Christian institution, we are an academic community that seeks greater understanding in light of our faith. Never content with our current knowledge of God or creation, we search openly and actively for new insights—in the humanities, the sciences, and the professions—by which to advance human understanding and to serve God more effectively in the world.



A Caring Community

The University of Sioux Falls seeks to be a Christian community of caring people. We want relationships among students, faculty, and staff to reflect the love, trust, forgiveness, and patience that are gifts of life in the Spirit of Jesus.

This caring is seen in our support of each other as we study, teach, and serve in God's name. It is also evident in the way we challenge each other to excellence and see our daily work as service to Christ and for God's glory. Therefore, we seek to treat each person with love and our work with devotion.

This campus community is open to people of different backgrounds, cultures, and viewpoints. We are enriched by the diversity that God has created in the world.

A Significant History

On June 5, 1872, pastors and delegates from nine Baptist churches in the Dakota Territory met in Vermillion for the first meeting of the Baptist Association. They adopted the following resolution: "Be it resolved that we take immediate steps for the establishment of an institution among us and that we devote a suitable portion of time at each annual meeting to the consideration of this important subject and give our individual and associated influence to encourage a more general and complete education of our youth under distinctively Christian influence."

Under the name Dakota Collegiate Institute, secondary and collegiate programs began on September 8, 1883. The institution's name changed to Sioux Falls University in 1885, with the secondary program called the Academy and the collegiate department branded Sioux Falls College. Although the college grew, the Academy's enrollment declined, forcing it to close in 1925.

Between 1929 and 1931, Sioux Falls College acquired four Baptist schools that had ceased to operate: Des Moines University, Grand Island College, Cedar Valley Seminary, and Parker College. With the 1931 merger of Grand Island College with what was still legally Sioux Falls University, the institution's official name became Sioux Falls College.

During the Second World War, the College lost its accreditation and offered 200 students, mainly women, two-year degrees. Enrollment surged when the veterans returned home, only to lapse to meager numbers two years later. Financially, the school was in dire straits. However, not unlike the young men and women who served our nation during WWII, ordinary people accomplished extraordinary things during those lean years to ensure the institution's survival.

Reuben P. Jeschke, the College's longest-serving president (1953-1970), helped regain full, regional accreditation in 1958, and under his leadership enrollment grew from 378 in 1958 to 1,006 in 1968 – a 166 percent increase. The institution's endowment, although modest, also grew, and what Jeschke described as a "near miracle" happened – a history of balanced budgets.

The most visible change during this time was the campus. Jeschke oversaw the building of Mears Library, Salsbury Student Union, Salsbury Science Center, Jeschke Fine Arts Center, and three residence halls. In fact, *Time* magazine featured the College's growth in 1967. The caption read: "Seven Buildings in Seven Years." The sub-title added: "But our stature comes from people." By the end of Jeschke's tenure, Sioux Falls College was well-positioned for the steady, academic success of the 70s and 80s.

The 90s ushered in a new era of excellence. In order to better reflect the Board of Trustees' desire to "name the future," one with growth in student body, expansion of academic programs, improvement in facilities and enhancement of the institution's reputation, Sioux Falls College became the University of Sioux Falls, effective January 1995.

Dr. Mark Benedetto became the 22nd president in 1997, and under his leadership the University has experienced several years of record enrollment and has added graduate programs in business and education. The number of full-time faculty has also more than doubled. In addition, 14 renovation and construction projects have been added to the 24-acre residential campus and the 35-acre athletic complex at 69th Street and Cliff Avenue. New construction has included the following projects: Cleveland Professional Development Center, Collier Baker Hall, Bill and Marian Sullivan Faith and Living Center, Sanford Sports Complex, and McDonald Center. In 2011, the University added the USF SculptureWalk to its campus and publically kicked off its uncampaign that will run through 2020. The campaign's goal is to increase USF's donor base by 5,000 and to carry out the initiatives of the strategic plan by transforming the learning experience, the living experience, and the leading experience at the University of Sioux Falls.





Accreditation and Affiliations

The University of Sioux Falls is accredited by The Higher Learning Commission and is a member of The North Central Association of Colleges and Schools (ncahigherlearningcommission.org).

The undergraduate and graduate teacher education programs in the Fredrikson School of Education are accredited by the National Council for Accreditation of Teacher Education (NCATE) and are approved by the South Dakota Division of Education. The University's social work program is accredited by the Council on Social Work Education (CSWE), and the University's nursing programs are accredited by The Commission for Collegiate Nursing Education (CCNE). The undergraduate and graduate programs in the Vucurevich School of Business are accredited by the International Assembly for Collegiate Business Education (IACBE). Proof of academic accreditation is housed in the Provost and Vice President for Academic Affairs' Office.

The University also maintains membership in the South Dakota Association of Independent Colleges, the Council of Independent Colleges, the Association of South Dakota Colleges and Universities, the American Association of Colleges for Teacher Education, and the Council for Christian Colleges and Universities.

Environment/Legal Compliance

A Drug-Free Environment

It is the policy of the University of Sioux Falls to maintain a drug-free environment. The use of alcohol or drugs on University property is prohibited, and the University of Sioux Falls certifies its compliance with Public Law 101-226, the Drug-Free Schools and Communities Act of 1989, as well as compliance with the Drug-Free Workplace Act of 1988.

The University of Sioux Falls is committed to the development of mature Christian persons and, as such, seeks to provide opportunities whereby both students and employees may grow and develop in an environment free from alcohol and illegal drugs.

Students and employees are expected to comply with all University regulations and all laws regarding the unlawful possession, use, or distribution of alcohol or illegal drugs, both on campus and at University-sponsored events.

Any student or employee who violates University policies or breaks civil or criminal laws must assume the penalties imposed by the appropriate authority. Specific regulations regarding the use or possession of alcohol or other drugs are described for students in the Student Handbook on the USF website at usioxford.edu and for employees in the Faculty/Staff Handbook.

Additional information or interpretation of these laws and policies may be obtained from the Student Development Office.

Harassment Policy

USF holds the conviction that interpersonal relationships within its community should be conducted in accordance with the model of Christ's life and the enduring Christian commitment to human rights. The University reaffirms that it does not condone harassment directed toward any person or group within its community. This includes students, employees, and visitors. Every member of the University should refrain from actions that intimidate, humiliate, or demean persons or groups, or that undermine their security or self-esteem.

Harassment consists of abusive behavior directed toward an individual or group because of race, ethnicity, ancestry, national origin, religion, gender, sexual orientation, age, or physical or mental disabilities, including learning disabilities, mental retardation, and past/present history of a mental disorder. In implementing and enforcing this policy, the University recognizes as a primary concern the protection of personal safety, human dignity, and individual self-respect, both for complainant(s) and for alleged violator(s). Every attempt will be made to protect any complainant or alleged violator from further harassment or injury. Strict confidentiality will be maintained.

Unsubstantiated case records will be kept in the employee's/student's confidential file for a minimum of three years, after which time those records will be destroyed. Substantiated case

records will be kept in the employee's/students confidential file while he/she is a member of the University community and for a minimum of three years following termination.

All members of the University community are responsible for the maintenance of a social environment in which people are free to work and learn without fear of discrimination and abuse. Offensive or harassing behavior will not be tolerated against any student, employee, vendor, customer, or others who enter our institution. This policy against harassment will be communicated to each employee and student of the institution through the appropriate handbook. No employee or student is exempt from this policy.

Sexual Harassment Policy

Sexual harassment is an abuse of power that is demeaning and interferes with one's ability to work or participate in an educational setting. Under state law, sexual harassment is a form of sex discrimination and is illegal. Sexual harassment is defined as sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when one of the following is met:

1. submission to or rejection of such conduct by an individual is used as a basis for employment decisions, a criterion for evaluation, or a basis for academic decisions or other decisions affecting such individual; or
2. such conduct has the purpose or effect of unreasonably interfering with work performance or educational experience or creating an intimidating, hostile, or offensive work or educational environment; or
3. submission to such conduct is made either explicitly or implicitly a term or condition of the individual's employment or of the individual's status in a program, course, or activity.

Sexual harassment encompasses any sexual attention that is unwanted and can take many forms, but most sexual harassment falls into three categories: verbal, visual, and physical. All forms of sexual harassment cause the victim to feel uncomfortable or threatened by the behavior and may cause the victim to fear retaliation such as the loss of job or poor grades. Please note that sexual assaults may be criminal acts, and, as such, investigation and processing by the criminal justice system, local police, and crisis intervention centers may supersede the process developed under this policy.

Any employee or student of the University of Sioux Falls who believes that he or she has been or is being harassed and/or discriminated against, should immediately report it to the appropriate officer as outlined under "Grievance Procedure."

Information for students is available from the Associate Vice President for Student Development.



City of Sioux Falls

With a population of nearly 160,000 people, Sioux Falls is a regional destination consistently achieving top quality-of-life rankings. As South Dakota's largest city, Sioux Falls offers the amenities of a bigger city while still maintaining the friendliness of a small, Midwestern town.

- Sioux Falls offers more restaurants per-capita than any other city in the nation, with approximately 500 eclectic dining choices available.
- The Empire Mall and Empire East form the largest shopping complex between Minneapolis and Denver, housing 180 of the area's finest retail locations.
- In 2010, Allstate Insurance rated Sioux Falls number one for safe driving for the third consecutive year.
- Sioux Falls boasts one of the lowest unemployment rates in the nation, allowing USF to place over 1,000 students in area positions each year.
- Forbes' list of **Best Small Places for Business and Careers** ranked Sioux Falls number one among thousands of cities.
- A network of more than 50 parks and greenways are found throughout the city, including a 19.2 mile paved bike trail.
- Sioux Falls is a host to Lifestream, the nation's largest free Christian music festival and a Labor Day weekend tradition.
- Sioux Falls is home to four major hospitals and a number of financial companies that welcome USF students into their internship programs.
- According to Farmer's Insurance group rankings, Sioux Falls is rated one of the safest cities in the nation, with a per-capita crime rate that's roughly half the United States average.

For many students, landing a quality internship is an important aspect of their USF education. Career Services helps students locate and apply for internships in a variety of fields, locally, nationally, and even internationally. The Career Services staff networks with area business leaders and non-profit executives to stay current on internship availabilities.

The following are just a few of the exciting internship opportunities available in Sioux Falls:

- Sioux Falls Chamber of Commerce
- Regional Airport/ Great Plains International Trade Association
- Art therapy at Avera Behavioral Health
- Research positions at Avera Behavioral Health
- Exercise science studies at the Orthopedic Institute
- Accounting opportunities at area financial firms
- Marketing opportunities with area advertising and public relations agencies



University of Sioux Falls Campus

Jorden Hall

Jorden Hall was built in 1908 and is an historic landmark in Sioux Falls. It houses administrative services, classrooms, and faculty offices. A major remodeling project was completed in 1980. Jorden Hall was remodeled again in 1994-95 to improve wiring, plumbing, and air conditioning. Jorden Hall is often used in University marketing materials.

Glidden-Martin Memorial Hall

Completed in 1929 and remodeled in 2002, this building houses the Roger and Ruth Fredrikson School of Education and Center for Christian Thought. It contains classrooms and faculty offices for the Education, and Theology and Philosophy, Social Work, and Spanish departments. It is also home to the American Baptist Churches of the Dakotas office.

John W. Kroske Hall

Built in 1959, Kroske Hall is a residence hall for 78 students.

Grand Island Memorial Hall

Built in 1963, Grand Island is a residence hall for 122 women.

Warren W. Burgess Residence for Men

Built in 1966, Burgess Hall is a residence hall for 116 men.

Norman B. Mears Library

Completed in 1965, Mears Library contains approximately 89,000 items. The library is a member OCLC, an international database; MINITEX a public supported regional consortium of academic, public, state agency, and other special libraries throughout the states of South Dakota, North Dakota, and Minnesota; and a full member of the South Dakota Library Network, a statewide network that provides an on-line catalog of member groups and online databases that give students a wide variety of full-text and abstracted periodicals and e-books. The library adds approximately 1,500 new book titles to the collection each year, subscribes to 290 periodical titles, and a number of full-text and citation databases. The library houses campus audiovisual equipment, a computer lab, a curriculum lab, an art gallery, and the University archives. The library benefits from several endowments that allow for the purchase of updated materials. These include the William Bush Library Book Memorial Fund (English materials), Louise E. MacKay Memorial Book Fund (well-illustrated fine arts materials), Dr. Ernest E. Smith Book Fund (education materials), and the Leonard and Nina Tripp Audio Visual Endowment Fund.

Joseph E. Salsbury Science Center

Completed in 1967, the Salsbury Science Center contains scientific equipment, laboratories and classrooms for instructional programs in biology, chemistry, physics, mathematics, computer science, and nursing. In 2007, a \$3.3 million capital campaign in partnership with the Sioux Falls Area Chamber of Commerce launched a \$5 million renovation project. Completed in 2009, the upgrades and new addition added 14,000 square feet of classrooms, laboratories, and faculty offices.

Reuben P. Jeschke Fine Arts Center

Occupied in February 1971, the Jeschke Fine Arts Center includes the Bright Music Halls, Abbott Hall of Art, Bernice Stier Jones Studio Theatre, and E. B. Meredith Auditorium. It houses studios, classrooms, and rehearsal areas for art, music, speech, and drama. A television studio and two radio stations are also housed in the Fine Arts Center as part of the Media Studies program.

Patterson Hall

Completed in 1978, Patterson Hall has 23 one- and two-bedroom apartments available to upperclassmen.

The Stewart Center

The University's physical education, wellness, and athletic facility, opened in the fall of 1987. A 15,000-square-foot expansion was completed in 2000. The new area contains offices, additional classrooms, and new workout facilities. Contained in the 41,000-square-foot building are a 160-meter running track; three volleyball courts; four sets of locker rooms; areas for aerobic exercise and fitness machines; a whirlpool; and offices for faculty and coaches.

The Cleveland Professional Development Center

Completed in 2001, the Cleveland Professional Development Center is the home of the Vucurevich School of Business and includes a large auditorium, classrooms, seminar rooms, computer labs, faculty offices, and a boardroom. It also houses the Tom and Cindy Lillibridge Center for Entrepreneurial Leadership and Innovation.





Mary Collier Baker Hall

Completed in 2001, Collier Baker Hall has 18 two-bedroom apartments available to up to 72 upperclassmen students.

Bill and Marian Sullivan Faith and Living Center

Named in honor of Sioux Falls entrepreneur Marian Sullivan, a 1950 Sioux Falls College graduate, and her late husband Bill. The Bill and Marian Sullivan Faith and Living Center opened in 2005 and is a home for nearly 200 undergraduates. The 3-floor residence hall offers contemporary suite-style living and the largest rooms on campus. Also serves as a place for USF campus ministries staff to lead faith and living forums.

McDonald Center

Completed in 2007, the McDonald Center houses services at the center of student life. A central structure, named in honor of Barbara McDonald McMurchie and her late husband, Art McDonald, connects historic Pierce Hall (1923) and the Salsbury Student Union (1963). The center includes the University welcome center, Academic Success Center, bookstore, mailroom, an expanded campus dining hall, Java City coffee house, and offices for Admissions, Financial Aid, Student Development, Residence Life, coaching staff, and Student Association/Activities.

Sanford Sports Complex

A 93,000 square foot fully lit, synthetic turf field with state-of-the-art foam underlayment—used predominately for football—and an Olympic-sized IAAF certifiable 10-lane track with an encapsulated fully-poured polyurethane surface and natural grass infield have been installed. The complex is home to the Lillibridge Track and the Bob Young Field. Grandstands with an open concourse, skyboxes, hospitality room, radio and television booths, visitor side/track bleachers including concessions and restrooms, an additional synthetic turf field, parking, storage buildings, and a field house have been added or will be completed in the near future.





Admissions

Undergraduate Admission Requirements

The University of Sioux Falls welcomes applications from prospective students of any age who would like to study, grow, and pursue their educational goals in this academic and spiritual community. The University considers a variety of credentials for acceptance and admits qualified students as judged by ACT/SAT scores, and cumulative grade point average.

Required High School Courses:

1. Math: 3 years of Algebra I or above
2. English: 4 years
3. Social Studies: 2 years
4. Lab Science: 3 years
5. Foreign Language: 2 years recommended

Application Process

Those seeking admission should write, call, or access USF's website.

University of Sioux Falls

1101 West 22nd Street

Sioux Falls, SD 57105-1699

(605) 331-6600 • (800) 888-1047

usiouxfalls.edu

Prospective students who prefer to apply online may do so at usiouxfalls.edu/apply.

Applicants must submit the following materials:

1. A completed application for admission
2. Academic credentials:
 - a. Applicants must supply their official high school transcript listing credits, and cumulative grade point average, or a certificate of their GED scores.
 - b. High school juniors and seniors must supply their American College Test (ACT) or Scholastic Aptitude Test (SAT) results if they are not already included on their official high school transcript. The USF code number for the ACT is 3920 and for the SAT it is 6651.
 - c. Applicants must supply official transcripts from any post-high school coursework or institutions they have completed/attended.

Notice to Applicants

The University will promptly consider all applications when items 1 and 2 have been received. A notice of action taken will be sent to applicants immediately.

Non-Discrimination Policy

The University of Sioux Falls accepts students without regard to race, religion, sex, disability, ethnicity, or age. If you are a prospective student with a disability and need accommodations during the admission process, please contact the Director of Learning Accessibility Services at access@usiouxfalls.edu or (605) 331-6648.

Early Admission for High School Students

The University welcomes the application of prospective students prior to completing their senior year of high school.

An early admission decision will be granted to applicants who submit the following:

1. A completed application for admission
2. A high school transcript of credits for not fewer than six complete semesters (Grades 9-11) that demonstrates the following academic achievement:
 - a. 2.8 cumulative grade point average
 - b. ACT profile report showing a composite score of 20 or better or an SAT score of 950 or better

Applicants are responsible for completion of the application process as outlined on this page and must provide a final transcript showing that they have graduated from high school prior to enrollment at USF.

Transfer Admission Requirements

The University of Sioux Falls welcomes transfer students. Transfer students should follow the same application process as other students applying to the University, except all official transcripts from each post-secondary institution previously attended must also be submitted. An official audit of courses will be conducted for students by the Registrar's Office as soon as students complete the application process, an acceptance decision has been rendered, and a registration card and a tuition deposit have been remitted. A student is considered to be a transfer student if he or she has attended a post-secondary institution after graduation from high school. New freshmen who take summer courses prior to entering college are not considered transfer students.

Students who have not yet completed 24 semester hours (s.h.) of college coursework will be admitted on the basis of their high school record in addition to their college coursework. Students who have at least 24 s.h. and have a minimum grade point average of 2.5 may be fully admitted to the University. Transfer students who have been dismissed from a previous institution will not be considered for admission at the USF until they have been out of college for at least one fall or spring semester after being dismissed.

Transfer students must complete at least one half of the major and the last 30 s.h. in residence. Graduates of a junior college program may receive a maximum of 64 s.h. to apply towards a B.A. or B.S. degree. Coursework and/or blanket credit electives may also be transferable from vocational technical institutions. Transfer credit is determined through current articulation agreements or through other evaluations processes whereby the institution and coursework involved are examined for possible transfer credit. In some cases, a completed two-year vocational program may be transferred in as 30 s.h. of elective credit or a complete one-year vocational program for 15 s.h. of elective credit.

Reactivation for Returning Students

Any student who has withdrawn or been academically suspended must complete the Student Reactivate Application and contact the Registrar's Office for further registration instructions. Students who are readmitted from academic suspension will re-enter on academic probation, unless they have taken coursework at another institution and the new cumulative GPA is a minimum of 2.0 or above. Students who are readmitted after academic suspension must present a plan for overcoming previous issues and commit to completing a semester with acceptable grades.

International Students

Students from outside the United States are advised to begin the application process at least three months prior to their anticipated enrollment date. Applicants must present complete official transcripts from secondary and post-secondary schools. Transcripts must be translated to English (at the student's expense) and notarized by school officials. Applicants whose native language is not English (including students with refugee immigration status living in the United States or individuals from countries or providences that do not exclusively speak English) are required to take the Test of English as a Foreign Language (TOEFL). A minimum paper-based score of 500, 173 computer-based score, or 61 internet-based score is required for full admission. A 550 or higher paper-based score or 213 or higher computer-based score is recommended. Equivalent IELTS and EIKEN scores are also accepted in lieu of the TOEFL.

The TOEFL requirement is waived if the student has earned at least 24 credits at another U.S. institution and earned a grade of a "C" or higher in a college English course. USF does not currently offer an ESL (English as a Second Language) program. An international student who is accepted for admission to the University of Sioux Falls must pay the total amount due in U.S. dollars for a semester of education prior to the beginning of the school year. An Affidavit of Support document must be submitted and approved to demonstrate the student's ability to pay this amount. All supporting financial documents must be translated to English and notarized at the student's expense.

When the application, TOEFL (or equivalent) scores, transcripts, and affidavit of support have been received and approved, an official I-20 form is provided, permitting the student to apply for a visa to study in the United States.

Applicants Submitting GED Scores

To be considered for full admission (without restrictions), applicants submitting GED scores must score a minimum of 2250. GED tests taken prior to 2001 with scores of 50 or above also meet the requirements for full admission.

Part-Time Students

Part-time students who enroll for more than two classes (6 semester hours) of degree credit in any one semester must complete the admission process. Any student who has accumulated 12 semester hours of credit at the University of Sioux Falls must complete the application process and matriculate to continue enrollment. Part-time non-admitted students are required to pay a \$100 enrollment deposit. Students planning to apply for financial aid must apply for admission.

Graduate Admission Requirements

Admissions requirements for USF graduate programs are listed within each program's section in Graduate Programs section.

The American College Test (ACT) and Scholastic Aptitude Test (SAT)

The University of Sioux Falls Admissions Office or local high school counselors can advise students on how to register for these tests. While these test results do not always determine the applicant's eligibility for admission, the University requests profile reports from all candidates who apply for admission within one year of their high school graduation date. The University's code for the ACT is 3920 and for the SAT it is 6651.



Articulation Agreements

Southeast Technical Institute and Lake Area Technical Institute

The University of Sioux Falls entered into cooperative agreements with Southeast Technical Institute (STI) and Lake Area Technical Institute (LATI) which includes the provisions outlined below. This agreement pertains only to those students who have received an A.A.S. degree from STI or LATI.

USF will—

- offer an annual scholarship of \$3,000 to any STI or LATI student who is a full-time day student at USF;
- guarantee acceptance of 64 STI or LATI credits (units) of coursework (any courses transferred into STI or LATI from another institution will be evaluated separately and may affect the total hours transferrable to USF);
- classify students with a junior level status;
- offer immediate entry into the Degree Completion Program; and
- provide students with the opportunity to earn a bachelor's degree in only two years.*

*Some programs may require additional coursework to meet competencies.

Further information regarding course equivalences and courses which can transfer when NOT part of an A.A.S. degree may be obtained in the Registrar's Office.

Kilian Community College

Students who transfer from Kilian Community College with an A.A. degree may transfer 64 s.h. and receive junior status at USF. The Registrar will evaluate any other courses for possible transfer.

Veteran Students

Any student who is eligible for veteran's benefits should contact the Office of the Registrar. This office will assist with the certification process. Military credits are evaluated according to guidelines set forth by the American Council on Education and published in the Guide to the Evaluation of Education Experiences in the Armed Services. Students requesting evaluation of military work should provide the Registrar with DD Form 214 or a course evaluation done by the American Council for Education (ACE).

Learning Accessibility Services

The University of Sioux Falls complies with the nondiscrimination requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to ensure that no qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any program or activity sponsored by the University. For more information visit the University's website at usiouxfalls.edu/offices/learningaccessibility.

Students who need accommodations for a disability should contact the Career and Learning Accessibility Services Office at (605) 331-6740.



Financial Aid

Tuition and Fees

The Board of Trustees reserves the right to adjust tuition and fees presented in publications at any time.

Tuition and fees vary according to the number and character of credit hours registered. A comprehensive tuition charge applies to all students who meet the criteria for full-time status. Full-time status is achieved by enrolling in 12 to 16 semester hours of coursework and entitles a student to receive up to four credit hours, taken during the interim period for a nominal fee. Each semester hour exceeding 16 hours is considered overload and will be billed at a per credit hour rate.

A comprehensive student fee also applies to all students. This fee covers parking, student activities, technology access, and other essential services. Additional fees may be assessed based on individual circumstances. Such charges may include, but are not limited to, application fees, graduation fees, music lessons, rush transcript fees, and fees to audit classes.

Residence costs vary depending on living situation and which meal plan a student has selected. Refunds for room and board charges are subject to the ***University of Sioux Falls Institutional Refund Policy*** so long as a student has not applied for or been awarded Federal Title IV financial aid. Students who have received federal aid and who wish to receive a refund should refer to the ***Federal Return of Title IV Funds Policy***.

Graduate, DCP, and Accelerated Nursing students are charged according to a specialized tuition and fee structures. These are located on

USF's website under their respective academic sections.

Current costs for traditional undergraduate programs can also be viewed on the USF website by visiting the ***Cost of Attendance*** section for prospective students.

Health Insurance

The University of Sioux Falls requires all full-time (12+ credit hours) undergraduate students (excluding DCP students) to have major medical insurance coverage. All full-time undergraduate students are automatically charged a fee for health insurance coverage each semester by USF. Students who are covered under their family's health insurance may waive the University's insurance with proof of existing coverage. Students are encouraged to compare insurance coverage. The University is not responsible for injuries or medical charges from healthcare providers. Nor is it responsible for what an insurance company does or does not cover for medical-related expenses.

Senior Citizen Tuition Waiver

Any person age 65 or over who is not applying for financial aid is eligible for an 80 percent Senior Citizen Tuition Waiver at the University of Sioux Falls on a "space available" basis. This policy applies to all college credit courses, including all full-time day, part-time day, evening, Summer School, USF Learning Institute, and interim courses up to a maximum of six hours. It does not apply to classes taken for "audit," APriL (Assessment of Prior Learning), Degree Completion Program, nursing, and graduate studies.



Terms of Payment

Tuition, fees, room, and board are payable in advance or at the time of validation. No student is officially enrolled until all financial arrangements have been completed and prior charges have been paid. Overdue accounts are subject to a 12 percent annual interest charge.

The academic year at the University of Sioux Falls is divided into three parts: fall semester, interim, and spring semester. The interim term is an integral part of the academic year. Payment of tuition for fall or spring semester entitles a full-time student (excluding DCP and Accelerated Nursing) to an interim course (up to 4 credit hours) for a small fee. Students who contract for board or room in a residence hall during the fall or spring semester will not be charged extra for the interim. Since no charges are assessed, no refunds will be granted if students choose not to attend classes during interim.

A student who is not enrolled on a full-time basis in the fall but plans to enroll as a full-time student for the spring semester will be charged interim tuition. In this case, fees will be assessed on the part-time tuition rate per semester hour plus fees for room and board. The fees paid will then be applied to the spring semester full-time tuition, room, and board fees.

All full-time students will be charged an interim fee on their fall billing statement. If a student becomes full-time during the spring semester, the interim fee will be charged on the spring billing statement. All full-time students will be charged the fee even if they do not enroll or complete an interim course.

An Installment Payment Plan is available to spread costs over each semester. Payments must be kept current to re-enroll. Application must be made online at the University's website, www.usiouxfalls.edu.

Transcripts of credits earned and the granting of degrees are contingent upon fees being paid in full to the University.

Institutional Refund Policy

This policy applies to students who withdraw from a class or classes, reducing his or her enrollment status to less than full-time. It also applies to students who completely withdraw from school and have not applied for or been awarded Federal Title IV financial aid.

The amount of the refund will be determined by the following University of Sioux Falls Institutional Refund Policy.

First Week	100%
Second Week	90%
Third Week	50%
After Third Week	NO REFUND

Students receiving Federal Title IV financial aid will have their refunds applied to the aid program from which the student received the funding. Refunds are based on the calculation in the ***Federal Return of Title IV Funds Policy***. Students receiving institutional aid will have their aid refunded based on the ***Institutional Refund Policy*** and the ***Federal Return of Title IV Funds Policy*** when applicable.

The refund policy for summer sessions is published in the course offering booklet for those terms. No refunds will be issued after the third day of classes. Federal Title IV aid refunds are calculated

based on those sessions.

The refund policy for Degree Completion, Accelerated Nursing, and graduate programs are different. Students in these programs should refer to the handbook for their program and review that policy.

Policy for Reserves Called to Active Duty

The University of Sioux Falls wants to minimize inconveniences and disruptions that may be caused when students in the Reserves are called to active military duty. The following policy became effective for enrolled students on September 1, 2001.

1. Any student called to active duty may withdraw from all courses and receive a 100% refund of tuition and fees.
2. If the student is called to active duty after mid-term and if time permits, the student may request permission from the instructor to receive an Incomplete in the course. No refund would be issued.
3. A copy of the student's orders must be provided to the Office of the Registrar with a signed letter indicating whether the student is withdrawing or requesting Incomplete grades.
4. Grades of "W" will be assigned for those students choosing the withdraw option.
5. Students receiving financial aid will be subject to the refund policies for the agencies sponsoring the aid.
6. Degree Completion or MBA students would not receive a refund but would continue their program with another group upon their return. In the event a student does not or cannot return to the program, there would be a 100% refund of tuition and fees for that course (or component) provided the request is made within two months of the student's return from active duty.
7. Refunds for room and board would be for unused portion only.

Questions concerning this policy should be directed to the appropriate office: Office of the Registrar, 605-331-6732; Residence Life, 605-331-6620; Financial Aid, 605-331-6623; or Student Accounts, 605-331-6640.



Federal Return of Title IV Funds Policy

This policy applies to all students who have been awarded Federal financial aid. The University of Sioux Falls is in compliance with the Higher Education Reconciliation Act of 2005 and updated guidance by the Secretary of the Department of Education in 2007. This refund policy provides a fair and equitable refund for students who have applied for and been awarded Title IV funds and completely withdraw from the University. In order for refunds to be calculated accurately a student must complete official withdrawal forms. The official withdrawal date is the date a student initiates withdrawal. For undergraduate students, the withdrawal process begins with the Office of the Registrar. For the Degree Completion Program, Accelerated Nursing, and all graduate programs, official withdrawal notice must be given to the director of the respective program. Failure to withdraw officially will result in grades of "F".

This Federal Return of Title IV Funds Policy does not apply to students who withdraw after 60 percent of the enrollment period has elapsed.

The University will calculate refunds based on a percentage of the period of enrollment completed on the date of withdrawal. The number of days completed in the enrollment period will be divided by the total number of days in the enrollment period to determine the percentage of aid eligible for refund. If no date of withdrawal can be determined, USF will use the midpoint of the semester as the date of withdrawal. No refund will be calculated after 60 percent of the enrollment period has elapsed.

In accordance with the mandated **Federal Return of Title IV Funds Policy**, refund amounts calculated for Federal Title IV programs will be returned to the aid programs in the following order:

1. Federal Direct Unsubsidized Stafford Loan
2. Federal Direct Subsidized Stafford Loan
3. Federal Perkins Loan
4. Federal Direct PLUS Loan
5. Federal Pell Grant
6. Federal SEOG Grant
7. Federal TEACH Grant
8. Other Title IV assistance for which a return is required.

If the **Federal Return of Title IV Funds Policy** allows for a "Post-Withdrawal Disbursement" to the student, the student will be notified by mail. The student will also be notified by mail of any refunds the University is required to make to Federal Title IV programs.

In some situations, the Return of Title IV Funds calculation may result in an amount that must be repaid by the student. Federal regulation mandates that the student repay the Title IV programs in the same order as the refund made by the institution on behalf of the student. If the repayment is to a Direct Lending (DL) program, it can be made in accordance with DL regulations.

Financial Aid

The University of Sioux Falls offers a comprehensive financial aid program to provide students the opportunity to attend college. In addition to awarding monies from University scholarships and work opportunities, USF participates in federal financial aid programs and a variety of private programs funded by churches and other community-based organizations. More than 97 percent of USF students receive some type of financial aid.

The primary responsibility for financing a college education rests upon the student and the student's family. Financial aid funding is intended to supplement these sources. The University of Sioux Falls participates in Federal Title IV financial aid programs that are based on need. Financial need is determined when a student completes the Free Application for Federal Student Aid (FAFSA). The result of the FAFSA is the Expected Family Contribution (EFC), which determines, in large part, which federal loans and grants each student is eligible for. Because of this, all students who are planning to enroll in at least six credit hours are encouraged to use the FAFSA to apply for financial aid.

There are federal and non-federal loan programs available to students who don't meet the criteria for financial need. In awarding some of its institutional scholarships, the University gives strong consideration to a student's academic achievements, talents, leadership strengths, and Christian commitment.

How to Apply for Aid

1. Complete the Application for Admission to the University of Sioux Falls.
2. Apply for a Personal Identification Number (PIN) at www.pin.ed.gov. This will serve as your electronic signature for federal paperwork.
3. Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov. Be sure to include the USF code: 003469.
4. The USF Financial Aid staff will review applications to determine eligibility. Financial Aid will be awarded based on need, merit, and availability of funds. Students will receive an award letter as official notification of assistance.
5. Research financing options such as loans, payment plans, outside scholarships and grants, and part-time employment.

When to Apply

The priority date for applying for financial aid is March 1 annually. Financial aid applicants must be aware that awards are granted in accordance with the funds available at the time and that some programs have limited funding. Therefore, it is very important that students apply early and submit all requested paperwork in order to ensure that they are considered for all types of aid available.

University of Sioux Falls scholarships and grants (called institutional financial aid) will be given only to full-time students (12 or more credit hours per semester) with a cumulative grade point average of 2.0 or above. Incoming students must have a 20 composite score on the ACT and a minimum 2.8 high school GPA. Transfer students who have 24 hours completed must have at least a 2.5 cumulative GPA to be considered.

Degree Completion, Accelerated Nursing, and graduate students are not eligible for USF institutional aid. Students who have completed their graduation/degree requirements as defined by the USF Registrar are not eligible to receive USF institutional aid. Institutional financial aid is reserved only for students seeking their first undergraduate baccalaureate degree.

Many USF institutional scholarships are limited to four-year awards. Students continuing into a fifth year, or ninth semester, should consult the USF Financial Aid Office as to what, if any, financial aid he or she would be eligible for.

Students who have completed their first baccalaureate degree, whether at USF or elsewhere, are not eligible for institutional aid. Students who have completed their first baccalaureate degree are only eligible for federal Title IV financial aid if they pursue a new degree program.

Aid is awarded on a yearly basis. A new FAFSA is required for each award year (fiscal year) for students seeking federal financial aid. Aid may be continued, increased, or decreased according to the financial conditions existing at the time the application for renewal is processed. Institutional aid awarded to a student upon initial entrance to USF is the institutional aid USF is committed to offering that student during their time at USF, provided the student maintains the standards of eligibility. All applicants will receive notification of award via an official award notification letter.

If a family has more than one member applying for financial assistance, each must submit an application.

The University complies with the Drug-Free Schools and Communities Act of 1989 and certifies compliance in its distribution of federal financial aid to eligible students. Any student found guilty of a violation of University policy regarding alcohol or drug possession, use, or distribution may lose institutional and/or external financial aid. Furthermore, students who have been convicted of an offense related to the possession or sale of illegal drugs while receiving federal student aid may no longer be eligible for federal aid.

Tuition Exchange Programs

The University of Sioux Falls is a participating member in three tuition exchange programs: Council for Christian Colleges and Universities, Council for Independent Colleges, and Tuition Exchange, Inc. Students eligible to participate in the tuition exchange programs are those whose parent works full-time at an

institution that participates in any of these exchange programs. The school for which the parent works is considered the “host” school. Students complete an application for an exchange program through the host school which then submits the application to a participating school. Each school has its own application deadline and notification process. Tuition benefits at each participating institution vary. Students are encouraged to apply for programs early as space is limited at most institutions. Some tuition exchange programs require annual renewal.

USF accepts a limited number of incoming tuition exchange student participants each year. Students must be accepted for admission without restriction in order to be considered for a tuition exchange benefit. USF begins reviewing applications for the fall semester in February. Students are encouraged to complete the Free Application for Federal Student Aid (FAFSA) to help offset additional tuition fees not covered by the program exchange. USF’s tuition exchange liaison officer is housed in the Financial Aid Office.

Types of Aid Available

University of Sioux Falls—Scholarships and Grants

The Board of Trustees reserves the right to change or adjust institutional scholarships and grants presented in this document at any time. The following scholarship award amounts are for the 2011-2012 academic year. USF reserves the right to limit individual scholarship amounts based on other institutional financial aid awards. All awards require the maintenance of a 2.0 cumulative grade point average (CGPA) for renewal unless otherwise noted. Many of the following institutional scholarships and grants require separate applications. Applications can be found at the USF website (www.usiouxfalls.edu) under the Financial Aid section. Paper applications are also available by contacting the USF Admissions or Financial Aid offices.

HONORS SCHOLARSHIP APPLICATION DEADLINE: JANUARY 15

Joseph E. Salsbury Scholarship

An endowed gift from the Joseph E. Salsbury Foundation funds scholarships for an elite group of students at the University of Sioux Falls known as Salsbury Honors Scholars. The scholarship will provide awards worth \$52,000 over four years.

Incoming freshmen students with a score of 27 or higher on the ACT (1210 or higher on the SAT) and possessing a 3.2 high school cumulative grade point average (CGPA) at the time of application are eligible to compete for the Salsbury Scholarship. Students who ultimately receive this award demonstrate extraordinary achievement and potential through the application and interview process. Awards are based on the qualifying ACT/SAT scores that have been achieved as of the scholarship deadline. This scholarship is renewable for three years (or eight consecutive semesters) with a 3.2 CGPA. Transfer students are ineligible for this award.

Students receiving Honors Scholarships are required to live in University housing each year they receive the scholarship. Students wishing to have this requirement waived due to extenuating circumstances may petition the Honors Committee

of the Faculty Association in writing to make the request. If approved for a housing waiver, the student will forfeit a percentage of his or her Honors Scholarship. Students who choose to live off campus without petitioning the committee, or who are denied their petition and still move off campus, will forfeit 30 percent of their scholarship amount.

Trustee Scholarships

The Trustee Honors Scholarship is a 4-year award of \$44,000. Students scoring at least 27 on the ACT (1210 on the SAT) and possessing a 3.2 high school CGPA are eligible to apply for the scholarship. An interview with a panel of USF faculty members is required to receive this award. The scholarship is renewable for three years (or eight consecutive semesters) with a 3.2 CGPA. Transfer students are ineligible for this award.

Students receiving Honors Scholarships are required to live in University housing each year they receive the scholarship. Students wishing to have this requirement waived due to extenuating circumstances may petition the Honors Committee of the Faculty Association in writing to make the request. If approved for a housing waiver, the student will forfeit a percentage of his or her Honors Scholarship. Students who choose to live off campus without petitioning the committee, or who are denied their petition and still move off campus, will forfeit 30 percent of their scholarship amount.

Harold W. and K. Lorette Lackey Presidential Scholarship

The Presidential Honors Scholarship is a four-year award of \$36,000. Students scoring at least 27 on the ACT (1210 on the SAT) and possessing a 3.2 high school CGPA are eligible to apply for the scholarship. An interview with a panel of USF faculty members is required in order to receive this award. The scholarship is renewable for three years (or eight consecutive semesters) with a 3.2 CGPA. Transfer students are ineligible for this award.

Students receiving Honors Scholarships are required to live in University housing each year of receiving the scholarship. Students wishing to have this requirement waived due to extenuating circumstances may petition the Honors Committee of the Faculty Association in writing to make the request. If approved for a housing waiver, the student will forfeit a percentage of his or her Honors Scholarship. Students who choose to live off campus without petitioning the committee, or who are denied their petition and still move off campus, will forfeit 30 percent of their scholarship amount.

National Merit Finalist Scholarships

A limited number of full comprehensive educational fee scholarships are awarded to National Merit Finalist students. An interview with a panel of USF faculty members is required in order to receive this award. The application deadline is January 15th. This scholarship is renewable for three years with a 3.5 CGPA. Transfer students are ineligible for this award.

Students receiving Honors Scholarships are required to live in University housing each year of receiving the scholarship. Students wishing to have this requirement waived due to extenuating circumstances may petition the Honors Committee of the Faculty Association in writing to make the request. If approved for a housing waiver, the student will forfeit 20 percent

of his or her Honors Scholarship. Students who choose to live off campus without petitioning the committee, or who are denied their petition and still move off campus, will forfeit 30 percent of their scholarship amount.

Lillibridge Business Scholarship

The Lillibridge Business Scholarship is funded by an endowed gift from Tim and Cindy Lillibridge. Each award is equal to one-half of the total cost for USF tuition and average room and board charges. This scholarship is renewable for three years with a 3.0 CGPA. Students eligible to compete for this scholarship must be first-time, full-time freshmen and have a minimum 25 ACT (or 1130 SAT) and rank in the top 25% of their graduating class. Students must demonstrate financial need by applying for the Free Application for Federal Student Aid (FAFSA) annually. Scholarship recipients must major in a program within the Vucurevich School of Business, reside on campus, and participate in the USF room and board plan during the entire academic year. Students already receiving USF Honors Scholarships and transfer students are ineligible for this award.

Academic Scholarships

Consideration for these awards is given to high school seniors with an ACT score of at least 23 (SAT of 1060). Upperclassmen students and transfer students with a CGPA of 3.0 or higher are also eligible. Students must maintain a 3.0 CGPA for renewal.

Phi Theta Kappa Scholarship

A limited number of scholarships worth \$3,000 are given to students who have earned an associate's degree and are a member of Phi Theta Kappa. Students must submit a copy of their Phi Theta Kappa membership card at the time of their admissions application. A 3.0 CGPA is required to receive and renew this scholarship.

Academic Area Award

These scholarships are awarded to qualified prospective students and are recommended by a member of the University of Sioux Falls faculty. This award is presented in the form of a certificate to a student who has not yet applied or been accepted to the University. One award per student. Students receiving Honors Scholarships may not be eligible.

Board of Trustee Award and Foundation Board Award

The trustee awards are designed to introduce a prospective student to the University of Sioux Falls. The \$2,000 award is presented in the form of a certificate to a qualified student who has not yet applied or been accepted to the University. One award per student.

Baptist Student Award

This award is given to Baptist students who must give evidence of membership and "active participation" in a Baptist church. An application, which includes a pastor's recommendation, must be completed for this award.

Partners Program

The University of Sioux Falls will match every dollar a student's church provides, up to \$1,000 per year. The student's church must sign the Partners Agreement form and return it to USF prior

to March 1 each year. Funds are limited and are dispersed on a first come, first served basis.

Bailey Wyoming Scholarship

A \$2,000 scholarship is available to a limited number of students who are residents of Wyoming. Students must meet the academic requirements for full-time status with no restrictions. Transfer students must have a 2.0 GPA. Priority selection is given to students completing and submitting an application form prior to February 1. The Bailey Scholarship is supported by funds from the Jim and Audrey Bailey family.

Family Grant

The University of Sioux Falls grants assistance to families who have two students pursuing undergraduate degrees at USF at the same time. A separate application is required and can be obtained online or from the Admissions or Financial Aid Offices.

Legacy Award

Students whose parents or grandparents graduated from Sioux Falls College or the University of Sioux Falls are considered for this award. A separate application is required and can be obtained online or from the Admissions or Financial Aid Offices.

Southeast Technical Institute Transfer Grant

This \$3,000 award is given to students who transfer to USF following the completion of their associate's degree from Southeast Technical Institute and the transcribing of credits to USF. Students must have a 2.0 GPA to receive and maintain this scholarship.

Lake Area Technical Institute Transfer Grant

This \$3,000 award is given to students who transfer to USF following the completion of their associate's degree from Lake Area Technical Institute and the transcribing of credits to USF. Students must have a 2.0 GPA to receive and maintain this scholarship.

University of Sioux Falls Participation Scholarships

Participation scholarship recipients must meet all admission requirements of the University. They must also have an ACT score of 20 or above and a minimum 2.8 high school GPA.

Upperclassmen students and transfer students must have a CGPA of 2.5 or above. Students awarded participation scholarships who later are unable to continue participation will not have that scholarship replaced with other institutional financial aid.

Music Scholarship

The University of Sioux Falls offers a number of music participation scholarships to students with outstanding musical ability. Awards may be made in voice, keyboard, and instrumental performance areas. These awards stipulate that recipients participate in a musical ensemble and take applied music lessons each semester they receive a music scholarship. Scholarship recipients must take *Foundations of Music* or *Music Theory* within the first two years of receiving the scholarship. Selection of recipients and award amounts are determined by an audition and application process, which is completed by March 1 each year. Students may audition after March 1, but scholarship funds may be exhausted.

Theatre Participation Scholarship

Selection of recipients and scholarship amounts are determined by program participation. The award stipulates that recipients must participate in University theatre productions and organizations and are considered for renewal annually by the program director.

Theatre Performance Scholarship

A performance scholarship is awarded by the University of Sioux Falls Communication Studies and Theatre Department faculty to students who are Communication Studies and Theatre majors. These awards are given without regard to financial need and recipients must participate in University theatre productions and organizations. These scholarships are considered for renewal annually by the program director.

Athletic Participation Scholarship

The University of Sioux Falls offers a number of athletic participation scholarships to selected male and female students with outstanding ability. These scholarships vary in amount and are awarded annually, based on the talents of the individual. Renewal is contingent upon the assessment of coaches and a student maintaining standards of eligibility. Students offered an athletic scholarship are not eligible for any additional institutional aid from USF except for an academic scholarship, if applicable.



Endowed Scholarships

The University of Sioux Falls has received generous designated funds from friends, alumni, and businesses with the purpose of establishing endowed scholarships. Many of these scholarships are awarded according to specific criteria. From the information supplied on endowed scholarship applications and applications for financial aid, USF awards these scholarships:

American Association of University Women Endowed Scholarship	Bob and Lois Crandall Endowed Scholarship	James and Verna Hendricks Memorial Scholarship
Ames Memorial Scholarship	Olive and John Cressey Memorial Scholarship	Dr. Allen Herrboldt Endowed Business Scholarship
Marjorie J. Anderson Endowed Scholarship	Danish Baptist Scholarship	John E. and Ina Goff Hiigel Endowed Memorial Scholarship
Dr. Waldo and Donna Anderson Endowed Scholarship	Barbara Hughes Dappen Memorial Endowed Scholarship	Ethel Hildebrand Memorial Health Science Scholarship
John Aning Memorial Trustee Scholarship	Donald and Cara Lee Davis Endowed Scholarship	Dr. Roy W. Hodges North Dakota Memorial Scholarship
Bailey Wyoming Endowed Scholarship	Barry Davison Memorial Scholarship	Ernest V. Hoffman Endowed Scholarship
Harold and Bertha Ballenger Memorial Scholarship	Abel and Norma DeGroot Trustee Scholarship	Cyril and Edna Horn-McGowan Iowa Memorial Scholarship
Ella Lillibridge Barron Speech, Drama and Forensics Memorial Scholarship	Ray and Pearl DeKramer Athletic Scholarship	House Endowed Scholarship
Gretha Bates-Marlin Scholarship	Mary Ann Dennis Endowed Scholarship	Tony L. and Kathleen Houseman Endowed Scholarship
Leon and Darline Thole Bill Endowed Scholarship	Des Moines University Foundation Scholarship	Wesley and Verla Husman Memorial Scholarship
Clara Blatherwick Memorial Scholarship	Freda Dirksen Memorial Scholarship	Jean and Dan Hylland Family Endowed Scholarship
Ballard and Joyce Blount Endowed Scholarship	Viola Doty Memorial Scholarship	Helen Kasten Jensen Endowed Memorial Scholarship
Earl and Betty Bonacker Endowed Scholarship	Dr. Firman A. Early Memorial Scholarship	Bernice Stier Jones Communication Studies and Theatre Endowed Scholarship
Boyd Volleyball Scholarship	Mr. and Mrs. J.G. Eddy Memorial Endowed Scholarship	Steven Kamm Memorial Scholarship
Lenore S. Brady Memorial Scholarship	Edwards Family Endowed Scholarship	Robert C. King Memorial Music Scholarship
Kurt and JoAnn Brenner Endowed Scholarship	Egger Steel Endowed Scholarship	Helen Knipping Endowed Music Scholarship
Dr. Lee Bright Memorial Scholarship	William and Helga Eichel Endowed Scholarship	Koch Hazard Architects Endowed Scholarship
Gertrude Bryan-Grim Memorial Scholarship	Ronald A. Eiesland Endowed Athletic Scholarship	Leonard V. Kowalski Memorial Music Endowed Scholarship
Guildford D. Bryan Memorial Scholarship	Ferguson Endowed Scholarship for Religion or Music	Ernest and Laura Krueger Memorial Trustee Scholarship
Lena Bryan Memorial Scholarship	Reuel Clark and Eva Wood Finley Endowed Scholarship	Ernest and Laura Krueger Natural Science and Math Scholarship
Joseph and E. Vicky Burcham Endowed Scholarship	Wilber J. and Joann L. Fitch Endowed Scholarship	Reuben and Vera Kruschwitz Memorial Scholarship
Nettie Belle Butler Memorial Scholarship	Mary Goldenstein Foster Speech Scholarship	Harold W. Lackey Endowed Scholarship
Stephen and Viola Butler Memorial Scholarship	Ruth Fredrikson Endowed Scholarship	Harold W. and K. Lorette Lackey Scholarship
Viola C. Chase Endowed Scholarship	Friends Endowed Scholarship	A.O. and Margaret Larsen Endowed Scholarship
Dave and Mary Jo Christensen Endowed Scholarship	Lysle H. Gaffin and Mary L. Gaffin-Wagner Endowed Scholarship	Chong Hi Lee Memorial Scholarship
Jason Christensen Memorial Scholarship	Ruth M. Garhart Memorial Music Scholarship	Marilyn A. Lee Endowed Scholarship
Christenson Adult Learner Scholarship	Richard M. and M. Louise George Memorial Scholarship	Gwenda Lehmann Endowed Grant Scholarship
Christian Ministry Scholarship	Gibbon Baptist College Memorial Scholarship	Opal Leonard Speech and Theatre Memorial Endowed Scholarship
Rev. J. Clyde and Mary E. Clark Endowed Scholarship	Gary and Dr. Donna Goldammer Endowed Education Scholarship	John and Linda Lillibridge Endowed Scholarship
Philip G. and Joan M. Clark Degree Completion Program Endowed Scholarship	Alfred M. and Faye Gowan Memorial Endowed Scholarship	Tom and Cindy Lillibridge Endowed Scholarship
Philip G. and Joan M. Clark Endowed Scholarship	Grand Island College Foundation Memorial Scholarship	Wayne W. Loftis Memorial Scholarship
Class of 2004 Endowed Scholarship	Mamie and Vernon Gretschnann Memorial Scholarship	Barrett Lowe Memorial Scholarship
Class of 2005 Endowed Scholarship	Phyllis E. Griffin Memorial Scholarship	George L. Macha Trustee Scholarship
Carolyn Cleveland Endowed Scholarship	David S. and Paul B. Haram Memorial Scholarship	Louise E. MacKay Memorial Scholarship
George Collins Drama and Speech Memorial Scholarship	Tom Harkison Memorial Scholarship	Leola Marshall Memorial Scholarship
J.D. Coon Memorial Scholarship	Dr. Alvin and Evella Harsch Christian Service Scholarship	Martin-Mashek Endowed Scholarship
A.J. Cooper Memorial Scholarship	Sammie I. Hasegawa Endowed Scholarship	Gene and Mary Mashek Memorial Endowed Scholarship
Barbara Dodson Cota Endowed Scholarship	Melvin C. and Laura C. Haugse Endowed Scholarship	
Cougar Athletic Foundation Endowed Scholarship	Health Science Endowed Scholarship	
Dale and Hazel Cramer Memorial Scholarship		

Robert N.W. Masterson Memorial Endowed Scholarship	Rodriguez Christian Mission Scholarship	Taylor-Perdue Endowed Scholarship
Kenneth and Jo Ann Mattheis Endowed Music Scholarship	Henry R. Roose Memorial Scholarship	Clara Terry Memorial Trustee Scholarship
Evelyn McKillop Endowed Education Scholarship	Robert G. and Torstein H. Rossing Endowed Scholarship	Robert and Clara Terry Christian Ministry Scholarship
James O. McLellan Memorial Scholarship	Rowe/Hinkel Leadership Award	Robert A. Thomason Endowed Scholarship
Loretta Braese Merrill and James J. Merrill Endowed Scholarship	Glenna Rundell Endowed Scholarship	Larry Terveen Memorial Endowed Scholarship
Mid-American Baptist Churches Scholarship	Betty R. Rust Music Scholarship	Ralph and Kathleen Tingley Endowed Scholarship
Adam Bruce Millikan Memorial Endowed Scholarship	Elmer Rustad Athletic Scholarship	Fern E. Tolliver Memorial Scholarship
Mitchell, SD First Baptist Church Memorial Scholarship	Max and Lorraine Rysdon Trustee Scholarship	M. Lucille Burgett Trautner Memorial Scholarship
Annadell Morgan Memorial Scholarship	Phil and Jimmie Rysdon Endowed Scholarship	Trent Baptist Church Endowed Scholarship
Mabel Mortensen Memorial Scholarship	Salsbury Foundation Scholarships	Merrill and Elizabeth Tronson Endowed Scholarship
Leonard and Irene DeSchepper Munson Endowed Scholarship	Paul Scaringi Endowed Scholarship for Religious Studies	United Christian and Baptist Scholarship of Kalona, IA
Murdoch Family Endowed Scholarship	William and Shirley Schaper Endowed Music Scholarship	USF Alumni Scholarship
Dean and Beverly Nelson Endowed Scholarship	Wayne and Lucile Schmitz Endowed Scholarship	USF Endowed Scholarship
Oliver and Lillian Nelson Memorial Scholarship	Fred and Mary Schwabenland Memorial Academic Scholarship	USF Vocational Ministry Scholarship
Oliver and Lillian Nelson Trustee Scholarship	Fred and Mary Schwabenland Memorial Trustee Scholarship	Van Ausdall Memorial Scholarship
Lorna Newport Endowed Scholarship	John Freeman and Dorothy Burrow Shaw Endowed Scholarship	Robert E. Van Demark Scholarship
Clifford Nickerson Endowed Scholarship	George L. and Doris M. Shaw Memorial Scholarship	Mabel Van Wickle Memorial Scholarship
Dr. Janet L. Norberg Endowed Scholarship	Jeanie Sherman Memorial Scholarship	Dr. Helen V. Van Zante Scholarship
Paul L. and Stanley A. Norberg Athletic Scholarship	Dorothy "Dot" Sikorski Endowed Scholarship	Fred and Ruth Bryan Venhauer Memorial Scholarship
Gary Olson Athletic Leadership Award Endowed Scholarship	Helen Beede Sill Scholarship for English	Karen and Robert Veninga Scholarship
Dr. Robert Olson Memorial Scholarship	Singer Speech and Theatre Scholarship	Rodney and Karen Vietor Endowed Scholarship
Dr. Ernest Sterling Palmerton Memorial Scholarship	Sioux City First Baptist Scholarship	Diane K. Voeller Memorial Nursing Scholarship
Frank Patterson Endowed Scholarship	Sioux Falls Construction Endowed Scholarship	John T. Vucurevich Scholarship
Gail Patterson Endowed Scholarship	Somerset-Minnesota Trustee Scholarship	Walker Adult Learner Endowed Scholarship
Dr. Perry W. Patterson Theatre Scholarship	Lawrence J. Sonneman and Laurelle A. (Backer) Sonneman Endowed Memorial Scholarship	James S. and Floretta M. Ward Endowed Scholarship
Raymond Arthur Paul and Marie Priscilla Luellah Paul Endowed Scholarship	Earl K. and Emma V. (Selken) Sorensen Endowed Scholarship	Wear Family Endowed Scholarship
Scott Pennock Memorial Scholarship	H. Almeda Sorenson Memorial Scholarship	Amos Weaver Memorial Scholarship
Belle Bryan Peterson Memorial Scholarship	Edna M. Spencer Scholarship	Dr. Frank R. Weaver Pre-Med/Pre-Dentistry Endowed Scholarship
Merton Peterson Memorial Scholarship	Dr. Fred and Mary Stahmann Endowed Scholarship	Whisler Family Endowed Scholarship
Margaret Pink Memorial Scholarship	Dr. Ed Stevens Memorial Scholarship	Barbara M. White Endowed Scholarship
Lillie Porter-Bryan Memorial Scholarship	A.O. and Lillian Stewart Memorial Scholarship	Nickolas and Emma Wik Memorial Scholarship
Bernice Ptacek Endowed Scholarship	Florence E. Stewart Memorial Scholarship	Reynold M. Wik Endowed Scholarship
Raven Industries Endowed Scholarship	Doris Marie Strom Women's Musical Endowed Scholarship	Mary L. Wilkes-Hull Endowed Scholarship
Reader's Digest Foundation Endowed Scholarship	Everett Sugarbaker Memorial Scholarship	Wolitarsky Family Endowed Scholarship
Martha and Milo Rice Memorial Scholarship	Marian Sullivan Endowed Scholarship	Sam and Lucille Woltzen Memorial Scholarship
Rock Springs First Baptist Endowed Scholarship	Ray and Margret Swift Memorial Scholarship	Fern Gray Wood Memorial Scholarship
		Merle Woodden Memorial Scholarship
		Karen Ann Yeager Drama Scholarship
		Thomas E. Zbornik Endowed Scholarship

Cash Scholarships

The University of Sioux Falls receives cash scholarships from organizations, friends, alumni, and businesses. These cash funds are either awarded to students on their financial aid packages or are awarded directly to them by organizations. Recent funds received have been provided by:

Mary L. Aden Cash Scholarship Fund	Edwards Family Cash Scholarship	Tristen Larson Merriman Memorial Cash Scholarship
American Baptist Women Ministries Scholarships	First Premier Bank Scholarship	Mid-American Baptist Area IV Cash Scholarship
Availability Employment Cash Scholarship	Gary and Dr. Donna Goldammer Family Cash Scholarship	Adam Bruce Millikan Cash Scholarship
Reno C. Bertsch Memorial Cash Science Scholarship	Jolaine Wollman Gerlach Cash Scholarship	Nelson and Nelson Accounting Cash Scholarship
Herb Blakely Memorial Scholarship Fund	Tim and Glenda Glasser Cash Scholarship	Gary Olson Athletic Leadership Award Cash Scholarship
Earl and Betty Bonacker Cash Scholarship	Faye Gowan Commitment to Service and Education Scholarship	Perkins Family Restaurant Cash Scholarship
Center for Women Scholarship	GRACO Foundation Cash Scholarship	Promising Science/Math Student Scholarship
Philip G. and Joan M. Clark Cash Scholarship	Jon E. Hansen Memorial Cash Scholarship	Rotary Club of Sioux Falls Cash Scholarship
Coldwell Banker Cash Scholarship	Roger Harper Cash Scholarship	Scheels Cash Scholarship
Convencion Regional Bautista Dios Con Nostros Student Scholarship	HSBC Card Services Scholarship	Al Schoeneman Cash Scholarship
CorTrust Bank Scholarship	Humanitarian Cash Scholarship	South Dakota Bankers Association Cash Scholarship
Dacotah Bank Business Scholarship	Bernice Stier Jones Communication Studies and Theatre Cash Scholarship	Marian Sullivan Youth Ministry Cash Scholarship
Dakota Corps Cash Scholarship	LAR Faculty Award for Liberal Thought and Expression	Ray and Margaret Swift Athletic Scholarship Fund
Barbara Hughes Dappen Memorial Cash Scholarship	Elvira G. Larson Scholarship	USF Community Reinvestment Act Scholarship
Daughters of the American Revolution (DAR) Scholarship	Thomas R. "Dick" and Arlene Long Cash Scholarship	USF Freshman Business School Cash Scholarship
Dell Rapids Cash Scholarship	Larry Lord Math Cash Scholarship	USF Scholarship Fund
Mary Ann Dennis Cash Scholarship	Lost Boys of Sudan Scholarship	Jakob Vietor Cash Scholarship
Leonard and Irene DeSchepper Munson Cash Scholarship	Donald and Magdalene McCabe Memorial Cash Scholarship	Wells Fargo Financial Bank Scholarship
		Xcel Energy Scholarship for Math and Science

Foundations and Trusts

Foundations and trusts provide funds to be awarded to students as financial assistance. Those providing aid to students at the University of Sioux Falls include:

Hatterscheidt Foundation Inc. Educational Scholarship	Dorthea E. Howard Trust	University of Sioux Falls Foundation
Hayward Trust	Lackey Trust Scholarship	Walnut Street Baptist Church Trust
	Sioux Falls Area Community Foundation	

Federal Financial Aid

Federal Pell Grant

A student applies for this grant annually by completing a FAFSA. Eligibility is determined by the federal government and conveyed to the USF Financial Aid Office. The Federal Pell Grant is only available to students working on their first associate or baccalaureate degree. Award amounts vary based on each student's need and enrollment status.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The federal government allocates monies to institutions to award SEOG grants to exceptionally needy students. Priority is given to Pell Grant recipients. Since funds

are limited, the federal aid application must be received by the federal processor prior to the March 1 priority deadline. Award amounts vary.

Federal Teacher Education Assistance for College and Higher Education (TEACH) Grant

The TEACH program provides funds to students who are planning to complete coursework that is required to begin a career in teaching and who agree to teach full-time for at least four years. Students must teach as a highly qualified teacher at a school servicing low-income students and in a high-need field. Those four years of teaching must be completed within

eight years after ceasing to be enrolled or graduating. This teaching requirement is known as a service obligation. Students must file a FAFSA in order to be eligible for the TEACH grant; however, the grant is not need-based. If students do not fulfill the service obligation, the grant turns into an Unsubsidized Direct Stafford Loan. Maximum awards are \$4,000 per year. Undergraduate and graduate students are eligible.

Federal Perkins Loan

This loan program is allocated to students who show financial need through the financial aid application process. The federal funds are loaned by the University

of Sioux Falls. Interest and repayment begin nine months after the student ceases to be enrolled at least half-time. Funds are limited, and, therefore, awarded to students who file the FAFSA to the federal processor prior to the March 1st priority deadline.

Federal Direct Subsidized Stafford Loan

The Direct Subsidized Stafford Loan Program is a low interest loan made to students by the federal government. The interest rate is adjusted every July 1. Interest is paid by the Federal government until repayment begins. Repayment begins six months after the student ceases to be at least a half-time student.

Loan eligibility is determined by the need calculated through the FAFSA application process. Annual loan maximum is based on the grade level of the borrower.

Freshman	\$3,500	(0-23 credits)
Sophomore	\$4,500	(24-59 credits)
Junior	\$5,500	(60-89 credits)
Senior	\$5,500	(90+ credits)
Graduate	\$8,500	

The total outstanding Federal Stafford Loan debt limit for a dependent undergraduate student is \$31,000 with no more than \$23,000 from subsidized loan(s).. The total for graduate or professional study is \$65,500, including any loans borrowed at the undergraduate level.

Federal Direct Unsubsidized Stafford Loan

This program was established to allow all students who apply for federal financial aid to be eligible for a loan regardless of financial need. Loan limits are the same as the Federal Subsidized Stafford Loan with one noteworthy exception—interest begins to accrue as soon as the first disbursement is made. Repayment of the loan begins six months after the student ceases to be at least a half-time student. The interest rate is adjusted every July 1.

Additional Federal Direct Unsubsidized Stafford Loan

Dependent students are eligible for \$2,000 of additional Unsubsidized Stafford Loan regardless of financial need. Independent students who have borrowed their annual maximum through the Stafford program or dependent students whose parents are unable to secure a parent PLUS loan are also eligible to borrow an Additional Direct Unsubsidized Stafford Loan. Amounts are restricted to the cost of attendance minus all other financial aid with maximums of \$6,000 for the first and second years and \$7,000 for the third year and all further undergraduate years. Students in a graduate program of study are eligible for a maximum of \$12,000. The same provisions apply as with the Federal Unsubsidized Stafford Loan.

Federal Direct Parent Loan for Undergraduate Students (PLUS Loan)

This is a non-need based loan taken out by the parent on behalf of the student. Loan amounts are limited to the cost of attendance less any financial aid. The parent borrower must complete a credit application and be creditworthy. The interest rate is fixed at 7.9 percent. Repayment begins within 60 days of the final disbursement, however, deferment options are available upon request to the lender. Parents are required to complete the FAFSA in order to borrow a PLUS loan.

Federal Direct Graduate PLUS Loan

Students in a graduate program of study may apply for loan funds through the Graduate PLUS Loan program. This is a non-need based loan taken out by the student on his or her own behalf. Students interested in this loan are required to fill out the FAFSA, complete a credit application, and be creditworthy. Loan amounts are limited to the cost of attendance, less any financial aid. Interest rates are fixed at 7.9 percent. The same provisions apply as the Federal Parent PLUS Loan.

Federal Work-Study Program

The Federal Work-Study Program provides part-time jobs for students who apply for federal financial aid. The total award depends on the student's need as determined by the FAFSA and the amount of money the school has received for the program. Students are able to secure on-campus jobs with extremely flexible work hours. Funds are limited and, therefore, work eligibility is awarded to students who file the FAFSA to the federal processor prior to the March 1st priority deadline. USF does not have enough jobs on campus to meet the need of all students who qualify. An internal application and placement process is in place to assist students.

Summer Financial Aid/Employment

Depending upon the availability of federal funds, some loans, grants, and employment may be offered during the summer. Students must request funds by completing the institutional application and the family needs analysis through the FAFSA. Some loans and employment during the summer can affect aid for the following academic year. Consult the USF Financial Aid Office to determine which options are most advantageous for you.

Other Types of Financial Assistance

Private, Non-Federal Loan Assistance

Various lenders make private, alternative loans available to students. These loans offer low interest, do not require payment while in school, and offer options for length of repayment. These loans are credit-based and may require a creditworthy co-signer. A list of some available loans is included on the USF website.

Off-Campus Employment

A large number of Sioux Falls businesses list part-time jobs with the USF Academic Success Center. In a city the size of Sioux Falls (a population of nearly 160,000 people), USF students have numerous opportunities for employment.

Monthly Payment Plan

Many families prefer to pay by the month rather than by the semester. The University of Sioux Falls offers a monthly payment service through FACTS management company. The payment plan is a no-interest option which does require a set-up fee. Applications are available online at the University's website (www.usiouxfalls.edu).

Satisfactory Academic Progress Policy

Federal regulations require that students (undergraduate and graduate) maintain satisfactory academic progress toward the completion of a degree program in order to receive Title IV

Federal financial aid. Title IV funds include the Federal Pell Grant, Federal SEOG, Federal TEACH Grant, Federal Perkins Loan, Federal Work-Study, Federal Direct Subsidized Stafford Loan, Federal Direct Unsubsidized Stafford Loan, Federal Direct PLUS Loan, and Federal Direct Graduate PLUS Loan. Checking satisfactory progress involves a measurement of the student's performance qualitatively through grade point average and quantitatively through successful completion of credit hours attempted. A third area looks at the maximum credit hours attempted for a student to earn a degree.

Satisfactory academic progress for financial aid eligibility is evaluated separately from the institution's academic policies. Students who fail to maintain satisfactory academic progress can expect to have their financial aid suspended.

All students (undergraduate and graduate) must maintain all three standards listed below in order to remain eligible for Federal Title IV financial aid.

1. Grade Point Average: A student must maintain a minimum cumulative grade point average according to his/her current grade level:

Freshman	(0-23 credits)	1.50
Sophomore	(24-59 credits)	1.75
Junior	(60-89 credits)	2.00
Senior	(90+ credits)	2.00
Graduate		3.00

A review of the student's cumulative GPA takes place at the end of each semester. A student is placed on warning at the end of a semester if he or she fails to maintain the required cumulative GPA. Financial Aid GPA includes all coursework, including grades excluded by academic amnesty. If this GPA is below the standard while on warning, the student's financial aid eligibility will be suspended. (See appeal process.)

2. Completion Rate: A student must complete with a passing grade (A, B, C, or D) at least 70 percent of the credits attempted each term. A student will be placed on warning at the end of a term if he or she fails to complete enough courses.

"Credits attempted" is defined as the number of hours (regular and remedial) for which a student is registered after the final add/drop date (generally two weeks or less after the semester begins). Courses that are repeated are counted toward the total credits attempted. Grades of "F" (failure), "I" (incomplete), "W" (withdraw), and "NC" (no credit) will count as credits attempted but not satisfactorily completed. Students who do not maintain the 70 percent completion standard will have their financial aid eligibility suspended. (See appeal process.)

3. Maximum Attempted Credits: The University of Sioux Falls has established a limit on the maximum number of credit hours attempted for which a student may receive Title IV financial aid.

All credits attempted, including transfer hours, repeated hours, and those for which the student received no financial aid are included in the total. (Remedial coursework hours are excluded.) The maximum number of credits is based on the degree pursued.

Type of Degree Pursued	Maximum Credit Hours Attempted
Associate's	96

Type of Degree Pursued	Maximum Credit Hours Attempted
Bachelor's	192
Master's	50

A student exceeding the maximum number of credit hours allowed for the intended degree program will not be eligible to receive Title IV financial aid. (See appeal process.)

Repeated Coursework

Students receiving federal financial aid may repeat a previously passed course only one time using federal funds. Students receiving federal financial aid who repeat a course because of a failing grade may do so as many times needed until a passing grade is achieved, unless stipulations are placed upon the student by an appeals committee.

Appeal Process of Financial Aid Suspension

Students who fail to maintain satisfactory academic progress will be notified via certified mail and may appeal the suspension of their financial aid eligibility. Students must request a Financial Aid Appeal Form from the Financial Aid Office. All appeals must include an unofficial copy of the student's most recent academic transcript. Students must submit an appeal prior to the date listed on their suspension letter. Appeals will be dealt with on a case-by-case basis by the Financial Aid Appeals Committee. All students filing an appeal will be notified in writing of the committee's decision.

Reinstatement of Eligibility

A student whose appeal is denied or who chooses not to appeal can reestablish eligibility by enrolling at his or her own expense and successfully completing 12 credits with a 2.00 GPA or higher. The student should then provide an academic transcript and written letter of appeal to the Financial Aid Office and request reinstatement of aid eligibility.

Students who have lost their eligibility for an honors or academic scholarship have the chance to reinstate that scholarship by increasing their CGPA to the required level of eligibility. At the point their CGPA has increased to that level, the student may submit a written letter of appeal and academic transcript to the Director of Financial Aid for consideration of reinstatement.

Any financial aid that is reinstated is not retroactive and does not extend eligibility beyond previously established time limits.



Campus Life

Residence Life

Living in a residence hall places students near all academic resources and activities, which enables them to be an active part of the University of Sioux Falls community. Because of this interaction, essential “people skills” are developed, as well as personal relationships that become lifelong friendships. Research indicates that traditional students residing on campus are more likely to complete their college program than their counterparts living off campus.

The University of Sioux Falls has six residence halls that provide the opportunity to live, interact, and share with a variety of people who have differing backgrounds, interests, and values.

A resident director and student resident assistants provide leadership in programming, governing, and advising in each residence hall. As members of the residential community, students participate in the social, educational, spiritual, and informational activities in the residence hall.

Before accepting a room assignment at the University of Sioux Falls, it is important that students understand and accept USF's basic policies as listed in the Student Handbook, which is published online at www.usiouxfalls.edu.

To promote community and enhance the living environment for all, important policies apply to residence hall life. Possession, use, or distribution of alcohol and other drugs is prohibited. Also, specific hours of intervisitation (room visitation by members of the opposite sex) have been established in residence halls to ensure privacy for all residents. Students are responsible for knowing the information contained in the University of Sioux Falls Student Handbook.

All unmarried, full-time students are required to live on campus in residence halls as long as space is available. Exceptions include

those students who either live with their parents, have completed four semesters of full-time coursework (summer sessions excluded), or are 21 years of age or older at the beginning of the semester for which off-campus housing is desired. Exceptions to the requirements of on-campus residence hall living must be secured from the Student Development Office.

All students younger than age 21 must complete a Residence Hall Application or an Off-Campus Request Form. Verification of off-campus living arrangements is sought from parents when applicable. If students provide false information to the University regarding their place of residence in an attempt to qualify to live off campus, they will be in violation of policy and will be charged for room costs until they comply with University policies.

If a person is not required to live in the residence halls but wishes to do so, that person must be an admitted student taking a minimum of six semester credit hours of coursework. Should the number of requests to live on campus exceed available space, full-time students will be given priority for room assignments.

Students living in residence halls or freshmen and sophomores living in campus apartments are required to purchase a meal plan for eating on campus. Meals are served in the Salsbury Dining Hall.

Students contract to occupy rooms only during the times that classes are in session. Residence halls are closed during Christmas and spring breaks. However, an attempt will be made to make arrangements for students who need housing during those vacations.

Students planning to live on campus must complete the Application for Residence Hall and Meal Plan request form and return it to the Student Development Office.





Campus Ministries

Spiritual activities at the University of Sioux Falls are a unique feature of campus life. While many students come to USF seeking spiritual growth, participation in programming is a matter of personal choice.

Campus ministry activities take many forms. There are small groups, chapel services, mission projects, Bible studies, retreats, and service opportunities in the local community and around the world.

Past mission trips include travels to Mexico, Amsterdam, inner city Chicago, Kansas City, Milwaukee, New Orleans, Jamaica, Haiti, and Native American reservations. Summer internships in ministry organizations are often available.

Weekly chapel services offer opportunities to worship in a variety of creative forms. Each chapel service is different in style, but all share the same purpose. All students are invited to participate in this significant time on a voluntary basis.

Small groups are led by students or faculty/staff members. Each group's purpose is to facilitate growth and development of students in their spiritual walk. These groups serve as a continuing means for training and equipping students to discover their own individual ministry.

Sioux Falls offers a strong church community. More than 100 churches in the city offer worship, fellowship, and ministry opportunities for students from a variety of denominations. A Sioux Falls youth ministry network works directly with USF to connect students with internship opportunities and youth ministry training in the area.

Outreach and mission opportunities are an ongoing emphasis. Students serve the Sioux Falls community and beyond in contexts such as Habitat for Humanity, the Union Gospel Mission, the state penitentiary, and a local shelter for the homeless. At USF, service is considered an essential component of each person's spiritual growth.

The vision of USF is to empower students to make an impact on the world in the name of Jesus Christ whenever and wherever possible; therefore, students are always encouraged to initiate and lead ministry programs that benefit the USF campus and the community at large.

For those students who take advantage of the opportunities listed above, the University of Sioux Falls will be a place that deepens their own personal walk with Jesus Christ.



Student Life

The full benefit of any academic program at the University of Sioux Falls is realized only when students become actively involved in the campus community. The activities organized by campus life are designed to supplement and support each student's academic achievement and aid maturing of the total person. Competition and cooperation are effectively balanced in the context of a community that rejoices in both individual and corporate achievement.

But more than this, all members of the USF community are expected to exhibit mutual concern in everyday living. While the administration will not hesitate to enforce the minimal social standards required to maintain a constructive Christian community, the true quality of the community depends primarily upon students accepting responsibility to live far beyond such a minimum in interpersonal relations. Basic to such a lifestyle are respect for other persons, understanding of other views, and honest sharing of criticisms in the spirit of love. Students are encouraged to seek and to give forgiveness readily when wrongs occur. When sanctions are required, they are administered judiciously and redemptively in the hope that they will be received in a spirit of openness and responsibility.

The USF community seeks to support each individual in fully exercising the freedom found in a life committed to God. This includes fostering community standards of excellence, as well as defining limits of responsibility, in the conviction that community standards and individual ambitions are fully compatible when they share the primary goal of glorifying God.

The Student Handbook, published on the USF website at www.usiouxfalls.edu, provides specific information regarding University policies as they affect student life at USF. The University reserves the right to dismiss, at any time, students whose conduct or academic progress is regarded as unacceptable.

Academic Advising

Students are expected to assume primary responsibility for defining their academic program and arranging their class schedule. However, the academic advisor fills an important role in providing guidance to each student.

Each year, all new students receive academic advising during a new student registration day held before school begins. Once a student officially declares a major, he or she will be assigned a faculty member in that area as an advisor. All majors are declared or changed through the Office of the Registrar.

Academic Success Center

The Academic Success Center (ASC) directly supports the mission of USF by fostering academic excellence, development, and professional preparation. It provides students with the following centralized resources.

Academic Assistance

Academic coaching teaches students to structure their time, organize assignments, and utilize effective learning strategies. Tutoring is arranged in high-demand courses and available on a requested basis for all other courses. First year students enroll in *SDV 100: The USF Experience* to introduce students to the information, skills, and habits of mind necessary to transition effectively to the university setting in general and, more specifically, to USF.

Career Services

Career Services helps students achieve their professional goals and discover their vocation. Staff is available to help students select a major, write resumes or cover letters, apply to graduate school, locate internships and prepare for interviews. Students are invited to connect with employers during job fairs, career events, and Cougar Careers, USF's virtual job and internship database.

Counseling

Counseling is a process that helps students define goals, make decisions, and solve problems related to personal, social, and educational concerns. It is a collaborative effort and a chance to visit with an objective person. Short-term individual and group counseling sessions are available. Examples of groups that may be offered include—but are not limited to—healthy relationships, stress management, children of divorced parents, or loss and grief.

Faculty, staff, family members, or friends who have concerns about a student may call Counseling Services at (605) 331-6619 to discuss these concerns with a counselor. Guidance can be given regarding how to speak with the student in concern, but staff cannot provide information about the treatment of a specific student without the student's written permission.

Learning Accessibility Services

The University of Sioux Falls is committed to ensuring that all students with a qualifying and documented disability are provided reasonable accommodations in accordance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act (ADAAA).

Providing access to a diverse student population is embedded in the philosophy of USF. USF recognizes disability as an aspect of diversity that is integral to society and to the campus community. To this end, Learning Accessibility Services (LAS) collaborates with students, faculty, staff, and community members to create usable, equitable, inclusive, and sustainable learning environments.

Educational access is the provision of classroom accommodations, auxiliary aids, and services that ensure equal educational opportunities for all students regardless of disability. LAS provides qualifying students with the tools, accommodations, and support services to participate fully in the academic environment. Students with a disability are encouraged to contact LAS to learn more about this confidential process.

Interest Groups

Athletics

The University of Sioux Falls is a member of the National Collegiate Athletic Association (NCAA) and the Northern Sun Athletic Conference. Men's intercollegiate competition is provided in baseball, basketball, cross country, football, golf, soccer, and track. Women's intercollegiate competition is provided in basketball, cross country, golf, soccer, softball, tennis, track, and volleyball. All full-time students are eligible to participate provided that they meet the academic eligibility requirements of the respective governing bodies.

Intramurals

Intramurals provide an opportunity for students to participate in a variety of recreational sports and activities. These activities vary each year according to the interest shown by students.

Publications

The Student Association has traditionally authorized and sponsored one major publication, a student newspaper entitled *The Vessel*. *The Vessel* contains news and features of interest to the campus community and beyond. The newspaper editor is selected by the USF Publications Board—comprised of students, faculty, and administrators—and is salaried by the Student Senate. The editor is then responsible for recruiting volunteers to produce the paper.

Music

Instrumental and vocal groups contribute to the social and cultural life of the campus community. The Jeschke Fine Arts Center houses the William Lee Bright Hall of Music and the Meredith Auditorium.

Cantare is a mixed chorus open to all members of the student body. No audition is required. Cantare serves the USF campus and community by performing at chapel services, concerts, and other local events.

The Concert Chorale is the University's upper level vocal ensemble, open by audition to all members of the student body. In addition to local concerts, the group takes an extended tour every other year.

The Singing Camerata is a select chamber choir made up of members of the Concert Chorale. At the annual Madrigal dinners, the Singing Camerata performs in sixteenth-century costumes. The group also tours.

The Wind Ensemble, a concert wind and percussion ensemble, is open by audition to all members of the student body. The Wind Ensemble presents a number of annual performances on campus, in the community and on tour.

The Jazz Ensemble is open by audition to all members of the student body. This ensemble performs jazz, blues and other forms of American vernacular music in combo and big band formats.

The Chamber Orchestra is open by audition to all members of the student body. This string-based ensemble performs chamber and small ensemble music from various historical eras.

Other ensembles may be organized to showcase student talent. These groups are directed by full-time and adjunct faculty.

Radio and Television

The University of Sioux Falls Telecommunication Center, located in the Jeschke Fine Arts Center, is home to two radio stations and a television production studio. One of those radio stations, KCSF, is part of the South Dakota Public Radio network. As an affiliate of National Public Radio, the station brings programming from the state network to Sioux Falls, and likewise, broadcasts cultural and public affairs programming from Sioux Falls to the entire state. Qualified students may apply for employment at the public radio station.

KCSF, the Media Studies lab radio station, is operated entirely by students under the guidance of a faculty advisor. Its citywide signal features a format that combines contemporary hit music during the day with contemporary Christian music at night. Weekends are devoted to rhythm and blues, classical, and jazz. During sports seasons, students broadcast play-by-play coverage of most Cougar games.

The Media Studies TV Lab also produces public affairs and sports programs regularly for broadcast on citywide cable TV. It has, on occasion, produced instructional materials for other University academic programs. Students may work as producers, directors, program hosts, camera operators, technical directors, and in a variety of other capacities.

Students may receive work credit, academic credit, or a combination of both for their involvement in any of the activities of the Telecommunication Center.

Theatre

Theatre productions at the University of Sioux Falls are an important part of the cultural life of the campus and the city of Sioux Falls.

Several plays are produced each year in the Jeschke Fine Arts Center, home of the Meredith Auditorium main stage proscenium theatre and the Bernice Stier Jones Studio Theatre. Theatre seasons typically include a balance of comedies, dramas, children's theatre, classics, contemporary scripts, and musicals. In addition to mainstage and studio productions, student-directed plays are presented each year.

Each interim a special theatre project is introduced. Projects range from major musicals to trips to national centers such as the Kennedy American College Theatre Festival in New York City or London, England.

The Communication Studies and Theatre program prides itself on creating opportunities with local venues including the Washington Pavilion of Arts and Science and hosting guest artists and lecturers who conduct master classes. The Los Angeles Film Studies Center, a Christ-centered educational program, offers a unique opportunity for students to examine Hollywood behind the scenes with full semester credit.

All students are encouraged to audition for performing roles or to participate on technical crews (set construction, costuming, lighting, and business management). Students may receive academic credit for their work on University and community theatre productions.





Academic Information

Degree Programs

The University of Sioux Falls offers a Master of Business Administration degree; a Master of Business Administration degree with an emphasis in Healthcare Management; a Master of Education degree with emphasis on leadership in schools, reading, or technology; a Master of Education in teaching; an Educational Specialist degree for Superintendents; and a Collaborative Doctorate in Educational Leadership. The University also offers a number of academic programs leading to Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing and Associate of Arts degrees in both liberal arts and professional fields.

To secure a Bachelor of Arts degree, students must complete a program of at least 128 semester hours of study with a minimum grade point average of 2.0. This must include the appropriate courses for completing the liberal arts core requirements of the University and those of a major program. The final 30 semester hours and at least half of the major are to be taken in residence, and no student will be granted a degree without having earned 30 semester hours of credit at the University of Sioux Falls.

The Bachelor of Science degree has the same requirements as the Bachelor of Arts degree but also stipulates that the student's program must include 18 semester hours from the Natural Science Area (biology, chemistry, mathematics, natural science, computer science, physics, and exercise science); furthermore, nine of these 18 semester hours must be in laboratory courses.

The Associate of Arts program has the same requirements as the Bachelor of Arts except that the total number of hours required is 64.

Philosophy of the Bachelor's Degree Program

The University of Sioux Falls has framed its bachelor's degree requirements in light of a specific philosophy of higher education, a philosophy synthesized from two of the most influential approaches in American higher education—the classicist and pragmatist.

The classicist approach to higher education has as its primary goal the development of each person to his or her full potential intellectually, morally, aesthetically, and physically. The pure classicist rejects any vocational specialization and any preoccupation with the contemporary setting in favor of a clear focus on intellectual and cultural history.

By contrast, the pragmatist approach to higher education justifies the acquisition of knowledge according to the utility of that knowledge for the solution of concrete practical problems in contemporary life. Any course not directly related to a practical problem or a vocational need would be eliminated.

From a Christian perspective, both of these approaches have elements of truth. On one hand, human beings, as creatures made in the image of God, have a special mandate to develop their unique capacities to the fullest extent. On the other hand, persons affirming the Christian mission and lifestyle have a responsibility to confront the practical problems of this world and to pursue professions with competence. Thus, the problem lies not with either of these approaches in itself, but rather in the artificial separation of the two.

At the University of Sioux Falls, we believe that a program of higher education should prepare students for dealing with every aspect of their lives, including such practical aspects as profession and family life. At the same time, it should seek to develop students with the insight, creativity and moral sensitivity that our world so desperately needs. To achieve these goals, we have developed a program that combines a core of liberal arts courses with a wide selection of individual academic majors.

Associate of Arts Degree Program

An Associate of Arts degree, normally a two-year course of study, is available in selected areas at the University of Sioux Falls. It is designed to fulfill the need for an introductory college experience as well as to provide vocational training. It is intended to serve those whose interest does not include the four-year program.

The Associate of Arts degree requires a total of 64 semester hours

(half the number required for the bachelor's degree). The study includes 32 semester hours from the liberal arts core and 32 additional semester hours chosen to give the student an area of emphasis with 24 or more semester hours.

A student who completes the requirements for an associate's degree and a bachelor's degree at the same time will be formally awarded the bachelor's degree; however, the Registrar will enter a notation on the student's transcript showing that he or she has fulfilled the requirements for the associate's degree. The student must request that such a notation be placed on the transcript.

Liberal Arts Core Requirements

What is a Liberal Art?

What exactly is a liberal art? What makes a liberal arts education distinct? Two questions any USF student should consider and be able to answer by the time they are juniors, no matter their major. On the one hand, students might think of the liberal arts as being a celebration of God's majestically creative mind. On the other, from a more earthly perspective, the liberal arts comprise the educational core of liberal arts colleges and universities, such as USF. The liberal arts have been around for about 1000 years, and originally, there were seven: grammar, rhetoric, and logic (called The Trivium), arithmetic, geometry, music, and astronomy (called The Quadrivium). These were the arts—the disciplines—around which the first universities were built. They represented the core of learning. They were liberal in that they were free arts—students pursued them purely for the sake of knowledge, not to train for an occupation. Today, a liberal arts core, such as the one at USF, consists of more arts and contributes to a student's preparation for a career, but the goal is the same as it has been for hundreds of years: to foster versatile, creative, independent thinkers who have an awareness of and appreciation for the interrelatedness of all the arts and disciplines.

What are the liberal arts core requirements?

The liberal arts core requirements for the bachelor's degree are designed to help students develop basic competencies, knowledge, and values that are characteristic of maturing, educated Christians. Requirements in the liberal arts core curriculum are intended to ensure that graduates are presented opportunity to become proficient in basic skills necessary for personal and career success. As a result, the liberal arts core

curriculum focuses on developing competency in speaking and writing, computer literacy, and facility in computation.

Beyond these things, the liberal arts core curriculum at the University of Sioux Falls is grounded in the tradition that values the development of students as individuals and citizens, rather than simply as workers or professionals or even as scholars. Toward these ends, all students are required to take courses in communication and a specially-designated critical thinking course to establish basic proficiencies.

In addition, all students are required to complete a two-semester sequence in Writing and Intellectual Traditions that is intended to help students become familiar with ideas, themes, and texts that have influenced Western culture. The courses are designed to develop competency in writing with force and grace. All students must also take a course that introduces the content and teachings of the Bible and another theology course that introduces the major doctrines of historic Christianity. Acquaintance with literature is deepened through the requirement of an introductory literature course.

To encourage all students to develop an appreciation for the visual and performing arts, the University requires an introductory course in art, music, or theatre in addition to a participative experience in one of these areas. Since science plays a dominant role in the world, all students are expected to develop a familiarity with the scientific method and with basic concepts in one of the natural sciences. A course in mathematics is required because of its crucial importance to science and many human enterprises that require an analytical and quantitative understanding of the world around us.

Because people are relational beings shaped by, and likewise, shaping the social environment in which they live, three courses in the social sciences are required. Out of concern for helping individuals become participative and responsible citizens, at least one of the social science courses must be in economics or government. Additionally, students must also take a course that raises awareness of the social and cultural diversity of the world. Finally, all students are required to take a “wellness” course. Such a course addresses the wholeness and integration of the physical, social, spiritual, intellectual, and emotional aspects of life; thereby, emphasizing the necessity of bringing balance to one’s life as a means of maintaining a healthy and productive lifestyle.

Consistent with a Christian university in the liberal arts tradition, the core curriculum of the University of Sioux Falls reflects the institutional desire to assist students in developing a sound Christian worldview. The liberal arts core establishes the foundation upon which students can build honorable and fulfilling lives.

Liberal Arts Core Learning Outcomes

1. Students who experience the liberal arts core will develop a mindset that reflects on truth, beauty, goodness, and the Christian faith and will engage the world constructively.
2. Students who experience the liberal arts core will have knowledge of the liberal arts tradition and will use their liberal arts background to address contemporary and future issues effectively.
3. Students who experience the liberal arts core will gain appreciation for the liberal arts and will understand the

rewards of being educated in the humanities, sciences, and the arts.

Assessment Program

Assessment is the central component in the process of continually improving the educational experience for students at the University of Sioux Falls. Diverse data are collected and analyzed to evaluate what students have learned and are capable of accomplishing as a result of their educational experiences. The end result of this assessment process is changing the method or content of instruction, the institution’s environment, or other extracurricular factors in order to improve student learning and development inside and outside of the classroom.

The goal of the University of Sioux Falls academic assessment program is to measure student learning against the academic goals and objectives of both specific academic programs and the broader university. Through the administration of tests and surveys as well as coursework, data are gathered and analyzed to measure student achievement and perceptions prior to, during, and after the college experience at the University. Assessment of the student’s knowledge, skills, and attitudes in the liberal arts core curriculum as well as the student’s major field of study is conducted during the course of each academic year.

The Assessment Committee monitors the efficacy of assessment within each major or academic area as well as to the greater educational community, including the liberal arts core. The Assessment Committee recommends changes to modify or enhance existing plans of academic assessment. These recommendations are discussed and acted upon in an effort to improve the overall quality of the education program and enhance student learning. For a greater depth of information concerning USF’s assessment program visit the website at siouxfalls.edu/faculty/assessment/index.htm.



Liberal Arts Core Requirements Checklist

Students are expected to familiarize themselves with the academic policies contained in the catalog. Failure to do so does not excuse students from the requirements and regulations described in the Liberal Arts Core Requirements Checklist.

Basic Proficiencies

☐ COM 104	Computer Solutions or	3
☐ COM 201	Introduction to Computer Science I	4
☐ CST 100	Fundamentals of Communication	3

Writing and Intellectual Traditions

☐ LAR 111	Writing and Intellectual Traditions I	4
☐ LAR 112	Writing and Intellectual Traditions II	4

Theology

☐ THE 140	Introduction to the Bible	3
☐ THE 240	Introduction to Christian Thought	3

Fine Arts (choose one)

☐ ART 100	Introduction to Art	3
☐ ART 209	Art History: Prehistory–14th Century	3
☐ ART 210	Art History: 14th Century–Present	3
☐ ART 310	Art History: Twentieth Century	3
☐ CST 200	Introduction to Theatre	3
☐ FA 200	Humanities Through the Arts	3
☐ MUS 130	Introduction to Music	3
☐ MUS 202	American Jazz Styles	3
☐ MUS 203	American Musical Styles	3
☐ MUS 250	History of Music I: Ancient-18th Cent.	3
☐ MUS 255	History of Music II: 18th Cent.-Present	3
☐		

Science 4 s.h.

☐ BIO 100	Concepts in Biology	4
☐ CHE 111	General Chemistry I	4
☐ CHE 121	Introduction to Chemistry	4
☐ NSC 110	Perspectives on the Natural Sciences	4
☐ NSC 120	Physical Science AND	
☐ NSC 121	Earth Science	2+2
☐ NSC 140	Introduction to Astronomy	4
☐ NSC 220	Physics for Poets	4
☐ PHY 101	Introductory College Physics	4
☐ PHY 201	University Physics	4
☐		

Mathematics

☐	Any Math Course (except 100 or 111)	4
☐		

History 3 s.h.

☐	Any History Course (except 213 or 390)	3
☐		

6-7 s.h.

Literature

☐ ENG 200	Introduction to Literature	3
☐ ENG 220	World Literature	3
☐ ENG 221	British Literature	3
☐ ENG 222	American Literature	3
☐ ENG 223	British Literature: Survey II	3
☐ ENG 224	American Literature: Survey II	3

Exercise Science

☐ EXS 200	Dimensions of Wellness	2
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Social Science

	One course from three different disciplines, at least one course from Economics or Political Science	
☐ ECO 212	Microeconomics	3
☐ ECO 213	Macroeconomics	3
☐ PSC 211	American Federal Government	3
☐ PSC 212	State and Local Government	3
☐ PSY 201	General Psychology	3
☐	Any Geography	3
☐	Any History	3
☐	Any Sociology	3
☐		
☐		
☐		

Creative Arts (choose one)

☐	Applied Music Lessons	1
☐ ART 101	Drawing I	3
☐ ART 120	Introduction to Design	3
☐ ART 180	Photography I: Digital	3
☐ FA 215	Arts Integration	3
☐ CST 117	Participation in Theatre	1
☐ CST 118	Theatre Lab: Technical	1
☐ CST 209	Oral Interpretation of Literature	3
☐ CST 210	Theatre: Beginning Acting	3
☐ CST 260	Applied Theatre–Design	3
☐ CST 310	Directing	3
☐ CST 409	Special Topics in Communication Studies	3
☐ MUS 160	Wind Ensemble	1
☐ MUS 163	Concert Chorale	1
☐ MUS 164	Singing Camerata	1
☐ MUS 165	Jazz Ensemble	1
☐ MUS 169	Chamber Orchestra	1
☐ MUS 162	Cantare	1
☐		

Each student is required to take a designated course for **Intercultural Awareness** _____

Intercultural Awareness

To be eligible for “intercultural awareness” designation, a course must carry at least three credits and provide an academic encounter with another culture (including at least three of the following: historical background, literature and the arts, social customs, religious backgrounds and customs, contact with people from the culture being studied); a forum to help understand how one’s culture affects one’s perception of the world; and possible ways for students to demonstrate familiarity with the culture studied, including, but not limited to tests, presentations, and/or papers. Travel courses are usually offered during interim and may also fulfill the intercultural awareness requirement. Intercultural awareness courses may also satisfy any of the above requirements. See Course Descriptions section for details.

General Requirements

Bachelor’s degree candidates must complete 128 s.h., including all of the liberal arts core requirements listed above.

Associate’s degree candidates must complete 64 s.h., including 32 s.h. from the liberal arts core requirements, which must include the basic proficiencies courses.

LAR 111, LAR 112, CST 100, and the Mathematics requirement should be taken within the student’s first three semesters or 32 s.h. of study. Transfer students should complete these courses by the end of their first year at USF.

All students must complete one half of the major and the last 30 hours in residency.



University of Sioux Falls Degrees and Programs

The various major programs will also make contributions to the development of the student as a well-rounded Christian person. However, their focal contribution to the overall educational experience is the preparation of the student for professional and scholarly opportunities. The University of Sioux Falls offers majors in the following fields for those students seeking a bachelor's degree:

	Page
Applied Mathematics (B.S.)	60
Applied Mathematics for Engineering (B.A.)*	60
Art	62
Biology	64
Business Administration	66
Chemistry	70
Communication Studies and Theatre	71
Computer Information Systems	73
Computer Science	74
Criminal Justice	75
Elementary Education	81
English and Language Arts	85
Entrepreneurial Studies	88
Exercise Science	89
History	91
Interdisciplinary	92
Mathematics	93
Media Studies	95
Medical Laboratory Science	96
Music	98
Nursing	100
Paramedic Technology	102
Political Science/History	103
Public Accounting	66
Psychology	107
Radiologic Technology	108
Social Science	109
Social Work	110
Sociology	111
Spanish	112
Sports Management	66
Theology and Philosophy	113
Theology and Youth Ministry	113
Majors available through USF's Degree Completion Program (DCP):	
Accounting	76
Management	76
Entrepreneurial Studies	76

Associate of Arts Program

Those students electing the Associate of Arts Program may select their concentration from among the following:

	Page
Business Administration	118
Child Development	119
Interdisciplinary	120
Paramedic Technology	121
Radiologic Technology	122
Social Science	123

Teacher Certification

Teacher Certification is available in the following majors or disciplines:

	Page
Art	62
Biology	64
Communication Studies and Theatre	71
Elementary Education	81
English and Language Arts	85
History	91
Mathematics	93
Music	98
Special Education*	81

*Cooperative program with Augustana College.

Cross-Registration

In order to diversify the academic possibilities for students, the University of Sioux Falls has agreements with Augustana College and Sioux Falls Seminary which allow students to take a limited number of courses at the other campuses. In general, students may not take such courses when their equivalent is offered on the home campus.

Student exchanges in the January interim are made possible through mutual tuition waiver agreements with many other colleges that are also on a 4-1-4 calendar.

Information about available exchange opportunities and the procedures to follow for cross-registration can be obtained in the Registrar's Office.

Non-traditional Credit Options

The University of Sioux Falls recognizes many ways for awarding non-traditional credit. No more than one-third of any student's credit toward graduation can be non-traditional credit. The following are what the University considers non-traditional credit and the individual category limits:

Workshops/Seminars	6 s.h.	Test-Out	16 s.h.
CLEP	32 s.h.	Elected P/NC (1 course per semester, non-major or elective, to a total of 20 s.h.)	
Internships	(total) 8 s.h.		
(in any one discipline)	4 s.h.	Independent Study	16 s.h.
APriL (Assessment of Prior Learning)	16 s.h.	Center for Management Converted Credit	16 s.h.

College Level Exam Program

Students may earn college credit by taking CLEP exams in various subject areas. A grade of "P" (Pass) is assigned when a student scores at the 50th percentile or above.

CLEP Policies

A student may earn up to 32 semester hours of credit toward a degree at the University of Sioux Falls through CLEP (College Level Examination Program). CLEP credit will be allowed only for the special subject examinations and only for scores that are equivalent to a grade of "C" or better. No grades will be indicated for CLEP credit on the transcript other than "Pass."

The Career Services Office administers the CLEP Testing Program on USF's campus.

The specific CLEP subject examinations allowed and the corresponding University of Sioux Falls course credits that can be earned are as follows:

CLEP	USF HUMANITIES	CR.	CLEP	USF NATURAL SCIENCE	CR.
College Composition Modular	LAR 111: Western Heritages I (English 101 Substitutes for Liberal Arts 111)	4	General Biology	BIO 100: Concepts of Biology	4
American Literature	ENG 222: American Literature Survey I	3	General Chemistry	CHE 111: General Chemistry I	5
English Literature	ENG 221: British Literature Survey I	3	College Algebra	MAT 113: Algebra	2
Analyzing and Interpreting Literature	ENG 200: Introduction to Literature	3	Pre-Calculus	MAT 112: College Algebra and Trigonometry	4
College French (Levels 1 and 2) (1 Exam)	Elementary French (French 101/102) Intermediate French (French 201/202)	8 6	Calculus	MAT 204: Calculus I	4
College German (Levels 1 and 2) (1 Exam)	Elementary German (German 101/102) Intermediate German (German 201/202)	8 6	CLEP	USF BUSINESS ADMINISTRATION	CR.
College Spanish (Levels 1 and 2) (1 Exam)	SPA 101/102: Elementary Spanish I/II SPA 201/202: Intermediate Spanish I/II	8 6	Financial Accounting	ACC 225: Principles of Financial Accounting ACC 226: Principles of Managerial Accounting	3 3
CLEP	USF SOCIAL SCIENCES	CR.	Introductory Business Law	BUS 320: Business Law	3
American Government	PSC 211: American Federal Government	3	Principles of Management	BUS 306: Management of Organizations	3
History of the U.S. I	HIS 201: U.S. History to 1877	3	Principles of Marketing	BUS 307: Principles of Marketing	3
History of the U.S. II	HIS 202: U.S. History since 1877	3	Principles of Microeconomics	ECO 212: Principles of Microeconomics	3
Introductory Psychology	PSY 201: General Psychology	3	Principles of Macroeconomics	ECO 213: Principles of Macroeconomics	3
Human Growth and Development	PSY 211: Human Development	3			
Introductory Sociology	SOC 201: Fundamentals of Sociology	3			

Advanced Placement Program

The University of Sioux Falls participates in the College Board Advanced Placement Program, awarding credit in equivalent University courses for scores of four or five.

Course Test-out

Students may "test out" of certain courses after receiving faculty approval and passing a comprehensive examination. Up to 16 hours may be accumulated in this way. The grade assigned is "P."

Air Force Reserve Officer Training Corps (AFROTC)

Qualified USF students may participate in the Air Force ROTC program offered on the campus of South Dakota State University in Brookings. They will be granted appropriate academic credit applicable toward graduation from USF for the successful completion of courses offered by the Department of Aerospace Studies at SDSU. Qualified USF students can compete for Air Force ROTC scholarships and financial assistance. For additional information, students should contact the USF Registrar or the Department of Aerospace Studies at (605) 688-6106. Refer to the Air Force ROTC courses in the Undergraduate Course Descriptions section.

Assessment of Prior Learning

The APriL (Assessment of Prior Learning) program provides a means for students to receive college credit for learning gained through life experiences. People gain knowledge and competencies through a variety of experiences such as work, professional training, travel, hobbies, independent reading, volunteering, and many other life experiences. This learning must be equivalent to college level work and documented in a portfolio that can be evaluated by appropriate faculty. An educational planning seminar or individual guidance is offered to assist persons with portfolio preparation. A total of 16 semester hours may be earned in this manner. APriL credits will be awarded and placed on the transcript following the completion of three semester credit hours with a grade of "C" or higher in regular classroom work at the University of Sioux Falls. A special

fee schedule has been established for this program. For further information, contact the Director of the Degree Completion Program.

American Council on Education

As a general rule, the University of Sioux Falls will accept credit for prior learning as recommended by the ACE (American Council on Education) National Guide, except that (1) the student must meet the usual USF requirements for graduation; (2) no more than 24 semester hours of non-USF equivalent courses may be transferred in; and (3) the student must take at least one half of the hours toward his or her major at USF. All hours accepted toward the major must be approved by a majority of the full-time teaching faculty of that major. Credit is transcribed after a person is enrolled as a student at USF.

Internships

An internship is an academic experience for credit in a degree-related job supervised jointly by the University and an employer. Such an experience is designed to:

1. improve the student's understanding of the application and practicality of the theory;
2. foster development and a deeper understanding of his or her own discipline by exposure to new topics in a non-classroom atmosphere;
3. expose the individual to the realities of the employee-employer relationship and thus prepare him or her for a more effective post-graduation transition; and
4. encourage the emotional development and maturation of the student so as to achieve a more successful, rewarding, and meaningful life.

An internship may be a paid or non-paid work experience for a specific duration of time, such as a few weeks, one semester, a summer session, interim, or other time period as approved by the Registrar. The amount of credit given for such an experience is determined by the advisor in the major area of study. A maximum of four semester hours per discipline may be applied toward graduation or eight semester hours total. Student academic internships are also available in each academic department of the University each semester. Students must have a minimum CGPA of 2.0 to be eligible for internships.

Students interested in internship credit should contact the Career Services Office.

Workshops

Workshops are offered at both the graduate and undergraduate levels in a wide array of subjects. Workshops are usually one semester hour credit and involve concentrated study on a single topic. A maximum of six semester hours of workshop credit may be applied toward the undergraduate degree. A maximum of three semester hours of workshop credit may be applied toward the graduate degree. Workshops are graded "P/NC."

Transfer Credit

All transfer credit is determined on an individual basis by the Office of the Registrar.



Honors Program

The Honors Program is a challenging academic experience for students of high ability and commitment. Its purpose is to encourage exceptional students to explore widely, to think creatively and critically, to study earnestly, to live enthusiastically, to serve sincerely, and to engage wholeheartedly and with integrity a world of ideas, scholarship, culture, and service. The USF Honors Program also seeks to enhance the general academic environment of the University. The program, which is regularly assessed to determine how well it is accomplishing its educational goals, is guided by the Honors Committee of the Faculty Association.

Typically, the initial curricular experience for Honors Students is the University Honors Seminar (LAR 210). This interdisciplinary, team-taught course delves deeply into matters closely identified with the liberal arts. National Merit Finalists, Salsbury Scholars, Trustee Scholars, Lackey Presidential Scholars, and Dean's Scholars are required to include this course in their first year at the University of Sioux Falls. Beyond the University Honors Seminar course, one or two other honors courses are offered each semester. These classes are taught in all areas of the curriculum, and in some cases, they fulfill major or liberal arts core requirements. Prerequisites may be waived for honors students, with consent of the instructor. A thesis or independent project opportunity is also available for up to four semester hours of credit.

The Honors Program strives to build community and enrich the academic and cultural life of the University through a calendar of social and cultural activities, both on and off campus.

Eligibility Requirements

Students awarded honors scholarships come to USF directly out of high school as freshmen students. These students achieved a minimum of a 27 ACT score and a 3.2 cumulative grade point average (CGPA) in high school. These students also completed an application and interview process. Continuing eligibility of an honors scholarship requires students to maintain a high level of academic achievement through the maintenance of a minimum CGPA. Students receiving the National Merit Finalists Scholarship are required to maintain a minimum 3.5 CGPA. Students receiving the Salsbury, Trustee, Lackey Presidential, and Dean's scholarships are required to maintain a minimum 3.2 CGPA.

Students receiving honors scholarships are expected to participate fully in campus life and, as such, are encouraged to live in University housing each year they receive the scholarships. Students who choose to live off campus will forfeit a percentage of their award. Percentages are established each year by the Honors Committee and University administration. Students may receive notification of this amount by contacting the Honors Committee. Honors students are subject to the same housing policies and procedures that govern all students at the University.

The Honors Program also provides multiple opportunities for students to participate in events both on and off campus. Honors students are required to participate in at least six of these events throughout the year.

Honors students must also take the Honors Seminar (LAR 210), preferably during their freshman year.

Honors Scholars

The distinction "Honors Scholar" will be reserved for any graduate, including those who have not received an honors scholarship, who fulfills the following requirements:

- Write an honors paper or project directed by a faculty advisor;
- Complete a minimum of 15 semester hours of honors coursework that may include four semester hours for the honors paper/project;
- Maintain a minimum cumulative grade point average of 3.7 for all post-secondary coursework.

Those who complete the Honors Scholar requirements are accorded the distinction, "Honors Scholar" at graduation, in

addition to receiving the traditional graduation honors based on cumulative grade point average. For further information on the Honors Scholar Program, students may contact the Registrar or the Honors Committee of the Faculty Association.

Graduation Honors

Traditional graduation honors are awarded on the basis of cumulative grade point average as follows:

Summa Cum Laude	3.9-4.00
Magna Cum Laude	3.8-3.89
Cum Laude	3.7-3.79



Interdisciplinary Courses

Liberal Arts Courses

The courses in Liberal Arts are designed to support a variety of major programs or to become part of an Interdisciplinary program. For a complete listing of these courses see the Undergraduate Course Descriptions section.

Student Development Courses

The University of Sioux Falls is concerned about the development of mature Christians. It is recognized that students grow during their college years intellectually, emotionally, morally, physically, spiritually, and interpersonally. The University seeks to assist students in setting goals for their own growth and personal fulfillment. This happens in counseling, in academic advising and, in courses specifically designed for this purpose. For a complete listing of these courses see the Undergraduate Course Descriptions section.

Special Academic Programs

January Interim

In-depth study and unique experiences are hallmarks of interim. Most of the courses offered during January provide opportunities significantly different from those found in the fall and spring curricula. Interim also offers the opportunity to travel to exotic places and to be immersed in other cultures. Some interim courses will satisfy the University of Sioux Falls liberal arts core requirements or major

requirements.

Students may initiate and design their own independent study programs during interim. It is also possible for students to attend interim at other colleges. These arrangements are facilitated through mutual tuition waiver agreements.

Interim tuition and room and board for on-campus students are included in the fall and spring semester tuition and residence costs. For full-time students attending either fall or spring semester, there is a nominal fee for interim, unless there are extra costs for travel experiences or particular courses requiring special course fees.

Full-time students enrolled in the Degree Completion Program who choose to enroll for an interim course will pay the part-time tuition fee as set by the University.

Summer School

The summer session is an integral part of the University of Sioux Falls academic program. Courses are offered in a ten-week term with some courses offered during a 5-week term. Students are permitted to take 15 semester hours of academic work during summer school. In addition, a number of short workshops are offered each summer which attract special interest groups.

Students attending summer school are eligible to receive federal financial aid as long as they are enrolled in at least 6 credit hours for undergraduate study or at least 4.5 credit hours for graduate study. The University defines summer sessions as a "leader" to the fall/spring semesters. Students receiving



federal loan funds for the summer sessions will have their loan eligibility reduced during the following fall/spring semesters.

Students who are interested in receiving federal financial aid during the summer sessions must be accepted for admission into an eligible program of study, must complete an application for summer school, and must file the Free Application for Federal Student Aid (FAFSA). USF institutional aid is not available during the summer sessions.

Degree Completion Program

The Degree Completion Program provides a unique alternative to the traditional method of obtaining a degree. This program is tailored to non-traditional adult learners who need to balance school with work and family schedules.

The accelerated program meets one evening each week for four hours and leads to a Bachelor of Arts degree in Management, Accounting, or Entrepreneurial Studies. An academic background in business is helpful, but not required. Students work in a variety of occupations, including business, healthcare and administration, government, social service, and agriculture. For admission criteria and course descriptions, see Degree Completion Program Section.

Academic Policies

General

The academic regulations of the University are designed to ensure the quality of the degrees earned by students. Students are responsible for seeing that all degree requirements are met. Each student is assigned to an academic advisor who is available to assist the student in planning his or her program. Academic advising is coordinated by the Director of Admissions and Academic Advising in cooperation with the faculty. Where the student believes a modification of graduation requirements or academic regulations is in order, the request and reasons justifying it should be presented in writing to the Registrar and to the Academic Policies Committee of the faculty.

Registration and Class Changes

Registration for enrolled students who plan to return for the next academic year is held in the spring. New and transfer students entering in the fall term may register during the summer. Those entering interim or spring semester may register prior to the first day of classes. Students are expected to register online during the announced registration dates. Class attendance is not permitted until enrollment is completed with the Office of the Registrar and financial arrangements are made in the Student Accounts Office.

The academic program of the University is offered in a 4-1-4 calendar supplemented by a summer program. The normal course load for a full-time student is 14-15 semester hours in the fall and spring terms and 3-4 semester hours in the January interim. Tuition paid by the full-time student (excluding DCP students) allows him or her to take up to 16 semester hours in the fall and spring terms and up to four semester hours in the January interim. The student is charged at the part-time hourly rate for additional semester hours. No student may carry more than 17 semester hours in the fall or spring terms without special permission from the Associate Dean of Academic Affairs.

Students are permitted to audit courses without credit or grade

with permission of the Registrar and the instructor of the course. Audited courses are counted in the load of full-time students and are charged at the audit rate for part-time students.

Once a student has enrolled in a course, he or she is considered an official member of that class unless he/she submits the necessary withdrawal forms to the Office of the Registrar. Through the second Friday of the semester, courses may be dropped with no record on the transcript. No courses can be added after the second Friday of the semester without the instructor's written permission.

Students may withdraw from a course after the second Friday of the semester until the second Friday after midterm. A grade of "W" will be issued for withdrawals during this period. No withdrawal from courses for the semester will be permitted after this date. Withdrawal deadlines are prorated for summer sessions, interim, and accelerated courses. All deadlines will be published in the academic calendar for each semester. For refund information refer Institutional Refund Policy in Financial Aid section.

If a student in good academic standing finds it necessary to withdraw from school because of extenuating circumstances, he or she may petition the Associate Dean of Academic Affairs to withdraw from all classes after the published deadline. If the petition is granted, the student will receive a grade of "W" for all classes in which he or she is currently enrolled.

A student may choose to change a course to "audit" until the second Friday after midterm and have the course recorded as "AU" for no credit on his or her transcript. No changes from credit to audit can be made after the withdrawal deadline.

Classification

A student will be classified as a freshman prior to completing 24 semester hours of college work, as a sophomore prior to completing 60 semester hours, and as a junior prior to completing 90 semester hours. These classifications are defined in terms of credit earned and not length of time in residence. A student is considered a full-time student when he or she is registered for 12 or more semester hours during a fall or spring semester.

Application for Graduation

Those who anticipate receiving degrees at the spring commencement shall file with the Registrar an application for graduation when registering for their senior year or no later than the deadline published in the academic calendar. Those who complete their work for a degree during the summer will participate in the preceding spring graduation exercises. The student has the final responsibility for seeing that all degree requirements are met. Advisors and other University personnel will assist the student in this process.

Candidates for degrees must be certified with the Registrar for graduation by their respective area chairpersons upon recommendation of the major program faculty. Competency of the student for graduation may be determined by special examinations, research papers, successful completion of designed courses, or other prescribed methods. Graduation honors will be granted based on the guidelines outlined in Honors Program in Academic Information section.

Academic Performance and Grading

Student work in each course is carefully evaluated by the instructor in order to help the student monitor his or her performance and achieve his or her educational goals. Grades are formally reported at the middle and at the end of each semester, but the student is encouraged to check his or her progress with the instructor whenever there is any uncertainty. An overall grade average of "C" is required for graduation, and a number of major programs set minimum grade levels for performance in courses within the major field.

The evaluation of coursework at the University of Sioux Falls employs the following grades:

Grade	Points	Grade	Points
A	4.0	D+	1.3
A-	3.7	D	1.0
B+	3.3	D-	0.7
B	3.0	F	0
B-	2.7	I	0
C+	2.3	P	--
C	2.0	NC	--
C-	1.7	W	--

Most coursework in regular semesters is graded on a scale from "A" through "F," except where the student elects to take advantage of the Pass/No Credit grading option. A student who has successfully completed 24 semester hours may, during the first two calendar weeks of the semester, request the Registrar to record a grade of "P" (Pass) or "NC" (No Credit) in one non-major elective course. No more than 20 semester hours of such credit may be used for graduation, exclusive of courses offered as "P/NC." The same type of option is available to students in January interim courses. Grades of "P" or "NC" are not used in the calculation of grade point averages.

The grade of "I," indicating incomplete work, may be given only to a student who is unavoidably prevented from completing the work of the course. Students must complete a Request for an Incomplete Grade Form, which is available in the Office of the Registrar. For the student to later receive credit in the course, the "I" must be removed during the first six calendar weeks of the next fall or spring semester. The time for removal of the "I" may be extended if special arrangements have been made with the instructor and written notice filed in the Registrar's Office. Until changed to an appropriate letter grade, the "I" counts 0 grade points and has the same impact on the grade point average as an "F." The instructor is responsible for reporting any change to the Registrar's Office.

The grade of "X" is assigned at midterm only and is used when a student stops attending a class before completing enough work to determine a course grade, yet has not officially withdrawn from the course.

Academic Probation Policy

To assure satisfactory progress toward a degree, the University of Sioux Falls has set the following minimum cumulative grade point standards:

Freshman	(0-23 credits)	1.50
Sophomore	(24-59 credits)	1.75
Junior	(60-89 credits)	2.00
Senior	(90+ credits)	2.00

Students who fail to meet minimum cumulative grade point standards at the end of a semester at the USF will be notified and placed on academic probation. The conditions of probation require that students achieve the minimum cumulative grade point standard for their classification upon completion of the next semester. All students who do not achieve this minimum standard will be asked to discontinue their program at the University for at least one semester. Anyone who wishes to return must reapply for admission. When readmitted, students will be placed on academic probation for the term enrolled and must achieve a 2.0 grade point average for that term. If this grade point average is achieved, but the cumulative grade point average is still below the minimum standards, the student will continue on probation for another semester.

The Registrar determines which students are placed on and released from academic probation. Appeals regarding the probation policy or dismissal may be made to the faculty Academic Policies Committee.

Student Records Policy

The Family Educational Rights and Privacy Act of 1974 (Buckley amendment) provides college students with more control over their educational records. The University of Sioux Falls accords all rights under the law to students who are declared independent. Students' records may only be released to the student or proper authorities within the institution unless the student has provided written authorization for release of his or her academic records. Students' financial aid and billing account records are also protected under the law. Students who wish to release their financial aid and billing account information may also sign a release form on an annual basis giving authorization for others to access their records. More complete details about the act are published each year in the Student Handbook on the USF website at www.usiouxfalls.edu.

Directory Information

Directory information at the University of Sioux Falls is defined as: student name, campus address, campus phone, permanent address, permanent telephone, email address, parents' names, hometown, religious affiliation, high school attended, dates of attendance, full-time/part-time status, honors, awards, special recognition, degree(s) received, major, classification (Senior, Junior, etc.), activity, photographs, and sports participation (including height and weight of team members).

Student Access to Records

Students are able to view their course schedules, grades, degree audit, financial aid, and student account information through the Web. Students also have the right to examine their personal file in the Office of the Registrar.

Computer Use Policies

Every USF student (part or full time) is urged to obtain a computer account through the Computer Center. This account is one of the official ways the University communicates with students and staff. Professors may use email for class announcements, and, at times, University offices will issue campus-wide notices of interest to students. This service is made possible by the USF Student Access and Technology fee.

To obtain a computer account, simply stop by the USF Computer Center (1st floor Jorden Hall) or pick up an account request form at the Information Desk in the McDonald Center, the DCP Office (Cleveland Center), or the Student Services Office (McDonald Center). This is an easy and simple process. Student access to the USF network is for one term only and needs to be renewed each semester.

USF Software Policy

It is the intent of the University of Sioux Falls to adhere to all provisions of the copyright laws of the United States in the area of microcomputers. It is the policy of this University that no person shall use or cause to be used in the University's micro-computer laboratories any software that does not fall into one of the following categories:

1. It is in the public domain.
2. It is covered by a licensing agreement with the software author, authors, vendor or developer, whichever is applicable.
3. It has been donated to the University and documentation of a bona fide contribution exists.
4. It has been purchased by the University and a record of a bona fide purchase exists.
5. It has been purchased by the user and a record of a bona fide purchase exists and can be produced by the user upon demand.
6. It is being reviewed or demonstrated by the users in order to reach a decision about possible future purchase or request for contribution or licensing.
7. It has been written or developed by the USF Computer Center, faculty or staff for the specific purpose of being used in the University's computer laboratories.

8. It is being written or has been developed by the user and reasonable documentation exists to verify the user's ownership.

The University also strictly prohibits the use of its computers to copy any copyrighted or proprietary programs.

Improper Use of Computers

Definition: Using University-owned computers to obtain or distribute improper/illegal communications; degrading, compromising, or tampering with computer files, equipment, and systems; circumventing systems that are protected; or using computers to cheat.

Examples include:

1. Downloading or transmitting libelous material, obscene or offensive messages, or threats.
2. Using computers to harass, intimidate, or make trouble for another person.
3. Hacking, circumventing protection codes, obtaining or using another person's password without permission, or invading protected files.
4. Deleting, changing, or introducing erroneous information into grade records, confidential files, or another user's files (whether protected or not).
5. Constructing viruses or knowingly introducing viruses into a system in an attempt to halt the system or to compromise its performance.
6. Stealing software or copying programs and data without written permission.
7. Cheating, obtaining or using unauthorized material, supplying unauthorized information to another user by employing a stand-in respondent or substitute participant in an online course.

Sanction for Failure to Log-Off the Computer

If an individual fails to log-off the network and subsequently an unacceptable email message is sent by another person, the individual who failed to log off will be held responsible and will be subject to a fine and possible suspension of email privileges.



Faithful and consistent class attendance should be considered the standard for regular coursework at the University of Sioux Falls. Such attendance is important for both the integrity of the course and the student's own sake. The responsibility for monitoring student attendance is assigned directly to the instructor of the course.

The USF community is committed to the principle of mutual respect and support regarding regularly scheduled classes and the extracurricular activities (including specially scheduled co-curricular activities) that it offers to students. Recognizing that such activities can sometimes conflict with class time and that the conflicts need to be limited, the University seeks a balance. To that end, the guideline for that balance will be that students who participate in any single extracurricular activity (e.g. an athletic team's regular season schedule, an arts organization's performance schedule, or a required out-of-class meetings or a course) are allowed to miss up to but no more than the equivalent of one week of class time per term (e.g. three fifty-minute sessions in a three s.h. course). Activity schedules will conform to this guideline. Students involved in more than one extracurricular activity during the same term resulting in class conflicts beyond the established guideline must expect some negative impact in their academic experience and perhaps on their grades.

USF holds firmly to the conviction that personal and intellectual integrity should be fundamental values at a Christian university. For this reason, USF expects all students and employees of the University to act honestly, ethically, and fairly and to avoid activities that would compromise the academic mission of the University. To make this standard explicit, the University offers the following list of actions that it considers being inappropriate, unethical, and harmful to the learning environment at USF.

Abuse of Confidentiality

Cheating

Dishonesty, Destruction or Theft of Academic Resources, Obstructing Access, or Other Acts that Interfere with Another Person's Work

Definition: Seeking to gain an unfair advantage by lying, stealing, restricting access to facilities and data, destroying or damaging resources, corrupting the research environment, or otherwise interfering with someone else's work; preventing or attempting to prevent another person from utilizing authorized assistance and resources.



Fabrication

Definition: Presenting or submitting fraudulent information (i.e., information that has been altered or created for the purpose of deceiving one's audience, readers, instructors, or colleagues).

Impersonation

Definition: Posing or presenting one's self as another person or stealing the identity of another person. Likewise, coercing or encouraging another person to assume the identity of a third party is similarly offensive to the integrity of the University as an academically and socially responsible community.

Improper Collaboration

Definition: Attaching one's name to a group project without: (1) an authentic understanding of the work submitted, (2) a fair and proportional contribution to the efforts of the collaborating group, and/or (3) the ability to defend or interpret individually the work submitted.

Improper Use of Computers

See Computer Use Policies in Academic Information section.

Misrepresentation of Academic Records

Definition: Submitting incomplete or altered transcripts, grade reports, standardized test scores, or other records that one knows to be inaccurate or incomplete.

Multiple Submission

Definition: Fulfilling requirements in a second/subsequent course by submitting substantially similar work from a previous course without advance permission from the second/subsequent instructor. If the same/similar work can be submitted in courses meeting concurrently, permission must be obtained in advance from each instructor.

Plagiarism

Definition: Appropriating or imitating the words, ideas, data, and/or thoughts of others and using them as if they were one's own, i.e. without appropriate attribution.

Right of Appeal on Academic Issues

Students with complaints about instructors, a course, or other academic issues should first discuss the situation with the instructor. If the matter is not resolved, informal discussion with the appropriate area chairperson is the next step. If the student continues to feel aggrieved over the issue, a more formal process will be followed. The following summary outlines this process; however, students are encouraged to contact the Chief Academic Officer (CAO) for additional information.

1. Discussion with instructor.
2. Discussion with the area chairperson. In the event #1 is an area chairperson, then #2 becomes a second faculty person as assigned by the Chief Academic Officer (CAO)..
3. Written complaint to the Chief Academic Officer (CAO). This complaint must be made within 30 days of the event causing the student complaint. The decision of the CAO Chief Academic Officer (CAO) shall be given to the student in writing and a written record of the decision and its basis maintained by such Vice President.

4. A student may appeal the decision of the Chief Academic Officer (CAO) by filing a written complaint to the Academic Policies Committee of the faculty. Such appeal must be made within 10 days of the written decision of the Chief Academic Officer (CAO). The decision of this appeal body shall be final.

Penalties

Because circumstances will vary from one instance of academic misconduct to another, there is no prescribed penalty for each offense. As an alternative to a prescribed table of penalties, faculty members may attempt to match the severity of the penalty with the egregiousness of the misconduct. The following examples suggest a range of penalties that might fit offenses of various kinds:

- requiring a student to rewrite or redo an assignment
- giving a grade of "F" on a project, test, or assignment
- issuing a disciplinary warning
- requiring a student to write a paper about the offense
- giving a grade of "F" for a course
- putting a student on disciplinary probation
- requiring a student to make restitution for damaged data or equipment
- canceling a student's campus computer privileges or access to the campus computer network

Eligibility for Activities and Organizations

A student officially representing the University in other activities or qualifying to hold office in student organizations must be appointed or elected by a campus organization (some of which have specific standards) or be designated or approved by a faculty member. Any registered student may participate in these activities or organizations.

Student Eligibility for Participation in Intercollegiate Athletic Competition

USF is a member of the National Collegiate Athletic Association (NCAA) and the Northern Sun Athletic Conference (NSAC) and, as a member of these organizations, must respect the eligibility requirements as minimum standards. The NCAA requires specific criteria be met by incoming freshmen to participate during their freshman year. The NCAA also has specific criteria for continued participation in subsequent years. Students interested in intercollegiate competition should contact the coach, Compliance Coordinator, Registrar, or Faculty Athletic Representative for details. All new, current, and transfer students are responsible for knowing and meeting the eligibility requirements of both the University and the governing athletic bodies before participating in intercollegiate athletic contests.

Academic Centers

Tom and Cindy Lillibridge Center for Entrepreneurial Leadership and Innovation

To date, the generous donation provided to start the Tom and Cindy Lillibridge Center for Entrepreneurial Leadership and Innovation (CELL) constitutes the largest financial gift dedicated to an academic program in the history of the University. CELL provides a vital platform from which to build and sustain programs that will contribute to personal and professional growth of students, increase opportunities for collaborative relationships with businesses and entrepreneurs, and be a vital outreach arm of the University in regard to its unique role in economic development at the local and state levels.

CELL offers an interdisciplinary minor that can be combined with any undergraduate major, a major in the Degree Completion Program, and a concentration in the Masters of Business Administration program. These courses are designed for students who want to acquire the skills and experiences needed to start for-profit or non-profit organizations or to revitalize mature for-profit or non-profit organizations. A principal element of the program is the development of an entrepreneurial plan that is focused to augment students' interests. The goal of the program is to coach students through the entrepreneurial process culminating with them creating real plans that provide financial viability to the students' life plans.

Center for Management

The Center for Management provides business professionals with courses to enhance business knowledge and career skills. The Center is also a resource to local businesses as its seminars and training workshops can not only be designed to meet the needs of individual organization, but can also be presented at the organization's location.

Center for Youth Ministry Impact

The Center for Youth Ministry Impact was formed to provide academic and experiential training for emerging youth ministers (whether they become professional or volunteer leaders), and to serve as a center that generates new ministry initiatives and networks of youth ministers who will creatively and prayerfully support one another's kingdom-building work. The center contributes to USF's Theology and Youth Ministry major and additionally offers workshops, ministry and retreat support, and consulting services for churches in the region.

Fredrikson School of Education and Center for Christian Thought

The Fredrikson School of Education and Center for Christian Thought is named for Roger and Ruth Fredrikson in honor of their many years of service to the Christian community. The school is housed in Glidden-Martin Hall which includes lecture halls, classrooms, seminar rooms, a computer lab, and offices.

USF Learning Institute

The University of Sioux Falls Learning Institute provides workshops and seminars for students and professionals in a variety of academic areas. Workshops and seminars are offered for credit, non-credit, and continuing education units (CEUs). See

Workshops in Academic Information section.

John T. Vucurevich School of Business

The Vucurevich School of Business includes the University's undergraduate and graduate business programs and the Degree Completion Program. In addition to academic courses, the Business Administration faculty provide training, certification, and seminars for local companies and organizations. The Vucurevich School of Business mission is "to liberally educate students in business foundations preparing them for careers in accounting, business, and service organizations and advanced professional study."

Off-campus Programs

There are many opportunities for students to study and serve with off-campus programs. Students who wish to participate in off-campus programs must complete at least forty (40) credits with a minimum GPA of 2.5. In addition, students must complete an Application for Off-Campus or Study-Aboard Semester. Applications are available in the Office of the Registrar and are due by March 1st for the following academic year. Application forms must be approved and signed by the student's academic advisor and other members of the administrative staff. Applications and supporting documents are then reviewed and students are notified in writing of the Registrar's decision. If approved for the program, the student can receive federal and institutional financial aid at USF as long as they are an eligible student. The student is responsible for their own travel and any additional expenses. Tuition is paid at USF for approved CCCU programs, but for some off-campus programs, students pay tuition directly to the host institution.

Council for Christian Colleges and Universities



The Council for Christian Colleges and Universities (CCCCU), an association of 105 campuses in the U.S. and Canada, offers the following semester and summer programs to students of its member institutions. The programs offer a unique opportunity for students to make the world their classroom, going beyond the confines of the traditional classroom. For further information, contact either the USF Off-Campus Programs Coordinator or the CCCU. Visit their website at www.bestsemester.com.

CCCCU Semester Study Programs:

American Studies Program (ASP)

Founded in 1976, the ASP has served hundreds of students as a "Washington, D.C. campus." ASP uses Washington as a stimulating educational laboratory where collegians gain hands-on experience with an internship in their chosen field. Internships are tailored to fit the students' talents and aspirations and are available in a wide range of fields. Participants also explore pressing national and international issues in public policy seminars that are issue-oriented, interdisciplinary and led by ASP faculty and Washington professionals. The ASP bridges classroom and marketplace, combining biblical reflection, policy analysis and real world experience. Students are exposed to on-the-job learning that helps them build for their futures

and gain perspective on the calling of God for their lives. They are challenged in a rigorous course of study to discover for themselves the meaning of Christ's lordship by putting their beliefs into practice. The aim of the program is to help Council schools prepare their students to live faithfully in contemporary society as followers of Christ. Students earn 16 semester hours of credit.

China Studies Program (CSP)

The China Studies Program enables students to engage this ancient and intriguing country from the inside. While living in and experiencing Chinese civilization firsthand, students participate in seminar courses on the historical, cultural, religious, geographic, and economic realities of this strategic and populous nation. In addition to the study of standard Chinese language, students are given opportunities such as assisting Chinese students learning English or working in an orphanage, allowing for one-on-one interaction. Students choose between completing a broad Chinese Studies concentration or a Business Concentration including an internship in an international business in Shanghai. The program introduces students to the diversity of China, including Beijing, Shanghai, Xi'an and Xiamen. This interdisciplinary, cross-cultural program enables students to deal with this increasingly important part of the world in an informed, Christ-centered way. Students earn 16-17 semester hours of credit.

Contemporary Music Center (CMC)

The Contemporary Music Center provides students with the opportunity to live and work in community while seeking to understand how God will have them integrate music, faith, and business. Both interdisciplinary and multidisciplinary in nature, the CMC offers two tracks—the artist track and the executive track. The artist track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers, producers, and recording engineers. The executive track is designed for business, arts management, marketing, communications, and related majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters, and entertainment industry entrepreneurs. Both artist and executive track students receive instruction, experience and a uniquely Christian perspective on creativity and the marketplace, while working together to create and market a recording of original music. Both tracks include coursework, labs, directed study, and a practicum. Students earn 16 semester hours of credit.

Latin American Studies Program (LASP)

Students of CCCU colleges have the opportunity to live and learn in Latin America through the Latin American Studies Program, based in San Jose, Costa Rica. The program introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology, and religion of the region. Living with a Costa Rican family, students experience and become a part of the day-to-day lives of typical Latin Americans. Students also take part in a service opportunity and travel for three weeks to nearby Central American nations. Students participate in one of four concentrations: Latin American Studies (offered both fall and spring terms); Advanced Language and Literature (designed for Spanish majors and offered both fall and spring terms); International Business: Management and

Marketing (offered only in fall terms); and Environmental Science (offered only during spring terms). Students in any of these concentrations earn 16-18 semester credits.

Los Angeles Film Studies Center (LAFSC)

Founded in 1991, the Los Angeles Film Studies Center is designed to train students to serve in various aspects of the film industry with both professional skill and Christian integrity. Each semester, students live, learn, and work in L.A. The curriculum consists of two required seminars—Hollywood Production Workshop and Theology in Hollywood—focusing on the role of film in culture and the relationship of faith to work in this influential industry. In addition, students choose one elective course from a variety of offerings in film studies. Internships in various segments of the film industry provide students with hands-on experience. The combination of the internship and seminars allows students to explore the film industry within a Christian context and from a liberal arts perspective. Students earn 16 semester hours of credit, 6 from the internship and 10 from seminar study.

Middle East Studies Program (MESP)

This program, based in Cairo, Egypt, allows Council students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural, and political traditions of Middle Eastern peoples. Students also study the Arabic language and work as volunteers with various organizations in Cairo. Through travel to Israel, Palestine, Lebanon, Jordan, Syria and Turkey, students are exposed to the diversity and dynamism of the region. At a time of tension and change in the Middle East, MESP encourages and equips students to relate to the Muslim world in an informed, constructive, and Christ-centered manner. Students earn 16 semester hours of credit.

Russian Studies Program (RSP)

RSP students are exposed to the depth and diversity of the culture during a semester spent in Russia's three largest cities—Moscow, St. Petersburg, and Nizhni Novgorod. In addition to three seminar courses entitled *History and Sociology of Religion in Russia*; *Russian Peoples, Culture and Literature*; and *Russia in Transition*, students receive instruction in the Russian language, choosing either 4 or 6 semester hours of language coursework. For those choosing 4 hours of Russian, a seminar course, *International Relations and Business in Russia*, is available. RSP strives to give students as wide an experience as possible in this complex nation. Students spend time in Moscow, the heart of both medieval and modern Russia. Students also spend 12 weeks in Nizhni Novgorod, a strategic city on the Volga River. After six weeks of language instruction, students live with a Russian family for the remainder of their stay in this city. Students participate in a service opportunity in Nizhni Novgorod. The program also includes time in the complex and intriguing city of St. Petersburg, the Russian "window to the West." Students earn 16 semester hours of credit.

The Scholars' Semester in Oxford (SSO)

SSO is designed for students interested in doing intensive scholarship in this historic seat of learning. Working with academic tutors, students hone their skills and delve into the areas that

interest them most. As visiting students of Oxford University and members of Wycliffe Hall, students have the privilege to study and learn in one of the university's historic halls. SSO students enroll in a primary and secondary tutorial, an integrative seminar, and the course *Christianity and Cultures*. The SSO is designed for students interested in the fields of Classics, English and Literature, Theology and Religious Studies, Philosophy, and History, though all majors may apply. Applicants are generally honors and other very high-achieving students. Students earn 17 semester hours of credit.

Washington Journalism Center (WJC)

The Washington Journalism Center (WJC) is a semester-long study program in Washington, DC created for students interested in the field of journalism. While in Washington, students take classes focusing on their personal writing skills and on the history and future

of the media. These classes—*Foundations for Media Involvement; Reporting in Washington*; and *Washington, News and Public Discourse*—combined with an internship at a top news publication help students learn to integrate their faith in a journalism career. Students also participate in service learning opportunities as well as live with families in home stays as part of the WJC experience.

CCCU International Partner Programs:

Australian Studies Centre (ASC)

Since spring 2004, the CCCU has partnered with the Wesley Institute for Ministry and the Arts in Sydney, Australia to offer the Australian Studies Centre. Throughout the semester, students examine the many faces of Australia and explore both the myths and identities of Australians by better understanding the indigenous people and their interactions with “White Australia.” Every student is required to take the courses *Indigenous History, Culture and Identity* and *The View from Australia: Issues in Religion, Politics, Economics and Cultural Values*. Additionally, students choose from electives in theology/ministry, music, drawing/graphic design, dance, and/or drama. Faculty trained and working in the professional performing arts scene in Sydney guide students in their thinking through the Christian's role in culture, whether classical or pop culture. The ASC utilizes a combination of classroom training at the Wesley Institute and experiential learning in the beautiful Australian context. Home stays, service learning, and travel around Australia are important components of the ASC. Students observe Australia's beautiful landscape, live in the cosmopolitan melting pot of Sydney, serve the poor of Sydney's multi-cultural ghettos, and engage the political capital Canberra and its power players. Students also come to know the traditions of Aboriginal people during an Outback excursion and spend the last week of each semester traveling to New Zealand to meet with Maori people, explore the beautiful terrain, and compare and contrast the two cultures of their off-campus semester. ASC students receive 16 semester hours of credit.

Uganda Studies Program (USP)

Winston Churchill is credited with nicknaming Uganda the “Pearl of Africa,” and many visitors since his time have come to agree with him. The USP offers students a very personal encounter with this African success story, which has become an economic and public health model in its region. Another success story, Uganda Christian University (UCU), serves as the base of study



for students in the USP. Set on the outskirts of the capital city Kampala, this rapidly growing institution brings USP students together with the UCU Honours College. Courses taught by local faculty in the English tutorial tradition will immerse students in a uniquely African education. Topics such as Christianity and Islam in contemporary Africa, African literature and East African history will present many insights into African life because of the guidance of faculty who live in and love Uganda and East Africa. Home stays, travel, service learning, and daily interaction with Honours College students form the backbone of the USP experience. In addition to the core experiential course, students will choose from an approved selection of courses from the UCU Honours College to earn up to 16 hours of credit.

CCCU Summer Study Programs:

Oxford Summer Programme (OSP)

The Oxford Summer Programme (OSP) is a program of the Council for Christian Colleges and Universities and Wycliffe Hall, Oxford. The program is designed for students wishing to gain a more comprehensive understanding of the relationship between Christianity and the development of the West and who wish to do specialized work under expert Oxford academics in the areas of History, Religious Studies, Political Theory, Philosophy, English, and History of Science. The Programme is structured for rising college sophomores, juniors, and seniors, graduate and seminary students, non-traditional students, teachers, and those enrolled in continuing education programs. Additional information is



available through the Assistant Academic Dean's Office.

USF Exchange and Foreign Study Programs

Focus on the Family Institute

The Institute is a challenging one-semester academic and spiritual life training program for all academic majors. The Institute has a unique combination of a Christian worldview curriculum integrated with their leadership development program. Students are responsible for all tuition, housing, and travel costs. To be eligible for USF financial aid, students must inquire at the USF Financial Aid Office about the possibility of a consortium contract.

Handong University

The University of Sioux Falls has an exchange program with Handong University in Pohang, South Korea. Handong is a Christian university with programs in the arts and sciences. Many courses are taught in English and are available to USF students. Students pay tuition at the USF. Additional funds for travel and living expenses may be available for approved students.

Hong Kong Baptist University

The University of Sioux Falls has a one-semester exchange program with Hong Kong Baptist University. Students pay their tuition at USF but attend HKBU, a university with a strong liberal arts tradition. Students study in an English-speaking environment while being exposed to the Chinese culture. The majority of the academic load will be in coursework directly connected to the student's major.

Institute of Italian Studies

The University of Sioux Falls is affiliated with the Institute of Italian Studies (I.I.S.), one of the oldest and most experienced college-level programs for American students in Italy. Students are considered for admission provided they are currently enrolled in a college or university, have achieved a 2.75 (or better) CGPA, and have at least sophomore status. Approval of the student's academic advisor or the academic dean is also required. Students who enroll in I.I.S. programs are able to study for a summer, semester, or year in Florence, Rome, or Venice. The Florence program is affiliated with the Centro Lorenzo de Medici and the Art Institute of Florence; the Rome program is affiliated with the American University of Rome; and the Venice program is affiliated with the Venetian Instituto Zambler. Located in a historic district of each city and attended by students from around the world, each program offers a wide range of courses, field trips, and cultural experiences. Instruction is in English, but all students are required to study Italian.

Social Work in a Latin American Context

Offered on-site in Cuernavaca, Mexico, the Social Work in Latin American Context program was jointly created in 2003 by a collaboration of CSWE accredited social work programs in the Minnesota/South Dakota area. The program satisfies the curriculum requirements for the BSW degree and is in accord with CSWE accreditation standards. When space is available, it is open to social work majors who meet the pre-requisites for the program. The mission of the program is to develop cross-culturally competent, ethical social work professionals with a global perspective by providing a semester of transformative, experiential learning focused on social and economic justice. Students register and pay tuition at the University of Sioux Falls. Additional funds for housing and travel may be available for approved students.





Bachelor's Degree Programs

APPLIED MATHEMATICS

Applied Mathematics (B.S.)

This four-year program is a cross-discipline major designed to prepare students to pursue further study and careers in many branches of engineering or in any field where mathematics, computer science, and the physical sciences find application. The program is intended for students who prefer to gain a solid preparation in the applied areas of mathematics, computer modeling and simulation of mathematical and engineering problems, and foundational courses in physics and chemistry at a Christian liberal arts university before specializing in a field of engineering.

Student Learning Outcomes:

1. Students will demonstrate facility with axiomatic reasoning, including the ability to write clear, rigorous mathematical proofs.
2. Students will make effective use of abstract and inductive reasoning as key characteristics of the language and structure of mathematics and abstract data types in object-oriented programming. Through the study of more than one computer modeling language, students will distinguish between syntax (the concrete) and semantics (the abstract).
3. Students will be able to design and use valid mathematical models and use them to solve realistic problems, employing techniques from physics, computer algorithms, and mathematics.
4. Students will show the ability to engage in statistical reasoning, including the capacity to produce and interpret statistical information and to make proper discernments in matters of precision and significance.
5. Students will be able to organize, connect, and communicate mathematical and algorithmic ideas.
6. Students will acquire facility with several significant technological tools and use them effectively for computation, exploration, and presentation.
7. Students will be prepared to pursue their postgraduate interests, including graduate study, teaching, and private or government employment.
8. Students will develop ethical sensibility and a Christian worldview, in keeping with USF's mission, "[to develop] mature Christian persons for service to God and humanity in the world."
9. Students will develop and demonstrate habits of effective thought, including the ability to reason analytically (through modes such as inductive reasoning, deductive reasoning, and mathematical induction), to distinguish "possible" from "necessary," to recognize assumptions, to identify logical fallacies, and to develop coherent arguments.

Vocational Applications: This program is designed to train leaders in the many areas where abilities in mathematical analysis and problem solving, computer-aided mathematical modeling and simulation, and understanding the core disciplines of the physical sciences are requisite. Graduates may work with engineering teams or pursue advanced degree programs in many areas of engineering. Opportunities exist for undergraduate internships

with engineering projects. The program emphasis is the cross-discipline application of the physical and computational sciences in ways that serve the community and fulfill the Christian responsibility of becoming a good steward.

Requirements: In addition to meeting the liberal arts core requirements of the University, students must complete the courses listed below. Majors must participate in program assessment activities. For graduation, a major must have a minimum 2.25 GPA in all natural science area courses counting toward the major.

- ☐ MAT 204 Calculus I
- ☐ MAT 205 Calculus II
- ☐ MAT 310 Calculus III
- ☐ MAT 311 Differential Equations
- ☐ CHE 111 General Chemistry I
- ☐ CHE 112 General Chemistry II
- ☐ COM 201 Introduction to Computer Science I
- ☐ COM 202 Introduction to Computer Science II
- ☐ COM/MAT 300 Numerical Methods
- ☐ COM/MAT 306 Discrete and Algorithmic Mathematics
- ☐ COM/MAT 490 Senior Seminar (a two-semester sequence during the senior year)
- ☐ NSC 300 Colloquium (two semesters during the junior year; one presentation required)
- ☐ PHY 201 University Physics I
- ☐ PHY 202 University Physics II

Nine s.h. in mathematics, computer science, or any natural science (200 level or above) with at least 3 s.h. in computer science (above COM 202).

Applied Mathematics for Engineering (B.A.)

By spending three years at the University of Sioux Falls and two to three years at an engineering school, a student can obtain a B.A. degree from USF and a B.S. degree from an engineering school. This program is designed for students who prefer to gain their mathematics and science background at a liberal arts university in preparation for junior level engineering courses that will be taken at an engineering school. USF has a cooperative program with the engineering school at South Dakota State University, Brookings, SD. Although students can finish the engineering program at other accredited schools of engineering, the USF program is particularly suited to SDSU. Students can take engineering courses through SDSU's Sioux Falls campus while they are full-time students at USF.

Student Learning Outcomes: see Applied Mathematics (B.S.)

Vocational Applications: This program has been designed to train leaders with preparation in science, engineering, and the liberal arts. Graduates of this dual-degree program are particularly attractive candidates to industry because of their interdisciplinary grasp of issues, oral and written communication skills, problem-solving skills, and ability to conceptualize and organize information.

Requirements: Three academic years of residence at USF, a minimum of 96 semester hours of credit at USF, a grade point

average of 2.5 or higher at USF, and fulfillment of all USF liberal arts core requirements. In addition to the core courses, students must complete the courses listed below. Majors must participate in program assessment activities.

- ☐ MAT 204 Calculus I
- ☐ MAT 205 Calculus II
- ☐ MAT 310 Calculus III
- ☐ MAT 311 Differential Equations
- ☐ CHE 111 General Chemistry I
- ☐ CHE 112 General Chemistry II
- ☐ COM 201 Introduction to Computer Science I
- ☐ COM 202 Introduction to Computer Science II
- ☐ NSC 300 Colloquium (two semesters during the junior year; one presentation required; MAT 490 may substitute for one semester of NSC 300, but may not replace the NSC 300 presentation)
- ☐ PHY 201 University Physics I
- ☐ PHY 202 University Physics II

After having fulfilled the USF requirements and having received an engineering degree from an accredited engineering school, a student is awarded a B.A. degree in Applied Mathematics from USF.

For chemical engineering, the additional courses listed below should be taken before transferring to the engineering school. Chemical engineering is not offered at SDSU.

- ☐ CHE 211 Organic Chemistry I
- ☐ CHE 212 Organic Chemistry II
- ☐ CHE 311 Physical Chemistry

ART

Art (B.A.)

This program of study is designed to (1) develop students' ability to communicate creative ideas in a variety of media; (2) broaden students' knowledge of the commonalities of visual arts across time and among diverse cultural groups; (3) assist students in recognizing the interrelatedness of Christian faith and other religions in the visual arts; and (4) prepare students for further study or careers that involve visual expression and creativity.

Student Learning Outcomes:

1. Students will recognize the interrelatedness of Christian faith, service, and the visual arts.
2. Students will communicate ideas satisfactorily in a variety of media and attain proficiency in at least one medium.
3. Students will examine commonalities of visual arts evident across time and among cultural groups
4. Students will be prepared for further study or careers that involve visual expression and creativity.

Vocational Applications: The art major is designed to prepare students to seek further study or employment in a variety of careers which involve visual expression and creative synthesis. Those who are seeking a career in art are offered specific preparation in graphic design, computer imaging, photography, teaching, and studio training in drawing and painting.

Requirements: In addition to meeting the liberal arts core requirements of the University, the student must take 29 credits of core art courses and select a 12-credit concentration within the major. The concentrations are graphic design and fine arts. Those with a graphic design concentration are strongly advised to arrange an internship during their junior or senior year. Students must maintain a minimum GPA of 2.5 in courses within the major.

The Art Department regularly assesses its program to determine how well it is accomplishing its educational mission. All art majors must participate in a senior exhibit at the time they graduate. Students will also be expected to leave one work as a contribution to the permanent collection of the University. Senior thesis students will further assess the art program by completing a written evaluation and by participating in a discussion with the art faculty.

Required core courses 29 s.h.

☐ ART 101	Drawing I	3
☐ ART 110	Visual Arts Computer Applications	3
☐ ART 120	Introduction to Design	3
☐ ART 150	Introduction to Sculpture	3
☐ ART 204	Painting I	3
☐ ART 209	Art History: Prehistory–14th Century	3
☐ ART 210	Art History: 14th Century–Present	3
☐ ART 300	Communication Arts Colloquium	1
☐ ART 310	Art History: Twentieth Century	3
☐ ART 460	Senior Thesis	3
☐ FA 220	Service in the Arts	1

Fine Arts Concentration

12 s.h.

☐ ART 260	Printmaking I	3
☐	Level III competency in one area (9 s.h.)	
	Drawing	
	Painting	
	Photography	

Graphic Design Concentration

12 s.h.

☐ ART 221	Graphic Design: Layout	3
☐ ART 331	Graphic Design: Imaging	3
☐ ART 425	Advanced Graphic Design	3

Art electives suggested from the following (3 s.h.):

☐ ART 181	Digital Photography	3
☐ ART 220	Graphic Design: Typography	3
☐ ART 260	Printmaking I	3
☐ ART 329	Web Design	3
☐ ART 395	Internship in Art	1-4

Art Education (B.A.)

This program of study is designed to (1) develop students' ability to communicate creative ideas in a variety of media; (2) broaden the student's knowledge of the commonalities of visual arts across time and among diverse cultural groups; (3) assist students in recognizing the interrelatedness of Christian faith, service, and the visual arts; and (4) prepare students for further study or careers that involve teaching visual expression and creativity.

Student Learning Outcomes: see Art (B.A.) and Secondary Education Major.

Vocational Applications: The art education major is designed to prepare students to teach art at the K-12 level.

Requirements: In addition to meeting the liberal arts core requirements of the University, the student must complete all the requirements for secondary education certification and 41 semester hours in the art courses listed below. The student must maintain a minimum GPA of 2.5 in courses within the major.

The Art Department regularly assesses its program to determine how well it is accomplishing its educational mission. All art majors must participate in a senior exhibit at the time they graduate. Students will also be expected to leave one work as a contribution to the permanent collection of the University. The senior thesis students will further assess the art program by completing a written evaluation and by participating in a discussion with the art faculty.

☐ ART 101	Drawing I	3
☐ ART 110	Visual Arts Computer Applications	3
☐ ART 120	Introduction to Design	3
☐ ART 150	Introduction to Sculpture	3
☐ ART 204	Painting I	3
☐ ART 209	Art History: Prehistory–14th Century	3
☐ ART 210	Art History: 14th Century–Present	3
☐ ART 260	Printmaking I	3
☐ ART 300	Communication Arts Colloquium	1

☐ ART 310	Art History: Twentieth Century	3
☐ ART 355	K-12 Art Methods	3
☐ ART 460	Senior Thesis	3
☐ FA 220	Service in the Arts	1

Art Electives suggested from the following (6 s.h.)

☐ ART 181	Digital Photography	3
☐ ART 201	Drawing II	3
☐ ART 221	Graphic Design: Layout	3
☐ ART 241	Painting II	3
☐ ART 261	Printmaking II	3
☐ ART 329	Web Design	3
☐ ART 331	Graphic Design: Imaging	3

Others as approved by advisor

- ☐ ART _____
- ☐ ART _____

Art Minor

Requirements: Students who meet the regular degree requirements of the University for a major in some other program may receive a minor in art by completing the following 18 semester hours.

☐ ART 100	Introduction to Art or	3
ART 209	Art History: Prehistory–14th Century or	3
ART 210	Art History: 14th Century–Present or	3
ART 310	Art History: Twentieth Century	3
☐ ART 101	Drawing I	3
☐ ART 120	Introduction to Design	3

Art electives (9 s.h.)

- ☐ ART _____
- ☐ ART _____
- ☐ ART _____

BIOLOGY

Biology (B.S.)

This program is designed to (1) develop broad-based and flexible students who have sufficient general biology background to allow them to specialize in any of a number of areas; (2) present basic principles and concepts of living organisms so that students may appreciate the unity of nature; and (3) provide significant experiences in inductive and deductive reasoning.

Student Learning Outcomes:

1. Students will explore, evaluate, and communicate scientific investigations to understand the nature of life science;
2. Students will describe structures and attributes of organisms, processes of life, and biotic-abiotic interactions; and
3. Students will identify and evaluate the relationships and ethical implications of science, upon technology and society.

Vocational Applications: This program leads to employment opportunities in industry, research institutions or governmental agencies; further study at the graduate level or in professional schools; and teaching at the secondary level.

Requirements: In addition to meeting the liberal arts core requirements of the University, the student must take at least 32 semester hours of study in biology that include:

- ☐ BIO 100 Concepts in Biology
- ☐ BIO 203 General Botany
- ☐ BIO 204 General Zoology
- ☐ BIO 222 Genetics
- ☐ BIO _____
- ☐ BIO _____
- ☐ BIO _____
- ☐ BIO _____
- ☐ CHE 111 General Chemistry I **or**
CHE 121 Introduction to Chemistry
- ☐ CHE 112 General Chemistry II **or**
CHE 122 Introduction to Organic and Biochemistry
- ☐ NSC 300 Colloquium (required during the four semesters of the junior and senior years; one presentation each year)

Two courses in physics

- ☐ PHY 101 _____ **or**
PHY 201 _____
- ☐ PHY 102 _____ **or**
PHY 202 _____

Elective from either mathematics or computer science beyond the liberal arts core requirements

- ☐ _____

In addition to the elective courses in biology that complete the minimal requirements, students may supplement the program with Chemistry 211, 212, or 305. Students must have at least a 2.0 GPA in biology courses by the end of their sophomore year and must maintain that average until graduation. Majors must participate in program assessment activities.

Biology Minor

Requirements: Students who meet the regular degree requirements of the University for a major in some other program may receive a minor in Biology by completing five biology courses and two semesters of Colloquium, including giving one presentation.

- ☐ BIO 100 Concepts of Biology
- ☐ BIO 203 General Botany
- ☐ BIO 204 General Zoology
- ☐ BIO 222 Genetics

Any other regular or special biology course (exclusive of paraprofessional and internship experiences)

- ☐ BIO _____
- ☐ NSC 300 Colloquium (required two semesters; one presentation)

Biology Secondary Education Certification

This program is designed to prepare effective and knowledgeable teachers of biological science at the secondary level. Its goals are to provide (1) a familiarity with each of the major groups of organisms and their inter-relatedness; (2) an understanding of living phenomena at the level of the molecule, cell, organism, population, and community; (3) an appreciation of biology both as a laboratory study and as a field endeavor with proficiency in techniques pertinent to both; and (4) a familiarity with basic concepts of the physical sciences and mathematics.

Student Learning Outcomes: Students will

1. Explore, evaluate, and communicate scientific investigations to understand the nature of life science;
2. Describe structures and attributes of organisms, processes of life, and biotic-abiotic interactions; and
3. Identify and evaluate the relationships and ethical implications of science, upon technology and society.

Requirements: In addition to satisfying the liberal arts core requirements of the University, the student must complete the courses listed below. Additional work in Chemistry (211 and 305) is recommended. Students must also complete the requirements for secondary education (see Education in Bachelor's Degree Programs section) and maintain at least a 2.5 GPA in biology courses from the end of their sophomore year through graduation. Majors must participate in program assessment activities.

- ☐ BIO 100 Concepts of Biology
- ☐ BIO 203 General Botany
- ☐ BIO 204 General Zoology
- ☐ BIO 222 Genetics
- ☐ BIO 302 Biology of Microorganisms **or**
BIO 309 Cell Biology
- ☐ BIO 314 Human Anatomy
- ☐ BIO 315 Human Physiology
- ☐ BIO 324 Ecology
- ☐ CHE 111 General Chemistry I **or**
CHE 121 Introduction to Chemistry
- ☐ CHE 112 General Chemistry II **or**
CHE 122 Introduction to Organic and Biochemistry

- ❑ NSC 121 Earth Science
- ❑ NSC 300 Colloquium (four semesters, beginning second semester of sophomore year to accommodate student teaching; two presentations required)
- ❑ NSC 400 Secondary Methods in the Natural Sciences

Two courses in physics

- ❑ PHY 101 and 102 Introduction to Physics **or**
PHY 201 and 202 University Physics

Elective from either mathematics or computer science beyond the liberal arts core requirements

- ❑ _____

Middle School Endorsements

Students interested in receiving middle school endorsements should refer to *Areas of Middle School Endorsement* in Education in the Bachelor's Degree Programs section.

BUSINESS ADMINISTRATION

John T. Vucurevich School of Business Mission

To liberally educate students in business foundations preparing for (1) careers in accounting, business, and service organizations and (2) advanced professional study.

Business Administration (B.A.)

Program Goals: The Business Administration program seeks (1) to assist students in developing mastery of basic knowledge and competency in their major and their chosen business concentration and/or minor; (2) to assist students in developing strategic and critical thinking skills while linking data, knowledge, and insight from various disciplines; and (3) to assist students in developing their understanding of the relationship between ethics, business, and personal faith.

Student Learning Outcomes:

1. Students will demonstrate knowledge of the functional areas of accounting, marketing, finance, and management.
2. Students will demonstrate knowledge of the legal, social, and economic environments of business.
3. Students will demonstrate knowledge of the global environment of business.
4. Students will demonstrate knowledge of the ethical obligations and responsibilities of business.
5. Students will demonstrate the ability to use decision-support tools.
6. Students will demonstrate the ability to communicate effectively.
7. Students will demonstrate the ability to apply knowledge of business concepts and functions in an integrated manner.

Vocational Applications: (1) sales and marketing, (2) financial services, (3) accounting, (4) management and general administration, and (5) entrepreneurship.

Requirements: In addition to meeting the liberal arts core requirements of the University, the student must complete the business administration core requirements as well as completing the requirements for either (1) a concentration in accounting, economics, finance, or management information systems; (2) a minor in management science or marketing; or (3) a minor from another discipline. All coursework in the business administration core and in the chosen concentration or minor must be completed with a grade of "C-" or better.

The Vucurevich School of Business regularly assesses its business administration programs to determine how well it is accomplishing its educational goals. Majors must participate in program assessment activities.

Business Administration Core 47 s.h.

- ☐ ACC 225 Principles of Accounting I
- ☐ ACC 226 Principles of Accounting II
- ☐ ACC 317 Cost Management
- ☐ BUS 305 Managerial Finance
- ☐ BUS 306 Management of Organizations **or**
BUS 210 Principles of Management

- ☐ BUS 307 Principles of Marketing
- ☐ BUS 320 Business Law
- ☐ BUS 421 Business Ethics
- ☐ BUS 427 Strategic Management
- ☐ BUS 450 Senior Colloquium
- ☐ ECO 212 Principles of Microeconomics
- ☐ ECO 213 Principles of Macroeconomics
- ☐ MAT 112 College Algebra and Trigonometry
- ☐ MAT 202 Finite Mathematics **or**
MAT 201 Calculus for Applications*
- ☐ MAT 233 Introduction to Statistics
- ☐ ENG 250 Business Research and Writing

*Note: Students who have already completed the equivalent of MAT 112 should take MAT 202 and MAT 201 or MAT 204.

Concentration in Accounting 12-14 s.h.

- ☐ ACC 325 Intermediate Accounting I
- ☐ ACC 326 Intermediate Accounting II

Select two courses from the following:

- ☐ ACC 304 Individual Income Tax
- ☐ ACC 395 Internship
- ☐ ACC 404 Organizational Tax
- ☐ ACC 425 Advanced Accounting
- ☐ ACC 426 Auditing

Concentration in Economics 12 s.h.

Select four courses from the following:

- ☐ ECO 303 Money and Banking
- ☐ ECO 320 Managerial Economics
- ☐ ECO 349 Intermediate Microeconomics
- ☐ ECO 350 Intermediate Macroeconomics
- ☐ ECO 390 Selected Topics
- ☐ ECO 395 Internship
- ☐ ECO 405 Environmental Economics
- ☐ ECO 451 Industrial Organization
- ☐ ECO 452 International Economics
- ☐ ECO 460 Sports Economics

Concentration in Finance 12 s.h.

- ☐ BUS 405 Investments
- ☐ BUS 417 Advanced Finance

Select two courses from the following:

- ☐ BUS 390 Selected Topics
- ☐ BUS 395 Internship
- ☐ ECO 303 Money and Banking
- ☐ ECO 452 International Economics
- ☐ 1 upper level (300 or 400) finance course

Concentration in Management Information Systems 13-14 s.h.

- ☐ COM 201 Introduction to Computer Science I
- ☐ COM 202 Introduction to Computer Science II **or**
COM 301 Alternatives in Visual Programming
- ☐ COM 310 Information Systems Analysis
- ☐ COM 318 Database Management Systems

Public Accounting and Business Administration (B.A.)

Program Goals: The Business Administration program seeks (1) to assist students in developing mastery of basic knowledge and competency in their major and their chosen business concentration and/or minor; (2) to assist students in developing strategic and critical thinking skills while linking data, knowledge, and insight from various disciplines; and (3) to assist students in developing their understanding of the relationship between ethics, business, and personal faith.

Student Learning Outcomes: see Business Administration (B.A.)

Vocational Applications: Graduates of this program most often find employment as certified public accountants or management accountants. Others seek employment with the government work in the non-profit sector, or become internal auditors.

The Vucurevich School of Business regularly assesses its accounting program to determine how well it is accomplishing its educational goals. Majors must participate in program assessment activities.

In South Dakota and in 48 other states, students wishing to sit for the Certified Public Accountant Examinations are required to have 150 semester hours of coursework. These additional semester hours can be in accounting, business, or other fields. Students need to check the financial aid implications for this requirement.

Students will be able to fulfill the 150-hour requirement for the CPA exam in one of the following ways:

- A. By graduating with a four-year Bachelor of Arts degree in Public Accounting and Business Administration, taking a position in an accounting firm and entering the University of Sioux Falls MBA program. The MBA program will allow the student to work full time while completing the two-year master's degree. As soon as 150 hours are completed, the student may sit for the CPA exam.
- B. Intensifying the four-year program by taking a full course load each semester (earning 140 semester hours of credit) and attending summer school full-time one summer or two summers part-time (earning 10 additional semester hours of credit). Students who pursue this route will not only graduate with a Bachelor of Arts in Public Accounting and Business Administration, but will also have an additional 22 semester hours of college credit.
- C. By taking a fifth year, split between regular coursework in the fall semester and an internship during the spring semester.

Requirements: In addition to meeting the liberal arts core requirements of the University, students must complete the courses listed below. All coursework in the core and in the chosen concentration or minor (if applicable) must be completed with a grade of "C-" or better.

Public Accounting and Business Administration Core 66 s.h.

- ☐ ACC 225 Principles Accounting I
- ☐ ACC 226 Principles Accounting II
- ☐ ACC 250 Computerized Accounting
- ☐ ACC 304 Individual Income Tax
- ☐ ACC 317 Cost Management
- ☐ ACC 325 Intermediate Accounting I
- ☐ ACC 326 Intermediate Accounting II
- ☐ ACC 404 Organizational Tax
- ☐ ACC 425 Advanced Accounting
- ☐ ACC 426 Auditing
- ☐ BUS 305 Managerial Finance
- ☐ BUS 306 Management of Organizations **or**
BUS 210 Principles of Management
- ☐ BUS 307 Principles of Marketing
- ☐ BUS 320 Business Law
- ☐ BUS 421 Business Ethics
- ☐ BUS 427 Strategic Management
- ☐ BUS 450 Senior Colloquium
- ☐ ECO 212 Principles of Microeconomics
- ☐ ECO 213 Principles of Macroeconomics
- ☐ ENG 250 Business Research and Writing
- ☐ MAT 202 Finite Math **or**
MAT 201 Calculus for Applications
- ☐ MAT 233 Introduction to Statistics

Management Minor

21 s.h.

A management minor consists of 21 semester hours and is available to students seeking a business administration degree and to students not seeking a business administration degree.

Management Minor (Non-Business Administration Majors)

Students seeking a management minor will take the following five courses (15 s.h.) and choose two additional elective courses (6 s.h.).

- ☐ ACC 225 Principles of Accounting I
- ☐ ACC 226 Principles of Accounting II
- ☐ ECO 212 Principles of Microeconomics **or**
ECO 213 Principles of Macroeconomics
(Also satisfies social science requirement in liberal arts core)
- ☐ BUS 306 Management of Organizations **or**
BUS 210 Principles of Management
- ☐ BUS 351 Organizational Theory and Behavior

Select two courses from the following:

- ☐ BUS 308 Persuasion: Process and Procedures **or**
BUS 312 Leadership and Small Group Communication
- ☐ BUS 315 Human Resources Management
- ☐ BUS 340 Introduction to Understanding and Managing Non-profit Organizations
- ☐ BUS 390 Selected Topics (3 s.h.)
- ☐ BUS 410* Practices of Supervisory Management
- ☐ ENT 225 Innovation and Problem Solving

Sports Management (B.A.)

Program Goals: The Business Administration program seeks (1) to assist students in developing mastery of basic knowledge and competency in their major and their chosen business concentration and/or minor; (2) to assist students in developing strategic and critical thinking skills while linking data, knowledge, and insight from various disciplines; and (3) to assist students in developing their understanding of the relationship between ethics, business, and personal faith.

Student Learning Outcomes: see Business Administration (B.A.)

Vocational Applications: Career possibilities include marketing, media relations, facility management, and athletic administration. Sports management majors may work in a variety of settings such as sports teams of various types and levels, sports and fitness facilities, college/university intramurals and sports clubs, sports information, public and private sports clubs, and the sporting goods industry.

Requirements: In addition to meeting the liberal arts core requirements of the University, students must complete the sports management core requirements as well as completing the requirements for either a (1) concentration in business, (2) minor in entrepreneurial studies, (3) concentration in media marketing, (4) concentration in coaching, or (5) a concentration in sports medicine. All coursework in the sports management major, in the business concentration, and in the entrepreneurial studies minor must be completed with a grade of "C-" or better.

Sports Management Core

47 s.h.

- ❑ ACC 225 Principles of Accounting I
- ❑ BUS 306 Management of Organizations **or**
BUS 210 Principles of Management
- ❑ ECO 212 Principles of Microeconomics
- ❑ ECO 213 Principles of Macroeconomics
- ❑ EXS 215 Ethical Issues in Sport
- ❑ ENT 225 Innovation and Problem Solving
- ❑ MED 206 Media Writing
- ❑ MAT 112 College Algebra and Trigonometry
- ❑ MAT 233 Statistics (or PSY 233)
- ❑ EXS 335 Sociology of Sport **or**
EXS 340 Psychology of Sport
- ❑ SPM 305 Sport Finance and Budgeting
- ❑ SPM 307 Principles of Sports Marketing
- ❑ SPM 313 Event and Facilities Management
- ❑ SPM 320 Legal Environment of Sport
- ❑ SPM 395 Sport Management Internship

Business Concentration

15 s.h.

Required courses:

- ❑ MAT 202 Finite Math **or**
MAT 201 Calculus for Applications **or**
MAT 204 Calculus I
- ❑ ECO 460 Economics of Sport

Management emphasis electives:

- ❑ BUS 315 Human Resources Management
- ❑ BUS 335 Operations Management

- ❑ BUS 351 Organization Theory and Behavior

Marketing emphasis electives:

- ❑ BUS 385 Promotions Management
- ❑ BUS 401 Marketing Research
- ❑ BUS 408 Marketing Management

Entrepreneurial Studies Minor

18 s.h.

Entrepreneurial studies minor required courses (15 s.h.):

- ❑ ENT 225 Innovation and Problem-solving
- ❑ ENT 235 Entrepreneurial Dynamics
- ❑ ENT 250 Entrepreneurial Team Project
- ❑ ENT 305 Entrepreneurial Financing
- ❑ ENT 330 Business Plan Development

Choose at least one additional course (3 s.h.):

- ❑ ENT 260/ACC 250 Computerized Accounting
- ❑ ENT 240 Entrepreneurial Sales and Marketing
- ❑ ENT 245 Entrepreneurial Management
- ❑ ENT 395 Entrepreneurial Internship

Media Marketing Concentration

18 s.h.

- ❑ ART 221 Graphic Design: Layout
- ❑ MED 308 Persuasion: Process and Procedures
- ❑ MED 311 Media Programming
- ❑ MED 385/BUS 385 Promotions Management
- ❑ BUS 307 Principles of Marketing
- ❑ BUS 408 Marketing Management

Coaching Concentration

14 s.h.

(For non-exercise science majors)

- ❑ EXS 205 First Aid/CPR
- ❑ EXS 210 Care and Prevention of Injuries
- ❑ EXS 215 Ethical Issues in Sport
- ❑ EXS 217 Science of Coaching
- ❑ EXS 340 Psychology of Sport and Exercise

At least one coaching theory course

Sports Medicine Concentration

Content and practical components required. (for non-exercise science majors)

Content component (9-12 s.h.)

- ❑ EXS 210 Care and Prevention of Injuries
- ❑ EXS 225 Anatomical Kinesiology **or**
BIO 314 Anatomy
- ❑ EXS 217 Science of Coaching **or**
EXS 310 Exercise Physiology
- ❑ ENT 225 Innovation and Problem Solving

Practical component (8-24 s.h.)

- ❑ Four semesters or a minimum of eight credits of practica (EXS 160, EXS 260, EXS 360, and/or EXS 460 for a total of 0-6 credits each)

Management Science Minor (Business Administration Majors)

Students seeking a management science minor will take the following two courses (6 s.h.) and choose five courses (15 s.h.) from one of two emphasis areas: personnel management or management processes.

- ☐ BUS 306 Management of Organizations **or**
- ☐ BUS 210 Principles of Management
- ☐ BUS 351 Organizational Theory and Behavior

Personnel Management Emphasis

Select five courses from the following:

- ☐ BUS 308 Persuasion: Process and Procedures **or**
- ☐ BUS 312 Leadership and Small Group Communication
- ☐ BUS 315 Human Resources Management
- ☐ BUS 390 Selected Topics (3 s.h.)
- ☐ BUS 395 Internship (3 s.h.)
- ☐ BUS 410 Practices of Supervisory Management
- ☐ PSY 403* Psychology of Personality
- ☐ PSY 422* Motivation and Emotion
- ☐ 1 upper level (300 or 400) cross discipline course with department approval

*PSY 201 is a prerequisite for this course. PSY 201 satisfies the Social Science requirement in the Liberal Arts core.

Management Processes Emphasis

Select five courses from the following:

- ☐ BUS 335 Operations Management
- ☐ BUS 313 Retail Management
- ☐ BUS 319 International Business
- ☐ BUS340 Introduction to Understanding and Managing Non-profit Organizations
- ☐ BUS 390 Selected Topics (3 s.h.)
- ☐ BUS 395 Internship (3 s.h.)
- ☐ BUS 438 Essentials of Project Management
- ☐ ENT 225 Innovation and Problem Solving

Marketing Minor

24 s.h.

A marketing minor consists of 24 semester hours. Students seeking a marketing minor will take the following three courses (9 s.h.) and choose one of two emphasis area: graphic design or sales/management.

- ☐ BUS 307 Principles of Marketing
- ☐ BUS 401* Marketing Research
- ☐ BUS 408 Marketing Management

*MAT 233 or equivalent is a prerequisite for this course.

Graphic Design Emphasis

- ☐ ART 110 Visual Arts Computer Applications
- ☐ ART 120 Introduction to Design
(Also satisfies creative arts requirement in liberal arts core)
- ☐ ART 221 Graphic Design: Layout
- ☐ ART 331 Graphic Design: Imaging

Select one course from the following:

- ☐ ART 181 Photography I: Digital
- ☐ ART 260 Printmaking I
- ☐ ART 329 Web Design
- ☐ ART 425 Graphic Design: Advanced Study

Sales/Management Emphasis

Select five courses from the following:

- ☐ BUS 207 Media Survey
- ☐ BUS 313 Retail Management
- ☐ BUS 316 Personal Selling and Sales Management **or**
- ☐ ENT 240 Entrepreneurial Sales and Marketing
- ☐ BUS 385 Promotions Management
- ☐ BUS 390 Selected Topics (3 s.h.)
- ☐ BUS 395 Internship (3 s.h.)
- ☐ BUS409 Brand Management
- ☐ BUS 419 International Marketing

- For information on entrepreneurial studies minor, see Entrepreneurial Studies in the Bachelor's Degree Programs section.
- For information about the Degree Completion Program, see Degree Completion Program in the Bachelor's Degree Programs section.
- For information about the Associate of Arts Degree in Business Administration, see Business Administration in the Associate's Degree Programs section.
- For information about the Master of Business Administration program, see Master of Business Administration in the Graduate Programs section.

CHEMISTRY

Chemistry (B.S.)

Student Learning Outcomes:

1. Students will obtain a basic foundation in the principles of analytical, inorganic, biological, organic, and physical chemistry as indicated by their performance on a standardized exam taken during their final semester.
2. Students will obtain a proficiency in certain fundamental chemical laboratory techniques and operations, as indicated by their successful application of laboratory skills during a supervised research experience.
3. Students will obtain an awareness and appreciation of the process of chemical research as indicated by their completion of one or more supervised research experiences and the presentation of their results in a public forum.
4. Students will obtain an ability to think critically in the discipline and clearly communicate ideas verbally as indicated by colloquium presentations and written interpretations of the technical literature.
5. Students will obtain an understanding of how Christian values apply to the use of chemical information.

Vocational Applications: The program attempts to establish a firm basis for graduate study or professional activity either in the field of chemistry or in a closely related area. Vocational possibilities include research positions and government service positions.

Requirements: In addition to meeting the liberal arts core requirements of the University, students must take the courses listed below. Students must also have a 2.25 GPA or higher in chemistry courses by the end of their sophomore year and maintain such an average until graduation. Majors must participate in program assessment activities.

Required Core Courses

- ☐ CHE 111 General Chemistry I
- ☐ CHE 112 General Chemistry II
- ☐ CHE 211 Organic Chemistry I
- ☐ CHE 212 Organic Chemistry II
- ☐ CHE 290 Scientific Literature
- ☐ CHE 305 Biochemistry
- ☐ CHE 311 Physical Chemistry
- ☐ CHE 332 Quantitative Analysis
- ☐ CHE 403 Advanced Topics **or**
CHE 406 Bonding and Structure
- ☐ CHE 411 Instrumental Analysis
- ☐ CHE 491 Independent Study
- ☐ MAT 204 Calculus I
- ☐ MAT 205 Calculus II
- ☐ NSC 300 Colloquium (required during the four semesters of the junior and senior years; one presentation each year)
- ☐ PHY 201 University Physics
- ☐ PHY 202 University Physics

Recommended elective courses:

- ☐ BIO 100 Concepts in Biology
- ☐ COM 201 Introduction to Computer Science I

Chemistry Minor

Requirements: Students who meet the regular degree requirements of the University for a major in some other program may receive a minor in Chemistry by completing at least 23 s.h. that include:

- ☐ CHE 111 General Chemistry I
- ☐ CHE 112 General Chemistry II
- ☐ CHE 211 Organic Chemistry I
- ☐ CHE 305 Biochemistry
- ☐ CHE 332 Quantitative Analysis

One chemistry course above the 300 level

- ☐ CHE _____

COMMUNICATION STUDIES AND THEATRE

The University of Sioux Falls offers a comprehensive liberal arts program in Communication Studies and Theatre designed to meet the needs of students who desire (1) to improve speech communication and theatre skills; (2) to participate in dramatic presentations or co-curricular communication activities; (3) to teach speech communication and theatre in secondary schools; and (4) to prepare for graduate work or professional careers.

Major play productions and musicals are staged in the 782-seat Meredith Auditorium and in the 50-seat Bernice Stier Jones Studio Theatre. The Jeschke Fine Arts Center features an extensive costume and prop inventory, modern lighting and sound systems, audio/video equipment, and makeup and dressing rooms.

In all of the Communication Studies and Theatre major and minor programs described below, *Fundamentals of Communication* (CST 100) does not count toward the major or minor.

Students may substitute an upper division course for the *Fundamentals of Communication* (CST 100) requirement for graduation with the written permission of a course instructor in Communication Studies.

The Communication Studies and Theatre Department regularly assesses its programs to determine how well it is accomplishing its educational mission.

Communication Studies and Theatre (B.A.)

The program provides students the opportunity to examine, study, and practice the principles and processes of the traditional and artistic forms of human communication. Communication is conversation, debate, discussion, persuasion, and public address. It is the interpretation of prose, poetry, and dramatic literature. It is acting, directing, technical theatre, and arts management. It is preparing for theatre, radio, and television/film performance and production and education through participation in communication and theatre activities.

Student Learning Outcomes:

1. Students will be aware and understand the discipline and the Christian faith through service and performance.
2. Students will understand and apply technical aspects in theater.
3. Students will be able to analyze dramatic works based on understanding of historical approaches to criticism.
4. Students will communicate creatively and collaboratively.
5. Students will demonstrate theory and skills required to connect in professional, social, and personal relationships.

Vocational Applications: Professional areas for which this program provides preparation include education, public relations, law, personnel management, industrial communications, advertising, sales, government service, intergroup and human relations, social work, broadcasting, ministry, and theatre arts.

Requirements: In addition to meeting the liberal arts core requirements of the University, the student must complete a minimum of 42 semester hours of study in the major field. With faculty guidance, each student may chart his or her own program of study to suit specific needs or goals. The student will also be required to participate in co-curricular experiences as they

relate to their needs and goals. The student must complete the required core courses and choose at least one concentration of at least 9 s.h.

Required core courses

- ☐ CST 209 Oral Interpretation of Literature
- ☐ CST 210 Theatre: Beginning Acting
- ☐ CST 261 Theatre Production **or**
- ☐ CST 262 Theatre Management
- ☐ CST 300 Communication Arts Colloquium
- ☐ CST 309 Business and Professional Communication
- ☐ CST 320 Stage Management
- ☐ CST 460 Senior Project
- ☐ FA 220 Service in the Arts

Four semester hours of the following:

- ☐ CST 113-413 Practicum in Communication Studies
- ☐ CST 117-417 Participation in Theatre
- ☐ CST 118-418 Theatre Lab: Technical
- ☐ CST _____
- ☐ CST _____
- ☐ CST _____
- ☐ CST _____

Electives: 6 s.h. required for theatre concentration; 9 s.h. required for communication studies concentration

- ☐ CST 201 Musical Theatre Workshop
- ☐ CST 260 Applied Theatre-Design
- ☐ CST 261 Theatre Production **or**
- ☐ CST 262 Theatre Management
(whichever course was not included in the core)
- ☐ CST 311 Argumentation
- ☐ CST/ENG 321 Shakespeare and the Early Renaissance
- ☐ CST 351 Communication and the Classroom Teacher
- ☐ CST 361 Playwriting
- ☐ CST 409 Special Topics in Comm. Studies and Theatre
- ☐ _____
- ☐ _____
- ☐ _____

Communication Studies Concentration 9 s.h.

- ☐ CST 308 Persuasion: Process and Procedures
- ☐ CST 312 Leadership and Small Group Communications
- ☐ CST 319 Public Presentations

Theatre Concentration 12 s.h.

- ☐ CST 305 Theatre History I
- ☐ CST 306 Theatre History II
- ☐ CST 310 Directing
- ☐ CST 340 Intermediate Acting

Communication Studies and Theatre Minor

This program seeks to accomplish the goals of the major, but in a more limited way.

Vocational Applications: The professional areas are the same as

for the major.

Requirements: The requirements are the same as those for the major, except a minimum of 22 semester hours of coursework is required.

- ☐ CST 209 Oral Interpretation of Literature
- ☐ CST 210 Theatre: Beginning Acting
- ☐ CST 300 Communication Arts Colloquium
- ☐ CST 309 Business and Professional Communication
- ☐ CST 312 Leadership and Small Group Communication

Communication Studies and Theatre Electives: (6 s.h. required)

- ☐ CST _____
- ☐ CST _____

Communication Studies and Theatre Secondary Education Certification

All of the aforementioned program goals apply with the addition of the following:

1. To develop a competent knowledge of the discipline and the ability to apply it in the middle and secondary school classroom.

Vocational Applications: The teaching of speech communication, or theatre, or both is the vocational goal for students in this program.

Requirements: In addition to meeting the liberal arts core requirements of the University, the student will complete a program of courses totaling at least 44 semester hours. The specific requirements of teacher certification must also be met (see Education in Bachelor's Degree Programs section). Also, the student will be required to participate in co-curricular experiences as they relate to their needs and goals. Teaching majors are strongly recommended to consider a minor or a second major in the field of English. The student must complete the required core courses and choose at least one concentration of at least 9 s.h.

Required core courses:

- ☐ CST 209 Oral Interpretation of Literature
- ☐ CST 210 Theatre: Beginning Acting
- ☐ CST 261 Theatre Production **or**
- ☐ CST 262 Theatre Management
- ☐ CST 300 Communication Arts Colloquium
- ☐ CST 309 Business and Professional Communication
- ☐ CST 320 Stage Management
- ☐ CST 325 Methods in Teaching Theatre and Speech
- ☐ CST 460 Senior Project
- ☐ FA 220 Service in the Arts

Four semester hours of the following:

- ☐ CST 113-413 Practicum in Communication Studies
- ☐ CST 117-417 Participation in Theatre
- ☐ CST 118-418 Theatre Lab: Technical
- ☐ CST _____
- ☐ CST _____
- ☐ CST _____
- ☐ CST _____

Electives: 6 s.h. required for theatre concentration; 9 s.h. required

for communication studies concentration

- ☐ CST 201 Musical Theatre Workshop
- ☐ CST 260 Applied Theatre-Design
- ☐ CST 261 Theatre Production **or**
- ☐ CST 262 Theatre Management
(whichever course was not included in the core)
- ☐ CST 311 Argumentation
- ☐ CST/ENG 321 Shakespeare and the Early Renaissance
- ☐ CST 351 Communication and the Classroom Teacher
- ☐ CST 361 Playwriting
- ☐ CST 409 Special Topics in Speech Communication and Theatre

- ☐ _____
- ☐ _____
- ☐ _____

Communication Studies Concentration 9 s.h.

- ☐ CST 308 Persuasion: Process and Procedures
- ☐ CST 312 Leadership and Small Group Communications
- ☐ CST 319 Public Presentations

Theatre Concentration 12 s.h.

- ☐ CST 305 Theatre History I
- ☐ CST 306 Theatre History II
- ☐ CST 310 Directing
- ☐ CST 340 Intermediate Acting

Middle School Endorsements

Students interested in receiving middle school endorsements should refer to **Areas of Middle School Endorsement** in Education in the Bachelor's Degree Programs section.

COMPUTER INFORMATION SYSTEMS

Computer Information Systems (B.S.)

This program prepares business applications programmers/analysts who are well-trained in the technical aspects of computer systems, are knowledgeable of the applications area to which they are applied, and have sufficient background to be able to grow professionally in a rapidly changing field. To achieve these goals, the program emphasizes (1) information systems technology; (2) information systems concepts and processes; and (3) organization functions and management, including interpersonal and organizational behavior.

Student Learning Outcomes:

1. Students will demonstrate facility with principle computer applications used by IT and network administrators.
2. Students will demonstrate the ability to plan, implement and manage an IT project across a business environment.
3. Students will be able to design and use valid mathematical models to solve realistic problems involving business applications and computer algorithms.
4. Students will demonstrate facility in at least two computer languages.
5. Students will show the ability to engage in statistical reasoning and the capacity to produce and interpret statistical information.
6. Students will develop ethical sensibility and a Christian worldview, in keeping with USF's mission.

Vocational Applications: The nature of this program is career-oriented. With both technical and business training, graduates will advance along several career paths leading to positions in system analysis, system design, programming, system project leadership, and system management.

Requirements: In addition to meeting the liberal arts core requirements of the University, students must complete the courses listed below. Majors must participate in program assessment activities. For graduation, a major must have a minimum 2.25 GPA in all natural sciences area courses counting toward the major.

- ☐ COM 201 Introduction to Computer Science I
- ☐ COM 202 Introduction to Computer Science II
- ☐ COM 303 Introduction to Networking
- ☐ COM 310 Information Systems Analysis
- ☐ COM 318 Database Management Systems

One computer science course 300 or above, 3 s.h.:

- ☐ COM _____

- ☐ ACC 225 Principles of Accounting I
- ☐ ACC 226 Principles of Accounting II
- ☐ ACC 317 Cost Management
- ☐ BUS 306 Management of Organizations **or**
BUS 210 Principles of Management
- ☐ BUS 335 Operations Management **or**
BUS 351 Organizational Theory and Behavior
- ☐ ECO 212 Principles of Microeconomics

- ☐ MAT 202 Finite Mathematics
- ☐ MAT 233 Introduction to Statistics
- ☐ MAT/COM 306 Discrete and Algorithmic Mathematics
- ☐ NSC 300 Colloquium (required during the four semesters of the junior and senior years; one presentation is required each year. A two-semester sequence of MAT/COM 490 may replace two semesters of NSC 300 and count for one of the required presentations.)

Computer Information Systems Minor

Requirements: Students who meet the regular degree requirements of the University for a major in some other area may receive a minor in computer information systems by completing 18 s.h. as follows.

- ☐ COM 201 Introduction to Computer Science I
- ☐ COM 202 Introduction to Computer Science II
- ☐ COM 310 Information Systems Analysis
- ☐ COM 318 Database Management Systems
- ☐ NSC 300 Colloquium (1 s.h.)

3 s.h. of computer science electives (not including Computer Science 104 or 395)

- ☐ COM _____

COMPUTER SCIENCE

Computer Science (B.S.)

The goals of this program are to provide (1) a basic foundation in computer software, hardware, architecture, and computing theory; (2) effective computing skills in problem solving; and (3) a solid background for pursuing in-depth training in one or more application areas or for further education in computer science.

Student Learning Outcomes:

- Students will demonstrate facility with axiomatic reasoning, including the ability to write clear, rigorous mathematical proofs.
- Students will make effective use of abstraction and inductive reasoning as key characteristics of the language and structure of mathematics and abstract data types in object-oriented programming. Through the study of more than one computer modeling language, students will distinguish between syntax (the concrete) and semantics (the abstract).
- Students will be able to design and use valid mathematical models and use them to solve realistic problems, employing techniques from physics, computer algorithms, and mathematics.
- Students will show the ability to engage in statistical reasoning, including the capacity to produce and interpret statistical information and to make proper discernments in matters of precision and significance.
- Students will be able to organize, connect, and communicate mathematical and algorithmic ideas.
- Students will acquire facility with several significant technological tools, and use them effectively for computation, exploration, and presentation.
- Students will be prepared to pursue their postgraduate interests, including graduate study, teaching, and private or government employment.
- Students will develop ethical sensibility and a Christian worldview in keeping with USF's mission, "[to develop] mature Christian persons for service to God and humanity in the world."
- Students will develop and demonstrate habits of effective thought, including the ability to reason analytically (through modes such as inductive reasoning, deductive reasoning, and mathematical induction), to distinguish "possible" from "necessary," to recognize assumptions, to identify logical fallacies, and to develop coherent arguments.

Vocational Applications: Graduates from this program commonly seek employment with computer departments at a variety of organizations, computer manufacturers or software houses that specialize in computer programming, or as systems analysts or developers of application software. Employment opportunities exist at any agency involved with computerized operations.

Requirements: In addition to meeting the liberal arts core requirements of the University, students must complete the courses listed below. Majors must participate in program assessment activities. For graduation, a major must have a minimum 2.25 GPA in all natural sciences area courses counting toward the major.

- ☐ COM 201 Introduction to Computer Science I
- ☐ COM 202 Introduction to Computer Science II

- ☐ COM 230 Computer Systems Architecture
- ☐ COM 315 Organization of Programming Languages
- ☐ COM 322 Operating Systems
- ☐ COM 340 Algorithms and Objects in C++
- ☐ COM/MAT 490 Senior Seminar (a two-semester sequence during the senior year)

- ☐ MAT 204 Calculus I

- ☐ MAT/COM 306 Discrete and Algorithmic Mathematics

Eight s.h. of either CHE 111/112 or PHY 201/202

- ☐ _____
- ☐ _____

6 s.h. of Computer Science above COM 202

- ☐ _____
- ☐ _____

6 s.h. of Mathematics above MAT 204

- ☐ _____
- ☐ _____

- ☐ NSC 300 Colloquium (two semesters during the junior year; one presentation required)

Computer Science Minor

Requirements: Students who meet the regular degree requirements of the University for a major in some other area may receive a minor in computer science by completing the following:

- ☐ COM 201 Introduction to Computer Science I
- ☐ COM 202 Introduction to Computer Science II
- ☐ COM 306 Discrete and Algorithmic Mathematics
- ☐ COM 340 Algorithms and Objects in C++
- ☐ NSC 300 Colloquium (required during two semesters of the junior or senior years; one presentation)

3 s.h. of computer science electives (not including COM 104 or 395)

- ☐ COM _____

CRIMINAL JUSTICE

Criminal Justice (B.A.)

Student Learning Outcomes:

1. Students will understand the components and process of the American criminal justice system.
2. Students will understand the history and constitutional foundations which led to the development of the American criminal justice system.
3. Students will master the technical language relevant to their intended career in the criminal justice field.
4. Students will understand the role of the criminal justice system in a complex society which values individual rights.
5. Students will demonstrate ability to analyze information and process that information in a logical form.
6. Students will examine their personal faith and values and the contribution to be made to the community through service.
7. Students will demonstrate writing that is articulate, professionally, and technically correct.

In addition to a core of criminal justice courses, students enrolled in the major will study sociology, psychology, social work, and political science. This focused, multi-disciplinary approach is designed to enhance students' knowledge of the human and societal complexities which are integral to an understanding of the criminal justice field. Within this course of study there is strong emphasis on development of oral and written communication skills, critical thinking skills, professional problem-solving, and ethics. Students will also gain hands-on experience through field observation, internships, service learning, and practicum. In order to meet the objectives of the Criminal Justice program, the University regularly assesses how well it realizes these and other goals and its methods to achieve them.

Vocational Applications: Traditional careers in criminal justice include positions such as city police officers, county/state/federal law enforcement officers, private investigators, security officers, loss prevention specialists, attorneys, court service employees, parole officers, probation officers, and corrections officers. There are also numerous agencies and programs which support aspects of the criminal justice system in areas such as crime prevention, juvenile services, victim services, and aftercare. The concentrated social science education which criminal justice majors receive also has broad application within social service fields.

Requirements: In addition to meeting the liberal arts core requirements of the University, students must complete a minimum of 39 semester hours in the major curriculum, including all courses in the core group and enough courses from the elective group to produce at least 39 credits in the major. A minimum course grade of "C-" is required for each course in the major.

Core Requirements	21 s.h.
☐ CRJ 203 Introduction to Criminal Justice	3
☐ CRJ 220 Criminal Law and Procedure	3
☐ CRJ 308 Ethics and the Law	3
☐ CRJ 470 Practicum	3
☐ SOC 310 Delinquency and Criminology	3

☐ SOC 233 Statistics for the Behavioral Sciences	3
☐ SOC 250 Methods of Research	3

Electives (select from the following) 18 s.h.

☐ CRJ 218 Field Observation in Criminal Justice	1
☐ CRJ 219 Service Learning–Mentoring	1
☐ CRJ 305 Juvenile Justice	3
☐ CRJ 318 Issues in Current Research	1
☐ CRJ 320 The Science and Law of Evidence	3
☐ CRJ 328 Evidence II	3
☐ CRJ 360 World Criminal Justice Systems	3
☐ CRJ 390 Special Topics	1-3
☐ CRJ 403 White Collar Crime	3
☐ CRJ 405 Constitutional Issues and Criminal Justice Cases	3
☐ CRJ 420 Policing: Operations and Issues	3
☐ CRJ 421 Policing II	3
☐ CRJ 430 Corrections: Operations and Issues	3
☐ CRJ 431 Courts: Operations and Issues	3
☐ CRJ 491 Independent Study	3
☐ PSY 305 Abnormal Psychology	3
☐ SOC 302 Social Diversity	3
☐ SOC 322 Deviant Behavior	3
☐ SWK 275 Family Violence	3
☐ _____	
☐ _____	
☐ _____	
☐ _____	
☐ _____	
☐ _____	

Criminal Justice Minor

Student Learning Outcomes: The criminal justice minor is designed to provide the student with a focused understanding of the structures, philosophies, and processes of the criminal justice system.

Vocational Applications: The study of criminal justice prepares the student for service in the fields of law, public or private law enforcement, corrections, or the court system.

Requirements: In addition to the regular degree requirements of the University, the student must take a minimum of 18 semester hours in criminal justice, including the courses listed below. The student must maintain a minimum GPA of 2.0 in the minor.

Required Courses	9 s.h.
☐ CRJ 203 Introduction to Criminal Justice	3
☐ CRJ 220 Criminal Law and Procedure	3
☐ CRJ 308 Ethics and the Law	3

Electives (choose any 3 CRJ courses) 9 s.h.

☐ _____	
☐ _____	
☐ _____	

DEGREE COMPLETION PROGRAM (DCP)

General Information

The Degree Completion Program provides adult students with the opportunity to complete a Bachelor of Arts degree. The DCP is a unique educational experience that combines formal and informal learning in a way that enhances each student's overall learning experience. Students enrolled in the Degree Completion Program earn degrees in one of three areas—Management, Accounting, or Entrepreneurial Studies—all of which are centered in the Christian Liberal Arts tradition.

The Degree Completion Program integrates theory with practice so that students are continually encouraged to better understand conceptually what they have already learned experientially. They are then expected to develop the skills necessary to take those theoretical concepts and apply them to actual work and life situations.

The Bachelor of Arts degree in Management, Accounting, or Entrepreneurial Studies is designed to: 1) enhance communication skills; 2) increase interpersonal effectiveness; 3) develop problem-solving, decision-making, and supervisory skills; 4) increase self-confidence; 5) relate principles of the Christian faith to organizations and personal relationships; and 6) utilize all of the above in improving organizational effectiveness.

Students should have a minimum of two years of transferable college credit to begin the Degree Completion Program. The program must be taken in its entirety with no substitutions or omissions. On occasion, substitutions are taken into consideration if a student is transferring in 105 or more semester hours of credit from one or more accredited institutions to the University of Sioux Falls. For more information or to schedule an advising session about the Degree Completion Program, call (605) 331-6735 or (800) 888-1047.

The Vucurevich School of Business regularly assesses its Degree Completion Program to determine how well it is accomplishing its educational learning outcomes.

Student Learning Outcomes:

1. Students will demonstrate familiarity with basic research methodologies, presenting their analysis and findings in a coherent paper.
2. Students will demonstrate mastery of basic knowledge and competency in management/leadership, accounting, and entrepreneurial studies.
3. Students will demonstrate the capacity to evaluate ethical and stewardship issues in light of their faith and within the context of the discipline.
4. Students will demonstrate an understanding of management, accounting, or entrepreneurial studies concepts from an interdisciplinary perspective.

Admission Requirements

1. A minimum of two years of transferable semester hours with a cumulative grade point average of 2.0 or above from accredited colleges, universities, or other post-secondary institutions. Additional credit may be earned for specialized training, military education, professional seminars, vocational experience, or other professional credentials.

2. At least three years of demonstrated work or volunteer experience.
3. Completion of College Composition or Western Heritages I (LAR 111) with a passing grade.
4. Completion of the Degree Completion Program application and payment of a \$25 non-refundable application fee. The fee is waived for students who have previously been admitted to the University of Sioux Falls.
5. Two letters of recommendation from persons qualified to assess academic or professional competency.
6. A writing sample that demonstrates competency.
7. An interview with an admissions representative in the Degree Completion Program.

Accounting applicants must also have successfully completed the following courses before entering the accounting courses in the Degree Completion Program:

- a. Principles of Accounting I
- b. Principles of Accounting II
- c. Intermediate Accounting I
- d. Intermediate Accounting II

The program features:

- 45-, 46-, or 49-semester-hour curriculum. Some students may need to take courses in addition to the Degree Completion Program major to meet graduation requirements.
- Current, integrative, comprehensive approach to organizational behavior, management, accounting, and entrepreneurial studies and the liberal arts.
- Class held one evening per week for four hours.
- Extensive out-of-class assignments.
- Small, cohesive learning groups of 18-30 students.
- Opportunities to validate significant prior learning with college credit.

Financial Aid

DCP students may be eligible for federal financial aid during the program if he or she is enrolled in a minimum of 6 credit hours of required coursework per term. Students must complete the Free Application for Federal Student Aid (FAFSA) on an annual basis to be awarded federal financial aid. Because tuition for the DCP is already discounted from the full-time University tuition, no institutional aid is available. However, there are specific endowed scholarships that are available to DCP students. To be considered for one of these scholarships, students must complete the DCP endowed scholarship application (available in the DCP Office) prior to May 1. Other sources of financial assistance for DCP students may include employer tuition assistance/reimbursement, veterans' benefits, or vocational rehabilitation benefits. These types of aid require notification to the Financial Aid Office and completion of additional USF paper work.

Students may take additional coursework at the same time they are completing the program. As this may affect financial aid allocations, DCP students should notify the Financial Aid Office

for assistance. Students who take additional coursework after completing the program are subject to traditional enrollment criteria for financial aid eligibility and may receive federal aid for the additional courses needed to fulfill graduation requirements. If a student is interested in receiving financial aid after the program, he or she needs to notify the Financial Aid Office of his or her planned enrollment in order to receive a financial aid package.

DCP students must maintain a minimum 2.0 cumulative GPA and successfully complete 70 percent of attempted credits to remain eligible for financial aid. Satisfactory academic progress for financial aid is evaluated each term separately from academic policies.

Degree Requirements

To graduate with a Bachelor of Arts degree in Management, Accounting, or Entrepreneurial Studies, students must do the following:

1. Complete a total of 128 semester hours of university-level work
2. Complete the Degree Completion Program major with a grade point average of 2.0 or above
3. Carry a cumulative grade point average of 2.0 or above
4. Satisfy the liberal arts core requirements for the DCP

Liberal Arts Core Requirements–DCP 26-29 s.h.

Communication (choose one) 3-4 s.h.

- ☐ ENG 101 College Composition 3
- ☐ LAR 111 Western Heritages I 4

Religion 3 s.h.

- ☐ THE 140 Introduction to the Bible 3

Literature (choose one) 3 s.h.

- ☐ ENG 200 Introduction to Literature 3
- ☐ ENG 220 World Literature 3
- ☐ ENG 221 British Literature 3
- ☐ ENG 222 American Literature 3
- ☐ _____ 3

Fine Arts (choose one) 3 s.h.

- ☐ ART 100 Introduction to Art 3
- ☐ ART 209 Art History: Prehistory–14th Century 3
- ☐ ART 210 Art History: 14th Century–Present 3
- ☐ ART 310 Art History: Twentieth Century 3
- ☐ CST 200 Introduction to Theatre 3
- ☐ CST 305 Theatre History I 3
- ☐ CST 306 Theatre History II 3
- ☐ FA 200 Humanities Through the Arts 3
- ☐ MUS 200 Introduction to Music 3
- ☐ MUS 202 American Jazz Styles 3
- ☐ MUS 203 American Musical Styles 3
- ☐ _____ 3

Science (choose one) 4-5 s.h.

- ☐ BIO 100 Concepts in Biology 4
- ☐ CHE 111 General Chemistry I 5
- ☐ NSC 110 Perspectives on the Natural Sciences 4

- ☐ NSC 120 Physical Science AND
- ☐ NSC 121 Earth Science 2+2
- ☐ NSC 140 Introduction to Astronomy 4
- ☐ NSC 220 Physics for Poets 4
- ☐ PHY 101 Introductory College Physics 4
- ☐ PHY 201 University Physics 4
- ☐ _____

History (choose one) 3 s.h.

- Any history course (except 213 or 390) 3
- ☐ _____

Social Sciences (choose two) 6 s.h.

- ☐ PSC 211 American Federal Government **or** 3
- PSC 212 American State and Local Government 3
- ☐ PSY 201 General Psychology 3
- ☐ Any Geography Course 3
- ☐ Any Sociology Course 3
- ☐ _____
- ☐ _____

Wellness (choose one) 1-2 s.h.

- ☐ EXS 147 Wellness (weekend workshop) 1
- ☐ EXS 200 Dimensions of Wellness 2
- ☐ _____

Management (B.A.) 46 s.h.

- ☐ ACC 228 Accounting for Decision Making 5
- ☐ BUS 200 Foundation for Professional Development 1
- ☐ BUS 304 Essentials of Management 3
- ☐ BUS 322 Employment Law 3
- ☐ BUS 386 Dynamics of Group and Organizational Behavior 3
- ☐ BUS 412 Project Management 3
- ☐ BUS 420 Leadership in Organizations 3
- ☐ BUS 428 Organizational Strategy 3
- ☐ BUS 451 Management Colloquium 2
- ☐ BUS 482 Personal and Professional Christian Ethics and Values 3
- ☐ CST 372 Organizational Communications and Interpersonal Relations 3
- ☐ ENG 480 Research Project 5
- ☐ MAT 270 Statistics and Mathematical Functions 3
- ☐ SSC 476 Multicultural Studies 3
- ☐ THE 376 Faith and World Views 3

Accounting (B.A.) 49-63 s.h.

Program prerequisites (if not already completed):

- ☐ ACC 225 Principles of Accounting I 3
- ☐ ACC 226 Principles of Accounting II 3
- ☐ ACC 325 Intermediate Accounting I 4
- ☐ ACC 326 Intermediate Accounting II 4

Program requirements:

- ☐ ACC 305 Strategic Cost Analysis 4

❑ ACC 310	Individual Taxation	4
❑ ACC 415	Auditing and Assurance Services	4
❑ ACC 420	Advanced Topics in Accounting	4
❑ ACC 410	Business Taxation	4
❑ ACC 451	Accounting Colloquium	2
❑ BUS 200	Foundation for Professional Development	1
❑ BUS 302	Principles of Financial Management	3
❑ BUS 386	Dynamics of Group and Organizational Behavior	3
❑ BUS 482	Personal and Professional Christian Ethics and Values	3
❑ CST 372	Organizational Communications and Interpersonal Relations	3
❑ ENG 480	Research Project	5
❑ MAT 270	Statistics and Mathematical Functions	3
❑ SSC 476	Multicultural Studies	3
❑ THE 376	Faith and World Views	3

Entrepreneurial Studies (B.A.) 45 s.h.

❑ BUS 200	Foundation for Professional Development	1
❑ BUS 302	Principles of Financial Management	3
❑ BUS 386	Dynamics of Group and Organizational Behavior	3
❑ BUS 482	Personal and Professional Christian Ethics and Values	3
❑ CST 372	Organizational Communications and Interpersonal Relations	3
❑ ENG 480	Research Project	5
❑ ENT 301	Entrepreneurial Innovation	3
❑ ENT 325	Entrepreneurial Start Ups	3
❑ ENT 340	Entrepreneurial Marketing	3
❑ ENT 425	Entrepreneurial Leadership	3
❑ ENT 440	Entrepreneurial Projects	3
❑ ENT 450	Entrepreneurial Venture Plan	3
❑ MAT 270	Statistics and Mathematical Functions	3
❑ SSC 476	Multicultural Studies	3
❑ THE 376	Faith and World Views	3

DCP Undergraduate Courses

The following courses are available only to students admitted to the Degree Completion Program.

ACC 228 Accounting for Decision Making

This course focuses on the use of accounting information for management decision-making and explains when and why accounting information is a key source of data for making informed strategic choices. Students will first learn the fundamentals of financial accounting and then utilize this foundation to better understand how to interpret accounting information and how to utilize accounting information to manage costs and make decisions. The content of the course will specifically focus on understanding (1) business activities as the source of accounting information; (2) measuring revenues and expenses; (3) reporting earnings and the financial position of the organization; (4) reporting and analyzing cash flows; (5) the analysis and

interpretation of financial information; (6) understanding cost categories and cost flows; (7) understanding how costs can be tracked and managed when producing goods and services; (8) cost allocation and activity-based management; (9) analyzing cost behavior; (10) budgeting processes and planning business activities; (11) cost variances; (12) quality management; and (13) fundamental time value of money concepts and capital investment decisions. (5 s.h.)

ACC 305 Strategic Cost Analysis

This course examines the costing tools and techniques necessary to effectively manage an organization. The course focuses on the accumulation of costs within an organization, the use of costs for planning and control, relevant costs for decision-making, and performance measurement and evaluation. Prerequisite: ACC 325 and 326. (4 s.h.)

ACC 310 Individual Taxation

This course is a study of the United States federal taxation system. It examines the application of present tax laws as they pertain to the individual taxpayer. Prerequisite: ACC 325 and 326. (4 s.h.)

ACC 410 Business Taxation

This course examines the fundamental concepts governing the taxation of various types of corporations and corporate-shareholder transactions. Prerequisite: ACC 325, 326, and 310. (4 s.h.)

ACC 415 Auditing and Assurance Services

This course examines audits and related attest, and assurance services performed by accountants. Coursework emphasizes audits of financial statements, including auditing standards and procedures and creation of the appropriate audit report. Engagement planning, assessment of risk and internal control, and evidence accumulation and evaluation are also among the topics covered. Prerequisite: ACC 325 and 326. (4 s.h.)

ACC 420 Advanced Topics in Accounting

This course examines various advanced topics including governmental and non-profit accounting and accounting for partnerships and consolidated companies. Prerequisite: ACC 325 and 326. (4 s.h.)

ACC 451 Accounting Colloquium

In this capstone course, students will research and present emerging issues in the accounting field in order to understand the changes being made by the profession and regulatory agencies. Various career options and certifications will be discussed and students will assess their level of professional competencies using the AICPA Core Competency to help determine career development and learning opportunities. Prerequisite: all core courses. (2 s.h.)

BUS 200 Foundation for Professional Development

This course provides the student a better understanding of the financial aid and student account process, technology at the University, program policies and procedures, and academic support services. This course also prepares students for what is expected of them as self-directed learners in the Degree Completion Program. Clarifies their own expectations of the program and provides awareness of the vital task of managing

their time in regard to family, professional, and academic responsibilities. (1 s.h.)

BUS 302 Principles of Financial Management

This course examines the theory and concepts of corporate finance. Topics covered include risk and return, the time value of money, bond and stock valuation, and the cost of capital and capital budgeting. (3 s.h.)

BUS 304 Essentials of Management

Introduces students to managerial roles and functions; covers planning, organizing, controlling, leading, decision-making and problem-solving in contemporary organizations; and reviews foundations of management and managerial processes that lead to organizational efficiency and effectiveness. Prerequisite: BUS 386. (3 s.h.)

BUS 322 Employment Law

This course examines and applies—mindful of the doctrine of pre-emption—federal and state laws that govern the employer-employee relationship. Particular attention is paid to using these legal principles to critique employment policies as presented in employee handbooks. (3 s.h.)

BUS 386 Dynamics of Group and Organizational Behavior

This course studies group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on group dynamics, synergistic decision-making, understanding organizational conflict, team-building, and organizational diagnosis for change. (3 s.h.)

BUS 412 Project Management

This course investigates the increasing use of projects to accomplish important organizational goals and the unique style of administration required to manage such projects. Topics addressed include the selection and role of the project manager; organization and planning; budgeting and cost estimation; scheduling and resource allocation among multiple projects; and monitoring, controlling, auditing, and terminating projects. Current software tools will be used to track and report on assigned projects. (3 s.h.)

BUS 420 Leadership in Organizations

This course provides a survey of the major theories on leadership within organizations. The course has an application focus to help students put to use what they learn. A cross-cultural perspective is used throughout the course to emphasize that leadership is not a culture-free process. The course also looks at the future by addressing the dramatic changes that organizations are undergoing. Leadership is discussed within the context of a Christian value system. Prerequisite: BUS 304. (3 s.h.)

BUS 428 Organizational Strategy

This course deals with the strategic management process in an organization, along with the methods used in solving various managerial problems. Topics include developing mission statements and vision statements, analyzing the organization and its environment, and establishing goals and objectives that will help perpetuate the organization into the future. Organizational strategy is discussed within the context of a Christian value system. Prerequisite: BUS 420. (3 s.h.)

BUS 451 Management Colloquium

This course will provide the platform on which students will pursue further topics or concepts addressed in previous classes and/or discuss topics or concepts absent from the core curriculum. In order to fully appreciate and understand the complexities of management within organizations, a manager must be able to analyze issues through multiple lenses and perspectives. Thus, students will examine each issue through a variety of political, economic, technological, societal, and spiritual domains. Prerequisite: all core courses. (2 s.h.)

BUS 482 Personal and Professional Christian Ethics and Values

This course explores various ethical theories with a special emphasis on how the Christian faith impacts personal and professional values. (3 s.h.)

CST 372 Organizational Communication and Interpersonal Relations

This course studies the communication and relationships involved in creating a productive work environment. Students learn effectiveness in personal and social relationships through reading, exercises in non-verbal communication, constructive feedback, dealing with anger, and resolving conflict. Students also study and develop effective presentation skills. (3 s.h.)

ENG 480 Research Project

This course provides an introduction to the principles and techniques of marketing research. Students study the entire process, from formulating research designs to reporting and recommending next steps to implementing findings. Additional topics include primary data collection, designing the research instrument, field investigation, processing and interpreting data, and presenting findings. (5 s.h.)

ENT 301 Entrepreneurial Innovation

An innovation is a new concept. It is a successful entrepreneur that has the concept and turns it into a product, service, or organization. Innovation and entrepreneurship are processes occurring in the context of social and cultural organizations. Networking and people skills will be specifically addressed. This course is valuable to students of all majors and requires no specialized knowledge. (3 s.h.)

ENT 325 Entrepreneurial Start Ups

Starting new organizations or revitalizing mature organizations in response to identified opportunities is an exciting and rewarding challenge. The better prepared one is for the realities of starting or revitalizing an organization, the higher probability one has at being successful. Topics include entrepreneurship and the organization, selecting an organizational structure, and mapping out a student's life plan. Furthermore, students will create an entrepreneurial plan that provides financial viability to their life plan. This course is valuable students of all majors and requires no specialized knowledge. (3 s.h.)

ENT 340 Entrepreneurial Marketing

This course discusses the various dynamics of sales and marketing from an entrepreneur's perspective. The course will cover the anatomy of sales on a personalized level. In addition the course addresses customer-focused marketing in an entrepreneurial organization. Discussion topics in sales will include scheduling

and planning meetings, presentation skills, answering difficult questions, closing a sale, and follow-up skills that foster an ongoing customer relationship. Discussion topics in marketing will include the development of unique concepts, creating relevant value propositions to a niche market, and marketing techniques to capture these markets. Prerequisite: ENT 301. (3 s.h.)

ENT 425 Entrepreneurial Leadership

Designed to provide an understanding of the entrepreneurial mindset, this course will emphasize alternative ways to approach challenges and issues one might encounter as an entrepreneur. The areas covered include dealing with uncertainty, simplifying complex problems, and risk tolerance. In addition, the coursework covers the process of identifying entrepreneurial opportunities to build organizational models. Prerequisite: ENT 301. (3 s.h.)

ENT 440 Entrepreneurial Projects

The purpose of this team course is to explore the interaction between entrepreneurship, sales, marketing, management, finance, and planning. Students will work with existing organizations to identify and resolve a current opportunity. This course is cross-disciplinary in content. Students will be asked to "demonstrate by implementation" the mastery of many dimensions of their entrepreneurial education including innovation, entrepreneurship, sales, marketing, management, teamwork, and timely execution of the project plan. Prerequisite: ENT 301. (3 s.h.)

ENT 450 Entrepreneurial Venture Plan

Designed to provide an understanding of the environments within which small businesses develop and function. The areas covered include starting a business, marketing products, operating a business, establishing financial and administrative controls, and future concerns. In addition, the students will create a business plan and have the opportunity to experience many phases of business development as their plans are implemented. Prerequisite: all core courses. (3 s.h.)

MAT 270 Statistical and Mathematical Functions

This course is an overview to statistics, which includes an introduction of algebra and mathematical functions including exponential, logarithmic, and trigonometric functions. (3 s.h.)

SSC 476 Multicultural Studies

Through reading of literature and interviews and discussion of case studies, students explore the values, beliefs, customs, and perceptions of various ethnic groups in order to develop sensitivity to cultural differences. (3 s.h.)

THE 376 Faith and World Views

This course is an introduction to essential Christian teachings as they help shape and form a person's world view. Students also explore how the concept of faith and world view relates to one's values and to the work environment. (3 s.h.)

EDUCATION

Fredrikson School of Education

The teacher education program at the University of Sioux Falls is grounded in the conceptual framework, "Educator as Developing Professional." Students gain knowledge, skills, and dispositions



related to the framework and to state and national teacher education standards.

Students preparing to teach in preschool or in the elementary grades should major in elementary education. Those preparing to teach particular subjects at the high school level should major in the subject area to be taught. Those wishing to teach in middle school may choose an elementary or secondary route but must meet institutional and state certification requirements in the subject area they wish to teach. Effective July 2005, candidates must successfully complete a Praxis II content exam as well as a pedagogy exam for certification. Students who choose the art or music education major can earn a K-12 teaching certificate with coursework prescribed by the education unit and the Art or Music department.

Elementary Education (B.A.)

Student Learning Outcomes:

Student learning outcomes conform to the standards adopted by the Interstate New Teacher Assessment and Support Consortium (INTASC), which are:

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands how children and youth learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
3. The teacher understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.
4. The teacher understands and uses a variety of instructional strategies to encourage the students' development of critical

thinking, problem solving, and performance skills.

5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of his or her learners.
9. The teacher is a reflective practitioner who continually evaluates the effects of her or his choices and actions on others (students, parents, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally.
10. A teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support their students' learning and well being

Requirements: Teacher education students must earn a minimum of 48 semester hours in education courses, including the classes listed below, which are required for state certification. EDU 201 Foundations of Education, EDU 251 Human Relations, EDU 218 Paraprofessional in Education, EDU 231 Native American Studies for Educators, EDU 240 Technology in Education, EDU 304 Assessment and Evaluation in the Classroom, EDU 314 K-8 Math Methods, EDU 315 K-8 Social Studies Methods, EDU 316 K-8 Science Methods, EDU 319 Early Literacy, EDU 320 Middle Level Literacy, EDU 322 Differentiated Instruction, EDU 324 Developmental and Educational Psychology, EDU 405 Instructional Management, and EDU 406 Student Teaching: Elementary, and EDU 410 Foundations of Middle School.

Elementary education majors may use their electives to strengthen any of the required academic fields or to complete a minor or endorsement in a selected academic field.

Elementary Education Curriculum

Liberal arts core and SD certification courses:

- ☐ BIO 100 Concepts in Biology
- ☐ COM 104 Computer Solutions **or**
- ☐ COM 201 Introduction to Computer Science I
- ☐ CST 100 Fundamentals of Communication
- ☐ ENG _____
- ☐ ENG 300 Literature for Children and Adolescents
- ☐ EXS 200 Dimensions of Wellness
- ☐ FA 215 K-8 Arts Integration- Liberal Arts Creative Arts
- ☐ HIS 201/202 U.S. History
- ☐ LAR 111 Writing and Intellectual Traditions I
- ☐ LAR 112 Writing and Intellectual Traditions II

- ☐ _____
- ☐ MAT 113 College Algebra
- ☐ MAT 151 Mathematics for the Liberal Arts
- ☐ MAT 221 Math for Elementary Teachers
- ☐ NSC 120 Physical Science
- ☐ NSC 121 Earth Science
- ☐ PSC 211 American Federal Government
- ☐ PSY 201 General Psychology
- ☐ SSC 205 World Geography
- ☐ THE 140 Introduction to the Bible
- ☐ THE 240 Introduction to Christian Thought

Elementary Education major courses:

- ☐ EDU 201 Foundations of Education
- ☐ EDU 218 Paraprofessional in Education
- ☐ EDU 231 Native American Studies For Educators
- ☐ EDU 240 Technology in Education
- ☐ EDU 251 Human Relations
- ☐ EDU 304 Assessment and Evaluation in the Classroom
- ☐ EDU 314 K-8 Math Methods
- ☐ EDU 315 K-8 Social Studies Methods
- ☐ EDU 316 K-8 Science Methods
- ☐ EDU 319 Early Literacy
- ☐ EDU 320 Middle Level Literacy
- ☐ EDU 322 Differentiated Instruction
- ☐ EDU 324 Developmental and Educational Psychology
- ☐ EDU 405 Instructional Management
- ☐ EDU 406 Student Teaching: Elementary
- ☐ EDU 410 Foundations of Middle School
- ☐ EDU 418 Practicum in Classroom Organization
- ☐ EXS 205 First Aid/CPR
- ☐ HPE 225 K-8 Movement Integration

All bachelor's degree candidates must successfully complete 128 semester hours of academic credit.

Variations to these required courses for a standard elementary teaching certification are permissible only with the approval of the Fredrikson School of Education.

Birth-Preschool Endorsement

Requirements: The requirements of the birth-preschool endorsement prepare students to teach in preschools and daycare centers. Students must have a Bachelor's degree in Elementary Education and have completed the courses listed below. A supervised practicum is also required. To receive an endorsement through the State of South Dakota, completion of a Praxis exam is required.

- ☐ EDU 322 Differentiated Instruction
- ☐ EDU 230 Foundations of Early Childhood/Kindergarten
- ☐ EDU 235 Early Childhood/Kindergarten Methods
- ☐ EDU 250 Parent and Community Relations
- ☐ EDU 260 Language Development in Early Childhood/Kindergarten
- ☐ EDU 300 Early Childhood Practicum

- ☐ EDU 324 Developmental and Educational Psychology

Kindergarten Endorsement

Requirements: The requirements for this endorsement provide extended preparation for teaching in kindergarten. Students must have a Bachelor's degree in Elementary Education and have completed the following courses.

- ☐ EDU 235 Early Childhood/Kindergarten Methods
- ☐ EDU 407 Kindergarten Experience **or**
Student teaching in Kindergarten

One course selected from the following: EDU 230, 250, or 260

English Language Learners (ELL) Minor

Requirements: The requirements for this minor provide extended preparation for teaching ELL students—including practicum experience—for a total of 21 semester credits. For education majors, completion of this minor fulfills requirements for the English as a New Language (ENL) endorsement from the SD Department of Education. No state test is required or available to validate this endorsement.

- ☐ EDU 260 Language Development (K-2) **or**
ENG 330 Communication, Language and Grammar (3-12)
- ☐ EDU 251 Human Relations in Education
- ☐ EDU 295/ENG 295 Second Language Acquisition
- ☐ EDU 311 Content Literacy for ELL and Struggling Readers
- ☐ EDU 324 Developmental and Educational Psychology
- ☐ EDU 330 Literacy Practicum for ELL and Struggling Readers
- ☐ EDU 335 Assessment of English Language Learners

Reading Minor

Requirements: The requirements for this minor provide preparation for specialization in reading instruction. Students must have a major in education and have completed the courses listed below.

Choose two of the following:

- ☐ EDU 260 Language Development in Early Childhood/Kindergarten
- ☐ EDU 330 Literacy Practicum for ELL and Struggling Readers
- ☐ Other Reading Course _____

Special Education

USF teacher education candidates may complete requirements for state certification in special education in addition to elementary or secondary certification, through an arrangement with Augustana College. Those pursuing certification that includes special education must consult the Chair of the School of Education regarding admission, fees, and Augustana College advising.

Secondary Education Major

Student Learning Outcomes:

Student learning outcomes conform to the standards adopted by

the Interstate New Teacher Assessment and Support Consortium (INTASC), which are:

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands how children and youth learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
3. The teacher understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.
4. The teacher understands and uses a variety of instructional strategies to encourage the students' development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of his or her learners.
9. The teacher is a reflective practitioner who continually evaluates the effects of her or his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10. A teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support their students' learning and well being

A secondary education major is approved for those students majoring in one of the following content areas at USF:

- Biology
- Communication Studies and Theatre
- English
- History
- Language Arts composite
- Mathematics

Candidates must fulfill major requirements in their chosen area along with the secondary education requirements and the liberal arts core requirements of the University. Teaching endorsements may be secured for emphasis in the above-listed areas.

Requirements for Certification: Candidates preparing to teach in secondary schools must earn a minimum of 47 s.h. hours in Education, including the following required courses: EDU 201 Foundations of Education, EDU 218 Paraprofessional in Education, EDU 231 Native American Studies, EDU 251 Human Relations,

EDU 240 Technology in Education, EDU 304 Assessment and Evaluation, EDU 311 Content Literacy for ELL and Struggling Readers, EDU 322 Differentiated Instruction, EDU 329 Secondary/Middle Methods, EDU 405 Instructional Management, EDU 410 Foundations of Middle School, and EDU 412 Student Teaching: Secondary. In addition, the following courses are required: EXS 205 First Aid/CPR and a methods course in the content area.

Secondary Education Major Curriculum and Recommended Sequence

Freshman and sophomore years:

- ☐ EDU 201 Foundations of Education
- ☐ EDU 251 Human Relations
- ☐ EDU 218 Paraprofessional in Education
- ☐ EDU 231 Native American Studies for Educators
- ☐ EDU 240 Technology in Education

Junior year:

- ☐ EDU 304 Assessment and Evaluation
- ☐ EDU 311 Content Literacy for ELL and Struggling Readers
- ☐ EDU 329 Secondary and Middle Level Methods
- ☐ EDU 410 Foundations of Middle School

A methods course in major area of preparation (2-4 s.h.)



Senior year:

- ☐ EDU 322 Differentiated Instruction
- ☐ EDU 405 Instructional Management
- ☐ EDU 412 Student Teaching: Secondary
- ☐ EXS 205 First Aid/CPR

Variations from this pattern for the secondary education major are permissible only with the approval of the Chair of the School of Education

Middle School Endorsements

All USF graduates in elementary education (K-8) have the components of a middle school endorsement integrated within the program of study. A content Praxis Exam for each middle school endorsement is required for certification.

Praxis Exam Title	Praxis Exam Test Number
5-8 MS Math	0069
5-8 MS English	0049
5-8 MS Science	0439
5-8 MS Social Studies	0089

Admission to Teacher Education Program

All USF students who plan to teach, including elementary, secondary and K-12 candidates, must attain full admission to the teacher education program of the Fredrikson School of Education. Admission to the program is required prior to taking education courses numbered 300 or higher. Students should consult the **Teacher Education Handbook** for additional details concerning the program's policies and procedures.

EDU 201	2.0 or higher
EDU 218	2.0 or higher
Cumulative GPA	2.6 or higher

Praxis I Test (PPST) (These exams can be taken at a testing center in Sioux Falls)	Cut Score
Math (#10730 or # Computer 5730)	172
Reading (#10710 or # Computer 5710)	171
Writing (#20720 or #Computer 5720)	172

Continuous Evaluation

All students admitted to the teacher education program are assessed throughout their experience. An individual's full acceptance can change to "provisional" status if that student fails to continue to meet the criteria required for admission. Two semesters of provisional status will be cause for discontinuation of a student from the program. Students may reapply to the program when admission requirements have again been met.

USF teacher education students will be assessed on dispositional strengths and areas of concern. Students will be evaluated on research-based dispositions on teacher competencies necessary to help all kids learn. A meeting with the student and a faculty member will be called by the School of Education Chair if the dispositional assessment indicates a need. Students can appeal any decision to the Teacher Education Committee within one month of the action.

A plan for correction will be designed and placed in the student's file. Upon successful completion of the program of remediation and recommendation for teaching certification by the Teacher Education Committee, the notations of concerns and plans for correction will be removed from the student's file. It is understood that the Chair of the School of Education will consider the student's progress in correcting the identified weaknesses when determining the student's application for admission to student teaching.

Admission to Student Teaching

Requirements for admission to student teaching must be met. In a few instances, students can be placed in a school district near Sioux Falls. Student requests for such placement should be submitted in written form to the Fredrikson School of Education Chair. Students should consult the *Teacher Education Handbook* for additional details concerning the student teaching program.

Admission to Student Teaching Program

The following requirements must be met for students to be accepted into the student teaching program.

Cumulative GPA in major content	2.5 or higher
Cumulative GPA	2.6 or higher
Praxis II (content exam must be passed before student teaching)	See School of Education website
Portfolio I (with Student Teaching Data Form and Student Teaching Application)	Due 6 months prior to student teaching
Portfolio II (electronic portfolio for spring student teaching session)	October 10 of the semester prior to student teaching.
Portfolio II (electronic portfolio for fall student teaching session)	February 10 of the semester prior to student teaching.

Exit From Student Teaching

- ☐ Student teaching grade of "B-" or higher
- ☐ PRAXIS II Principles of Teaching and Learning Exam (# 0522 K-6 or #0524 7-12)
- ☐ Cut Score = 153
- ☐ Successful Completion of Work Sample Presentation
- ☐ Completion of Professional Behaviors Survey

Certification Requirements

Prospective teachers must have earned a bachelor's degree, satisfactorily completed the specified courses in the elected education program and in the elected major, if secondary or K-12, and demonstrated competence in student teaching. The Teacher Education Committee—made up of faculty members from USF's Education department and other USF areas, USF students, and school district representatives—will review the candidate's program and performance. The prospective teacher must receive the approval of the Teacher Education Committee in order to be recommended for teacher certification by the University of Sioux Falls.

General Teacher Certification requirements for South Dakota: In addition to satisfying course, credit, and degree requirements, an applicant for certification in South Dakota must:

1. be a citizen of the United States (provision is made for those who have declared their intention to become a citizen with limited certificates being issued to applicants from foreign countries);
2. be at least 18 years of age;
3. have satisfactorily completed the Praxis II exams (Content and Principles of Teaching and Learning); and
4. complete a background conduct questionnaire. Additional information regarding certification requirements may be secured from the South Dakota Department of Education.

All statements of teaching certification requirements in this catalog are based upon South Dakota laws in effect at the date of publication. Requirements are subject to change as determined by the state Department of Education. Students are advised to check the requirements of the State of South Dakota as well as those of any other state in which certification may be sought.

Assessment Plan

The School of Education conducts student and program assessment through the following evaluation instruments: paraprofessional evaluations, student teaching portfolios, student teaching observations, and follow-up surveys. The Praxis Exams are also a part of the School of Education's assessment system. This information is regularly and systematically reviewed by the faculty for program and candidate improvements.

Right of Appeal on Academic Issues

Students with a grievance regarding an instructor, course, or other academic issues should discuss the grievance with the instructor involved. If this does not lead to a satisfactory resolution of the issue, the student should discuss the matter with the Chair of the School of Education. If that also fails to resolve the issue, an appeal may be made to the Teacher Education Committee. Such an appeal should be submitted in written form to the Chair of the Teacher Education Committee.

ENGLISH AND LANGUAGE ARTS

English (B.A.)

The English major at the University of Sioux Falls offers students instruction in language and literature from a Christian Liberal Arts perspective. The mission of the English department is to foster an appreciation of the study of literature and writing, as well as to prepare students for careers requiring skills in analysis and communication. The major challenges students to write clearly, communicate effectively, and think creatively, providing students with the practical skills necessary to succeed in a variety of fields.

English majors pursue a course of study through one of three different tracks: the literature track; the writing track; or the teaching certification in secondary English education track. The English major works closely with an advisor to plan a course of study that best suits individual needs and interests.

Student Learning Outcomes:

1. Students will be able to write for various audiences and purposes, including literary research essays.
2. Students will become familiar with literary periods, including writers, transitional periods, and historical and cultural contexts.
3. Students will be able to read literary texts from both an aesthetic and critical perspective.
4. Students will become familiar with the concepts of language description.
5. Students will be able to recognize the interrelatedness of faith, religion, and the study of language and literature.

Vocational Applications: The major in English helps students develop a verbal and cultural literacy that prepares them for graduate study, positions in the field of communications, or a wide variety of professional positions that demand logical thinking and exact, effective expression. Relevant vocational areas include publishing, editing, website development, technical writing, advertising, communications media, public relations, management, and creative writing. English is also a recommended pre-professional major for the study of law.

Requirements: In addition to meeting the liberal arts core requirements of the University, the student must complete a minimum of 31 semester hours of English courses and two semesters (6-8 s.h.) of one foreign language. An overall GPA of 2.5 within the English major is required for graduation, as is successful completion of the English Major Writing Portfolio and the English Major Colloquium, both of which are completed during the student's senior year.

Literature Track

Any three of the following survey courses (9 s.h.)

- ☐ ENG 221 British Literature Survey I
- ☐ ENG 222 American Literature Survey I
- ☐ ENG 223 British Literature Survey II
- ☐ ENG 224 American Literature Survey II

- | | | |
|----------------------------------|-------------------------------------|---|
| ☐ ENG 330 | Communication, Language and Grammar | 3 |
| ☐ ENG 360 | Advanced Composition | 3 |
| ☐ ENG 450 | English Major Colloquium | 1 |

Electives: (15 s.h.)

- ☐ ENG _____
- ☐ ENG _____
- ☐ ENG _____
- ☐ ENG _____
- ☐ ENG _____

Two semesters in one foreign language

- ☐ _____
- ☐ _____

Writing Track

- | | | |
|----------------------------------|-------------------------------------|---|
| ☐ ENG 330 | Communication, Language and Grammar | 3 |
| ☐ ENG 360 | Advanced Composition | 3 |
| ☐ ENG 450 | English Major Colloquium | 1 |

At least 9 semester hours from the following courses (9 s.h.)

- ☐ CST 361/ENG 361 Playwriting
- ☐ ENG 209 Teaching of Writing
- ☐ ENG 250 Business Research and Writing
- ☐ ENG 311 Creative Writing
- ☐ ENG 370 Departmental Practicum in Teaching English
- ☐ ENG 395 Internship in Writing
- ☐ ENG 490 Special Topics (if writing focused)
- ☐ MED 206 Media Writing

Electives: (15 s.h.)

- ☐ ENG _____
- ☐ ENG _____
- ☐ ENG _____
- ☐ ENG _____
- ☐ ENG _____

Two semesters in one foreign language (6-8 s.h.)

- ☐ _____
- ☐ _____

The remaining courses in either track are electives from the English offerings. LAR 111, LAR 112, and ENG 200 do not count as English electives. Students majoring in English must complete two semesters (6-8 s.h.) of one foreign language.

English Secondary Education Certification

The English Secondary Certification program has the same goals as the English major, but in addition, it seeks to prepare students to teach language arts by giving them a variety of skills and methodologies for the teaching of composition, literature, grammar, reading, and oral communication.

Vocational Application: This program prepares students to teach language arts in grades 7-12.

Requirements: In addition to meeting the liberal arts core requirements of the University, the student must complete a minimum of 31 semester hours of English courses, two semesters (6-8 s.h.) of one foreign language, six semester hours of oral communication, and the courses and competencies required for secondary education certification (see Education in Bachelor's Degree Programs section).

Any three of the following survey courses (9 s.h.)

- ☐ ENG 221 British Literature Survey I
- ☐ ENG 222 American Literature Survey I
- ☐ ENG 223 British Literature Survey II
- ☐ ENG 224 American Literature Survey II

- ☐ ENG 330 Communication, Language and Grammar 3
- ☐ ENG 300 Literature for Children and Adolescents 3
- ☐ ENG 360 Advanced Composition 3
- ☐ ENG 366 Evolving Canons 3
- ☐ ENG 403 Teaching of English 3
- ☐ ENG 450 English Major Colloquium 1

Any two additional courses (6 s.h.) in literature at the 300 level or above. ENG 322 is highly recommended, as coursework in Shakespeare is required for teacher certification in some states.

- ☐ ENG _____
- ☐ ENG _____

Six semester hours in oral communication (CST 209, 308, 309, 311, 312, 351, or 409)

- ☐ CST _____
- ☐ CST _____

Two semesters in one foreign language (6-8 s.h.)

- ☐ _____
- ☐ _____

Students preparing to teach language arts are strongly encouraged to include in their program ENG 311 Creative Writing. LAR 111, LAR 112, and ENG 200 do not count as English electives. An overall GPA of 2.5 within the English Secondary Certification is required for graduation, as is successful completion of the English Major Writing Portfolio and the English Major Colloquium, both of which are completed during the student's senior year.

Middle School Endorsements

Students interested in receiving middle school endorsements should refer to **Areas of Middle School Endorsement** in Education in Bachelor's Degree Programs section.

Language Arts Composite Secondary Education Certification

The goals of the Language Arts secondary certification program are (1) to prepare students to become individuals who can think critically and express their ideas and values effectively through both the spoken and the written word; (2) to provide students with a broad yet solid foundation in the language arts, including knowledge and skills in the fields of oral and written language, literature, drama, and media writing; and (3) to develop students' knowledge of and skills in teaching methodologies appropriate to the language arts.

Vocational Application: This program prepares students to teach the various areas or fields of Language Arts in grades 7-12. It meets the standards of certification for the Language Arts Composite subject area as defined by the South Dakota Department of Education.

Requirements: In addition to meeting the liberal arts core requirements of the University, the student must complete

a minimum of 60 semester hours of Language Arts courses and the courses and competencies required for secondary education certification (see Education in Bachelor's Degree Programs section).

- ☐ CST 260 Applied Theatre—Design
- ☐ CST 261 Theatre Production
- ☐ CST 310 Directing

Any three of the following survey courses (9 s.h.)

- ☐ ENG 221 British Literature Survey I
- ☐ ENG 222 American Literature Survey I
- ☐ ENG 223 British Literature Survey II
- ☐ ENG 224 American Literature Survey II

- ☐ ENG 330 Communication, Language and Grammar 3
- ☐ ENG 300 Literature for Children and Adolescents 3
- ☐ ENG 360 Advanced Composition 3
- ☐ ENG 366 Evolving Canons 3
- ☐ ENG 403 Teaching of English 3
- ☐ ENG 450 English Major Colloquium 1
- ☐ MED 206 Media Writing
- ☐ MED 207 Media Survey

Any two additional courses (6 s.h.) in literature at the 300 level or above. ENG 322 is highly recommended, as coursework in Shakespeare is required for teacher certification in some states.

- ☐ ENG _____
- ☐ ENG _____

Six semester hours in oral communication (CST 209, 308, 309, 311, 312, 351, or 409)

- ☐ CST _____
- ☐ CST _____

Two semesters in one foreign language (6-8 s.h.)

- ☐ _____
- ☐ _____

LAR 111, LAR 112, and ENG 200 do not count as English electives. An overall GPA of 2.5 within the English Secondary Certification is required for graduation, as is successful completion of the English Major Writing Portfolio and the English Major Colloquium, both of which are completed during the student's senior year.

Middle School Endorsements

Students interested in receiving middle school endorsements should refer to Areas of Middle School Endorsement in Education in Bachelor's Degree Programs section.

English Minor

Student Learning Outcomes:

1. Students will write effectively for various audiences and purposes and recognize and respond to multiple rhetorical situations.
2. Students will read and write about literary texts from both an aesthetic and a critical perspective.

Vocational Applications: The minor in English helps students develop a verbal and cultural literacy that prepares them for graduate study, positions in the field of communications, or

a wide variety of professional positions that demand logical thinking and exact, effective expression.

Requirements: In addition to meeting the regular degree requirements of the University (which includes one 200-level literature course), the student must take at least 15 semester hours of study that include the following requirements:

Required courses: (9 s.h.)

- | | | |
|--------------------------------------|-------------------------------|---|
| ☐ ENG 360 | Advanced Composition | 3 |
| ☐ ENG 221/223 | Survey in British Literature | 3 |
| ☐ ENG 222/224 | Survey in American Literature | 3 |

Electives: (6 s.h. of 250–400-level courses)

- | | |
|------------------------------|-------|
| ☐ ENG | _____ |
| ☐ ENG | _____ |

ENTREPRENEURIAL STUDIES

Entrepreneurial Studies Minor

Entrepreneurship is the profession of starting new organizations or revitalizing mature organizations in response to identified opportunities. Entrepreneurial Studies is an interdisciplinary minor that can be combined with any major at the University of Sioux Falls. This program is for students who want to acquire skills and experience to start a for-profit or non-profit organization or revitalize a mature for-profit or non-profit organization. A principal element of this minor is the development of an entrepreneurial plan designed to augment the student's major. The goal of the minor is to coach the student through the entrepreneurial process culminating with the student creating an entrepreneurial plan that provides financial viability to the student's life plan.

Student Learning Outcomes:

1. Students will possess the ability to innovate or create original opportunities.
2. Students will possess a basic knowledge of entrepreneurship in organizations.
3. Students will possess a basic knowledge of entrepreneurial sales and marketing.
4. Students will possess a basic knowledge of the leadership of entrepreneurial organizations.
5. Students will possess an understanding of how entrepreneurial organizations are created and funded.
6. Students will possess an entrepreneurial plan that provides financial viability to the student's life plan.

Vocational Applications: opportunity identification, marketing, sales, management, financing, and entrepreneurial plan development.

Requirements: Students must complete all six courses listed below. All coursework completed in the Entrepreneurial Studies Minor must receive a final grade of "C-" or better to qualify for the Entrepreneurial Studies Minor.

- ☐ ENT 225 Innovation and Problem Solving
- ☐ ENT 235 Entrepreneurial Dynamics
- ☐ ENT 240 Entrepreneurial Sales and Marketing **or**
ENT 245 Entrepreneurial Management
- ☐ ENT 250 Entrepreneurial Team Project
- ☐ ENT 330 Business Plan Development
- ☐ ENT 305 Entrepreneurial Financing

Electives

- ☐ ENT 240 Entrepreneurial Sales and Marketing **or**
ENT 245 Entrepreneurial Management
- ☐ ENT 260/ACC 250 Computerized Accounting
- ☐ ENT 395 Internship
- ☐ BUS/CST 308 Persuasion: Process and Proc.

EXERCISE SCIENCE

Exercise Science (B.S.)

Student Learning Outcomes:

1. Students will be able to understand and appreciate the holistic nature of health and wellness and express a philosophy of lifestyle choices in the context of personal values, spirituality, and/or religious beliefs.
2. Students will be able to apply and effectively communicate an understanding of basic exercise physiology and kinesiology to maximize sport performance and physical activity outcomes.
3. Students will be able to critically assess, evaluate, and modify health and fitness components and behaviors, e.g., stress, body composition, nutrition, and biomechanics.

The exercise science degree program includes two major tracks: Pre-Professional and Health and Performance. In addition to meeting the liberal arts core and graduation requirements of the University, students in both exercise science concentrations must successfully complete the core requirements listed below. All courses in the core and the student's chosen concentration must be completed with a grade of "C-" or better. Majors must participate in program assessment activities.

Major Core

36 s.h

☐ EXS 100	Introduction to Exercise Science	3
☐ EXS 205	First Aid/CPR	1
☐ EXS 210	Care and Prevention of Injuries	
☐ EXS 220	Nutrition for Sport and Exercise	
☐ EXS 225	Anatomical Kinesiology	
☐ EXS 310	Exercise Physiology	
☐ EXS 315	Fitness Assessment Methods	
☐ EXS 325	Biomechanics	
☐ EXS 340	Psychology of Sport and Exercise	
☐ EXS 400	Exercise Prescription	
☐ EXS 395	Internship	3-12
☐ BIO 314	Human Anatomy or	4
BIO 315	Human Physiology or	4
EXS 280	Anatomy and Physiology for the Exercise Professional	3
☐ EXS 495	Senior Seminar	1-2*
☐ EXS 319	Service Learning- Mentoring	1-2**

*Student must be enrolled for at least two semesters and must give a presentation at least once.

**Student must be enrolled for at least one academic year (fall and spring), preferably completed in junior or senior year.

Pre-Professional Track

Goals: This concentration is designed to provide a basic foundation of theoretical knowledge and applied skills related to movement science. Courses are intended to develop competencies in observing, analyzing, writing, and critical thinking that can be applied to the study of human movement and functioning. A selection of undergraduate courses and experiences are offered that can prepare a student for admission to and successful

completion of various graduate and professional programs as well as direct entry into a variety of health and wellness-related positions.

Vocational Applications: The Exercise Physiology concentration is designed to prepare students to enter graduate/professional education programs and pursue general or specialized healthcare areas and movement-associated professional work in fields such as physical therapy, occupational therapy, cardiac rehabilitation, chiropractic medicine, physician assistants programs, nursing, exercise physiology, biomechanics, sports medicine, and wellness.

Pre-Professional Track

22-24 s.h.

Two upper level EXS/BIO/CHE courses:

☐		(3-4 cr.)
☐		(3-4 cr.)

☐ EXS 213	Medical Terminology	1
☐ CHE 111	General Chemistry I	4
☐ CHE 112	General Chemistry II	4
☐ PHY 101	Introductory College Physics	4
☐ MAT 233	Introduction to Statistics	3

Recommended electives:

☐ BIO 104	General Zoology	4
☐ BIO 385	Histology	4
☐ CHE 211	Organic Chemistry I	4
☐ CHE 305	Biochemistry	4
☐ EXS 300	Practicum	1-3
☐ EXS 390	Special Topics	3
☐ EXS 410	Exercise Prescription II	3
☐ PHY 102	Introductory College Physics	4
☐ PSY 211	Human Development	3
☐ PSY 305	Abnormal Psychology	3

Health and Performance Track

Goals: This concentration is designed to provide a basic foundation of theoretical knowledge and applied skills related to movement science as applied to healthy, diseased, and athletic populations. Courses are intended to develop competencies in observing, analyzing, writing, and critical thinking that can be applied to the study of health promotion and athletic movement and functioning. A selection of undergraduate courses and experiences are offered that can prepare a student for admission to and successful completion of various graduate and professional programs as well as direct entry into a variety of health and athletic related positions. Coursework is intended to prepare students for various professional certifications, i.e., American College of Sports Medicine (ACSM) and National Strength and Conditioning Association (NSCA).

Vocational Applications: The Health and Performance Track prepares the graduate for a position in health promotion and sport enhancement in places such as health clubs, hospital-based programs, and corporate health and fitness centers as exercise leaders, personal trainers, and health counselors. This track also prepares students for further graduate education in

strength and conditioning, exercise science, biomechanics, and sports medicine.

Health and Performance Track 19-20 s.h.

Required:

❑ EXS 305 Facilities and Programs	3
❑ EXS 326 Anaerobic Conditioning	4
❑ EXS 410 Exercise Prescription II: Special Populations	3
❑ EXS 490 Seminar in Spirituality and Wellness	2
❑ HPE 102 Strength Training	1

Electives (choose a minimum of three additional courses from the following):

❑ EXS 301 Practicum in Sport	2
❑ EXS 335 Sociology of Sport	3
❑ EXS 337 Group Fitness Instruction	1
❑ EXS 350 Survey of Sport	3
❑ EXS 344 Cardiovascular Physiology and Electrocardiography	4
❑ EXS 345 Cardiovascular Physiology	2
❑ EXS 346 Electrocardiography	2
❑ EXS 390 Special Topics	2-3
❑ EXS 420 Advanced Exercise Physiology	3
❑ BUS 307 Marketing	3
❑ BUS 308 Persuasion	3
❑ CST 309 Business and Professional Communication	3
❑ ENT 225 Innovation and Problem Solving	3
❑ ENT 240 Entrepreneurial Sales and Marketing	3
❑ ENT 245 Entrepreneurial Management	3
❑ ENT 330 Business Plan Development	3
❑ PSY 422 Motivation and Emotion	3
❑ SOC 302 Social Diversity	3

Coaching Concentration

The coaching concentration is intended to provide a theoretical and practical foundation for students interested in coaching in a school, club, or recreational setting. The coaching concentration does not fulfill the degree requirements for any major at USF. It is intended to enhance students' resumes and employability. Students can pursue the coaching concentration in combination with any major. Each state and sport organization establishes its own specific coaching endorsement criteria, which may differ slightly from this program. Therefore, students should investigate individual state and organizational requirements.

Candidates for a coaching concentration must earn a minimum of 14 semester hours, including the following required courses:

❑ EXS 205 First Aid/CPR	1
❑ EXS 210 Care and Prevention of Injuries	2
❑ EXS 215 Ethical Issues in Sport	3
❑ EXS 217 Science of Coaching	3
❑ EXS 340 Psychology of Sport and Exercise	3

Choose at least one coaching theory course:

❑ HPE 293 Coaching Wrestling	2
❑ HPE 305 Coaching Volleyball	2
❑ HPE 306 Coaching Soccer	2

❑ HPE 316 Coaching Football	2
❑ HPE 326 Coaching Basketball	2
❑ HPE 328 Coaching Track and Field	2
❑ HPE 329 Coaching Baseball and Softball	2

Sports Medicine Concentration

The sports medicine concentration is intended to provide a theoretical and practical foundation for students interested in athletic training, physical therapy, or medicine. The sports medicine concentration does not fulfill the degree requirements for any major at USF. It is intended to expose students to the acute injury environment as well as enhance students resumes and employability. Students will gain experience identifying, treating, and rehabilitating injuries as well as assist with the daily operations of the training room. Students can pursue the sports medicine concentration in combination with any major.

Candidates for a sports medicine concentration must complete both the content and practical components of the program. Requirements:

Content (9-12 s.h.)

❑ EXS 210 Care and Prevention of Injuries	2
❑ EXS 225 Anatomical Kinesiology or	2
BIO 314 Anatomy	4
❑ EXS 217 Science of Coaching or	3
EXS 310 Exercise Physiology	4
❑ ENT 225 Entrepreneurial Studies—Innovation and Problem Solving	3

Practical (0-24 s.h.)*

❑ EXS 160 Practicum in Sports Medicine I	0-6
❑ EXS260 Practicum in Sports Medicine II	0-6
❑ EXS360 Practicum in Sports Medicine III	0-6
❑ EXS 460 Practicum in Sports Medicine IV	0-6

*Students must complete a minimum of four semesters or eight credits of practicum.

*Students may register for a maximum of three credit hours per semester.

*1 credit hour = 40 contact hours

HISTORY

History (B.A.)

Student Learning Outcomes: The goals of this program are: (1) to give the student background in the religious, political, cultural, social, and economic life of the people of the world; and (2) to explore the role of ideas and institutions in human communities. In order to meet the objectives of the History program, the University regularly assesses how well it realizes these and other goals, and its methods to achieve them.

Student Learning Outcomes:

1. Students will be able to demonstrate the significance of historical topics/themes/historians with reference to a broader historical/geographical context, historiographic trends, or contemporary relevance.
2. Students will be able to demonstrate a superior quality of writing both in terms of reading analytically and the effective development of an argument.
3. Students will be able to recognize the interrelatedness of faith, religion, and the study of history.

Vocational Applications: The History major provides a background for professional study for ministry, law, library work, museum work, historical society work, or archival work and prepares the student for graduate study in history and related fields.

Requirements: In addition to meeting the liberal arts core requirements of the University, the student must take a minimum of 30 semester hours of study in history that includes the classes listed below. The student must maintain a minimum GPA of 2.0 in courses within the major.

- ☐ HIS 101 Modern European History 1500-1815
- ☐ HIS 102 Modern European History Since 1815
- ☐ HIS 201 United States History to 1877
- ☐ HIS 202 United States History Since 1877
- ☐ HIS 303 Ancient History
- ☐ HIS 304 Medieval History

12 semester hours selected from any of the other history courses

- ☐ HIS _____
- ☐ HIS _____
- ☐ HIS _____
- ☐ HIS _____

History Minor

Student Learning Outcomes:

1. Students will be able to recognize the interrelatedness of faith, religion, and the study of history.
2. Students will be able to convey a broad understanding of historical material suitable for primary and Secondary teaching.

Vocational Applications: The History minor provides background for professional study in ministry, law, library or museum work, or for graduate study in the social sciences. This program will fulfill the requirements for a South Dakota teaching endorsement if the minor includes History 412.

Requirements: In addition to meeting the regular degree requirements of the University, the student must take a minimum

of 18 hours of study that includes the following requirements and maintain a minimum GPA of 2.0 in the minor.

- ☐ One course in U.S. History (201 or 202)
- ☐ One course in the history of modern Europe (101 or 102)
- ☐ One course in pre-modern history (303 or 304)
- ☐ One course in non-Western history (225, 235 or 245)

6 semester hours of history electives

- ☐ HIS _____
- ☐ HIS _____

Students Preparing to Teach History at the High School or Middle School Level

High School: Students seeking to teach history at the high school level must complete the Secondary Education Major in addition to the History Major and must pass the Praxis II Exam. See education requirements in Secondary Education in the Bachelor's Degree Programs section.

Middle School: Students who wish to receive a middle school endorsement to teach history must pass the Praxis II Content Exam for Middle School, Number 0089, in Social Studies.

INTERDISCIPLINARY

Interdisciplinary (B.A.)

The goal of this major is to enable students to combine two or more academic disciplines into a coherent program that meets specific career objectives.

Requirements: In addition to meeting the University's liberal arts core requirements for the Bachelor of Arts degree, students must complete approximately 36 semester hours of coursework in an individually tailored program that combines two or more academic concentrations.

Students who are interested in pursuing an interdisciplinary degree must first consult with their advisor or an area chairperson in one of the proposed disciplines. Students must then write a detailed proposal stating: (1) the career goals that the interdisciplinary major is intended to achieve; (2) the specific learning and skill objectives needed to realize the career goals; (3) the proposed courses in two or more disciplines that are required to accomplish the learning and skill objectives; and (4) the names of the faculty members who will assist in advising the student in the proposed academic disciplines. The proposal should be signed by the advising faculty, the chairpersons of the areas involved, the Associate Academic Dean, and the student.

A proposal for an interdisciplinary major is then filed with the Registrar and becomes the student's intended course of study. It may be revised with the approval of the appropriate faculty members.

Interdisciplinary proposals are normally filed during a student's junior year. The following limitations and requirements apply to all interdisciplinary majors at the University (except the pre-seminary interdisciplinary major): (1) at the time of filing a proposal, a student must have a minimum GPA of 2.5; (2) a proposal may not be approved until the student has completed 32 semester hours; (3) a student who has completed more than 96 semester hours may not file a proposal for an interdisciplinary major; (4) no course may count toward an interdisciplinary major if the grade is lower than a "C."

Students interested in the pre-seminary interdisciplinary major should see the program described in Theology and Philosophy in the Bachelor's Degree Programs section.

MATHEMATICS

Mathematics (B.S.)

This program seeks to provide students with (1) effective skills in analytical thought and logical argument; (2) understanding of the processes of abstraction, modeling, and application; (3) sound awareness of the characteristics and contributions of various areas of mathematical study; (4) a mature appreciation of the place of mathematics in the context of human thought and inquiry; and (5) the ability to clearly and effectively communicate mathematical ideas.

Student Learning Outcomes:

1. Students will demonstrate facility with axiomatic reasoning, including the ability to write clear, rigorous mathematical proofs.
2. Students will make effective use of abstraction and inductive reasoning as key characteristics of the language and structure of mathematics and abstract data types in object-oriented programming. Through the study of more than one computer modeling language, students will distinguish between syntax (the concrete) and semantics (the abstract).
3. Students will be able to design and use valid mathematical models and use them to solve realistic problems, employing techniques from physics, computer algorithms, and mathematics.
4. Students will show the ability to engage in statistical reasoning, including the capacity to produce and interpret statistical information and to make proper discernments in matters of precision and significance.
5. Students will be able to organize, connect, and communicate mathematical and algorithmic ideas.
6. Students will acquire facility with several significant technological tools and use them effectively for computation, exploration, and presentation.
7. Students will be prepared to pursue their postgraduate interests, including graduate study, teaching, and private or government employment.
8. Students will develop ethical sensibility and a Christian worldview in keeping with USF's mission "[to develop] mature Christian persons for service to God and humanity in the world."
9. Students will develop and demonstrate habits of effective thought, including the ability to reason analytically (through modes such as inductive reasoning, deductive reasoning, and mathematical induction), to distinguish "possible" from "necessary," to recognize assumptions, to identify logical fallacies, and to develop coherent arguments.

Vocational Applications: Students majoring in mathematics are well positioned to enter a wide range of careers in the public or private sector, especially by combining expertise in mathematics with interests in other fields, such as computer science, engineering, natural science, business, or social science. Graduate study in mathematics or a related field is encouraged for students seeking careers in pure mathematics or statistics.

Requirements: In addition to meeting the liberal arts core requirements of the University, students must complete at least

33 semester hours of study in mathematics, including MAT 204, MAT 205, MAT 302, MAT 304, MAT 305, MAT 310, MAT 311, MAT 320, MAT 490, and two math elective courses numbered above 204. Students must also complete COM 201 and either COM 202 or MAT/COM 306 plus eight semester hours of study in CHE 111/112 or PHY 201/202 and two semesters of NSC 300 during the junior or senior years. One NSC 300 presentation is required. In addition to the required courses listed below, majors must participate in program assessment activities. For graduation, a major must have a minimum 2.25 GPA in all Natural Sciences Area courses counting toward the major.

- ☐ MAT 204 Calculus I
- ☐ MAT 205 Calculus II
- ☐ MAT 302 Probability and Statistics
- ☐ MAT 304 Linear Algebra
- ☐ MAT 305 Abstract Algebra
- ☐ MAT 310 Calculus III
- ☐ MAT 311 Differential Equations
- ☐ MAT 320 Introduction to Real Analysis
- ☐ MAT 490 Senior Seminar (a two-semester sequence during the senior year)
- ☐ CHE 111/112 General Chemistry **or**
PHY 201/202 University Physics
- ☐ COM 201 Introduction to Computer Science I
- ☐ COM 202 Introduction to Computer Science II **or**
MAT/COM 306 Discrete and Algorithmic Mathematics
- ☐ NSC 300 Colloquium (two semesters; one presentation required)

Two electives in mathematics numbered above 204

- ☐ _____
- ☐ _____

Mathematics Minor

Requirements: Students who meet the regular degree requirements of the University for a major in some other program may receive a minor in mathematics by completing 18 s.h. of math courses, which must include MAT 204 and MAT 205, but may not include a course numbered below 150. Two semesters of science colloquium (NSC 300), including one presentation, must also be taken for credit.

Mathematics Secondary Education Certification

In addition to the outcomes of the regular mathematics major, this program is designed to acquaint the student with the high school mathematics program, provide the student with pedagogical awareness and practical educational experience, and prepare the student for teaching mathematics at the secondary school level. Completion of this program leads to a Bachelor of Science degree in Mathematics and certification for teaching at the secondary level.

Vocational Applications: The program is particularly aimed at preparing the student to teach high school mathematics.

Requirements: The requirements are the same as those for the regular mathematics major, but in addition, the student must

complete the courses required for the secondary education major. (See Education in Bachelor's Degree Programs section.) Students are expected to take MAT 303 and MAT 406 for their electives to fulfill the education requirements. Also, education students are encouraged to present their science colloquium on a topic related to the field of math education. In addition to the courses listed below, majors must participate in program assessment activities. For graduation, a major must have a minimum 2.25 GPA in all Natural Sciences Area courses counting toward the major.

- ☐ MAT 204 Calculus I
- ☐ MAT 205 Calculus II
- ☐ MAT 302 Probability and Statistics
- ☐ MAT 303 Foundations of Geometry
- ☐ MAT 304 Linear Algebra
- ☐ MAT 305 Abstract Algebra
- ☐ MAT 310 Calculus III
- ☐ MAT 311 Differential Equations
- ☐ MAT 320 Introduction to Real Analysis
- ☐ MAT 406 Teaching High School Mathematics
- ☐ MAT 490 Senior Seminar (a two-semester sequence during the senior year)
- ☐ CHE 111/112 General Chemistry **or**
PHY 201/202 University Physics
- ☐ COM 201 Introduction to Computer Science I
- ☐ COM 202 Introduction to Computer Science II **or**
MAT/COM 306 Discrete and Algorithmic Mathematics
- ☐ NSC 300 Colloquium (two semesters; one presentation required)

Middle School Endorsements

Students interested in receiving middle school endorsements should refer to Areas of Middle School Endorsement, found in Education in Bachelor's Degree Programs section.

MEDIA STUDIES

Media Studies (B.A.)

The primary goal of the media studies major is to encourage new ways of thinking about communication, technology, and democracy within the context of a Christian worldview. The major seeks for its students a broad awareness of the media's place within a social structure that appears more concerned with consumptive patterns of behavior rather than democratic discourse.

Student Learning Outcomes:

1. Students will be able to think critically about issues, work, and ideas related to the media studies field.
2. Students will develop competent writing skills for the media studies discipline.
3. Students will be able to understand the major theoretical perspectives in their discipline.
4. Students will be able to produce appropriate material for their concentrations.
5. Students will develop a philosophical position on the place of communication in culture. Specifically, students will be able to link media systems, communication, technology, and democracy within the context of a Christian worldview.

Vocational Applications: This program is designed to allow students the flexibility to apply what they have learned in professional career opportunities or in more advanced study in fields such as journalism, advertising, multi-media production, broadcasting, and the law.

Requirements: In addition to meeting the liberal arts core requirements of the University, the student must complete 40-43 semester hours of media studies courses and graduate with at least a 2.5 GPA in the major field.

All students must take the common media studies core of courses consisting of 25 semester hours. In addition, each student must select one of five concentrations within the major consisting of 18 semester hours each. The concentrations are Multi-Media Production, Journalism, Media Marketing, Media Management, and Media Research. The Media Research concentration is designed for those students who expect to continue their studies at the graduate level.

Students may count a total of eight semester hours of media labs for graduation. Media studies majors in Multi-Media Production and Journalism are required to take three semester hours of lab work in their respective concentrations. All media studies majors are strongly advised to arrange internships during their junior or senior years.

The following is a description of the requirements for the media studies core and five corresponding concentrations.

Media Core Courses

25 s.h.

- ☐ ART 110 Visual Arts Computer Applications
- ☐ ART 120 Intro to Design
- ☐ ART 181 Digital Photography
- ☐ MED 204 Electronic Media
- ☐ MED 206 Media Writing

- ☐ MED 207 Media Survey
- ☐ MED 260 Media Issues
- ☐ MED 300 Communication Arts Colloquium
- ☐ MED 330 Media Theory
- ☐ MED 420 Media Law

Multi-Media Production Concentration

- ☐ ART 221 Graphic Design: Layout
- ☐ MED 326 Digital Audio
- ☐ MED 336 Desktop Video and Non-linear Editing
- ☐ MED 415 Live Studio Production and Videography
- ☐ MED 121-421 Print Production Lab
- ☐ MED 131-431 Radio Production Lab
- ☐ MED 132-432 TV Production Lab

Journalism Concentration

- ☐ ART 221 Graphic Design: Layout
- ☐ MED 290 Photojournalism
- ☐ MED 307 Reporting
- ☐ MED 324 Media Performance
- ☐ MED 410 Advanced Reporting
- ☐ MED 121-421 Print Production Lab
- ☐ MED 131-431 Radio Production Lab
- ☐ MED 433-438 TV News Lab

Media Marketing Concentration

- ☐ ART 221 Graphic Design: Layout
- ☐ BUS 307 Principles of Marketing
- ☐ BUS 408 Marketing Management
- ☐ MED 308 Persuasion: Process and Procedures
- ☐ MED 311 Media Programming
- ☐ MED 385 Promotions Management

Media Management Concentration

- ☐ ECO 212 Principles of Microeconomics
- ☐ BUS 305 Management of Organizations
- ☐ BUS 330 Business Plan Development
- ☐ BUS 351 Organizational Theory and Behavior
- ☐ MED 308 Persuasion: Process and Procedures
- ☐ MED 309 Comm. for the Professional
- ☐ MED 311 Media Programming

Media Research/Graduate School Track Concentration

- ☐ MAT 233 Introduction to Statistics
- ☐ PHI 207 Introduction to Philosophy
- ☐ PHI 341 Ethics
- ☐ PSC 324 Political Philosophy
- ☐ PSY 250 Research Methods
- ☐ SOC 350 Sociological Theory

MEDICAL LABORATORY SCIENCE

Medical Laboratory Science (B.S.)

This program is designed to provide the requisite course background to allow students to pursue acceptance into an accredited school of medical laboratory scientist (during the student's fourth year) and successful completion thereof.

Student Learning Outcomes:

1. Students will explore, evaluate and communicate scientific investigations to understand the nature of life science.
2. Students will describe structures and attributes of organisms, processes of life, and biotic-abiotic interactions.
3. Students will identify and evaluate the relationships and ethical implications of science, upon technology and society.

Vocational Applications: This program of study is appropriate for students who desires a medical technologist position in a hospital or clinical laboratory.

Requirements: Students who wish to become medical laboratory scientists pursue a minimum of three years at USF prior to entering the clinical year in a hospital's accredited school of medical laboratory science. College credit equivalent to one full calendar year (40 semester hours) will be granted to students who successfully complete the professional (clinical) year's program in an accredited hospital. This credit is awarded in the form of the courses described below. A bachelor of science degree in medical laboratory scientist will be conferred provided all other course requirements have been satisfied. Majors must participate in program assessment activities.

Some students elect to complete a four-year major in Biology or Chemistry before applying for the professional year experience. The University has an affiliation agreement with Sanford Health in Sioux Falls; however, students may elect to attend any other accredited professional program if successful in gaining admission.

In addition to the liberal arts core requirements, the three-year program at USF should include the following courses:

- ☐ BIO 100 Concepts in Biology
- ☐ BIO 302 Biology of Microorganisms
- ☐ BIO 314 Human Anatomy
- ☐ BIO 315 Human Physiology
- ☐ BIO 380 Immunology
- ☐ CHE 111 General Chemistry I
- ☐ CHE 112 General Chemistry II
- ☐ CHE 211 Organic Chemistry I
- ☐ CHE 305 Biochemistry
- ☐ CHE 332 Quantitative Analysis
- ☐ MAT 233 Introduction to Statistics
- ☐ NSC 300 Colloquium (required during both semesters of the junior year; one presentation is required)

Two courses in physics

- ☐ PHY _____
- ☐ PHY _____

Additional courses recommended are Biology 204, 222, and 309;

Chemistry 212; Business Administration 210 and/or 241, and any computer science course(s).

Students should maintain a GPA of 3.0 (2.8 is required for application to some professional programs) to assure consideration for admittance into an approved school of medical technology for their fourth or fifth year.

The following is a course breakdown of the 40 semester hours of credit awarded by USF upon successful completion of the clinical year at an approved medical technology program.*

MLS 301 Medical Technology Orientation

An introduction to the field of medical technology. (1 s.h.)

MLS 302 Hematology

Study of cellular elements of the blood. Includes theory of blood cell formation; cell morphology; cellular abnormalities; methods of diagnosis; and the principles, techniques, and instrumentation involved in testing procedures and quality control. Prerequisites: Clinical year acceptance and status in college. (5-8 s.h.)

MLS 303 Immunohematology

Immunology as applied to cellular elements of the blood with emphasis on red cell antigens. Includes antibody identification, components, preparation, compatibility testing, blood donor selection, quality control, auto-immune and newborn hemolytic disease problems, and various screening procedures. Prerequisites: Clinical year acceptance and status in college. (2-3 s.h.)

MLS 304 Clinical Immunology

The study of the theoretical aspects of antigen antibody reactions with emphasis on clinical laboratory practice including quality control. Prerequisites: Clinical year acceptance and status in college. (2-3 s.h.)

MLS 305 Clinical Microbiology

Includes Virology, Parasitology, and Mycology. Theory and techniques of cultivation, isolation, and identification of bacteria, parasites, and viruses; determination of sensitivity to antimicrobial agents; clinical correlation to disease status; principles of asepsis; and environmental monitoring and quality control. Prerequisites: Clinical year acceptance and status. (8-12 s.h.)

MLS 306 Clinical Microscopy (Urinology)

Study of the chemical constituents and formed elements of urine. Includes normal and abnormal kidney function, principles and techniques of procedures used in diagnosis of urine and other body fluids, and quality control. Prerequisites: Clinical year acceptance and status. (2-3 s.h.)

MLS 307 Clinical Chemistry

Includes instrumentation. Medically-oriented biochemistry with emphasis on the procedural aspects and the interpretation of diagnostic tests, including the principles of operation of instruments used in the clinical laboratory and quality control. Prerequisites: Clinical year acceptance and status. (9-12 s.h.)

MLS 308 Introduction to Administration

The study of the theoretical and practical aspects of laboratory supervision and management and/or problem-solving in the field

of medical technology. Prerequisites: Clinical year acceptance and status. (0-1 s.h.)

MLS 309 Introduction to Education

The study of the principles of medical technological education. Includes didactic and practical evaluations, methods of instruction, and objective writing. Prerequisites: Clinical year acceptance and status. (0-1 s.h.)

MLS 310 Introduction to Research

Directed study and/or projects in specific area(s) of medical technology. Prerequisites: Clinical year acceptance and status. (0-1 s.h.)

*NOTE: The variability reflected in the semester hours awarded for various courses of the clinical year allows the University transcript to accurately reflect the content of the clinical year of each individual hospital-based medical laboratory science program. The total semester hours awarded will always be 40.

MUSIC

Music (B.A.)

Student Learning Outcomes:

1. Students will become familiar with music of various styles, cultures, and historical eras and will understand how music contributes to diverse academic disciplines.
2. Students will receive training and coursework that meets the highest possible standards of preparation for a successful musical career.
3. Students will receive quality instrumental and/or vocal training, leading to high achievement in music performance.
4. Students will be able to write competently about the elements of music in a theoretical and historical perspective, demonstrating cognitive understanding and critical thinking.
5. Students will see how music can be used for service in their collegiate career and in their professional, civic, and Christian life.

Vocational Applications: The course of study for music majors is intended to assist each student in achieving a high degree of performance ability, artistic growth, and significant development toward the student's musical career goals.

Requirements: In addition to meeting the liberal arts core requirements of the University, the student must take the following core courses:

- ☐ MUS 150 Theory I
- ☐ MUS 155 Theory II
- ☐ MUS 209 Theory III
- ☐ MUS 250 History of Music I: Ancient-18th Century
- ☐ MUS 255 History of Music II: 18th Century-Present
- ☐ MUS 318 Music Computer Applications
- ☐ MUS 323 Conducting I
- ☐ MUS 324 Conducting II
- ☐ MUS 210 Analysis and Performance
- ☐ FA 220 Service in the Arts
- ☐ MUS 300 Recital
- ☐ MUS 400 Colloquium/Senior Recital

4 elective credits (an MUS course 200 or higher)

- ☐ MUS _____
- ☐ MUS _____
- ☐ MUS _____
- ☐ MUS _____

All music majors are required to:

- participate in a USF large music ensemble for eight semesters,
- pass a piano proficiency examination (freshman or sophomore year);
- receive approval to continue as a music major during annual evaluations;
- take applied lessons for six semesters (these courses may be taken for no credit);
- maintain acceptable attendance at concerts, recitals, and community events (10 per semester);

- maintain attendance at departmental recitals (4 out of 5) each semester; and
- perform in at least one departmental recital per semester (when enrolled in applied lessons).

Music Education (B.A.)

Student Learning Outcomes:

1. Students will become familiar with music of various styles, cultures, and historical eras and will understand how music contributes to diverse academic disciplines.
2. Students will receive training and coursework that meets the highest possible standards of preparation for employment as a music educator.
3. Students will receive quality instrumental and/or vocal training, leading to high achievement in music teaching and performance.
4. Students will be able to write competently about the elements of music in a theoretical, historical, and pedagogical perspective, demonstrating cognitive understanding and critical thinking.
5. Students will see how music can be used for service in their collegiate career and in their professional, civic, and Christian life.

Vocational Applications: This program provides the specialization required by the teaching profession for teaching at different levels, i.e., general music education for grades K-12 or instrumental and/or vocal teaching for elementary and secondary schools.

Requirements: In addition to meeting the liberal arts core requirements of the University, students must complete the requirements for secondary education certification, omitting EDU 240 (see Education in Bachelor's Degree Programs section), and take the following core courses:

- ☐ MUS 150 Theory I
- ☐ MUS 155 Theory II
- ☐ MUS 209 Theory III
- ☐ MUS 250 History of Music I: Ancient-18th Century
- ☐ MUS 255 History of Music II: 18th Century-Present
- ☐ MUS 318 Music Computer Applications
- ☐ MUS 323 Conducting I
- ☐ MUS 324 Conducting II
- ☐ MUS 213 Music Education Methods—Elementary
- ☐ FA 220 Service in the Arts
- ☐ MUS 300 Recital

Instrumental majors

- ☐ MUS 227 Instrument Techniques: Woodwinds
- ☐ MUS 326 Instrumental Techniques: Brass and Percussion
- ☐ MUS 314 Music Education Methods—Instrumental

Choral/Vocal majors

- ☐ MUS 214 Diction/Literature
- ☐ MUS 316 Vocal Pedagogy
- ☐ MUS 313 Music Education Methods—Choral

All music education majors are required to:

- participate in a USF large music ensemble for seven semesters (excluding student teaching semester);
- pass a piano proficiency examination (freshman or sophomore year);
- receive approval to continue as a music major during annual evaluations;
- take applied lessons for six semesters (these courses may be taken for no credit);
- maintain acceptable attendance at concerts, recitals, and community events (10 per semester)
- maintain regular attendance at departmental recitals each semester; and
- perform in at least one departmental recital per semester (when enrolled in applied lessons).

- perform in at least one departmental recital per semester (when enrolled in applied lessons).

The Music Department regularly assesses its programs to determine how well it is accomplishing its educational mission.

Music Minor

Student Learning Outcomes: Students in the music minor will be provided with a broad understanding and appreciation of music as an integral part of the liberal arts in collaboration with their chosen major field of study.

Student Learning Outcomes:

1. Students will recognize the connections between the musical arts, service to others and the community as well as the church and their personal faith.
2. Students will recognize the importance of music in relation to other liberal arts.
3. Students will gain a broad understanding on the components of music including the theoretical aspects, historical correlations, and performance mediums.
4. Students will experience positive interaction within a large group setting as well as the personal one on one interaction experienced in lessons.

Vocational Applications: The study of music and participation in music ensembles prepare the student for future leadership and service in church and community music organizations.

Requirements: In addition to meeting the regular degree requirements of the University, the student must take the following courses:

- ❑ MUS 150 Theory I
- ❑ MUS 155 Theory II
- ❑ MUS 250 History of Music I: Ancient-18th Century
- ❑ MUS 255 History of Music II: 18th Century-Present
- ❑ MUS 323 Conducting I
- ❑ FA 220 Service in the Arts

2 elective credits (any MUS 200 course or higher)

All music minors are required to:

- participate in a USF large music ensemble for four semesters;
- take applied lessons with jury for four semesters;
- maintain acceptable attendance at concerts, recitals and community events (10 per semester);
- maintain regular attendance at departmental recitals each semester; and

NURSING

The USF nursing program is fully accredited by the Commission on Collegiate Nursing Education (CCNE). The nursing major has three tracks, all leading to a Bachelor of Science degree in Nursing. Following are the student learning outcomes and a brief description of each track, described in order of their implementation.

Student Learning Outcomes:

1. Students will acquire the knowledge and clinical and critical thinking skills required to plan and provide excellent evidence-based clinical care, with a strong foundation in the arts and sciences.
2. Students will be prepared and inspired to become leaders who have an appreciation for the human dignity of every individual and practice within an ethical framework with social justice at the core.
3. Students will promote the health of all people, regardless of race, color, creed, age, or any other human discriminators.
4. Students will understand the value of inter- and intra-disciplinary collaboration and communication and integrate this into one's practice.
5. Students will integrate a strong commitment to life-long learning, in order to respond to clinical and technological advances, changes in health care delivery and health systems, population changes, genetic advances, and access to health care globally.
6. Students will be prepared to practice within different settings and complexities of situations, including caring for people across the life span.

Accelerated Second Degree Bachelor of Science in Nursing

The accelerated track is a 15-month consecutive semester program designed for students who currently have a bachelor's degree in a field other than nursing. It is an intense program with courses offered in a compressed 15-month timeframe as compared to the more traditional eight-semester program. It includes a combination of classroom instruction and clinical experiences.

At the completion of the program students will be eligible to take the national examination (NCLEX) to become licensed as registered nurses.

Admission Criteria:

1. Bachelor's degree from a U.S. Department of Education accredited college or university in any field.
2. Minimum of 2.75 cumulative GPA from all previous college courses.
3. Completion of the Accelerated Bachelor of Science Degree in Nursing Program application including essay questions.
4. Three professional references.
5. An approved background check.
6. An on-campus interview may be requested.

7. Successful completion (minimum grade of C-) of the following prerequisite courses within the past seven years:
 - ❑ General chemistry (with a lab component)
 - ❑ Organic chemistry or biochemistry (with a lab component)
 - ❑ Human anatomy (with a lab component)
 - ❑ Human physiology (with a lab component)
 - ❑ Microbiology (with a lab component)
 - ❑ Nutrition
 - ❑ General psychology
 - ❑ Developmental psychology or human growth and development

Eight-Semester Bachelor of Science in Nursing

The eight-semester option is designed primarily for students who have no nursing background and do not have a previous bachelor's degree. Students may register at the University and designate nursing as their major. However, admission to the nursing program is a two-step process and applicants will be eligible to apply to the nursing program after completing a minimum of one semester of college post high-school.

Prerequisite courses will be treated as required liberal arts/supporting courses and students will complete these courses during their first six semesters.

At the completion of the program students will be eligible to take the national examination (NCLEX) to become licensed as registered nurses.

Admission Criteria:

1. Admission to University of Sioux Falls (must be admitted before applying to the nursing program).
2. Application to the Nursing Program, including essay questions.
3. Two professional references.
4. An approved background check.
5. Minimum cumulative high school GPA of 2.75.
6. Minimum cumulative college GPA of 2.75.
7. Preferred ACT score of 22.
8. Minimum of 12 post-high school credits.
9. Minimum of one semester of college work post-high school before applying.
10. High school or introductory college-level biology.
11. Personal interview if requested.
12. Successful completion (minimum grade of C-) of the following prerequisite courses within the past seven years:
 - ❑ General chemistry (with a lab component)
 - ❑ Organic chemistry or biochemistry (with a lab component)
 - ❑ Human anatomy (with a lab component)
 - ❑ Human physiology (with a lab component)

Students admitted to the University of Sioux Falls for their freshman year may apply and be admitted to the nursing program early if they meet the following criteria:

- a. Have a minimum high school cumulative GPA of 3.5
- b. Have a minimum ACT score of 24

Successful completion (minimum grade of C-) of the four prerequisite courses and a minimum cumulative GPA of 2.75 must be attained at the end of the first year, in order to enter the program fall of their second year.

The nursing curriculum for the accelerated and eight-semester nursing tracks will be identical, except that the accelerated track students will take more courses per semester than the eight-semester track students.

- ☐ NUR 221 Spiritual and Ethical Dimensions of Holistic Care
- ☐ NUR 231 Physical Dimensions of Holistic Care
- ☐ NUR 232 Cultural Dimensions of Holistic Care
- ☐ NUR 240 Adult Health I
- ☐ NUR 321 Applied Pathophysiology I
- ☐ NUR 322 Applied Pathophysiology II
- ☐ NUR 325 Pharmacology for Nurses I
- ☐ NUR 326 Pharmacology for Nurses II
- ☐ NUR 332 Mental Health Dimensions of Holistic Care
- ☐ NUR 341 Adult Health II
- ☐ NUR 346 Family Nursing I
- ☐ NUR 347 Family Nursing II
- ☐ NUR 354 Evidence-Based Nursing Practice
- ☐ NUR 420 Health Promotion and Disease Prevention
- ☐ NUR 424 Public Health Nursing
- ☐ NUR 431 Nursing Capstone
- ☐ NUR 433 Gerontological Nursing
- ☐ NUR 441 Adult Health III
- ☐ NUR 451 Management, Leadership, and Professional Issues

Students must successfully complete all nursing courses with a minimum grade of a C to progress in the nursing program.

In addition to successfully completing the nursing core requirement courses, eight-semester students must meet the Liberal Arts Core requirements of the University, and these students must successfully complete (minimum grade of C-) the following supporting courses:

- ☐ Microbiology (with a lab component)
- ☐ Nutrition
- ☐ General psychology
- ☐ Developmental psychology or human growth and development

Registered Nurse to Bachelor of Science in Nursing (RN-to-BSN)

The RN-to-BSN option is designed for registered nurses who have an associate degree or diploma in nursing and want to complete requirements for a Bachelor of Science degree in Nursing. The curriculum for this 26-credit track will build on previous nursing education and will include those components of nursing education that are not a part of a two-year program.

Admission Criteria:

1. Application to the Nursing Program, including essay questions.
2. Two professional references.
3. An approved background check.
4. Active unencumbered Registered Nurse License.
5. Minimum post-high school cumulative GPA of 2.75.
6. Personal interview if requested.

RN-to-BSN required courses:

- ☐ NUR 221 Spiritual and Ethical Dimensions of Holistic Care
- ☐ NUR 232 Cultural Dimensions of Holistic Care
- ☐ NUR 315 Pathways to Baccalaureate Nursing Education
- ☐ NUR 321 Applied Pathophysiology I
- ☐ NUR 322 Applied Pathophysiology II
- ☐ NUR 354 Evidence-Based Nursing Practice
- ☐ NUR 420 Health Promotion and Disease Prevention
- ☐ NUR 424 Public Health Nursing*
- ☐ NUR 451 Management, Leadership, and Professional Issues

*NUR 424 Public Health Nursing must be taken the last semester of RN-to-BSN nursing courses. All other courses may be taken in order of preference, based on the course offering schedule.

Students must successfully complete all nursing courses with a minimum grade of a C to progress in the nursing program.

PARAMEDIC TECHNOLOGY

Paramedic Technology (B.S.)

This program is designed to provide the requisite course background prior to entrance into a Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP)/Commission on Accreditation of Allied Health Education Programs (CAAHEP)-approved program in Emergency Medical Technician (EMT)-Paramedic Technology and to promote the successful completion of that program. Likewise, this program is constructed to enable EMT-Paramedics who complete a significant (see below) amount of university work to obtain university credit for their clinical program and to earn a B.S. degree in Paramedic Technology.

Student Learning Outcomes:

1. Students will explore, evaluate and communicate scientific investigations to understand the nature of life science;
2. Students will describe structures and attributes of organisms, processes of life, and biotic-abiotic interactions; and
3. Students will identify and evaluate the relationships and ethical implications of science, upon technology and society.

Vocational Applications: This program of study is appropriate for students who desire an EMT-Paramedic position and a liberal arts education.

Requirements: In order to obtain a degree from the University of Sioux Falls, a student must complete a CoAEMSP/CAAHEP-approved EMT-Paramedic Program (and its prerequisite EMT Program), complete a total of at least 128 semester hours (including 44 semester hours of blanket credit), and pass the National Registry Examination. Upon successful completion of the EMT-Paramedic program, the required University courses, and presentation of appropriate proof of passage of the National Registry Exam to the USF Registrar, 44 semester hours of blanket credit in Paramedic Technology will be transcribed and the degree awarded. In addition to meeting the liberal arts core requirements of the University, students must complete the courses listed below. Majors must participate in program assessment activities.

- ☐ BIO 100 Concepts in Biology
- ☐ BIO 302 Biology of Microorganisms
- ☐ BIO 314 Human Anatomy
- ☐ BIO 315 Human Physiology
- ☐ CHE 111 and 112 General Chemistry I and II **or**
CHE 121 and 122 Intro. to Chemistry and
Organic and Biochemistry **or**
PHY 101 and 102 Introductory College Physics **or**
PHY 201 and 202 University Physics
- ☐ EXS 213 Medical Terminology
- ☐ NSC 300 Science Colloquium (2 semesters)
- 8 s.h. hours of elective courses
- ☐ _____
- ☐ _____

The requirement of 30 semester hours in residence at the University of Sioux Falls is not waived for students in the B.S. Program in Paramedic Technology.

The University of Sioux Falls is affiliated with the Avera McKennan EMT-Paramedic program. Although we cannot guarantee admittance to any CoAEMSP/CAAHEP-approved program as each individual program has its own requirements and standards which must be met by the student. However, students who successfully complete USF program will be in a competitive position with regard to most EMT-Paramedic programs.

An individual who is already a certified EMT-Paramedic may receive the appropriate blanket credit in EMT-Paramedic Technology after satisfying all the requirements listed above to receive the degree.

POLITICAL SCIENCE/HISTORY

Political Science/History (B.A.)

The program in Political Science/History is designed to provide the student with a contemporary and historical understanding of the relationship of government to the individual and how governments relate to one another. In order to meet the objectives of the Political Science/History program, the University regularly assesses how well it realizes these and other goals and its methods to achieve them.

Student Learning Outcomes:

1. Students will be able to understand the role of the political system in a complex society which values individual rights.
2. Students will be able to understand the history of the constitutional foundation from which the American political system has developed.

Vocational Application: The study of Political Science/History prepares the student for service in the fields of politics, government administration, law, teaching, journalism, or any profession requiring a knowledge of public affairs and research skills.

Requirements: In addition to meeting the liberal arts core requirements of the University, the student must take a minimum of 36 semester hours of study, including the courses listed below. The student must maintain a minimum GPA of 2.0 in the major.

- ☐ PSC 211 American Federal Government
- ☐ HIS 201 United States History to 1877
- ☐ HIS 202 United States History Since 1877

Two courses from PSC 212, 214, 324 and 402

- ☐ PSC _____
- ☐ PSC _____

Two courses from History 101, 102, 303 and 304

- ☐ HIS _____
- ☐ HIS _____

Six semester hours of Political Science electives

- ☐ PSC _____
- ☐ PSC _____

Six semester hours of History electives

- ☐ HIS _____
- ☐ HIS _____

Three semester hours of Political Science or History electives

- ☐ _____

Political Science Minor

Student Learning Outcomes:

1. Students will be able to develop a commitment to be active citizens with the tools to be effective leaders and participants.
2. Demonstrate the ability to write effectively about government and governmental philosophies.

Vocational Applications: The study of Political Science prepares the student for service in the fields of politics, government administration, law, teaching, and journalism.

Requirements: In addition to the regular degree requirements of the University, the student must take a minimum of 18 semester credits in political science, including the courses listed below. The student must maintain a minimum GPA of 2.0 in the minor.

One course in U.S. institutional or constitutional government (PSC 211 or 321)

- ☐ PSC _____

One course in diplomacy or international relations (PSC 214 or 311)

- ☐ PSC _____

One course in local or comparative government (PSC 212 or 402)

- ☐ PSC _____

Electives:

- ☐ PSC _____
- ☐ PSC _____
- ☐ PSC _____

PRE-PROFESSIONAL PROGRAMS

Pre-Professional Program in Chiropractic Science

This program is designed (1) to provide students with the pre-professional background for successful entrance into and completion of a professional chiropractic program, and (2) to foster the development of humanistic practitioners of chiropractic arts.

Vocational Application: This program prepares students to pursue further study leading to the career of a chiropractor.

Recommendations: Since specific entrance requirements vary by program and school, students are advised to become aware of the entrance requirements of his or her prospective professional school and, in consultation with his or her academic advisor, choose specific courses to fulfill those requirements. Most students choose to major in biology and/or chemistry, and although graduation is not always required for entry into the professional program, many students choose to do so.

The following courses are generally considered mandatory: Biology 100 and 204; Chemistry 111 or 121, 112 or 122, 211, and 212; two courses in physics; Psychology 201; and Liberal Arts 111. In addition to the above requirements, most professional programs require a varying number of hours in English, the humanities, the behavioral sciences, and the social sciences.

Pre-Professional Program in Mortuary Science

This program seeks to guide students in the selection of prerequisites which will provide the pre-professional background and experiences for admission to a school of embalming accredited by the State Board of Funeral Service.

Vocational Applications: This program is designed to provide a pre-professional education for students planning to acquire a license in funeral service.

Recommendations: The guidelines for this program are generally in accord with the recommendations of the South Dakota Board of Funeral Service, which is governed by the Department of Commerce and Regulation. Since this is not a degree-granting program, students must only satisfy the state's educational requirements and a professional school's prerequisites for admission.

South Dakota's educational requirements involve approximately two academic years of university instruction with a minimum of 60 semester hours, including nine semester hours of communications courses, specifically CST 100 and LAR 111; 12 semester hours of social science including SOC 201 and PSY 201; 15 semester hours of natural science including CHE 111 or CHE 121, BIO 100, 302, and 314; nine semester hours of business including ACC 225, BUS 210, and BUS 320; and 14 semester hours of electives. Recommended elective courses include BIO 315; CHE 112 or 122; CST 308, 309, or 312; and BUS 351, 421, and/or 307.

Individual professional school programs may have additional requirements and may be more specific; therefore, students are advised to check the catalog of the specific school they wish to attend.

Following two years of undergraduate academic work, students

must complete a one-year course of instruction in a school of embalming accredited by the American Board of Funeral Service Education, Inc. and one year of internship in order to be eligible to take the license examination.

Chemistry Pre-Medical, Pre-Dental, or Pre-Veterinary

As a result of meeting the course requirements for the Chemistry Pre-Medical, Pre-Dental or Pre-Veterinary major, students will obtain the following:

1. A basic foundation in the principles of analytical, inorganic, biological, organic, and physical chemistry as indicated by their performance on a standardized exam taken during their final semester.
2. A proficiency in certain fundamental chemical laboratory techniques and operations as indicated by their successful application of laboratory skills during a supervised research experience.
3. An awareness and appreciation of the process of chemical research as indicated by their completion of one or more supervised research experiences and the presentation of their results in a public forum.
4. An ability to think critically in the discipline and clearly communicate ideas verbally as indicated by colloquium presentations and written interpretations of technical literature.
5. An understanding of how Christian values apply to the use of chemical information.

Vocational Applications: This chemistry program is an attempt to integrate the major concepts of chemistry and biology into a course of study which will most adequately prepare a graduate for further training in a medically or biologically-related field. Students who intend to seek admission into postgraduate medical or dental programs will benefit the most from the comprehensive nature of the curriculum. Although the program understandably stresses chemistry and biology courses, it provides sufficient flexibility to allow the student full access to the liberal arts program in order to produce the well-rounded individual sought by the medical profession.

Requirements: In addition to meeting the liberal arts core requirements of the University, the student must take the courses listed below. Students who plan to seek admission to a postgraduate program (e.g. medical, dental, or veterinary school) should maintain an overall 3.0 or higher GPA in recognition of the stringent entrance requirements imposed by such programs. Majors must participate in program assessment activities.

Required courses:

- ☐ CHE 111 General Chemistry I
- ☐ CHE 112 General Chemistry II
- ☐ CHE 211 Organic Chemistry I
- ☐ CHE 212 Organic Chemistry II
- ☐ CHE 290 Scientific Literature
- ☐ CHE 305 Biochemistry
- ☐ CHE 311 Physical Chemistry

- ☐ CHE 332 Quantitative Analysis
- ☐ CHE 403 Advanced Topics **or**
- CHE 406 Bonding and Structure
- ☐ CHE 411 Instrumental Analysis

Also, students must either complete all requirements for a biology major or take the following biology courses:

- ☐ BIO 100 Concepts in Biology
- ☐ BIO 222 Genetics
- ☐ BIO 302 Biology of Microorganisms
- ☐ BIO 314 Human Anatomy
- ☐ BIO 315 Human Physiology

One additional biology course above the 300 level

- ☐ BIO _____
- ☐ MAT 204 Calculus I
- ☐ NSC 300 Colloquium (required during the four semesters of the junior and senior years; one presentation each year)

Two courses in physics are also required.

- ☐ PHY _____
- ☐ PHY _____

Recommended elective course:

- ☐ COM 201 Introduction to Computer Science I

Biology Pre-Medical, Pre-Dental, or Pre-Veterinary

This program is designed to provide the pre-professional courses and experimental background required for successful entrance into and completion of a professional program in medicine, dentistry, or veterinary science.

Vocational Applications: This program is an attempt to integrate the major concepts of chemistry and biology into a course of study which will most adequately prepare a graduate for further training in a medically or biologically-related field. Students who intend to seek admission into post-graduate medical, dental, or veterinary professional programs will benefit to the greatest extent from the comprehensive nature of the curriculum. Although the program understandably stresses chemistry and biology courses, it provides full access to the liberal arts program of the University in order to produce the well-rounded individual sought by the medical profession.

Requirements: In addition to meeting the liberal arts core requirements of the University, the student must take the courses listed below. Students who plan to seek admission to a post-graduate professional program (e.g. medical, dental or veterinary school) should maintain an overall 3.0 or higher GPA in recognition of the stringent entrance requirements imposed by such programs.

Required courses:

- ☐ BIO 100 Concepts in Biology
- ☐ BIO 204 General Zoology
- ☐ BIO 222 Genetics
- ☐ BIO 302 Biology of Microorganisms
- ☐ BIO 314 Human Anatomy
- ☐ BIO 315 Human Physiology
- ☐ CHE 111 General Chemistry I

- ☐ CHE 112 General Chemistry II
- ☐ CHE 211 Organic Chemistry I
- ☐ CHE 212 Organic Chemistry II
- ☐ CHE 305 Biochemistry
- ☐ CHE 332 Quantitative Analysis

Two courses selected from among Biology 324, 380, 385, 402, and Chemistry 311

- ☐ _____
- ☐ _____

Two courses in physics

- ☐ PHY _____
- ☐ PHY _____

- ☐ MAT 204 Calculus 1
- ☐ COM 201 Introduction to Computer Science I
- ☐ NSC 300 Colloquium (required during all four semesters of the junior and senior years; one presentation is required each year)

Pre-Professional Program in Physical Therapy

This program seeks to (1) guide students in the selection of undergraduate courses that will provide the pre-professional background and experiences necessary for admission to and successful completion of a doctorate or master's degree in physical therapy, and (2) foster the development of humanistic practitioners of the medical arts.

Vocational Application: This program is designed to prepare the participant for work as a physical therapy generalist in a clinical, educational, administrative, or research career.

Requirements: Most physical therapy programs require a bachelor's degree for unconditional acceptance. Biology or exercise science degrees are common but not required. Since course requirements vary from program to program, students are advised to make themselves aware of the specific requirements of each program they intend to apply to. In general, the guidelines that follow are in accord with the recommendations of most professional physical therapy schools offering doctor or master's programs. Specifically, they satisfy the University of South Dakota's prerequisites for admission to its accredited doctor of physical therapy program.

Students must complete a regular or interdisciplinary major. The recommended courses include the following:

- ☐ BIO 100 Concepts in Biology
- ☐ BIO 204 General Zoology
- ☐ BIO 314 Human Anatomy
- ☐ BIO 315 Human Physiology
- ☐ CHE 111 General Chemistry I
- ☐ CHE 112 General Chemistry II (**or** CHE 121 and CHE 122)
- ☐ MAT 233 Introduction to Statistics
- ☐ PHY 101 Introductory College Physics
- ☐ PHY 102 Introductory College Physics (**or** PHY 201 and PHY 202)
- ☐ PSY 201 General Psychology
- ☐ PSY 211 Human Development
- ☐ PSY 305 Abnormal Psychology

Observation or work experience in clinical physical therapy is highly recommended and required as a prerequisite to many professional physical therapy schools. Volunteer work in rehabilitation or with the physically handicapped—such as at Children’s Care Hospital and School, Avera McKennan Hospital, or Sanford Hospital—can be arranged as paraprofessional experience.

Students pursuing physical therapy careers must recognize the highly competitive nature of the professional program. Competitive applicants to a professional graduate program need to maintain a minimum undergraduate CGPA of 3.0.

Pre-Law

Law schools have traditionally recommended a broadly-based, high-quality program for students who are preparing to study law. While most law schools do not recommend any specific major or set of “pre-law” courses, the Association of American Law Schools has suggested that pre-law students choose courses that develop basic skills (e.g., thinking, reading, writing, speaking, and researching) and provide insight into human institutions and values.

Admissions committees are usually impressed by applicants whose programs show evidence of high purpose and significant intellectual effort. Students are often advised to choose courses in the humanities, literature, political science, history, economics, statistics, philosophy, logic, accounting, and computer science because courses in these disciplines are thought to be especially relevant to a lawyer’s work.

Students planning to apply for admission to law school should visit the Career Services Office at the beginning of their junior year for information about the Law School Admission Test (LSAT) and to obtain the schedule of test dates.

PSYCHOLOGY

Psychology (B.A.)

The psychology faculty at the University of Sioux Falls regard psychology as the scientific study of behavior, with a particular interest in the cognitive processes that behavior often reflects. This definition provides a disciplined, yet flexible, guide to studying humans and other species and allows the use of a variety of perspectives. An empirical, research-oriented approach allows us to seek answers to questions about how and why we behave as we do rather than to simply speculate. While research may be interesting in and of itself, we are committed to the application of our research outcomes to the problems of everyday life. As Christians, we also seek to understand the relationship between our studies and our faith in God.

The scientific study of behavior involves both discipline and creativity. We must think precisely while finding new ways to study and interpret behavior, especially in a world where the context of behavior sometimes changes rapidly with new inventions or social movements. It is our hope that our students will join us in finding both excitement and challenge in the study of psychology.

Student Learning Outcomes:

1. Students will be able to demonstrate knowledge of the facts and theories of the discipline.
2. Students will be able to explain and use psychological research methods.
3. Students will be able to apply critical thinking to the evaluation of research and thought in the field.
4. Students will be able to apply psychological knowledge to solving problems.
5. Students will be able to understand and live out ethical commitments relevant to psychology.
6. Students will be able to communicate psychological knowledge and research orally and in writing.
7. Students will be able to evaluate the relationship between psychology and Christian faith.

Vocational Applications: The study of psychology prepares students for graduate study in psychology and related fields; it can also serve as a part of the preparation for careers in a wide variety of fields such as teaching, ministry, communications, social services, business, theater, personnel work, organizational management, and marketing research.

Requirements: In addition to meeting the liberal arts core requirements of the University, the student must take at least 37 semester hours of study in the major curriculum, including the psychology core, the required course BIO 100, and one of the two concentrations. Majors are required to maintain at least a 2.0 GPA in psychology courses; in addition, no course will count toward a major if the grade is below "C-." Note: PSY 233 (Statistics), PSY 250 (Research Methods), and PSY 405 (Experimental Psychology) must be taken in that order. All psychology students are encouraged to pursue elective courses that allow them to apply and examine what they learn in psychology from other academic perspectives.

Psychology core courses:

- ☐ BIO 100 Concepts in Biology

- ☐ PSY 201 General Psychology
- ☐ PSY 233 Statistics for the Behavioral Sciences
- ☐ PSY 250 Methods of Research
- ☐ PSY 405 Experimental Psychology
- ☐ PSY 408 Biological Psychology
- ☐ PSY 411 Child Psychology

Experimental Concentration

- ☐ PSY 341 Psychology of Learning
- ☐ PSY 422 Motivation and Emotion
- ☐ PSY 431 Cognitive Psychology

Six semester hours of Psychology Electives:

- ☐ PSY _____
- ☐ PSY _____

Counseling Concentration

- ☐ PSY 305 Abnormal Psychology
- ☐ PSY 403 Psychology of Personality
- ☐ PSY 407 Counseling

Six semester hours of Psychology Electives:

- ☐ PSY _____
- ☐ PSY _____

RADIOLOGIC TECHNOLOGY

Radiologic Technology (B.S.)

This program is designed to provide the requisite course background prior to entrance into a Joint Review Committee on Education in Radiologic Technology (JRCERT)-approved school of radiologic technology (during the student's third and fourth years) and successful completion thereof. Likewise, this program is constructed to provide a mechanism for a certified radiologic technologist who has completed a JRCERT-accredited program without university credit, to apply that study toward attaining university credit and a B.S. degree.

Student Learning Outcomes:

1. Students will explore, evaluate and communicate scientific investigations to understand the nature of life science;
2. Students will describe structures and attributes of organisms, processes of life, and biotic-abiotic interactions; and
3. Students will identify and evaluate the relationships and ethical implications of science, upon technology and society.

Vocational Application: This program of study is appropriate for a student who desires a radiologic technologist position in a hospital or clinical facility.

Requirements: In order to obtain a degree from the University of Sioux Falls, a student must complete a total of at least 68 semester hours of university work, complete a 24-month JRCERT-approved program in radiologic technology and pass the American Registry Examination. Upon successful completion of the Radiologic Technology program and passing of the board examination, 60 semester hours of blanket credit in Radiologic Technology are transcribed and the degree awarded. Majors must participate in program assessment activities.

USF's program includes all liberal arts core requirements and the following Natural Science offerings:

- ☐ BIO 100 Concepts in Biology
- ☐ BIO 314 Human Anatomy
- ☐ BIO 315 Human Physiology
- ☐ CHE 111 General Chemistry I
- ☐ CHE 112 General Chemistry II (**or** CHE 121 Introduction to Chemistry and CHE 122 Introduction to Organic and Biochemistry)

Two math courses

- ☐ MAT 112 College Algebra and Trigonometry
- ☐ MAT _____

One course in physics

- ☐ PHY 101 Introductory College Physics **or**
PHY 201 University Physics **or** equivalent
- ☐ NSC 300 Colloquium (two semesters required, including one presentation)

The requirement of 30 semester hours in residence at the University of Sioux Falls is not waived for students in the Radiologic Technology program.

The University is not officially affiliated with any hospital radiologic technology program and cannot guarantee admittance to any JRCERT-approved program as each individual program has its own requirements and standards which must be met by the

student. However, a student successfully completing the USF's program will be in a competitive position with regard to most radiologic technology programs.

An individual who is already a certified radiologic technologist may receive 60 s.h. of blanket credit in Radiologic Technology after satisfying all the requirements listed above to receive the degree.

SOCIAL SCIENCE

Social Science (B.A.)

A comprehensive Social Science program is designed to meet the needs of the student who desires to study more broadly in the social sciences than is permitted under a single major. In order to meet the objectives of the Social Science program, the University regularly assesses how well it realizes these and other goals and its methods to achieve them.

Student Learning Outcomes:

1. Students will be able to demonstrate an awareness of the historical, institutional and cultural contexts in which they live.
2. Students will be able to live in such a way as to convey a broad understanding of the economic and political systems of the United States and be responsible citizens.
3. Students will be able to demonstrate an understanding of the reciprocal influence of social scientific thinking and Christian faith.

Vocational Applications: This major may be chosen by students who plan on graduate professional education in such fields as law or ministry, where knowledge of several social sciences may be important.

Requirements: The major consists of 45 semester hours in the Social Sciences. At least 21 of these must be in one field, called the field of concentration. Students must take at least nine semester hours in each of two supporting fields. Supporting fields may be chosen from the following disciplines: criminal justice, economics, geography, history, political science, psychology, social work, or sociology. Supporting fields and the field of concentration must each be selected from different academic disciplines; however, electives may be chosen from any Social Science discipline, including those designated as supporting fields or the field of concentration. Students must maintain a minimum GPA of 2.0 in courses within the major.

Field of Concentration (21 s.h.)

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

First Supporting Field (9 s.h.)

- ☐ _____
- ☐ _____
- ☐ _____

Second Supporting Field (9 s.h.)

- ☐ _____
- ☐ _____
- ☐ _____

Electives (6 s.h.)

- ☐ _____
- ☐ _____

Middle School Endorsements

Students interested in receiving middle school endorsements should refer to Areas of Middle School Endorsement in Education in Bachelor's Degree Programs section.

SOCIAL WORK

The Social Work program prepares students for generalist professional practice. Social work is rooted in Christian service principles and guided by the National Association of Social Worker's professional ethics. Students develop competency in ten areas mandated by the Council on Social Work Accreditation, listed below.

Student Learning Outcomes:

1. Students will identify as a professional social worker and conduct oneself accordingly
2. Students will apply social work ethical principles to guide professional practice.
3. Students will apply critical thinking to inform and communicate professional judgments.
4. Students will engage diversity and difference in practice.
5. Students will advance human rights and social and economic justice.
6. Students will engage in research-informed practice and practice-informed research.
7. Students will apply knowledge of human behavior and the social environment.
8. Students will engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Students will respond to contexts that shape practice.
10. Students will engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Vocational Application: Generalist social work practice includes a diverse array of positions in mental health, disabilities, elderly care, medical care, corrections, family and children's services, case management, human resources, church ministry, community planning, and a variety of other areas. The majority of social work professionals go on to earn their master's degree.

Admission to the Program: Students may declare a social work major to the USF Registrar's office at any time. In addition to a major declaration with the Registrar, accreditation standards require a formal major application and screening process after the following conditions are met:

1. The student has completed SWK 130 and either SWK 341, or SWK 342.
2. The student has completed 45 credit hours of liberal arts requirements with a minimum G.P.A. of 2.0. All course work in the social work major core must be completed with a grade of "C-" or better.

Field Instruction: All social work majors will complete a minimum of 400 clock hours of supervised field instruction internship (SWK 430). Application for field instruction must be completed prior to the semester of enrollment. Students will need to arrange for transportation to and from the field internship agency. There are no substitutions for the field instruction internship requirement. Field instruction occurs during the student's last spring semester. In order to be eligible for field placement, a student must have completed all required course work.

Social Work (B.A.)

Requirements: In addition to meeting the liberal arts core requirement of the University, students must complete 50 s.h. in social work courses as listed below.

Required courses:

- ❑ SWK 130 Introduction to Social Work
- ❑ SWK 302 Social Diversity **or**
SWK 330 Native American/White Relations
- ❑ SWK 341 Human Behavior and the Social Environment I
- ❑ SWK 342 Human Behavior and the Social Environment II
- ❑ SWK 309 Social Policy
- ❑ SWK 364 Organization and Community Practice
- ❑ SWK 362 Social Work Practice with Individuals and Families
- ❑ SWK 363 Social Work Practice with Groups
- ❑ SWK 430 Field Instruction
- ❑ PSY 233 Statistics for the Behavioral Sciences
- ❑ PSY 250 Methods of Research
- ❑ BIO 102 Human Biology
- ❑ 3 s.h. of social work or upper level relevant electives

Social Work in a Latin American Context

USF participates in an optional spring semester of social work study in Mexico. The program is located in Cuernavaca, Mexico and is administered through the Center for Global Education at Augsburg College. The goal of the program is to develop cross-culturally competent, ethical social work professionals with a global perspective by providing an international learning experience focused on social and economic justice. Students can complete the following 16 s.h.

- ❑ SWK 294 International Social Welfare: The Mexican Context
- ❑ SWK 295 Comparative Social Policy in Mexico and USA: Social Policy for Social Change
- ❑ SWK 316 Working with Families and Groups: Theory and Practice
- ❑ SWK 390 Special Topics in Social Work: Spanish for Social Workers

SOCIOLOGY

Student Learning Outcomes:

1. The student will understand the basic principles, theories, and research methods used by sociologists
2. The student will use critical thinking skills in the analysis of issues related to sociology.
3. The student will relate issues in sociology to a Christian worldview.
4. The student will actively participate in the community and the broader society.

Vocational Application: A degree in Sociology provides a valuable background for professional training in a variety of human service occupations such as ministry, law, social work, law enforcement, rehabilitation counseling and related fields. A degree in Sociology is also an entry-level qualification for many public and human service employment opportunities. In addition, it provides the preparation needed for graduate study in sociology or anthropology leading to careers in college teaching or research.

Requirements: In addition to meeting the liberal arts core requirements of the University, the student must earn a minimum of 30 semester hours including the courses listed below. The student must maintain a minimum GPA of 2.0 in the major courses, and no course will count toward the major if the grade is lower than "C-".

- ☐ SOC 201 Fundamentals of Sociology
- ☐ SOC 233 Statistics for the Behavioral Sciences
- ☐ SOC 250 Methods of Research
- ☐ SOC 350 Sociological Theory

18 s.h. selected from other sociology courses

- ☐ SOC _____
- ☐ SOC _____
- ☐ SOC _____
- ☐ SOC _____
- ☐ SOC _____
- ☐ SOC _____

Sociology Minor

In addition to meeting the regular degree requirements of the university, the student must take at least 18 semester hours of sociology courses, including SOC 201, Fundamentals of Sociology. The student must maintain a minimum GPA of 2.0 in the minor courses, and no course will count toward the minor if the grade is lower than C-.

SPANISH

Spanish (B.A.)

Student Learning Outcomes:

1. Students will demonstrate fluency in Spanish sufficient for interaction in professional and personal environments.
2. Students will identify similarities and differences between Anglo and Hispanic cultures.
3. Students will identify literary periods and important Hispanic writers and associate them with historical and cultural contexts.
4. Students will engage in critical thinking about how knowledge of Hispanic cultures changes our perspectives about the world.
5. Students will reflect on how, through our own broadened understanding of world events, we as a Christian people respond to others whose perspectives differ from our own.

Vocational Applications: The U.S. Census Bureau reports that, as of July 2007, the Hispanic population of the U.S. has surpassed 45 million people. At 15 percent of the total population, Hispanics represent the largest and fastest-growing minority in the United States. Spanish language ability will be useful in every conceivable public and private enterprise in the future—teachers, interpreters, translators, healthcare workers, law enforcement, members of the judicial system, workers for church missions and social justice... the list is endless.

Requirements: In addition to meeting the total credit and liberal arts core requirements of the University, students must complete a minimum of 34 semester hours of Spanish courses.

Advanced Placement Opportunities in Spanish

Students enrolling in Spanish who have studied previously are encouraged to begin their university studies at advanced levels. See "Credit for Prior Learning" on the Spanish Department's usioxfalls.edu webpages or speak with a Spanish professor for more information about appropriate placement. In an effort to facilitate advanced placement, enrollment for the following Spanish courses is openly available on the Personal Access to the Web (PAW) without documentation of prerequisites: SPA101, SPA111, SPA112, SPA102, SPA201.

Spanish Major

Required courses:

☐ SPA 101	Introductory Spanish I	4
☐ SPA 102	Introductory Spanish II	4
☐ SPA 201	Intermediate Spanish I	3
☐ SPA 202	Intermediate Spanish II	3
☐ SPA 301	Introduction to Hispanic Literature I	3
☐ SPA 302	Introduction to Hispanic Literature II	3
☐ SPA 350	Spanish Composition	3
☐ Two courses in the Spanish 400 series in Integrated Literature and Civilization		6
☐ Elective courses (including study abroad)		5

Total: 34

Requirements for the Double-Major in Spanish

Students must meet (1) the liberal arts core requirements of the University, (2) the requirements of another academic degree program, and (3) complete all of the requirements of the Spanish major (listed previously) plus one elective credit, for a total of 30 hours of study in Spanish language.

Spanish Minor

The Spanish minor is an especially attractive option for those students who have previously studied the language. Those students who earn credit for SPA 101 through SPA 202 have only two additional courses to take to complete the minor. Faculty heartily encourage students to take the CLEP exam or enroll in second year studies at their earliest convenience so that they can use their prior learning to its best advantage.

Students must meet (1) the liberal arts core requirements of the University, (2) the requirements of another academic degree program, and (3) complete 20 hours of requirements for the Spanish minor:

☐ SPA 101	Introductory Spanish I	4
☐ SPA 102	Introductory Spanish II	4
☐ SPA 201	Intermediate Spanish I	3
☐ SPA 202	Intermediate Spanish II	3
☐ SPA 301	Introduction to Hispanic Literature I or	3
SPA 302	Introduction to Hispanic Literature II	3
☐ Three Spanish elective credits		3

Total: 20

Spanish Secondary Education Certification

USF's Spanish and Education departments are working with the South Dakota Department of Education to establish a Spanish teacher training program. Faculty anticipates that Spanish education graduates will not only complete the liberal arts core requirements of the University, but will also complete the requirements of the Spanish major (34 hours) plus one course in Language Teaching Methodology and all of the courses and competencies required for secondary education certification (see Education in the Bachelor's Degree Programs section). Because of the breadth of the teacher preparation program, students should identify their interest in certification for K-12 Spanish teaching very early. It is essential that students work with both an advisor in the Spanish and Education departments beginning in their first year of university study.

THEOLOGY AND PHILOSOPHY

Theology and Philosophy (B.A.)

Student Learning Outcomes:

1. Students will acquire basic knowledge of the distinctive disciplines and established findings of Biblical Studies, Christian Thought, Church History, Philosophy of Religion, and World Religions, along with the ability to integrate thought across these disciplines.
2. Students will gain the ability to think critically about biblical, historical, and theological ideas, communicating them coherently and applying them responsibly.
3. Students will be prepared for seminary or graduate study and trained sufficiently in the theology and goals of Christian ministry to serve effectively in apprentice-level ministry.

Vocational Applications: The Theology and Philosophy major can be a foundation for graduate and professional training leading to careers in pastoral and youth ministry, Christian education, missionary service, campus ministry, institutional chaplaincy, parachurch ministry and teaching.

Requirements: In addition to meeting the liberal arts core requirements of the University (which include THE 140 and 240), the student must take at least 30 semester hours of study that include the following courses. An overall GPA of 2.5 within the major is required for graduation.

- ☐ THE 303 History of Christianity
- ☐ THE 313 Religions of the World
- ☐ THE 317 Jesus and the Gospels
- ☐ THE 318 Letters of Paul **or**
- THE 319 Hebrews to Revelation
- ☐ THE 351 Old Testament Elective
- ☐ THE 411 Christianity in America **or**
- THE 413 Christianity and Culture
- ☐ THE 490 Senior Seminar
- ☐ PHI 207 Introduction to Philosophy
- ☐ PHI 341 Ethics **or**
- PHI 350 Philosophy of Religion

Nine elective semester hours from Theology or Philosophy courses or History 304.

- ☐ _____
- ☐ _____
- ☐ _____

Theology and Youth Ministry (B.A.)

Student Learning Outcomes:

1. Students will acquire basic knowledge of the distinctive disciplines and established findings of Biblical Studies, Christian Thought, Church History, and Philosophy, along with the ability to integrate thought across these disciplines.
2. Students will gain the ability to think critically about biblical, historical, and theological ideas, communicating them coherently and applying them responsibly.
3. Students will be prepared for seminary study, and will be trained sufficiently in the theology and goals of Christian

youth ministry to serve effectively in a staff position in a local church or parachurch agency.

Vocational Applications: Graduates of the program will work as youth ministers in local churches or in parachurch organizations and will have a foundation for graduate training for the pastorate, Christian education, missionary service, campus ministry, parachurch ministry or institutional chaplaincy.

Requirements: In addition to meeting the liberal arts core requirements of the University (which include THE 140 and 240), the student must take at least 42 semester hours of study which include the courses listed below. No single course may be used by a student to fulfill more than one category within the major, though some of these courses may simultaneously fulfill liberal arts core requirements. An overall GPA of 2.5 within the major is required for graduation.

Biblical Studies 6 s.h.

Choose two courses, one of which must be 317 or 318

- ☐ THE 317 Jesus and the Gospels
- ☐ THE 318 Letters of Paul
- ☐ THE 319 Hebrews to Revelation
- ☐ THE 351 Old Testament Elective
- ☐ THE 361 New Testament Elective
- ☐ THE 394 Issues in Biblical Studies
- ☐ _____
- ☐ _____

Church History 3 s.h.

- ☐ THE 303 History of Christianity

Philosophy 3 s.h.

- ☐ PHI 207 Introduction to Philosophy

Interface with the Non-Christian World 3 s.h.

- ☐ THE 313 Religions of the World
- ☐ THE 320 World Missions
- ☐ THE 413 Christianity and Culture
- ☐ _____

Theology/Philosophy Elective 3 s.h.

THE 309, 317, 318, 319, 351, 361, or 394—Any upper division Biblical Studies course

- ☐ THE 313 Religions of the World
- ☐ THE 320 World Missions
- ☐ THE 330 Sociology of Religion
- ☐ THE 390 Special Topics
- ☐ THE 411 Christianity in America
- ☐ THE 413 Christianity and Culture
- ☐ THE 414 Reformation
- ☐ THE 491 Independent Study

PHI 324, 343, 350, 390, or 491 – Any upper division Philosophy course

- ☐ _____

Theology Capstone Course 3 s.h.

- ☐ THE 490 Senior Seminar

Youth Ministry 15 s.h.

- ❑ THE 261 Introduction to Youth Ministry
- ❑ THE 371 Youth Ministry Evangelism and Discipleship
- ❑ THE 372 Youth Ministry Leadership and Communication
- ❑ THE 381 Foundations of Professional Ministry
- ❑ THE 396 Youth Ministry Internship (3-4 s.h.)

Adolescent Development 3 s.h.

- ❑ PSY 412 Adolescent Psychology (recommended)
- ❑ PSY/SOC 306 Social Psychology
- ❑ SOC 301 Family

Issues Related to Youth Ministry 3 s.h.

- ❑ BUS 306 Management of Organizations
- ❑ CRJ 305 Juvenile Justice
- ❑ PSY/SOC 306 Social Psychology
- ❑ SOC 202 Social Problems
- ❑ SOC 301 Family
- ❑ THE 320 World Missions
- ❑ THE 340 Christian Spiritual Formation
- ❑ THE 391 Special Topics in Ministry
- ❑ THE 411 Christianity in America
- ❑ THE 413 Christianity and Culture
- ❑ _____

Theology Minor

The goals of the Theology minor are to provide students a broad understanding of theology in its biblical, historical, theological, and philosophical aspects and to present students with the opportunity to develop a Christian worldview.

Vocational Applications: The Theology minor can be a foundation for graduate and professional training leading to careers in pastoral ministry, Christian education, missionary service, campus ministry, institutional chaplaincy, parachurch ministry, and teaching.

Requirements: In addition to meeting the regular degree requirements of the University (which include THE 140 and 240), the student must take at least 15 semester hours of study that include at least one course in biblical studies, one course in historical studies, and two courses in theological or philosophical studies or world religions. The remaining three semester hours may be selected from any other Theology or Philosophy courses. This minor is open to any student not already majoring in Theology and Philosophy or Theology and Youth Ministry.

Biblical Studies Minor

The Biblical Studies minor aims to provide students with deeper understanding of the Bible and its interpretation. Students will develop greater familiarity with the contents of the Bible and the world in which the writings that form the Bible were composed. They will develop familiarity with methods of exegesis (interpretation) and hermeneutics (application) and will grow in understanding of how the ancient scriptures inform theology and Christian living today.

Vocational Applications: The Biblical Studies minor can be a foundation for graduate and professional training leading to careers in pastoral ministry, Christian education, missionary service, campus ministry, institutional chaplaincy, parachurch

ministry, and teaching.

Requirements: In addition to meeting the regular degree requirements of the University (which include THE 140 and 240), the student must take five 3 s.h. courses from upper division Biblical Studies: THE 309, 310, 317, 318, 319, 351, 361, and 394; or four such courses plus THE 303. This minor is open to any student not already majoring in Theology and Philosophy or Theology and Youth Ministry.

Courses at Sioux Falls Seminary

Students with junior or senior status are able to participate in classes at Sioux Falls Seminary. Courses can be taken for credit with advisor approval and on a space-available basis at the Seminary.

Joint Bachelor of Arts and Master of Divinity between the University of Sioux Falls and Sioux Falls Seminary – The 3-2 Program

The combined B.A./M.A. degree program offered by the University of Sioux Falls and Sioux Falls Seminary is known as the 3-2 Program because it involves three years of study at the University of Sioux Falls and two years of study at Sioux Falls Seminary. The 3-2 Program is an accelerated program for students of noteworthy ability.

After three years (96 semester hours) in a carefully planned pre-theological program that is broadly based in the liberal arts (see course requirements below), the student begins studies at the Seminary in the regular Master of Arts program. Upon completion of the student's first year of seminary studies (32 semester hours applicable toward the M.A. in Christian Leadership degree, Youth Ministries Specialization), he or she receives a Bachelor of Arts degree with a major in Theology and Youth Ministry from the University of Sioux Falls. At the end of the fifth year, that is, upon completion of the remaining 30 semester hours of required studies, he or she receives the Master of Arts in Christian Leadership degree from Sioux Falls Seminary.

A student registering for the joint program must apply for pre-enrollment in the Seminary and must achieve a 3.25 cumulative GPA in his or her undergraduate coursework by the end of the three years at USF to remain in the program.

Undergraduate Courses for the 3-2 Program

English 11 s.h.

- ❑ LAR 111 Writing and Intellectual Traditions I
- ❑ LAR 112 Writing and Intellectual Traditions II

Choose one of the following:

- ❑ ENG 200 Introduction to Literature
- ❑ ENG 220 World Literature
- ❑ ENG 221 British Literature
- ❑ ENG 222 American Literature

Communication Studies 4-6 s.h.

- ❑ CST 100 Fundamentals of Communication

One elective in Communication Studies

- ❑ CST _____

Fine Arts (choose one) 3 s.h.

- ❑ ART 100 Introduction to Art 3

☐ ART 209	Art History: Prehistoric–14th Century	3
☐ ART 210	Art History: 14th Century–Present	3
☐ CST 200	Introduction to Theatre	3
☐ FA 200	Humanities Through the Arts	3
☐ MUS 200	Introduction to Music	3
☐ MUS 202	American Jazz Styles	3
☐ MUS 203	American Musical Styles	3
☐		
Creative Arts (choose one)		1-3 s.h.
☐	Applied Music Lessons or Ensembles	1
☐ ART 101	Drawing I	3
☐ ART 120	Introduction to Design	3
☐ ART 181	Digital Photography	3
☐ CST 117	Participation in Theatre	1
☐ CST 118	Theatre Lab: Technical	1
☐ CST 209	Oral Interpretation of Literature	3
☐ CST 210	Theatre: Beginning Acting	3
☐ CST 260	Applied Theatre–Design	3
☐ CST 310	Directing	3
☐ CST 409	Special Topics in Communication Studies	3
☐		
Mathematics		4 s.h.
☐ MAT 112	College Algebra and Trigonometry (or higher)	
Natural Science		4 s.h.
Choose any lab course in Natural Science, Chemistry, Biology or Physics		
☐		
Computer Science		3-4 s.h.
☐ COM 104	Computer Solutions or	
	COM 201 Introduction to Computer Science I	
Social Science		9 s.h.
Choose one course in each of three different disciplines among Psychology, Sociology, History, Geography, Political Science, and Economics with at least one course from Political Science or Economics.		
☐		
☐		
☐		
Human Development (choose 2)		6 s.h.
☐ CRJ 305	Juvenile Justice	
☐ PSY/SOC 306	Social Psychology	
☐ PSY 412	Adolescent Psychology (recommended)	
☐ SOC 301	Family	
☐		
☐		
Theology		12 s.h.
☐ THE 140	Introduction to the Bible	
☐ THE 240	Introduction to Christian Thought	
☐ THE 261	Introduction to Youth Ministry	
☐ THE 313	Religions of the World or	
	THE 413 Christianity and Culture	
Philosophy		3 s.h.

☐ PHI 207	Introduction to Philosophy	6 s.h.
History		
Choose any course in History; HIS 101 or 102 recommended		
☐ HIS		
☐ HIS		

Exercise Science		2 s.h.
☐ EXS 200	Dimensions of Wellness	

Choose one of the following courses:

☐ ENG 200	Introduction to Literature
☐ ENG 220	World Literature
☐ ENG 221	British Literature
☐ ENG 222	American Literature

Electives 25-28 s.h.

Select enough courses to complete 96 s.h. at USF. No more than 9 s.h. of the elective courses may be in Theology (not including New Testament Greek).

At least one course during the three years at USF needs to be a qualified Critical Thinking course.

Joint Bachelor of Arts and Master of Divinity between the University of Sioux Falls and Sioux Falls Seminary – The 3-3 Program

The combined B.A./M.Div. degree program offered by the University of Sioux Falls and Sioux Falls Seminary is known as the 3-3 Program because it involves three years of study at the University of Sioux Falls and three years of study at Sioux Falls Seminary. The 3-3 Program is an accelerated program for students of noteworthy ability. It reduces by one year the time required to complete university and seminary training. After three years (96 semester hours) in a carefully planned pre-theological program that is broadly based in the liberal arts (see course requirements below), the student begins studies at the Seminary in the regular Master of Divinity program. Upon completion of the student's first year of seminary studies (32 semester hours applicable toward the M.Div. degree), he or she receives the Bachelor of Arts degree with a major in Theology and Philosophy from the University of Sioux Falls. At the end of the sixth year, that is, upon completion of the remaining 62 semester hours of theological studies, he or she receives the Master of Divinity degree from Sioux Falls Seminary.

A student registering for the joint program must apply for pre-enrollment in the seminary and must achieve a 3.25 cumulative GPA in his or her undergraduate coursework by the end of the three years at USF to remain in the program.

Undergraduate Courses for the 3-3 Program

English		11 s.h.
☐ LAR 111	Writing and Intellectual Traditions I	
☐ LAR 112	Writing and Intellectual Traditions II	

Choose one from the following:

☐ ENG 200	Introduction to Literature	3
☐ ENG 220	World Literature	3
☐ ENG 221	British Literature	3
☐ ENG 222	American Literature	3

☐ _____

Communication Studies	4-6 s.h.	☐ PHI 207 Introduction to Philosophy	
☐ CST 100 Fundamentals of Communication		History	6 s.h.
One elective in Communication Studies		Choose two courses in History; HIS 101 or 102 recommended	
☐ CST _____		☐ HIS _____	
Fine Arts (choose one)	3 s.h.	☐ HIS _____	
☐ ART 100 Introduction to Art	3	Exercise Science	2 s.h.
☐ ART 209 Art History: Prehistory–14th Century	3	☐ EXS 200 Dimensions of Wellness	
☐ ART 210 Art History: 14th Century–Present	3	Electives	28-31 s.h.
☐ ART 310 Art History: Twentieth Century	3	Select enough courses to complete 96 s.h. at USF. No more than	
☐ CST 200 Introduction to Theatre	3	12 s.h. of the elective courses may be in Theology.	
☐ FA 200 Humanities Through the Arts	3	At least one course during the three years at USF needs to be a	
☐ MUS 200 Introduction to Music	3	designated Critical Thinking course.	
☐ MUS 202 American Jazz Styles	3		
☐ _____			
Creative Arts (choose one)	1-3 s.h.		
☐ Applied Music Lessons or Ensembles	1		
☐ ART 101 Drawing I	3		
☐ ART 120 Introduction to Design	3		
☐ ART 181 Digital Photography	3		
☐ CST 117 Participation in Theatre	1		
☐ CST 118 Theatre Lab: Technical	1		
☐ CST 209 Oral Interpretation of Literature	3		
☐ CST 210 Theatre: Beginning Acting	3		
☐ CST 260 Applied Theatre–Design	3		
☐ CST 310 Directing	3		
☐ CST 409 Special Topics in Communication Studies	3		
☐ _____			
Mathematics	4 s.h.		
☐ MAT 112 College Algebra and Trigonometry (or higher)			
Natural Science	4 s.h.		
Choose any lab course in Natural Science, Chemistry, Biology or Physics			
☐ _____			
Computer Science	3-4 s.h.		
☐ COM 104 Computer Solutions or			
COM 201 Introduction to Computer Science I			
Social Science	9 s.h.		
Choose one course in each of three different disciplines among Psychology, Sociology, History, Geography, Political Science, and Economics with at least one course from Political Science or Economics.			
☐ _____			
☐ _____			
☐ _____			
Greek	6 s.h.		
☐ THE 309 New Testament Greek I			
☐ THE 310 New Testament Greek II			
Theology	9 s.h.		
☐ THE 140 Introduction to the Bible			
☐ THE 240 Introduction to Christian Thought			
☐ THE 313 Religions of the World			
Philosophy	3 s.h.		



Associate's Degree Programs

BUSINESS ADMINISTRATION

John T. Vucurevich School of Business Mission

To liberally educate students in business foundations preparing for (1) careers in accounting, business, and service organizations; and (2) advanced professional study.

The goals of the Business Administration Associate of Arts degree are to provide basic knowledge in the core areas of business and to serve as a base for further study in a four-year program.

Student Learning Outcomes:

1. Students will be able to demonstrate an understanding of introductory concepts of accounting, economics, marketing, and management.
2. Students will be able to demonstrate the ability to use decision support tools.
3. Students will be able to demonstrate the ability to communicate effectively.

Requirements: As a part of the regular University A.A. degree requirements, students must complete the courses in the first group below. The Business Administration A.A. major courses are named in the second group. All coursework in accounting, business, and economics must be completed with a grade of "C-" or better.

Associate requirements:

- ☐ CST 100 Fundamentals of Communication
- ☐ ECO 212 Principles of Microeconomics
- ☐ ECO 213 Principles of Macroeconomics
- ☐ LAR 111 Western Heritages I
- ☐ MAT 112 College Algebra and Trigonometry **or**
MAT 202 Finite Math
- ☐ PSY 201 General Psychology **or**
SOC 201 Fundamentals of Sociology

Business Administration requirements:

- ☐ ACC 225 Principles of Accounting I
- ☐ BUS 306 Management of Organizations **or**
BUS 210 Principles of Management
- ☐ BUS 307 Principles of Marketing
- ☐ BUS 320 Business Law

At least four additional courses selected from accounting, economics, entrepreneurship, management, marketing or management information systems.

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

CHILD DEVELOPMENT

To liberally educate students in foundations of early childhood education that prepares them for (1) careers in family home daycare, group day care, preschool teaching, and administration; and (2) advanced professional study.

Student Learning Outcomes:

NAEYC Standards for Early Childhood Professional Preparation Programs:

1. Promoting Child Development and Learning—Students use their understanding of young children's characteristics and needs and of the multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.
2. Building Family and Community Relationships—They know about, understand, and value the importance and complex characteristics of children's families and communities.
3. Observing, Documenting, and Assessing to Support Young Children and Families—They know about and understand the goals, benefits, and uses of assessment.
4. Using Developmentally Effective Approaches to Connect with Children and Families—Students know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.
5. Using Content Knowledge to Build Meaningful Curriculum—They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding.
6. Becoming a Professional—Students know and use ethical guidelines and other professional standards related to early childhood practice.

Goals: The goals of the child development A.A. degree are to provide theory and practical experience for the preparation of childcare providers. Attention is given to the business and management aspects of starting a childcare business.

Requirements: In meeting the University's requirements for the Associate of Arts degree, students should choose from the following liberal arts core courses to fulfill their required 32 semester hours. This will enable students to continue studies in elementary education at the bachelor's degree level if desired.

- ☐ THE 140 Introduction to the Bible
- ☐ HIS 201 US History to 1877 **or**
- ☐ HIS 202 US History Since 1877
- ☐ ENG 200 Introduction to Literature
- ☐ BIO 100 Concepts in Biology **or**
- ☐ NSC 120 Physical Science **and**
- ☐ NSC 121 Earth Science
- ☐ CST 100 Fundamentals of Communication
- ☐ LAR 111 Western Heritages I
- ☐ LAR 112 Western Heritages II
- ☐ MAT 113 College Algebra
- ☐ COM 104 Computer Solutions
- ☐ FA 215 K-8 Arts Integration

In addition to meeting the regular University requirements, candidates must take the following courses:

- ☐ ENG 300 Literature for Children and Adolescents
- ☐ ENT 225 Innovation and Problem Solving
- ☐ ENT 235 Entrepreneurial Dynamics
- ☐ EDU 230 Foundations of ECE/Kindergarten
- ☐ EDU 235 ECE/Kindergarten Methods
- ☐ EDU 250 Parent and Community Relations
- ☐ EDU 260 Language Development in ECE/Kindergarten
- ☐ EDU 300 Practicum in Early Childhood Education *
(Prerequisite: EDU 235)
- ☐ EDU 324 Educational and Developmental Psychology*
- ☐ EDU 322 Differentiated Instruction*

*To be accepted in to classes at the 300 level or higher, students must complete an application for the child development major.

At least one additional course should be taken. Suggested course areas include education or entrepreneurship.

☐ _____

Birth-Preschool Endorsement

Requirements: Preparation for teaching in preschools and day care centers. Candidates must have a bachelor's degree in Elementary Education and have completed the following courses. A supervised practicum is also required. To receive an endorsement through the State of South Dakota, completion of a Praxis exam is required.

- ☐ EDU 322 Differentiated Instruction
- ☐ EDU 230 Foundations of Early Childhood/Kindergarten
- ☐ EDU 235 Early Childhood/Kindergarten Methods
- ☐ EDU 250 Parent and Community Relations
- ☐ EDU 260 Language Development in Early Childhood/Kindergarten
- ☐ EDU 300 Early Childhood Practicum
- ☐ EDU 324 Developmental and Educational Psychology

INTERDISCIPLINARY

This program meets the needs of the student whose goals can best be accomplished in a course of study different from any of the specific Associate of Arts degrees offered by the University.

Requirements: In addition to meeting the regular University requirements for the Associate of Arts degree, the student must complete approximately 32 semester hours of coursework in an individually tailored major concentration. Interested students should consult with their advisor or the area chairperson in the academic discipline. The student is expected to take the initiative in designing a unified course of study defined by clear objectives. The resulting program must receive signatures of approval from the Assistant Academic Dean and one faculty member from each discipline in which a significant amount of coursework is taken. These persons comprise the student's advisory committee. When it is filed with the Registrar, the approved course of study becomes the student's degree program. The student must design, obtain approval for, and file this Interdisciplinary course of study no later than the end of the second semester in residence.

PARAMEDIC TECHNOLOGY

This program is designed to provide the requisite course background prior to entrance into a Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP)/Commission on Accreditation of Allied Health Education Programs (CAAHEP)-approved program in EMT-Paramedic and to promote the successful completion of that program. Likewise, this program is constructed to enable an EMT-Paramedic who completes a significant (see below) amount of university work to obtain university credit for their clinical program and earn either an A.A. or B.S. in Paramedic Technology.

Student Learning Outcomes:

1. Students will explore, evaluate, and communicate scientific investigations to understand the nature of life science.
2. Students will describe structures and attributes of organisms, processes of life, and biotic-abiotic interactions.
3. Students will identify and evaluate the relationships and ethical implications of science, upon technology and society.

Vocational Applications: This program of study is appropriate for a student who desires an EMT-Paramedic position and a liberal arts education.

Requirements: In order to obtain a degree from the University of Sioux Falls, a student must complete a CoAEMSP/CAAHEP-approved EMT-Paramedic Program (and its prerequisite EMT Program), complete a total of at least 68 semester hours, and pass the National Registry Examination. Upon successful completion of the EMT-Paramedic Program, the required University courses, and presentation of appropriate proof of passage of the National Registry Exam to the USF Registrar, 44 semester hours of blanket credit in Paramedic Technology will be transcribed and the appropriate degree awarded. The specific requirements are as follows:

- ☐ BIO 314 Human Anatomy
- ☐ BIO 315 Human Physiology
- ☐ COM 104 Computer Solutions **or**
COM 201 Introduction to Computer Science I
- ☐ CST 100 Fundamentals of Communication
- ☐ LAR 111 Western Heritages I
- ☐ MAT 112 College Algebra and Trigonometry (or higher)

12 s.h. from the liberal arts core, not including MAT 112 or LAR 111.

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

The requirement of 30 semester hours in residence at the University of Sioux Falls is not waived for students in the A.A. Program in Paramedic Technology.

The University of Sioux Falls is not officially affiliated with any EMT-Paramedic program and cannot guarantee admittance to any CoAEMSP/CAAHEP-approved program, since each individual program has its own requirements and standards which must be met by the student. However, a student successfully completing the University of Sioux Falls program will be in a competitive position with regard to most EMT-Paramedic programs.

RADIOLOGIC TECHNOLOGY

This program is designed to provide requisite course background prior to admission into a Joint Review Committee on Education in Radiologic Technology (JRCERT)-approved school of radiologic technology (during the student's third and fourth years) and successful completion thereof. Likewise, this program is constructed to provide the appropriate academic credentials to allow students to participate in the American Registry of Radiologic Technologists (ARRT) Certification Examination at the completion of the clinical radiologic technology program. Additionally, this program serves an entry point for a B.S. in Radiologic Technology.

Student Learning Outcomes:

1. Students will explore, evaluate, and communicate scientific investigations to understand the nature of life science.
2. Students will describe structures and attributes of organisms, processes of life, and biotic-abiotic interactions.
3. Students will identify and evaluate the relationships and ethical implications of science, upon technology and society.

Vocational Application: This program of study is appropriate for students who desire a radiologic technologist position in a hospital or clinical facility.

Requirements: In order to obtain an A.A. degree from the University of Sioux Falls, a student must complete a total of at least 64 semester hours. The specific requirements are as follows:

- ☐ BIO 100 Concepts in Biology
- ☐ BIO 314 Human Anatomy
- ☐ BIO 315 Human Physiology
- ☐ CHE 111 General Chemistry I **or**
CHE 121 Introduction to Chemistry
- ☐ COM 104 Computer Solutions **or**
COM 201 Introduction to Computer Science
- ☐ CST 100 Fundamentals of Communication
- ☐ LAR 111 Writing and Intellectual Traditions I
- ☐ MAT 112 College Algebra and Trigonometry (or higher)

15 s.h. from the liberal arts core (e.g., THE 140 Introduction to the Bible, SOC 201 Sociology, PSY 201 General Psychology, etc.), not including those listed above as specific requirements.

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Electives (19 s.h.)

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

The requirement of 32 semester hours in residence at the University is not waived for students in the A.A. program in Radiologic Technology.

USF is not officially affiliated with any radiologic technology program and cannot guarantee admittance to any JRCERT-approved program, since each individual program has its own requirements and standards which must be met by the student. However, a student successfully completing the University of Sioux Falls program will be in a competitive position with regard to most radiologic technology programs.

SOCIAL SCIENCE

Student Learning Outcomes:

1. Students will be able to possess an appreciation for the Social Sciences, including a working knowledge of how each Social Science is unique and how it relates to the other Social Sciences.
2. Students will be able to demonstrate a broad understanding of concepts in the Social Sciences and an ability to relate these concepts to the contemporary world.

Requirements: In addition to meeting the regular University requirements for the Associate of Arts degree, the student must complete 30 semester hours of study in the Social Sciences. The student should concentrate in three Social Science fields, taking a minimum of two courses in each field.

First Field

- ☐ _____
- ☐ _____

Second Field

- ☐ _____
- ☐ _____

Third Field

- ☐ _____
- ☐ _____

Electives

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____





Graduate Programs

MASTER OF BUSINESS ADMINISTRATION (MBA)

General Information

The MBA Program at the University of Sioux Falls is a broad-based management program with an emphasis on practical application. The USF MBA program is designed to meet the professional development needs of working professionals.

Learning Outcomes

MBA students at the University are expected to demonstrate competency in:

1. Problem recognition
2. Identification of optimal alternatives
3. Use of primary and secondary data to support decision processes
4. Strategic analysis and integration
5. Application of quantitative methods to real-world business situations
6. Effective communication to relevant stakeholders in written and oral forms, including one-on-one or business presentation situations
7. Teamwork and collaboration

The undergraduate and graduate degree programs in the Vucurevich School of Business are accredited by the International Assembly for Collegiate Business Education (www.iacbe.org).

Admissions Requirements

1. Evidence of academic ability (3.0 undergraduate GPA)
2. Three years of work experience (a combination of significant volunteer, internship, and part-time work experiences may be considered).
3. Three recommendations testifying to capabilities and promise of future success.
4. Evidence of competency through undergraduate coursework in accounting, finance, economics, and statistics.

Admissions Procedures

A student desiring to apply for admission into the MBA program must submit to the Director of the MBA program:

1. a formal application and application fee;
2. official transcripts of all undergraduate and graduate work;
3. three personal recommendations and supportive data; and
4. a current resume.

International applicants must submit acceptable scores (550 or above) on the Test of English as a Foreign Language (TOEFL) before admission to the graduate program can be granted. Applicants are responsible for all expenses related to the test.

USF does not discriminate against qualified students on the basis of sex, race, color, national or ethnic origin, physical handicap, or age.

Admission Requirements and Expectations

Admission to the University's MBA program is competitive. Prospective students should consider their previous academic experiences, their work experience, age, and maturity when assessing their readiness for graduate work.

An application for admission is evaluated in terms of the applicant's undergraduate GPA, three personal recommendations, a current resume and other supporting documents. Previous course preparation must include knowledge of microeconomics, accounting, managerial finance, and statistics.

Applicants who don't meet the course pre-requisites and/or with undergraduate GPAs less than 3.0 may be accepted on a provisional basis. If a student's GPA is less than the required 3.0 grade point average in undergraduate work, a typed statement must be submitted to the MBA director which addresses the circumstances that affected previous academic experiences, the student's maturity level, and experiences or other circumstances under which the student may be deemed capable of high-quality graduate study. (If the GMAT has been taken, scores may be submitted to demonstrate support for current aptitude for graduate work.) Provisionally-admitted candidates must maintain a GPA of 3.0 or greater during the first three MBA courses and complete the competency course requirement(s) before enrolling in the MBA core course in that subject.

In addition to demonstrating competency in the courses described above, students are also expected to be proficient in the use of Microsoft application software such as Word, Excel, and PowerPoint. Students are expected to demonstrate strong written and oral communication skills, critical thinking skills, and analytical skills. Further, students will be expected to demonstrate leadership and collaboration skills in a wide range of team-based projects.

Financial Aid

Graduate students may be eligible to receive federal financial aid if they are enrolled in at least 4.5 credit hours of required coursework per term. Some M.B.A. groups will encounter terms when only 3 credit hours are available, nullifying the eligibility for aid. A monthly payment plan or private alternative loan options are available for students during these times.

Graduate students interested in federal financial aid must be accepted for admission into the USF M.B.A. program and file the Free Application for Federal Student Aid (FAFSA). Other sources of financial assistance may include employer tuition assistance/reimbursement and veterans' benefits. Students receiving these types of assistance need to notify the Financial Aid Office and complete additional USF paperwork. Graduate students are not eligible to receive institutional aid from the University.

For additional information about graduate financial aid, contact the USF Financial Aid Office at (605) 331-6623.

Transfer of Credits

A maximum of nine semester hours of graduate credit earned

at other regionally accredited degree-granting institutions may be transferred into a graduate program at the University of Sioux Falls.

Time Limit

All work to fulfill the requirements of a master's degree is to be completed within seven years from the date of the first course after being accepted into the program.

Minimum GPA

A minimum grade point average of 3.0 is required for all work included in the master's degree program.

Application for Graduation and Commencement

All MBA students must apply for graduation when nearing completion of their program requirements. Applicants for May graduation must file an application for graduation prior to January 31 of the academic year. Graduation for advanced degree candidates takes place at the University's spring commencement ceremony.

Auditing

Students may enroll in any course for non-credit by registering, paying the designated audit fee, and obtaining the consent of the instructor. Audited courses will not count toward graduation or financial aid eligibility.

Right of Appeal on Academic Issues

Students who have complaints about an instructor, course, or other academic issues should discuss these with the instructor involved. If this does not lead to a satisfactory resolution of the issue, the student should discuss the matter with the Director of Graduate Studies in their respective program. If that also fails to resolve the issue, the student should consult with the Vice President for Academic Affairs.

In a case in which the student finds the resulting decision of the Vice President unacceptable, an appeal may be made to the Graduate Policies Committee of the faculty. Such an appeal should be submitted in written form to the Chairperson of the Graduate Policies Committee.

Repeating Courses

Any course in which the student has received a grade of "C" or below may be repeated. Both enrollments will be recorded on the student's official transcript, with the second final grade used in calculating the GPA.

Incompletes

A student who has completed a substantial portion of the requirements for a course and is earning a grade of "C" or above may receive an Incomplete for that course. The student will have a limit of one year to remove the Incomplete by finishing the requirements for the course. If an Incomplete is not removed within this time limit, the Registrar will record a grade of "F" for that course. The University's policy regarding incompletes does not apply to thesis credit.

Satisfactory Progress

Students are expected to maintain a 3.0 GPA in a master's

program. Probationary status will be assigned for one semester or course period if the GPA falls below the minimum. A graduate student will not be allowed to continue in the program if the GPA remains below the required level after the probationary period. A student on academic probation who raises his or her GPA above stated minimum will be automatically released from probationary status.

Graduate students must maintain a minimum 3.0 cumulative GPA and successfully complete 70 percent of attempted to be eligible for financial aid. Satisfactory academic progress for financial aid eligibility is evaluated separately from academic policies.

John T. Vucurevich School of Business Mission

To liberally educate students in business foundations preparing for (1) careers in accounting, business, and service organizations, and (2) advanced professional study.

Program Goals

The goals of the Master of Business Administration program are to (1) provide mastery of knowledge and competency in the MBA core and in the chosen concentration; (2) develop the strategic/critical thinking skills encompassing the ability to link data, knowledge, and insight from within the business environment; and (3) facilitate an understanding of the relationship between ethics, leadership, and personal faith.

Master of Business Administration Degree Requirements

All students must show evidence of completing all competency coursework for full admission into the MBA program. If the competency coursework was completed more than seven years prior to enrollment in the MBA program, students may be required to repeat this coursework or may be offered the opportunity to demonstrate competency in any or all competency coursework through challenge exams administered by the MBA program.

Competency Courses

☐ BUS 501 MBA Opening Residency (completed at the beginning of the MBA Program)	1 s.h.
☐ Financial Accounting or equivalent	3 s.h.
☐ Microeconomics or equivalent	3 s.h.
☐ Managerial or Business Finance	3 s.h.
☐ Statistics	3 s.h.

The MBA program includes a minimum of 36 semester hours. Students will complete the set of courses listed under **Core MBA Courses**. In addition to the core courses, students will select appropriate electives to meet the minimum 36 semester-hour requirement for the program. The MBA core comprises of 24 of the required 36 semester hours. Students must select a concentration (marketing, management, or healthcare management) and complete a minimum of 12 semester credits from elective coursework to complete the total 36-hour requirement of the degree.

Degree Plan

All MBA students must develop a degree plan in consultation with the MBA director. This degree plan is viewed as a cooperative effort between the student and the MBA director. This plan is an important tool for future planning in regard to registration and for use as an auditing tool to monitor progression toward

completion of the MBA degree. This degree plan must be completed in the MBA opening residency before the student begins any coursework in the MBA program. Any subsequent revisions require formal approval from the MBA director.

Core M.B.A. Courses 24 s.h.

☐ BUS 510	Managerial Communications	3
☐ BUS 520	Managing Organizational Dynamics	3
☐ BUS 524	Marketing Management	3
☐ BUS 530	Leadership and Ethical Management	3
☐ BUS 535	Cost Management or	
BUS 545	Healthcare Cost Management**	3
☐ BUS 550	Managerial Economics	3
☐ BUS 554	Financial Planning and Control	3
☐ BUS 560	Strategic Management	3

**Students who select the Healthcare Concentration must enroll in BUS 545 Healthcare Cost Management.

MBA Electives:

Healthcare Concentration 12 s.h.

Required courses:

☐ BUS 518	Healthcare Systems	3
☐ BUS 532	Legal and Regulatory Issues in Healthcare	3
☐ BUS 515	Human Resources Management	3
☐ BUS 556	Healthcare Colloquium	3

Marketing Concentration 12 s.h.

Electives (Choose four courses):

☐ BUS 525	Marketing Research	3
☐ BUS 526	Strategic Brand Management	3
☐ BUS 527	International Marketing	3
☐ BUS 562	Commercial Law	3
☐ BUS 580	MBA Colloquium	3

Management Concentration 12 s.h.

Electives (Choose four courses):

☐ BUS 515	Human Resource Management	3
☐ BUS 538	Project Management	3
☐ BUS 548	Organization Development and Change	3
☐ BUS 562	Commercial Law	3
☐ BUS 564	Negotiations	3
☐ BUS 580	MBA Colloquium	3

Entrepreneurial Leadership Concentration 12 s.h.

Required courses:

☐ ENT 525	Innovation and Entrepreneurship	3
☐ ENT 526	Entrepreneurial Projects	3
☐ ENT 528	Entrepreneurial Finance	3
☐ ENT 530	Business Plan Development	3

Recommended Sequence for Management and Marketing Concentration Students:

Year 1:

☐ BUS 501	Opening Residency
☐ BUS 520	Management of Organization Dynamics
☐ BUS 510	Managerial Communications
☐ BUS 524	Marketing Management
☐ BUS 535	Cost Management
☐ BUS 550	Managerial Economics
☐ BUS 530	Leadership and Ethical Management

Year 2:

☐	Concentration Elective
☐	Concentration Elective
☐	Concentration Elective
☐	Concentration Elective
☐ BUS 554	Financial Planning and Controls
☐ BUS 560	Strategic Management

Recommended Sequence for Healthcare Concentration Students:

Year 1:

☐ BUS 501	Opening Residency
☐ BUS 510	Managerial Communications
☐ BUS 518	Healthcare Systems
☐ BUS 520	Management of Organization Dynamics
☐ BUS 524	Marketing Management
☐ BUS 545	Healthcare Cost Management
☐ BUS 550	Managerial Economics

Year 2:

☐ BUS 556	Healthcare Colloquium
☐ BUS 515	Human Resources Management
☐ BUS 530	Leadership and Ethical Management
☐ BUS 532	Legal and Regulatory Issues In Healthcare
☐ BUS 554	Financial Planning and Controls
☐ BUS 560	Strategic Management

Recommended Sequence for Entrepreneurial Leadership Concentration Students:

Year 1:

☐ BUS 501	Opening Residency
☐ BUS 510	Managerial Communications
☐ BUS 520	Management of Organization Dynamics
☐ BUS 524	Marketing Management
☐ BUS 535	Cost Management
☐ BUS 550	Managerial Economics

Year 2:

☐ BUS 530	Leadership and Ethical Management
☐ BUS 554	Financial Planning and Controls
☐ BUS 560	Strategic Management
☐ ENT 525	Innovation and Entrepreneurship
☐ ENT 526	Entrepreneurial Projects
☐ ENT 528	Entrepreneurial Finance
☐ ENT 530	Business Plan Development

MBA Courses

BUS 501 MBA Opening Residency

The opening residency is a case-based, assessment-oriented experience for students enrolled in the University of Sioux Falls MBA program. Satisfactory completion of this residency is a prerequisite for enrollment in any MBA class. During the residency, students are provided with basic knowledge of the various business disciplines that constitute the MBA curriculum and will engage in completing extensive assessments to gauge writing proficiency, quantitative analysis skills, technology skills, and leadership and team building skills. Students will work in teams on case studies containing facts and issues relevant to real organizations. The students will be required to grapple with applying their knowledge and skills in complex, ambiguous situations where problems are not clearly defined and where multiple, alternative solutions are feasible. The teams will be charged with crafting and presenting their action plans to address the problems and issues. A panel of MBA faculty, area business executives, and former MBA students will evaluate the quality of the action plan presentations. Prerequisite: admission to the MBA program (1 s.h.).

BUS 510 Managerial Communications

The primary goals of this course are to develop competence in observing, describing, and critiquing managerial communication practices. Further, it is designed to develop an understanding of the history of communication and its policies, institutions, and culture and to develop knowledge of communication theory and philosophy and its application. (3 s.h.)

BUS 515 Human Resources Management

This course is an examination of the effective use of human resources to achieve organizational goals given operational constraints. The process of meeting outside requirements, recruitment, selection, development, utilization, and compensation of human resources are also presented. (3 s.h.)

BUS 518 Healthcare Systems

This course is an overview of the U.S. healthcare system and focuses on a variety of healthcare delivery system topics. Key topics include the historical aspect of the healthcare systems in the U.S., system organization, an overview of economics and financing of healthcare, role of quality, and future directions of healthcare. Students will also be assigned a research project that investigates and compares the healthcare system of another developed nation to that of the United States. On occasion, healthcare leaders and executives will be guest speakers in the class addressing relevant health system issues, challenges, and future developments that they foresee. (3 s.h.)

BUS 520 Managing Organizational Dynamics

This course examines the development of organizational theory along with the application of behavioral science concepts to understanding individual and group behavior within organizations. Students will develop analytical skills necessary to interpret research findings in the area of study. The purpose of the course is to provide a general understanding of possible managerial approaches to particular organizational problems from the perspectives of strategic design, politics and culture. (3 s.h.)

BUS 524 Marketing Management

This course provides a managerial approach to the study of marketing, develops managerial perspective and analytical ability in solving marketing problems, and deals with the challenge of identifying and implementing the most advantageous combination of marketing variables to carry out a firm's strategy in its target markets. Special consideration is given to ethical concerns in the design and implementation of marketing strategy. (3 s.h.)

BUS 525 Marketing Research

This course encompasses the process of investigation and problem analysis through research and integration of marketing statistics, management, and communications. This course culminates in the execution, interpretation, and presentation of marketing research. Prerequisite: BUS 524 Marketing Management. (3 s.h.)

BUS 526 Strategic Brand Management

Brand equity refers to the value of a brand as an intangible asset. The management of a brand implies an understanding of the elements that contribute to value created through the use of branding. Students will become familiar with the customer-based brand equity model, with planning and implementing brand marketing programs, with measuring and interpreting brand performance, and with growing and sustaining brand equity. Prerequisite: BUS 524 Marketing Management. (3 s.h.)

BUS 527 International Marketing

This course is designed to introduce students to the importance of international marketing practices. Students will be able to apply marketing concepts and principles that account for the diverse cultural, economic, political, legal, and technological factors found within an international context. Students will demonstrate their ability to apply marketing principles in an international context by developing a major feasibility study for a country outside of the United States. Prerequisite: BUS 524 Marketing Management. (3 s.h.)

BUS 530 Leadership and Ethical Management

Various leadership theories are studied for this theoretical foundation and for practical application. The concept of "transformational leadership" is contrasted with "transactional leadership." Characteristics of ethical and effective management, including an assessment of leadership styles within the context of a Christian value system, are stressed. Ethical reasoning is developed and applied to a variety of organizational situations through practical case studies and on-the-job examples for real life insight. (3 s.h.)

BUS 532 Legal and Regulatory Issues in Health Services

This course provides an overview of the legal and regulatory issues within the healthcare industry. With this familiarity, students can learn the skills needed to define relevant legal issues, to understand how these issues would be resolved, and to seek out, communicate with, and evaluate legal counsel. (3 s.h.)

ACC/BUS 535 Cost Management

Cost management provides an enhanced understanding of the costing concepts, tools, and techniques relevant to successfully managing an organization. A principle focus is on the use of

the cost information to design and implement planning and controlling systems in line with an organization's existing strategic plan. The course will also examine performance measurements for management and the organization. (3 s.h.)

BUS 538 Project Management

This course investigates the increasing use of projects to accomplish important organizational goals and the unique style of administration required to manage such projects. Topics addressed include the selection and role of the project manager; organization and planning; budgeting and cost estimation; scheduling and resource allocation among multiple projects; and monitoring, controlling, auditing, and terminating projects. Emphasis will be placed on the role that project management can play in accomplishing strategic objectives of the organization. Project management software will be used as a tool to track and report on assigned projects and case studies. Prerequisites: BUS 520 and BUS 535. (3 s.h.)

BUS 545 Healthcare Cost Management

This course focuses on the essentials of measurement and control of costs from the perspective of a healthcare organization. The concepts and cost management applications will encompass hospitals, nursing homes, physician practices, managed care organizations, clinics, and a range of other healthcare organizations. Additionally, focus is on the use of the cost information to design and implement planning and controlling systems in line with the organization's existing strategic plan. The course will also examine performance measurements for management and the organization. Prerequisite: undergraduate financial accounting or principles of accounting. (3 s.h.)

BUS 548 Organization Development and Change

This course provides students with a broad background in organization development. Organization development utilizes behavioral science knowledge to help organizations build the capacity to function more effectively and to deal with change. Organization development involves a systematic approach utilizing data collection, diagnosis, action planning, intervention, and evaluation. Focus will be placed on organizational strategy and structure that complement social processes within the organization. Prerequisite: BUS 520. (3 s.h.)

BUS 550 Managerial Economics

Concepts are applied to the analysis of private firms using the Structure-Conduct-Performance Paradigm. This course examines how areas of market structure, market conduct, and market performance affect the firms in the competitive marketplace. While the course applies economic thinking to private firms, many of the analytical methods taught are applicable to the not-for-profit and public sector. Prerequisite: undergraduate microeconomics. (3 s.h.)

BUS 554 Financial Planning and Control

This course provides an understanding of financial principles and the application of financial techniques in decision making. The topics covered include methods and tools of financial analysis, planning and control, working capital management, valuation, capital budgeting, cost of capital, and methods of short- and long-term financing. The goal is to help managers develop the analytical thinking and financial judgment necessary for making

sound, ethical business decisions. Prerequisite: undergraduate business or managerial finance. (3 s.h.)

BUS 556 Healthcare Colloquium

This course provides a platform for the in-depth pursuit of topics or concepts addressed in previous classes and/or topics or concepts absent directly or indirectly from the core curriculum. In order to fully appreciate and understand the complexities of healthcare issues, a scholar must be able to analyze issues through multiple lenses and perspectives. Thus, each issue selected will be analyzed and discussed by using a multiple perspective approach that includes—but is not limited to—political, economic, technological, societal, and spiritual domains.

BUS 558 Current Issues in Management

This course focuses on current, ever-changing issues facing organizations in a competitive business environment. The course is designed to provide students with an overall understanding of real-world business issues from an integrated multi-functional perspective. (3 s.h.)

BUS 560 Strategic Management

This course deals with the determination of strategic goals and objectives for an organization, along with the methods used in solving various managerial problems. Strategic management focuses on developing a mission statement, analyzing the organization and its environment, and establishing goals and objectives that will help sustain the organization into the future. Managerial problem-solving develops a foundation for critical thinking and then applies it to the organization through case analysis of various managerial problems and dilemmas. (3 s.h.)

BUS 562 Commercial Law

After reviewing foundational concepts related to business relations, including contracts, agency and employment, negotiable instruments, and personal property, this course treats in greater detail Articles 2, 3, 4, and 9 of the *Uniform Commercial Code* and laws governing antitrust, labor, real property, and the environment. (3 s.h.)

BUS 564 Negotiations

Bargaining is an essential skill in the day-to-day competition for scarce resources. After introducing the art and science of negotiation and reviewing the conduct and outcomes of some actual negotiations, this course engages students in simulated negotiations ranging from simple, single-interest discussions to complicated, multiple-party dispute resolutions. Prerequisites: BUS 510, BUS 515, and BUS 520. (3 s.h.)

BUS 580 MBA Colloquium

This course will provide a platform for the in-depth pursuit of topics or concepts addressed in previous classes and/or topics or concepts absent directly or indirectly from the core curriculum. In order to fully appreciate and understand the complexities of organization-based issues, a scholar must be able to analyze issues through multiple lenses and perspectives. Thus, each issue selected will be analyzed and discussed by using a multiple perspective approach that includes—but is not limited to—political, economic, technological, societal, and spiritual domains. (3 s.h.)

ENT 525 Innovation and Entrepreneurship

An innovation is a new concept. A successful entrepreneur

develops that new concept into a product, service or organization. This skill set requires an understanding of innovation development and making innovations operational. Innovation and entrepreneurship are processes occurring in the context of social and cultural organizations. The history of entrepreneurship and the nature of innovation and how it is expressed socially, politically, and economically will be explored. Networking, communication, and relationship-building skills will also be addressed. (3 s.h.)

ENT 526 Entrepreneurial Projects

This course emphasizes the application of entrepreneurial knowledge and theory to real-life problems and opportunities. This application occurs through team projects conducted in conjunction with local entrepreneurs, in an organization with which students have a working relationship or in consultation with a small business or nonprofit organization that would benefit from a business project. The practical nature of the project provides students with an opportunity to apply their theoretical knowledge and project management skills while providing a valuable service to the student's entrepreneurial counterparts. (3 s.h.)

ENT 528 Entrepreneurial Finance

Financing an organization is essential to its operation. This course will examine the financing needs of start-up organizations, seasonal businesses, franchises, acquisitions and public offerings. The course will include financial techniques, understanding how to read financial documents, how to use financial statements to manage the organization, how to review legal documents related to financial transactions, and how to negotiate a financial agreement to fund an entrepreneurial venture. Prerequisite: BUS 554. (3 s.h.)

ENT 530 Business Plan Development

This course is designed to provide an understanding of the environments within which small businesses develop and function. The areas covered include starting a business, marketing products and services, operating a business, establishing financial and administrative controls, and addressing future concerns. Students will create their own business plans and have the opportunity to experience the phases of business development from conception of an idea to the development of the business plan. Prerequisite: completion of all other entrepreneurial leadership concentration courses. (3 s.h.)

FREDRIKSON SCHOOL OF EDUCATION

GRADUATE PROGRAMS

General Information

The University of Sioux Falls is approved by the North Central Association (NCA) Higher Learning Commission to offer graduate programs leading to a Master of Education (M.Ed.) degree with four major areas of concentration and an Education Specialist degree with an emphasis in district-level leadership and school superintendency. USF also collaborates with the University of St. Thomas of St. Paul, Minnesota to offer a Doctorate (Ed.D.) in educational leadership. Additionally, the University offers an extensive workshop program focused on professional development of K-12 educators. Workshop credits are made available at the graduate level.

Admissions Procedures

Students who desire to apply for admission into a graduate program must submit the following items to the Director of Graduate Programs in Education:

- a formal application and appropriate fee;
- official transcripts of all undergraduate and graduate work;
- recommendation forms from three professional and personal references; and
- supporting data as designated within the application form.

If a student does not meet the minimum criteria for acceptance, an application may be submitted to the Director of Graduate Programs in Education for consideration to be accepted under provisional status. Inquiries regarding this process should be addressed to the Director of Graduate Programs in Education. International applicants must submit verification of approved and acceptable visa status. For individuals seeking student visa status, acceptable scores on the Test of English as a Foreign Language (TOEFL) are required before admission to the Graduate Program is granted. Visa information and processes will be completed through the USF Admissions and Financial Aid offices. All expenses of taking the test and obtaining a visa are to be borne by the applicant. USF does not discriminate against qualified students on the basis of sex, race, color, national or ethnic origin, physical handicap or age.

Financial Aid

Graduate students may be eligible to receive federal financial aid if they are enrolled in at least 4.5 credit hours of required coursework per term. During fall and spring semesters, typical plans of study are set up for only 2-3 credit hours; therefore, students may not be eligible for aid during those semesters. A monthly payment plan or private alternative loan options may be available for students during those times.

Graduate students interested in federal financial aid must be accepted into a USF graduate education program and file the Free Application for Federal Student Aid (FAFSA). Other sources of financial assistance may include employer tuition assistance/reimbursement and veterans' benefits if eligible. Students receiving these types of assistance need to notify the Financial Aid Office and complete additional USF paperwork. Graduate

students are not eligible to receive institutional aid from the University.

For additional information about graduate financial aid, contact the USF Financial Aid Office at (605) 331-6623.

Transfer of Credits

Nine semester hours of graduate credit earned at other regionally accredited, degree-granting institutions may be transferred into a graduate program at the University of Sioux Falls. However, the Director of Graduate Programs in Education must analyze official transcripts and make the final determination of course transfer eligibility. In some cases, due to course replication or redundancy there may be an exception to the nine semester hour limitation of transfer credits.

In using transfer credits for reading specialization, additional and ongoing supporting coursework is expected to ensure up-to-date knowledge of effective practices in reading instruction. The Director will make determinations based on program requirements as aligned to accreditation standards and in keeping with the University's program characteristics and integrity. Specific questions regarding transfer credits should be addressed to the Director of Graduate Programs in Education. Transfer allowances are determined on a case-by-case basis and may reflect changes in the catalog, state or university requirements, and /or updated curriculum specifications.

Commencement

Graduate students who anticipate completing their program(s) in spring or summer must submit an application to the Registrar prior to January 31 to be eligible for graduation in May. Commencement ceremonies are only held in the spring at which time diplomas are awarded publicly. Those who anticipate finishing all coursework at the end of fall semester and who would like to have a conferred degree noted on their transcripts prior to the spring commencement, must apply before September 15 for graduation in December (even though no ceremony will be held at that time).

Students must file an application for graduation with the Office of the Registrar and will be billed for fees related to graduation processes and documents. Students who will complete their last classes in the summer semester may participate in commencement ceremonies, but will not receive transcripts or documents indicating that they have graduated until all official coursework and requirements are completed.

Auditing

Students may enroll in any course for non-credit by registering, paying the designated audit fee, and obtaining the consent of the instructor. Audited courses will not count toward graduation, or financial aid eligibility.

Right of Appeal on Academic Issues

Students with a grievance about an instructor, course or other academic issues should discuss the grievance with the instructor

involved. If this does not lead to a satisfactory resolution of the issue, the student should discuss the matter with the Director of Graduate Programs in Education (or the chair of Fredrikson School of Education if the situation of concern involves the Director as part of the issue). If that also fails to resolve the issue, the student should submit a written appeal to the Graduate Policies Committee of the faculty. Such an appeal should be submitted in written form to the Chair of the Graduate Policies Committee.

Repeating Courses

Any course in which the student has received a grade of "C" may be repeated. If a student receives below a "C," the course must be repeated. Both enrollments will be recorded on the student's official transcript, with the second final grade used in calculating the GPA.

Incompletes

A student who has completed a substantial portion of the requirements for a course and is earning a grade of "C" or above may receive an Incomplete for that course. The student will have a limit of one year to remove the Incomplete by finishing the requirements for the course. If an Incomplete is not removed within this time limit, the Registrar will record a grade of "F" for that course. The Incomplete Policy does not apply to Capstone project course credit, which is set up on a variable credit basis so that the course can be repeated. A failing grade for a 1st semester capstone course requires the student to delay the spring semester segment of the capstone course and repeat the course the following fall. This allows the student to reestablish an academic focus for the study so that the student's subsequent achievement leads to success during the spring course and Capstone project completion at an acceptable level.

Satisfactory Progress

Students are expected to maintain a minimum 3.0 GPA in a master's program and a 3.5 in the Educational Specialist degree program. Probationary status will be assigned for one semester or course period if the GPA falls below the minimum established level. A graduate student will not be allowed to continue in the program if the GPA remains below the required level after the probationary period. A student on academic probation who raises his or her GPA above stated minimums will automatically be released from probationary status.

Graduate students must maintain a minimum 3.0 cumulative GPA and successfully complete 70% of attempted credits each term to be eligible for financial aid. Satisfactory academic progress for financial aid eligibility is evaluated separately from academic policies.

MASTER OF EDUCATION (M.ED.)

The Master of Education program seeks "...to enable students to become servant-leaders as a result of their education." This program is designed to prepare graduates to serve their school communities in the areas of leadership in reading, leadership in schools, and leadership in technology.

Student Learning Outcomes:

1. Students will be able to read and interpret research literature.
2. Students will be able to design and implement a research-based project.
3. Students will demonstrate personal efficacy as one who can lead educational change.
4. Students will accept appropriate service and leadership roles within the professional setting.
5. Students will be able to reflect critically on the educational theories that undergird instruction and leadership.
6. Students will be able to apply research and theoretical knowledge to instructional and leadership settings.

Admission Requirements

To be eligible for the M.Ed. program, applicants must have the following:

- a bachelor's degree from a regionally accredited, degree-granting institution;
- a minimum of a 3.0 undergraduate grade point average*;
- a valid teaching certificate*;
- a minimum of one year teaching experience*; and
- three completed recommendation forms that address the applicant's potential as a leader in reading, schools, or school technology.

Those holding graduate degrees or having performed satisfactorily in another graduate program are also eligible to apply. Applicants for admission are evaluated in terms of their undergraduate, and their graduate GPA (if applicable), recommendations, and other supporting documents. Graduate Record Examination or Miller Analogy Examination scores may be submitted in support of an application but are not required. Senior-level undergraduates with a GPA of 3.0 may register for elective graduate courses and workshops with permission of their advisor and the Director of Graduate Programs in Education. Courses may not be applied to both undergraduate and graduate programs.

****Provisional admission may be allowed if this requirement has not been met at the time of application to a program. Provisional admission is determined by the Director of Graduate Programs in Education. Students will be advised of any certification limitations or additional requirements.***

Time Limit

A student has seven years to complete a program from the date of the first course accepted in the program, which includes any transfer work. It should be noted that some programs are offered with courses scheduled specifically for a 2-year plan of study. Students who decide to delay their program completion are advised that course scheduling is not guaranteed beyond the initial plan of study. However, USF graduate program faculty are

committed to seeing students succeed and will assist in program planning and determining what options will be available when circumstances require a student to delay program completion. In some cases, where transfer or earlier coursework ages beyond the allowed range, a limited extension may be granted by the Director of Graduate Programs in Education. In cases where program coursework has aged in excess of a year beyond the allowed range, students must submit a written request to the Graduate Policies Committee for determination of program continuation. If program continuation is granted, students will be advised of requirements that reflect current program requirements and additional provisions set by the committee.

General Degree Requirements

The Master of Education program includes a minimum of 33 semester hours, with the following course distribution:

1. nine semester hours of core courses;
2. twenty-two semester hours in the area of professional specialization in reading and technology;
3. twenty-four semester hours in leadership;
4. two hours of electives for the reading and technology programs; and
5. successful completion of the capstone project or additional designated coursework.

For certification requirements in addition to the course requirements, students participating in some advanced programs must provide evidence of three years of experience on a valid certificate in an accredited K-12 school, one year of which includes classroom teaching experience or direct services to students.

Workshop Credits

No more than three semester hours of graduate credit received as workshop credit may be applied to the master's program. Such credit must be approved by the Director of Graduate Programs in Education. The workshops accepted must be conducted under the auspices of a regionally accredited, degree-granting institution and must be at the graduate level.

Capstone Project

The capstone project is completed during two courses that are the final practicum experiences of the degree program. Students receive instruction in basic research techniques and are required to apply and synthesize learning from the entire program in a research project designed to address the impact of leadership on student achievement. The project must benefit the school/district; requires a synthesis of knowledge, skills, and dispositions set forth in the USF Educator as Developing Professional Curriculum Model and program standards; and presents a review of current literature relevant to the topic. In addition, the project should be focused on creating positive change in the school leading to increased student achievement, as well as providing valid recommendations for future research. A Capstone Project proposal is presented by the student to the Chairperson of the University's Graduate Committee and must 1) be approved prior to the collection of data and 2) must hold

to the highest ethical standards of research as designated by the USF Institutional Review Board. The project is presented according to the specific procedures outlined in the *Graduate Program Handbook*. Satisfactory completion of a Capstone Project or designated coursework is required to complete the degree programs in leadership, reading, and technology.

Second Master's Degree

In most cases, a student seeking a second master's degree will earn a minimum of 24 semester hours at the University specific to his or her second master's degree program. Program completion must include coursework in research techniques, coursework aligned to program and department standards, and coursework conveying the professional core. Official transcripts of previous coursework and initial advanced degree completion must be submitted to the Director of Graduate Programs in Education. The Director will review the previous program and coursework to determine what additional USF coursework will be required of the candidate in order to fulfill program expectations. The Director will then develop a degree plan that meets the needs of the student and is relevant to the desired program. Factors such as the age of the previous degree and coursework alignment will be considered by the Director in determining additional hours required to complete a second master's degree.

Second Major

For those students who have already completed a master's degree in leadership, reading, or technology from the University, a second major may be earned by completing the remaining 12-18 semester hours required for the second major. An additional Capstone Project will not be required. Factors such as the age of the first degree and coursework alignment will be considered by the Director of Graduate Education Programs, who will assist the student in devising an approved plan of study.

Master of Education Course Requirements

Master of Education Core Courses

□ EDU 501	Professional and Ethical Leadership	3
□ EDU 521	Curriculum Development and Design or	3
EDU 557	Literacy Across Disciplines for Middle Level and ELL Learners (Leadership in Reading)	3
□ EDU 585	Research Methods	3

Leadership in Reading Concentration

The leadership in reading concentration prepares educators to assume leadership roles in curriculum development, staff development, and evaluation of literacy at the K-12 levels. This concentration meets USF, state, and national standards. In completing this area of specialization, graduates are eligible for South Dakota Department of Education certification as a K-12 reading specialist. In addition, three years of experience in teaching is required for certification.

□ EDU 517	Constructive Literacy Assessment	3
□ EDU 518	Practicum: Teaching Diverse Literacy Learners	3
□ EDU 536	Adolescent Literacy	3
□ EDU 537	Foundations of Literacy	3
□ EDU 538	Practicum: Literacy (K-12)	3

□ EDU 551	Professional, Student, and Staff Development	3
□ EDU 588	Practicum: Qualitative Inquiry in Literacy Learning (fall and spring)	2/2
□ Electives		2

Student Learning Outcomes:

1. Reading professionals will use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
2. Reading professionals will use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
3. Reading professionals will create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
4. Reading professionals will view professional development as a career-long effort and responsibility.

Leadership in Schools Concentration

The leadership in schools concentration prepares educators to assume administrative and leadership roles in implementing and stewarding a vision for effective schools, developing and assessing curriculum, providing for a positive school culture, managing resources and schools in a professional and ethical manner, and collaborating with families and communities within the larger context of education. This concentration meets USF, state, and national standards for preparation of principals, curriculum directors, and supervisors. Students completing this concentration who wish to be school principals may apply for a South Dakota administrator's certificate provided they have completed a minimum of three years of teaching experience on a valid certificate in an accredited K-12 school. One of those years must be as a classroom teacher or in another position that provides direct services to students.

□ EDU 522	Practicum: Curriculum Development and Design-Elementary Emphasis or	3
EDU 530	Practicum: Curriculum Development and Design-Secondary Emphasis	3
□ EDU 531	Legal Foundations of Education	3
□ EDU 532	Practicum: School Law Applications for Student Discipline and Staff Development	3
□ EDU 551	Professional, Student, and Staff Development	3
□ EDU 561	Management of School and Community Resources	3
□ EDU 562	Diversity Issues in Education	3
□ EDU 566	Site-Based Fiscal Administration	2
□ EDU 589	Practicum: Critical Issues Research Seminar (fall and spring)	2+2

Student Learning Outcomes:

1. School leaders will facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
2. School leaders will promote a positive school culture, providing an effective instructional program, applying best

practices to student learning, and designing comprehensive professional growth plans for staff.

3. School leaders will manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
4. School leaders will collaborate with families and other community members, respond to diverse community interests and needs, and mobilize community resources.
5. School leaders act with integrity and fairness and in an ethical manner.
6. School leaders will understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
7. Through an internship experience, school leaders will apply what they've learned and develop the skills identified in outcomes 1-6 through substantial, sustained, standards-based work in real life settings.

Leadership in Technology Concentration

The leadership in technology concentration prepares educators for effective and innovative uses of technology in K-12 education settings. This concentration meets USF, state, and national standards. In addition to supporting students' development of educational technologies and technology literacy, the program builds on technology knowledge and skills to improve learning and teaching. This concentration prepares educators to assume leadership roles in implementing, supervising, and managing technology resources at the school level. Graduates of this program can become local experts and change agents for technology in their schools as technology integrationists.

☐ EDU 504	Telecommunications in Education	3
☐ EDU 514	Teaching and Learning with Technology	3
☐ EDU 531	Legal Foundations of Education	3
☐ EDU 535	Practicum: Applying Educational Technology	3
☐ EDU 554	Leadership Issues in Ed. Technology	3
☐ EDU 564	Multimedia/Hypermedia Applications in Education	3
☐ EDU 587	Technology Planning and Implementation (fall and spring)	2/2
☐ Electives		2

Student Learning Outcomes:

1. Technology specialists will facilitate and inspire student learning and creativity.
2. Technology specialists will design and develop digital-age learning experiences and assessments.
3. Technology specialists will model digital-age work and learning.
4. Technology specialists will promote and model digital citizenship and responsibility.
5. Technology specialists will engage in professional growth and leadership.

PreK-8 School Principal Endorsement (5 year authorization)*

Requirements: This coursework is designed for educators without any prior administrative endorsements. In addition to the course requirements, educators seeking this endorsement must provide evidence of three years of teaching experience on a valid certificate in an accredited K-12 school—one year of which includes classroom teaching experience or direct services to students—or pass the Praxis II exam for school administration.

☐ EDU 501	Professional and Ethical Leadership	3
☐ EDU 521	Curriculum Development and Design	3
☐ EDU 522	Practicum: Curriculum Development and Design-Elementary Emphasis	3
☐ EDU 531	Legal Foundations of Education	3
☐ EDU 551	Professional, Student, and Staff Development	3
☐ EDU 562	Diversity Issues in Education	3

*If the student holds a previous Master's degree in education, the five-year limitation does not apply.

PreK-12 School Principal Endorsement (5 year authorization)*

Requirements: This coursework is designed for educators without any prior administrative endorsements. In addition to the course requirements, educators seeking this endorsement must provide evidence of three years of teaching experience on a valid certificate in an accredited K-12 school—one year of which includes classroom teaching experience or direct services to students—or pass the Praxis II exam for school administration.

☐ EDU 501	Professional and Ethical Leadership	3
☐ EDU 521	Curriculum Development and Design	3
☐ EDU 522	Practicum: Curriculum Development and Design-Elementary Emphasis	3
☐ EDU 530	Practicum: Curriculum Development and Design-Secondary Emphasis	3
☐ EDU 531	Legal Foundations of Education	3
☐ EDU 551	Professional, Student, and Staff Development	3
☐ EDU 562	Diversity Issues in Education	3

*If the student holds a previous Master's degree in education, the five-year limitation does not apply.

7-12 School Principal Endorsement (5 year authorization)*

Requirements: This coursework is designed for educators without any prior administrative endorsements. In addition to the course requirements, educators seeking this endorsement must provide evidence of three years of teaching experience on a valid certificate in an accredited K-12 school—one year of which includes classroom teaching experience or direct services to students—or pass the Praxis II exam for school administration.

☐ EDU 501	Professional and Ethical Leadership	3
☐ EDU 521	Curriculum Development and Design	3
☐ EDU 530	Practicum: Curriculum Development and Design-Secondary Emphasis	3
☐ EDU 531	Legal Foundations of Education	3
☐ EDU 551	Professional, Student, and Staff Development	3
☐ EDU 562	Diversity Issues in Education	3

*If the student holds a previous Master's degree in education, the five-year limitation does not apply.

PreK-8 School Principal Endorsement

Requirements: This coursework is designed for educators who currently possess a valid secondary administrative endorsement. In addition to the course requirements, educators seeking this endorsement must provide evidence of three years of teaching experience on a valid certificate in an accredited K-12 school, one year of which includes classroom teaching experience or direct services to students.

- ☐ EDU 522 Practicum: Curriculum Development and Design-Elementary Emphasis 3
- ☐ EDU 562 Diversity Issues in Education 3

7-12 School Principal Endorsement

Requirements: This coursework is designed for educators who currently possess a valid elementary administrative endorsement. In addition to the course requirements, educators seeking this endorsement must provide evidence of three years of teaching experience on a valid certificate in an accredited K-12 school, one year of which includes classroom teaching experience or direct services to students.

- ☐ EDU 530 Practicum: Curriculum Development and Design-Secondary Emphasis 3
- ☐ EDU 562 Diversity Issues in Education 3

Reading Specialist Authorization

Requirements: In addition to the course requirements, educators seeking this authorization must provide evidence of three years of teaching experience on a valid certificate in an accredited K-12 school, one year of which includes classroom teaching experience or direct services to students. Students must also already hold a Master of Education degree. Similar courses offered by regionally accredited institutions may be substituted for the course requirements below if approved by the Director of Graduate Programs in Education and the Certification Officer.

- ☐ EDU 517 Constructive Literacy Assessment 3
- ☐ EDU 536 Adolescent Literacy 3
- ☐ EDU 537 Foundations of Literacy 3
- ☐ EDU 538 Practicum: Literacy (K-12) **or** 3
- EDU 518 Practicum: Teaching Diverse Literacy Learners 3
- ☐ EDU 557 Literacy Across the Curriculum for Middle Level and ELL Learners 3

MASTER OF EDUCATION IN TEACHING (M.ED.)

Program Description

The purpose of this program is to provide qualified candidates an additional route to teacher certification. This graduate-level course of study is for those candidates who currently hold a non-teaching baccalaureate degree, who desire teaching certification at the secondary level in their major or related area, and who wish to simultaneously pursue a Master of Education degree. The coursework includes online and evening delivery, allowing candidates to continue full-time employment until the final professional semester of the program. During the final semester the student must attend full time to complete a semester of student teaching experience.

Admission Requirements

To be eligible for the M.Ed. in Teaching program, students must meet the following established criteria:

- baccalaureate degree with an academic major that aligns with those currently offered at the University or, for those who hold a degree in a related area, demonstrated competency by an appropriate Praxis score;
- minimum 2.6 grade point average or appropriate disposition and demonstrated knowledge and skill in a related field for provisional entrance;
- 3.0 grade point average for unconditional entrance;
- three completed recommendation forms that address the applicant's disposition as a teacher/leader in the classroom;
- completion of the Praxis II exam in the applicant's undergraduate major content area, taken within the first nine semester hours of graduate coursework; and
- internet and email access.

Time Limit

Although students have seven years to complete the program from the date of the first course accepted into the program, it is expected that the work be completed within two years. The student teaching semester requires full-time student status and participation.

Student Learning Outcomes

Student learning outcomes conform to the standards adopted by the Interstate New Teacher Assessment and Support Consortium (INTASC), which are:

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands how children and youth learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
3. The teacher understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse

cultural backgrounds and with exceptionalities.

4. The teacher understands and uses a variety of instructional strategies to encourage the students' development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of his or her learners.
9. The teacher is a reflective practitioner who continually evaluates the effects of her or his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10. A teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support their students' learning and well being.

Degree and Certification Requirements

The Master of Education in Teaching program includes 34 semester hours. The recommended schedule is six semester hours per semester, including the summer session. The final professional semester requires full-time attendance for ten credit hours which include EDU 525 *General and Secondary/K-12 Content Methods*, EDU 555 *Research and Instructional Management*, and EDU 556 *Secondary Student Teaching*. Applicants are required to pass the Praxis II (Content) exam according to South Dakota Department of Education designated cutoff scores. Because the results serve as basis for academic advising, content Praxis tests must be passed within the first nine semester hours of graduate work. Additional teaching endorsements require a passing Praxis II score. Prior to applying for South Dakota certification, candidates must meet South Dakota DOE minimum requirements for both the Praxis II Content and the Principles of Learning and Teaching exams.

M.Ed. in Teaching required courses:

□ EDU 505	Human Relations	3
□ EDU 506	Foundations of Education	3
□ EDU 508	Pedagogy for Middle- and Secondary-Level Educators	3
□ EDU 557	Literacy Across the Curriculum for Middle Level and ELL Learners	3

❑ EDU 514	Teaching and Learning with Technology	3
❑ EDU 515	Exceptional Students	3
❑ EDU 525	Secondary/K-12 Content Methods	2-3
❑ EDU 526	Educational Psychology and Evaluation	3
❑ EDU 533	Native American Studies	3
❑ EDU 555	Research and Instructional Management	3
❑ EDU 556	Secondary Student Teaching	5

M.Ed. Courses

EDU 501 Professional and Ethical Leadership

This course is a study of leadership theories and principles as applied in educational settings. Various leadership definitions, leadership styles, characteristics, and skills are explored and tested in class and in students' workplace environments. Attention is given to ethical reasoning and moral development within the framework of an open Christian worldview. (3 s.h.)

EDU 504 Telecommunications in Education

This course will cover a variety of ways to use technology to communicate in education environments. Students will gain experience with using wikis, blogs, webpages, podcasts, social networking, chat rooms, virtual worlds, and other forms of communication used on the Web. (3 s.h.)

EDU 505 Human Relations

This course equips educators with the tools necessary to manage diversity by examining how best to teach students from social situations different from their own and how to reduce prejudice and promote harmony among groups. This course meets the South Dakota requirement for certification. (3 s.h.)

EDU 506 Foundations of Education

This course is an introduction to the history, philosophy, and purposes of American Schools. It explores teacher roles, as well as the historical, philosophical, political, and sociological foundations of education. (3 s.h.)

EDU 508 Pedagogy for Middle- and Secondary-Level Educators

(M.Ed. in Teaching cohort participants only.) The purpose of this course is to familiarize participants with insights and strategies necessary for working effectively as middle-level and secondary teachers. Students will have the opportunity to construct, teach, and analyze a short lesson. Emphasis will be placed on lesson design, adolescent psychology, and the special needs of students who are considered "at-risk." (3 s.h.)

EDU 514 Teaching and Learning with Technology

This course focuses on the integration of technology into the school curriculum. It explores educational and management software, productivity tools, emerging technologies, instructional strategies, trouble-shooting, and key issues and trends related to technology in the teaching and learning environment. (3 s.h.)

EDU 515 Exceptional Students

An introductory study of the history, philosophy, and legal implications of educating exceptional children. This course includes identification and classification of various exceptionalities and the identification of effective educational strategies within an inclusive classroom setting. Course experiences provide opportunities for interaction with community resource persons. (3 s.h.)

EDU 517 Constructive Literacy Assessment

This course centers on the constructive review of a variety of formal and informal assessments. The assessments provide the basis for professional decision-making practices needed by literacy specialists to interpret, plan, and evaluate effective instruction for readers and writers of all ability levels and backgrounds.

Class participants will develop an understanding of benchmarks and standards for proficient reading and writing. A balance of objective evaluation and student-centered observation will provide a strong basis for monitoring literacy achievement at both an individual and a school level. Emphasis will be placed on effective communication of assessment information to various audiences. The concepts presented will emphasize the teacher as evaluator, manager, and communicator. (3 s.h.)

EDU 518 Practicum: Teaching Diverse Literacy Learners

This course requires educators to use a variety of assessment tools and practices to interpret, plan, and provide effective reading instruction for readers and writers of varied ability levels and backgrounds. Particular emphasis will be placed on the special needs of struggling readers and English Language Learners (ELL). Current research in brain-based learning principles is examined along with strategies for meeting the literacy needs of all students in today's diverse populations. Educators will participate in an inquiry-based study of specific student needs. Emphasis will be placed on communication of assessment information to various audiences. The concepts presented will emphasize the teacher as evaluator, servant leader, cognitive mediator, manager, researcher, and communicator. Prerequisite: Successful completion of EDU 517. (3 s.h.)

EDU 521 Curriculum Development and Design

The central intent of this course is to provide students with the knowledge and skills necessary to exercise leadership in curriculum at several levels and in many roles. This course is designed to assist leaders in bridging the gap between the curriculum guide and what is actually taught. The course will feature a theoretical component and practical applications for educators to use in their schools to implement standards developed by professional organizations, state departments, local school districts, and classroom teachers. Conceptual tools for making curricular decisions and processes of curriculum development will be discussed. (3 s.h.)

EDU 522 Practicum: Curriculum Development and Design-Elementary Emphasis

Graduate students will demonstrate leadership through a focus on curriculum and its centrality to student success and increased achievement. Following USF EDPCM and ELCC standards, candidates will complete project-based learning and practicum experiences at their respective school sites to develop knowledge, skills, and dispositions to implement and steward a vision for effective schools with positive cultures. Students will synthesize prior learning from EDU 521 to gain a leadership perspective that understands the larger context of schools and districts as influenced by professional and ethical leaders in collaborating with families, school staff, and communities. (3 s.h.) Prerequisite: EDU 521 or equivalent course.

EDU 525 Secondary/K-12 Content Methods

Students will receive specific methods relative to their content area in this course, which will prepare students to use and adapt effective instructional methods by introducing the major methods used by classroom teachers. Topics covered are curriculum materials, teaching methods, communication strategies, motivation, and evaluation techniques. Students seeking certification in a K-12 area will be required to take the

additional credit in order to meet methods requirements for both elementary and secondary instruction. (2-3 s.h.)

EDU 526 Educational Psychology and Evaluation

This course focuses on the application of psychology to educational practice, emphasizing psychological foundations of learning. It includes an overview of evaluation processes such as the development of instructional objectives, test construction, portfolio assessment, and grading. The content of this course has obvious potential value for the student who is preparing to enter the teaching profession. The activities, reading, writing, discussion, and reflection are designed to increase understanding of learners at all levels, learning theories, instructional models, and assessment. Focus is on the processes by which information, skills, values, and attitudes are exchanged between teachers and students. (3 s.h.)

EDU 530 Practicum: Curriculum Development and Design-Secondary Emphasis

Graduate students will demonstrate leadership through a focus on curriculum and its centrality to student success and increased achievement. Following USF EDPCM and ELCC standards, candidates will complete project-based learning and practicum experiences at their respective school sites to develop knowledge, skills, and dispositions to implement and steward a vision for effective schools with positive cultures. Students will synthesize prior learning from EDU 521 to gain a leadership perspective that understands the larger context of schools and districts as influenced by professional and ethical leaders in collaborating with families, school staff, and communities. (3 s.h.) Prerequisite: EDU 521 or equivalent course.

EDU 531 Legal Foundations of Education

By building an awareness and understanding of legal provisions, statutory requirements, and regulatory standards, students will gain knowledge and skills in managing school/district organizations. Students will consider policy development, ethical responsibility in educational political systems, and involvement of citizens and board members in order to exercise professional and ethical decision making in view of the larger context of education. (3 s.h.)

EDU 532 Practicum: School Law Applications for Student Discipline and Staff Development

Students will gain the knowledge, skills, and disposition to successfully meet legal requirements; write and apply appropriate policies; and practice ethical responsibility in either an elementary, middle, or secondary school in situations involving student discipline, staff development, staff evaluation, and special education. Graduate students will complete assignments regarding effective professional development and evaluations for certified and non-certified staff, as well as develop and apply policies that promote a positive school culture and a safe learning environment. Included in the requirements are a shadowing experience and development of a final vision paper. Consideration will be given to moral and ethical implications of policies and regulations. (3 s.h.) Prerequisites: EDU 531 and EDU 551.

EDU 533 Native American Studies

Gaining understanding of the backgrounds and ways of life of Native American peoples, especially of those in America, is

a fundamental aspect of the course experience. The course includes the study of methods and techniques to enhance the learning opportunities for Native American children in the K-12 classroom. This course fulfills the requirement for South Dakota teacher certification. (3 s.h.)

EDU 535 Practicum: Applying Educational Technology

This practicum will focus on observing and integrating technology into K-12 classes. Students will develop a portfolio as evidence of the growth in theory, practice, and application of instructional technology. (3 s.h.)

EDU 536 Adolescent Literacy

The unique needs of the adolescent literacy learner are examined in this course. Foundational principles based on current research provide an opportunity to develop understanding of workshop approaches for reading and writing designed to provide rigor and relevance for students in grades 4-8. (3 s.h.)

EDU 537 Foundations of Literacy

This course explores the foundational knowledge about reading and writing processes, instructional practices, and curriculum materials needed by literacy specialists to support the creation of effective literacy environments that support all readers and writers. The course explores theoretical principles and practices based on current research with an emphasis on early literacy acquisition. The role of language and cognitive development in learning to read forms the foundation for study. Emergent and early instructional approaches provide a theory to practice experience. The concepts presented will emphasize the teacher as cognitive mediator, evaluator, manager, communicator, and researcher. (3 s.h.)

EDU 538 Practicum: Literacy (K-12)

This course includes the application of literacy curricula from developmental reading and writing programs. Students apply research-based knowledge of strategies for phonemic awareness, word identification, vocabulary and background knowledge, fluency, comprehension strategies, and motivation used in fluent reading. Students will also demonstrate the application of skills required by literacy specialists that show support for readers and writers of all abilities and backgrounds, knowledge of children's and adolescent literature, application of leadership skills, integration of technology into the curriculum, development of classroom study aids, and program adaptations that support the development of an effective literacy environment. The concepts presented will emphasize the teacher as cognitive mediator, servant-leader, evaluator, communicator, and researcher. Prerequisites: EDU 537 (3 s.h.).

EDU 551 Professional, Student and Staff Development

Graduate students will add to their vision of effective schools by gaining knowledge, skills, and dispositions associated with supervision of classroom and school instruction that builds positive school cultures. Students learn to plan and implement direct assistance to teachers and non-instructional staff, to plan and evaluate staff development programs, and to research exemplary school-wide discipline models. Participants will understand the importance of leadership influence toward managing human and professional development resources to promote student success and build collaboration with stakeholders. (3 s.h.)

EDU 554 Leadership Issues in Educational Technology

This online course will focus on researching key issues that surround the use of technology in K-12 school systems. Issues include the roles of technology, management, assessment, trends, technology's impact on schools, staff development, and legal and ethical concerns. (3 s.h.)

EDU 555 Research and Instructional Management

This class gives prospective teachers information and strategies regarding the organization and management of teaching. The South Dakota Teacher Education Competencies, national Interstate New Teachers Assessment and Support Consortium standards, and the USF Educator as Developing Professional Curriculum Model provide the framework for this course. (3 s.h.)

EDU 556 Secondary/K-12 Student Teaching

This course involves teaching in the secondary or K-12 school environment under the direction and supervision of classroom and university teachers. A portfolio is required as part of the application process, which is completed the semester prior to student teaching. (5 s.h.)

EDU 557 Literacy Across the Curriculum for Middle Level and ELL Learners

Application of literacy strategies across all curricular areas and in a variety of contexts is the focus of this course. The use of children's and adolescent literature integrated throughout the disciplines will provide strategic use of a variety of text features and structures. Attention is given to the needs of English Language Learners and reading in the middle school. (3 s.h.)

EDU 561 Management of School and Community Resources

During this course, students will cast a clearer vision of how best to utilize leadership skills based on integrity, ethical behavior, and servanthood in order to manage a school's financial and other resources. Additional focus will be given to collaboration among families, school, and community service providers in order to offer needed programs and services for students. Students will also consider use of technology and information systems to enhance management and develop an effective community relations program. (3 s.h.)

EDU 562 Diversity Issues in Education

This course will prepare school leaders with the background necessary to work with a broad spectrum of people from the school and community to reduce barriers to student learning. The course will increase the student's understanding of diversity issues in special education, religion, literacy, poverty, gender, and culture. (3 s.h.)

EDU 564 Multimedia/HyperMedia Applications in Education

This course will focus on the use of interactive multimedia and hypermedia for instruction. Topics addressed include the use of digital video editing, scanners, digital cameras, presentation software, presentation equipment, K-12 multimedia software, and research on the uses of multimedia/hypermedia in education. (3 s.h.)

EDU 566 Site-Based Fiscal Administration

This course will prepare building-level school leaders to use

problem-solving skills in responsible fiscal planning, budgeting, allocating, and monitoring of resources to promote student learning. Candidates will examine the various resources available to generate additional revenue and will design a long-range fiscal plan. Course focus will comprise fiscal, human, and material resources as well as student learning, safety, curriculum, and instruction. (2 s.h.)

EDU 585 Research Methods

An introduction to the basics of research, including principles of behavioral studies, research terminology, structure of research reports, measurement and interpretation of statistics, types of research, and planning a research project. Emphasis will be on enabling the practicing professional to evaluate and implement research effectively and ethically. (3 s.h.)

EDU 587 Technology Planning and Implementation

(Formerly EDU 574) Students will design, implement, and evaluate a technology project that will benefit the faculty and/or students in their school or school district. In this course, students will engage in the process of completing a school technology project required for degree completion. Special note: This capstone course continues throughout a full school year. Students register for the two-credit course in the fall semester and again in the spring semester. Credits are repeatable. (4 s.h., two earned each semester)

EDU 588 Practicum: Qualitative Inquiry in Literacy Learning

(Formerly EDU 598) The practicum Qualitative Inquiry in Literacy Learning (QuILL) provides opportunities for students to engage in action research, a reflective process of problem solving during which reading specialists demonstrate their leadership in making curriculum decisions. Students will develop a qualitative action research study culminating in the publication of a research article. Within the Fredrikson School of Education's curriculum model of educator as developing professional, this course will emphasize the components of researcher, communicator, and evaluator. The ensuing research will serve as a synthesis and capstone aligned to the International Reading Association *Standards for Reading Professionals*. Prerequisite: EDU 585 and EDU 558 K-12. Special note: The research project continues throughout a full school year. Students register for the two-credit course in the fall semester and again in the spring semester. Credits are repeatable. (4 s.h., two earned each semester)

EDU 589 Practicum: Critical Issues Research Seminar

(Formerly EDU 592) This course provides students with information and a variety of experiences that will benefit them as new administrators. Students will complete a final leadership project based on the course information and their own research. A written document will be submitted, and students will make an oral presentation to an audience of their peers and selected others in a symposium format. Students will be evaluated on the basis of class participation and completion of assignments/activity log in addition to the quality of their written and oral presentation. Special note: This capstone course continues throughout a full school year. Students register for the two-credit course in the fall semester and again in the spring semester. Credits are repeatable. (4 s.h., two earned each semester)

EDU 591 Special Topics

Courses offered at irregular intervals, the topic of which is

determined by student and faculty interest. Prerequisite: Consent of instructor. (1-3 s.h.)

EDUCATIONAL SPECIALIST (ED.S.) DEGREE PROGRAM

The purpose of the education specialist degree program is to prepare graduates to effectively lead school districts in ways that will ensure successful student achievement. This concentration meets USF, state, and national standards for preparation of superintendents, curriculum directors, and supervisors.

Student Learning Outcomes:

1. The student as a servant leader will demonstrate the compassion of Jesus Christ by creating a caring educational community in which each individual may achieve intellectual and personal growth.
2. The student will create a compelling, sustainable personal and organizational vision and purpose.
3. The student will understand how to influence change and manage educational systems that are part of a larger context designed to increase student achievement.
4. The student will understand and communicate a clear vision of effective teaching and learning.
5. The student will understand the necessity of working closely with all stakeholder groups to stay focused on an articulated vision of student achievement.
6. The student will understand the importance of his or her role as an educator of school board members in working collaboratively with board members within appropriate board functions and parameters.
7. The student will understand the importance of encouraging staff to grow professionally in ways that support and improve student achievement.
8. The student will be proactive and influence the direction of state policies and the effectiveness of professional associations.
9. The student will understand the importance of developing a comprehensive assessment approach to student, staff, and program evaluation leading to student and school success.
10. The student will embrace his or her role as a leader committed to improving the organization, implementing effective operational plans, managing financial resources, and utilizing technology to enable a viable curriculum for all students.

The education specialist degree program is designed for school administrators who have full-time jobs. A cohort of students accepted into the program will take coursework in a prescribed sequence. Class sessions occur during both the academic year and summer term and include supervised internship projects throughout the program. Courses offered during the academic year are delivered through a combination of Saturday classes held once a month on the USF campus along with online components for off-campus participation between class sessions.

Admission Criteria

- Three years of verified experience on a valid certificate in an accredited K-12 school, one year of which includes classroom teaching experience or direct services to students.*
- Master's degree from a regionally accredited college or

university.

- Minimum 3.5 G.P.A. from master's degree work.*
- Three completed USF recommendation forms that address the applicant's potential as a leader of a school district.
- Internet and email access.

*Provisional admission may be allowed if the asterisked requirements above are not met at the time of application to a program. Provisional admission is determined by the Director of Graduate Programs in Education and students will be advised of any certification limitations and additional requirements.

Degree Requirements

A candidate's achievement of initial district-level leadership competencies is demonstrated through successful completion of a written comprehensive exam at the end of designated coursework. For the usual plan of study, comprehensive exams follow the first 15 semester hours of coursework (alternative plans of study comprising a modified sequence of courses must be approved by the Director of Graduate Programs in Education). To complete the program and to earn the advanced degree, the student must submit a professional performance portfolio and pass the evaluation process at the completion of the required 30 semester hours of coursework. The education specialist degree for superintendents is designed to be completed as a cohort within a two-year time period.

Required courses:

❑ EDU 600	Introduction to District-Level Leadership	3
❑ EDU 615	Technology Applications for Districts	3
❑ EDU 620	School Finance	3
❑ EDU 625	Intergovernmental Relationships	3
❑ EDU 640	Curriculum and Assessment	3

Upon completion of the coursework listed above, students must complete comprehensive written exams. After successful completion of prescribed coursework and comprehensive exams, students become eligible to apply for the 10-year endorsement for superintendent as specified in the administrative rules of South Dakota.

❑ EDU 645	Administration of Special Education	3
❑ EDU 650	Educational Statistics	3
❑ BUS 510	Managerial Communications	3
❑ BUS 520	Managing Organizational Dynamics	3
❑ BUS 558	Current Issues in Management	3

Upon completion of the 30 semester hours (s.h.), students must submit a professional portfolio containing artifacts from coursework projects that demonstrate competencies for the position of school superintendent as aligned to FSoE and program standards. After successful completion of all program requirements, students become eligible to apply for the Career School Superintendent endorsement as specified in Administrative Rules of SD.

Student Requirements for Program Completion

- Three years of verified experience on a valid certificate in an

accredited K-12 school, one year of which includes classroom teaching experience or direct services to students.

- Successful completion of the ten required courses (30 semester hours) including the practica components throughout the program.
- Successful completion of the written comprehensive exam.
- Successful completion of the professional performance portfolio.

Time Limit

Though students are expected to complete the program according to the usual plan of study over a two-year period, USF acknowledges that occasionally unforeseen circumstances require a delay. Students have seven years to complete a program from the date of the first course accepted in the program, which includes any transfer work. It should be noted that the Ed. S. program is offered with courses specifically scheduled for a two-year plan of study. Students who decide to delay their program completion are advised that course scheduling is not guaranteed beyond the initial plan of study. However, USF graduate program faculty are committed to advising students and will assist in program planning and determining what options will be available when circumstances require a student to delay program completion. In some cases, where transfer or earlier coursework ages beyond the allowed range, a limited extension may be granted by the Director of Graduate Programs in Education. In cases where program coursework has aged in excess of a year beyond the allowed range, students must submit a written request to the Graduate Policies Committee for determination of program continuation. If program continuation is granted, students will be advised of requirements that reflect current program requirements and additional provisions set by the Committee.

Educational Specialist (Ed.S.) Degree

EDU 600 Introduction to District-Level Leadership

This course provides an overall understanding and knowledge of school district-level administration. Information in this course will help the participants prepare for successful district-level leadership. (3 s.h.)

EDU 615 Technology Applications for Districts

This course will prepare administrators to take full advantage of technology to improve personal productivity and to maximize school district management and communication toward increased student achievement. Administrators will gain leadership skills and experiences that will help them position technology appropriately in their school districts, enabling schools to utilize new and emerging technologies to better serve their students and communities. (3 s.h.)

EDU 620 School Finance

School finance introduces district-level leaders to principles of fiscal planning, budgeting, allocating, and monitoring resources according to district priorities and governmental regulations. Course instruction includes ways to enhance a positive district culture through collective bargaining between school board members and staff. Founded on professional and ethical leadership, students will learn different approaches to allocating resources to schools. Students will gain expertise in negotiation and decision-making skills along with increasing their understanding of conflict resolution. (3 s.h.)

EDU 625 Intergovernmental Relationships

This course is designed to enhance the knowledge, skills, and dispositions necessary to establish and maintain effective working relationships with the local governing board, state and federal legislators, and government agencies. Students are introduced to different approaches of educational politics and policy making including macro- and micro-politics. Strategies are studied and practiced to influence and relate public policy initiatives to student welfare and the district's vision, mission, and priorities in the larger contexts of education. (3 s.h.)

EDU 640 Curriculum and Assessment

This course builds leadership knowledge, skills and dispositions in PK-12 curricula development and assessment. District-level leadership should carry the vision for the primary responsibility schools have toward a guaranteed and viable curriculum. Leadership in PK-12 curricula includes strategic planning for curriculum impact, writing school board policies and regulations, applying decision-making skills to curricular issues in light of historical and regulatory influences, budgeting for curricula relevance and change, managing staff development, assessing curricula effectiveness, and preparing leaders to integrate faith in learning. This course emphasizes all components of the USF "Educator as Developing Professional Curriculum Model" as the roles relate to effective curriculum and instruction. (3 s.h.)

EDU 645 Administration of Special Education

This course includes a study of federal and state laws and regulations mandating the provision of special education and related services to children with disabilities. District leaders are responsible for guaranteeing access to designated curriculum and providing equitable opportunity for all children to learn.

Candidates will gain knowledge, skills, and dispositions needed for complying with Section 504, ADA, and other significant state and federal laws addressing student rights to a free and appropriate public education along with the processes needed for the delivery of services for exceptional needs at the school district level. (3 s.h.)

EDU 650 Educational Statistics

In this course statistical techniques will be treated as tools that are used not only to analyze and organize information but to make inferences from the data. The course will assist the participant in recognizing and emphasizing the correct use of statistics by exposing the participant to discussions and exercises in the methods and applications of statistics. (3 s.h.)

BUS 510 Managerial Communications

This course focuses on increasing understanding of the role and value of communication in organizations. In addition, students will be exposed to proficient use of executive communication skills including nonverbal communication, formal presentations, group discussions, and interpersonal and intercultural communication. (3 s.h.)

BUS 520 Managing Organizational Dynamics

This course will examine the development of organizational theory along with the application of behavioral science concepts to understanding individual and group behavior in organizations. Students will develop the analytical skills necessary to interpret research findings in the area of study. The purpose of this course is to provide a general understanding of possible managerial approaches to particular problems and introduce ways to analyze the various social costs and benefits associated with any given approach. (3 s.h.)

BUS 558 Current Issues in Management

The course focuses on current, ever-changing issues facing organizations in a competitive business environment. Course content is designed to provide students with an overall understanding of real-world business issues from an integrated, multi-functional perspective. (3 s.h.)

COLLABORATIVE DOCTORATE IN EDUCATIONAL LEADERSHIP

University of Sioux Falls and University of St. Thomas

The University of Sioux Falls (USF) and the University of St. Thomas (UST) of St. Paul, Minnesota cooperate in an articulation agreement to offer a collaborative doctorate (Ed.D.) in educational leadership. Provisions of this arrangement include seamless acceptance of 30 semester hours of coursework from USF's educational specialist degree program for superintendents into the UST doctorate program. In addition, arrangements have been made to consider applicants that may have completed coursework at other institutions prior to the doctoral level work. Courses for the program will be offered by UST on the USF campus one Friday evening-Saturday class session per month. Students who successfully complete the program will receive their degree from UST with a notation on the diploma indicating the collaborative arrangement with USF.

Students in the program will complete one course at a time in the once-a-month meeting format. The doctorate portion of the degree program consists of 42 semester hours, 12 of which are dissertation hours. A person must already hold a master's degree to be eligible for application to the program. The duration of the coursework for the cohort is approximately three years. However, time may extend beyond this due to the dissertation requirements. The time to complete the dissertation varies among individuals. The degree must be completed within a seven-year timeframe from the acceptance of the first course into the program. All coursework will be held on the USF campus and/or with some online components assuming that the student remains with the cohort as it progresses through the program. If a course is missed, there are options to take it in another location since the program is replicated on the St. Paul campus at various times during the year. By design, program autonomy is maintained by each institution in the agreement. Thus, tuition and policies regarding specific academic programs are established by each university, including acceptance of transfer credits from other institutions. The UST doctorate has all necessary state approvals and is accredited with the North Central Association Higher Learning Commission.

Student Learning Outcomes:

1. Students will contribute to a culture of intellectual challenge and support within a community of learners.
2. Students will deepen understanding of leadership and organizational theory.
3. Students will analyze critical leadership issues related to equity, global interdependence, conflicting cultural values, and accelerating social and technological change.
4. Students will examine ethical dimensions of policy and decision making.
5. Students will utilize research, critical analysis, and imagination in planning, problem solving, and evaluation.

Admission Requirements

All students must complete the appropriate UST application forms and meet UST admission requirements. The Miller

Analogies Test (MAT) is required as part of the admission's process and arrangements have been made to administer the test for applicants to this program on the USF campus. Students completing the USF education specialist degree may have the Miller Analogies Test (MAT) requirement waived if they are recommended by the USF Director of Graduate Education Programs. Should a student not receive this recommendation, he or she may take the MAT and still be considered for admission. All doctoral admission decisions rest with the University of St. Thomas. Participation in the USF educational specialist degree program does not guarantee admission into the collaborative doctoral program with UST. Normal admission procedures must be followed by all applicants.

Financial Aid

Students in the doctoral program may be eligible to receive federal financial aid. Financial aid for the doctoral program is applied for and issued through the University of St. Thomas Financial Aid Office.

University of St. Thomas Doctor of Education Degree

The University of St. Thomas Doctor of Education degree builds upon USF Ed.S. degree. However, other plans may be developed for students accepted into the program who completed degrees at other institutions. Specific inquiries can be addressed to the University of Sioux Falls or the University of St. Thomas. The typical course of study follows but is subject to program updates and will be determined specifically with advisement between UST faculty and the student and with regard to UST catalog requirements.

Leadership Core Courses	18 s.h.
EDLD 910 Multidisciplinary Perspectives I	2
EDLD 911 Multidisciplinary Perspectives II	3
EDLD 912 Critical Issues	4
EDLD 913 Power, Freedom and Change	3
EDLD 914 Ethical Dimensions of Leadership	3
EDLD 915 Leadership Narrative Seminar	3
Research Courses	9 s.h.
EDLD 902 Survey Research	3
EDLD 904 Qualitative Methods	3
EDLD 905 Qualitative Analysis	3
EDLD 920 Framing a Research Question	2
EDLD 921 Proposal Design	1
Dissertation	12 s.h.
EDLD 922 Dissertation	3
EDLD 923 Dissertation	3
EDLD 924 Dissertation	3
EDLD 925 Dissertation	3

Total Credits 42 s.h. beyond Ed.S.

In addition, students transferring into the Ed.D. program may be required to audit up to two advanced research courses should they be needed for the successful completion of the dissertation.



Undergraduate Course Descriptions

Accounting (ACC)

ACC 225 Principles of Accounting I

Accounting is the language of business. This course concentrates on basic accounting concepts beginning with the accounting equation and includes the development and analysis of financial statements. The emphasis is on the use of financial information for decision-making purposes. (3 s.h.)

ACC 226 Principles of Accounting II

The course emphasizes the use of accounting data by management. It examines budgeting, costing systems, cost-volume-profit relationships, and performance evaluation measures. Prerequisite: ACC 225. (3 s.h.)

ACC 250 Computerized Accounting

This is a computerized simulation in basic accounting that focuses on journalizing, posting, adjusting, ledgers worksheets, and financial statement preparation. Prerequisite: ACC 225. (3 s.h.)

ACC 304 Individual Income Tax

A study of individual income tax return preparation. An introductory course into the interpretations and application of present tax laws as they pertain to the individual taxpayer. Prerequisite: ACC 225 or instructor approval. (3 s.h.)

ACC 317 Cost Management

Cost management examines how to use financial data to provide valid cost information for decision-making purposes such as planning, controlling and costing of products and services. This course will look at the newest costing methods and trends in the manufacturing and service industries. Prerequisite: ACC 226. (3 s.h.)

ACC 325 Intermediate Accounting I

An in-depth look at the financial statements and the information found on them. Various accounting issues are examined with emphasis on assets, liabilities, and problem solving techniques. Prerequisite: ACC 225. (4 s.h.)

ACC 326 Intermediate Accounting II

A continuation of *Intermediate Accounting I* with emphasis on equities and problem-solving techniques. Prerequisite: ACC 325. (4 s.h.)

ACC 395 Internship

(1-4 s.h.)

ACC 404 Organizational Tax

Taxation of corporations, partnerships, estates, and trusts. Prerequisite: ACC 304. (3 s.h.)

ACC 425 Advanced Accounting

Accounting problems in business acquisitions, consolidated statements, non-profit, and governmental entities. Prerequisite: ACC 325. (3 s.h.)

ACC 400 Accounting Practicum

This course will use accounting field experiences such as the Volunteer Income Tax Assistance (VITA) program to broaden the educational experience through real world accounting client assistance and problem solving. (1-4 s.h.)

ACC 426 Auditing

A study of auditing procedures through the application of auditing principles and adherence to auditing standards. Prerequisite: ACC 326. (3 s.h.)

Air Force ROTC (AIR)

AIR 101 Aerospace Studies

An overview of the importance of professional appearance, customs and courtesies, officership and core values, and basic communication. This course also outlines officer opportunities and benefits and Air Force installations. Co-requisite: AIR 101L. (1 s.h.)

AIR 102 Aerospace Studies

Emphasizing interpersonal and oral communication, this course provides a survey of the U.S. military's history, Air Force organizations and its chain of command, and addresses group leadership problems. Co-requisite: AIR 102L. (1 s.h.)

AIR 201 Aerospace Studies

A study of air power from its infancy as balloons and dirigibles through 1947. Also includes Air Force mission, concepts, doctrine, and use of air power. Co-requisite: AIR 201L. (1 s.h.)

AIR 202 Aerospace Studies

History of air power from 1947 to present and its effect on Air Force relief missions and civic action programs in the late 1960s. Co-requisite: AIR 202L. (1 s.h.)

AIR 301 Aerospace Studies

Analysis of the individual motivational and behavioral processes that affect individuals as it relates to the leadership and group dynamics that provide a foundation for developing the professional skills

necessary to become an Air Force officer. Course includes speaking and writing. Air Force quality concepts and techniques. Co-requisite: AIR 301L. (3 s.h.)

AIR 302 Aerospace Studies

Basic management processes of planning, organizing, decision-making, controlling, and using analytical aids. The manager's world of power, politics, strategy, tactics, and value conflicts will be discussed within the context of the military organization. Co-requisite: AIR 302L. (3 s.h.)

AIR 401 Aerospace Studies

The complex interaction between military and civilian society will be examined, along with the theory and workings of the National Defense Policy, roles and mission of the Air Force, and commissioned military service as a profession. Co-requisite: 401L. (3 s.h.)

AIR 402 Aerospace Studies

Evolution of defense strategy and the methods of managing conflict. Students will analyze the system of military justice. Co-requisite: 402L. (3 s.h.)

Art (ART)

ART 100 Introduction to Art

This general introduction to art includes lectures, discussions and studio art projects. By doing projects, writing about art, viewing videos, taking field trips and participating in discussions, the student learns about the world of visual arts. (Satisfies the liberal arts core requirement in fine arts for non-Art majors.) (3 s.h.)

ART 101 Drawing I

This studio course offers direct experience in a variety of drawing approaches including contour, value, volume and wash drawings. Project assignments are designed to sharpen perception, stimulate the imagination and increase students' ability to see and interpret the world. (3 s.h.)

ART 110 Visual Arts Computer Applications

An introduction to computer graphics, using a Macintosh platform in a graphic design production environment. Students will receive an introduction to Adobe CS products including Photoshop, InDesign, and Illustrator, and work in a variety of computer formats appropriate to each assignment. Capturing and creating images, understanding computer

color, investigating type and copyright restrictions will also be explored. (3 s.h.)

ART 120 Introduction to Design

Students study art theory and solve visual problems using the elements of design and principles of art. (3 s.h.)

ART 121 Design II

A continuation of theory and practice in the elements of design and the principles of art. Emphasis is on color theory and three-dimensional design. Prerequisite: a grade of "C" or higher in ART 120 or ART 122. (3 s.h.)

ART 150 Introduction to Sculpture

This course is an introduction into the sculptural process. Classes are highly structured with a definite sequence of problems and exercises. Each assignment is designed to introduce basic sculptural ideas and principles with specific media and skills. The basic principles of modeling, casting, carving, and assembling will be covered in this course. Prerequisite: ART 101, ART 120, or instructor approval. (3 s.h.)

ART 180 Photography I

This course is designed to introduce the technical, conceptual, and historical aspects of photography. Students will be introduced to the technical processes of black and white photography which include learning to use a 35mm camera as well as processing and mounting final prints. (3 s.h.)

ART 181 Digital Photography

This course is designed to introduce the technical, conceptual, and historical aspects of photography. Techniques and applications of acquiring, manipulating, and outputting digitized photographic images will be explored. For the processing and enhancement of digital photographs, students will learn the basics of Photoshop. These digital skills and tools for the making of photographs will be taught within the context of the aesthetics of photography. Students must have their own SLR (single lens reflex) digital cameras with adjustable exposure and focus and ability to capture in "camera RAW," a new file format in digital photography. (3 s.h.)

ART 201 Drawing II

Covers theory and practice in the elements of drawing with emphasis upon the human figure. Prerequisite: a grade of "C" or higher in ART 101. (3 s.h.)

ART 204 Painting I

This is a fundamental level course designed to introduce various aspects of painting—materials, techniques, form, and content. The primary learning activity in painting is direct experience. Project assignments are designed to sharpen perception, stimulate imagination, and increase students' ability to see and interpret their world. Students will begin to develop a philosophical awareness that leads to their own personal artistic style. Prerequisite: a grade of "C" or higher in ART 101, 120, or instructor approval. (3 s.h.)

ART 209 Art History: Prehistory–14th Century

This course surveys Western art history and some areas of non-Western art history from Prehistoric times into the fourteenth century. Class lectures, discussions, and textbook readings complement one another. On occasion, lectures and discussions will deal with works not covered in the textbook and may take a different point of view. As a whole, the lectures, discussions, and readings reveal that the visual arts serve many purposes and can be approached in a number of ways, ranging from the reflection of historical events to complex visual and symbolic meanings. Prerequisite: LAR112 or instructor approval. (3 s.h.)

ART 210 Art History: 14th Century–Present

This course surveys Western art history and some areas of non-Western art history from the fourteenth century to the present. Class lectures, discussions, and textbook readings complement to one another. On occasion, lectures and discussions will deal with works not covered in the textbook and may take a different point of view. As a whole, the lectures, discussions, and readings reveal that the visual arts serve many purposes and can be approached in a number of ways, ranging from the reflection of historical events to complex visual and symbolic meanings. Prerequisite: LAR112 or instructor approval. (3 s.h.)

ART 220 Graphic Design: Typography

Introduction to the study of type and letterforms as a vital aspect of graphic design. The course focuses on printed and digital media. Prerequisites: a grade of "C" or higher in ART 110 and ART/MED 120. (3 s.h.)

ART 221 Graphic Design: Layout

Theory and practice of design as it applies to various commercially printed media. Emphasis is given to study and design of word/image relationships. Computer graphics are explored further. Prerequisite: a grade of "C" or higher in ART 110 and ART/MED 120. (3 s.h.)

ART 241 Painting II

The primary learning activity in Painting II is direct experience. Students will study color theory and its application by contemporary and traditional masters. Project assignments are designed to sharpen perception, stimulate the imagination, and increase students' ability to see and interpret their world. Students will continue developing a philosophical awareness that leads to their own personal artistic style. Prerequisite: a grade of "C" or higher in ART 204. (3 s.h.)

ART 250 Sculpture II

Continued study in sculpture. Prerequisite: a grade of "C" or higher in ART 150. (3 s.h.)

ART 260 Printmaking I

This introductory studio course offers direct experience in a variety of printmaking processes including relief, intaglio, planographic, and stencil. Project assignments will be chosen from the following: monotypes, etching, wood and linoleum blocks, and serigraphy or silkscreen printing. Whenever possible, non-toxic materials will be used. Students will be expected to apply their previously attained drawing and design skills to printmaking techniques. Prerequisites: a grade of "C" or higher in ART 101, 120, 122, or instructor approval. (3 s.h.)

ART 261 Printmaking II

This studio course offers direct experience at a more advanced level than Printmaking I in a variety of processes including relief, intaglio, and stencil. Project assignments include but are not limited to an exploration of monotypes, wood blocks, and serigraphy or silkscreen printing. Whenever possible, non-toxic materials will be used. Prerequisites: A grade of "C" or higher in ART 260 or instructor approval. (3 s.h.)

ART 280 Photography II

This course is an intermediate level course designed to further acquaint the student with alternative photographic processes and techniques. It also addresses issues associated with project development.

Admission to this course is restricted to students who successfully complete ART/MED 180, a similar college course, or by permission of the instructor based on experience and portfolio review. High school photography classes do not qualify as an equivalent course. (3 s.h.)

ART 300 Communication Arts Colloquium

The course consists of weekly colloquia. Presentations are made principally by students showing their research or creative projects. Faculty and guests may also make presentations. This course is required once for junior or senior art majors and minors, each of whom must give a presentation. Specific requirements for each major program are supervised by the individual sector advisors. Juniors and seniors outside the area may register and make presentations with prior approval by an art faculty sponsor. All faculty and students are invited to attend. Offered on a pass/no credit basis only. Prerequisite: Junior or senior classification. (1 s.h.)

ART 301 Drawing III

Drawing from nature and the human figure. A continuation of Drawing II. Prerequisite: a grade of "C" or higher in ART 201. (3 s.h.)

ART 302 Drawing IV

Course offers advanced study from nature and the model. Prerequisite: a grade of "C" or higher in ART 301. (3 s.h.)

ART 310 Art History: Twentieth Century

This course surveys twentieth century art history by examining modern art and architecture—its sources, origins, many manifestations, alternatives, and reactions toward it. As complex and contradictory as twentieth century art may appear, students will learn that it is still soundly based on the art of the past. Class lectures, discussions, readings, and occasional visits to galleries will reveal that the visual arts serve many purposes and can be approached in a number of ways ranging from the reflection of historical events to complex visual and symbolic meanings. Prerequisite: LAR112 or instructor approval. (3 s.h.)

ART 329 Web Design

An introduction to the tools and techniques associated with building webpages and sites using professional-

level software. Prerequisite: a grade of "C" or higher in ART 110 and ART 120. (3 s.h.)

ART 331 Graphic Design: Imaging

An introduction to computer manipulation of raster and vector images with an emphasis on creative solutions utilizing Adobe Photoshop and Adobe Illustrator. ART 120 and ART 221 (3 s.h.)

ART 340 Painting III

Further study in painting for the advanced student. Prerequisite: a grade of "C" or higher in ART 241. (3 s.h.)

ART 341 Painting IV

Advanced creative study in painting. Requires working with the instructor one-on-one. Prerequisite: a grade of "C" or higher in ART 340. (3 s.h.)

ART 345 Drawing and Painting the Human Figure I

Direct experience drawing and painting the human figure to further develop student's perceptual, technical, and problem-solving skills. Discussions and critiques will focus on the role of the human figure in artwork. Prerequisite: a grade of "C" or higher in ART 101 and ART 204. (3 s.h.)

ART 346 Drawing and Painting the Human Figure II

Continuation of ART 345. Prerequisite: a grade of "C" or higher in ART 345. (3 s.h.)

ART 355 K-12 Art Methods

A study of the theories and techniques required to teach art in grades K-12. Fulfills state requirements for art specialists. Includes the presentation and application of basic art concepts. Presents philosophy, methods, and principles of art education along with hands-on art experiments. (4 s.h.)

ART 372 Web Animation

An introduction to production methods for animation and time-based digital imagery. Students will create projects primarily using Macromedia Flash. Prerequisite: a grade of "C" or higher in ART 110 and ART 120. ART 329 is recommended, but not required. (3 s.h.)

ART 380 Photography III

Further study in photography for the advanced student. Prerequisite: a grade of "C" or higher in ART 280. (3 s.h.)

ART 381 Photography IV

Advanced creative study in photography.

Requires working with the instructor one-on-one. Prerequisite: a grade of "C" or higher in ART 380. (3 s.h.)

ART 395 Internship in Art

Individually-designed work plan adapted to each student's interest and skills. Approximately 40 hours on the job are required per credit, as certified by work and faculty supervisors. Prerequisites: Junior or senior standing and instructor approval. (1-4 s.h.)

ART 425 Graphic Design: Advanced Study

Advanced study and design of printed media. Centers on individual study in actual production situations. Prerequisites: a grade of "C" or higher in ART 323 and instructor approval. (3 s.h.)

ART 460 Senior Thesis

This course is designed to provide a "capstone" experience for students majoring in art. This course will allow students to develop their own conceptual basis and creative independence, as well as provide a studio setting for polishing a final portfolio for the thesis exhibition, artist's statement, and colloquium presentation. It will also involve the student in a critical examination of contemporary problems, trends in the field of art, and the role of Christianity in today's art world. Prerequisite: Instructor approval. (3 s.h.)

ART 491, 492 Independent Study

Guided independent study and research for honors-level students in art. Prerequisites: 3.0 GPA and approval of the art department. (2-6 s.h.)

Biology (BIO)

BIO 100 Concepts in Biology

An introduction to major concepts of the biological sciences and methods of scientific inquiry. This course satisfies the natural science requirement for graduation and serves as a prerequisite for all other biology courses. Laboratory. (4 s.h.)

BIO 102 Human Biology

As an introduction to the structural and functional aspects of human biology, this course emphasizes science as being a dynamic body of knowledge, as well as processes for acquiring new knowledge. Unifying themes of homeostasis, evolution and societal issues are used in the examination of biology as it pertains to human life. Topics that traverse the

content include molecular up through biosphere levels of organization; genetics; reproduction, differentiation, and development; aging; disease; and biotechnology and bioethics. This course satisfies the natural science requirement for graduation unless otherwise specified by academic major requirements. Laboratory. (4 s.h.)

BIO 203 General Botany

An introduction to the biology of major plant groups, including their structure, function, reproduction, classification, and relationships. Laboratory. Prerequisite: BIO 100. (4 s.h.)

BIO 204 General Zoology

A comparative survey of the animal kingdom emphasizing morphology, physiology, and taxonomy of major groups. Laboratory. Prerequisite: BIO 100. (4 s.h.)

BIO 222 Genetics

Studies the principles governing inheritance in plants, animals, and humans. An attempt is made to integrate the whole of life into a unity based upon the common use of DNA as an informational molecule. Laboratory. Prerequisite: BIO 100. (4 s.h.)

BIO 302 Biology of Microorganisms

An introduction to the study of microorganisms with emphasis on those affecting human health. The structure, function, and pathogenicity of representative bacteria, fungi, and viruses are emphasized, as well as techniques for their isolation, culture, destruction, and identification. Laboratory. Prerequisite: BIO 100. (4 s.h.)

BIO 309 Cell Biology

Study of cellular fine structure and physiology, including the nature, operation, and regulation of cell organelles and the chemical and physical nature of living cytoplasm. Laboratory. Prerequisites: BIO 100 and CHE 211 and 305 or instructor approval. (4 s.h.)

BIO 314 Human Anatomy

Study of the gross anatomy, histology, and selected ultra-structure of organs in the human body. Major systems are explored by dissection in the laboratory. Prerequisite: BIO 100 or instructor approval. (4 s.h.)

BIO 315 Human Physiology

Study of the physiology of human cells, tissues, organs, systems, and multiple

system homeostatic mechanisms. Laboratory. Prerequisite: BIO 314. (4 s.h.)

BIO 324 Ecology

Study of the relationship between organisms and environments with interrelationships of species, populations, and communities. Laboratory and field trips. Prerequisites: BIO 203 and 204. (4 s.h.)

BIO 380 Immunology

A general survey of the field of immunology through examination of the foundations of immunology, immunity, serology, and immunopathology. Discussion session. Prerequisites: BIO 100 and CHE 111 and 112. (4 s.h.)

BIO 385 Histology

A study of the cells and tissues of the human body. Lectures address basic histochemistry, organelles, cellular ultrastructure, tissues, and organs of the human body. Labs involve an extensive examination of microscope slides of human and animal tissues. Prerequisites: BIO 100 and 314 or instructor approval. (4 s.h.)

BIO 402 Developmental Biology

Study of developmental processes as they occur in selected plants and animals with greatest attention given to the vertebrates. Laboratory. Prerequisite: BIO 222. (4 s.h.)

BIO 490 Advanced Topics in Biology

A seminar, laboratory, or field course suited to the interest of junior and senior majors in Biology. Prerequisite: Instructor approval. (2-4 s.h.)

Examples include

- A. Systematic Biology
- B. Field Invertebrate Zoology
- C. Aquatic Entomology
- D. Aquatic Vascular Plants
- E. Neuroanatomy
- F. Evolution

BIO 491, 492 Independent Study

Guided independent research. Prerequisite: Instructor approval. (1-4 s.h.)

Business (BUS)

BUS 108 Personal Financial Planning

A study of managing one's income, making consumer decisions, safeguarding resources, and investing for the future. Does not apply to the business administration major. (3 s.h.)

BUS 180 Introduction to Business

Covers the broad concepts of business to provide a foundation for understanding the inter-relationships of various business functions. Prerequisite: Freshman or sophomore standing. Does not apply to the business administration major. (3 s.h.)

BUS 207 Media Survey

See MED 207 in the media studies section. (3 s.h.)

BUS 210 Principles of Management

This course is an introductory course on the theories and practices of managers in organizational settings. The operational and functional aspects of management will be addressed. The management functions covered include organizing, planning, leading, and controlling. Students will be expected to apply their knowledge to realistic organizational problems. (3 s.h.)

BUS 283 International Business Cultures

This course is directed toward both those who travel for broader life experiences and toward members of the business community who wish to turn foreign cultural differences into competitive advantage. Today, the general world traveler and business person increasingly find themselves living and working in multi-cultural environments, dealing with real differences in everything from communication styles to social etiquette to core values. This course will address why cross-cultural knowledge and understanding are important. The business world is littered with international projects and opportunities that failed to overcome cultural barriers. An attempt to minimize such incidents and to nurture a more meaningful understanding of the ways of life around the world will be overriding objectives of this course. Course satisfies intercultural awareness requirement. (3 s.h.)

BUS 305 Managerial Finance

This course introduces the theory and concepts of corporate finance. Topics covered are risk and return, the time value of money, bond and stock valuation, the cost of capital, capital budgeting, and capital structure. Prerequisites: ACC 225 and 226; ECO 212 and 213; and MAT 112, 201, or 204. (3 s.h.)

BUS 306 Management of Organizations

This course covers the planning,

organizing, leading, and controlling functions within organizations. Emphasis will be placed on management theory and applications which address these functions. Additionally, emphasis will be placed on understanding the internal and external environments of organizations, decision-making processes, organization design, and current issues affecting the practice of management. Prerequisites: Junior standing and ACC 225, ECO 212 or 213, and ENG 250 or instructor approval. (3 s.h.)

BUS 307 Principles of Marketing

An introductory course in marketing, focusing on the marketing concept. Emphasis is on consumer behavior, market segmentation, promotion, distribution, product decisions, and pricing decisions. (3 s.h.)

BUS 308 Persuasion: Process and Procedures

See description under CST 308 in the communication studies and theatre section. (3 s.h.)

BUS 309 Business and Professional Communication

See description under CST 309 in the communication studies and theatre section. (3 s.h.)

BUS 312 Leadership and Small Group Communication

See description under CST 312 in the communication studies and theatre section. (3 s.h.)

BUS 313 Retail Management

An introductory course in the field of retail, presenting the basic principles of store design, location of facilities, structure of the retail organization, retail personnel management, buying and pricing of merchandise, sales promotion, customer services, and retail store control. Prerequisite: BUS 307. (3 s.h.)

BUS 315 Human Resources Management

An in-depth study of the principles and methods of recruiting, selecting, training, evaluating, motivating and rewarding personnel. Prerequisite: BUS 210 or BUS 306 (3 s.h.)

BUS 316 Personal Selling and Sales Management

An introductory study of the marketing promotion mix focusing specifically on

sales and the sales management function. Includes customer relations, consumer buying motives, sales presentation methods, social and ethical responsibilities of the salesperson and selection and training of salespeople. Prerequisite: BUS 307. (3 s.h.)

BUS 319 International Business

Provides an understanding of the various components involved in conducting international business. The areas covered include the study of cultural, political, legal, and economic environments, trade theory, the foreign exchange system, country evaluation and selection, marketing, export and import concerns, and overall global strategies. (3 s.h.)

BUS 320 Business Law

Legal principles underlying business relations, including contracts, agency and employment, negotiable instruments, personal property, bailments, and sales. Prerequisite: BUS 210 or BUS 306 and junior standing (3 s.h.)

BUS 330 Business Plan Development

Designed to provide an understanding of the environments within which small businesses develop and function. The areas covered include starting a business, marketing products, operating a business, establishing financial and administrative controls, and future concerns. In addition, students will create an actual business plan and have the opportunity to experience the many phases of business development as their plan is implemented. (3 s.h.)

BUS 335 Operations Management

An introductory study of operations management as a major functional area of manufacturing and service industries. The course covers the major decision areas of process, capacity, inventory, work force, and quality through the application of management concepts and quantitative analysis. Prerequisites: BUS 210 or BUS 306 and MAT 112, 201, or 204. (3 s.h.)

BUS 340 Introduction to Understanding and Managing Non-Profit Organizations

This course is designed for students who desire to learn more about the structure, organizational requirements, and management of non-profit organizations such as churches, service organizations, youth ministry organizations, social service agencies, or any other organizations that operate with nonprofit status. The content

will include defining and maintaining nonprofit status, budgeting and financial reporting, fundraising and donor issues, marketing in the nonprofit environment, and nonprofit governance, including working with boards of directors and nonprofit bylaws. (3 s.h.)

BUS 351 Organizational Theory and Behavior

This course examines the development of organizational theory along with the application of behavioral science concepts to understand organizational evolution and individual and group behavior within organizations. The purpose of the course is to provide a general understanding of organizational change in regard to organizational problems from internal and external environments. Prerequisites: BUS 210 or BUS 306 (3 s.h.)

BUS 385 Promotions Management

An introductory study of the marketing promotion mix focusing specifically on advertising and public relations. Special consideration is given to ethical concerns in the design and implementation of advertising and public relations strategy. Prerequisite: BUS 307 or instructor approval. (3 s.h.)

BUS 390 Selected Topics (1-4 s.h.)

BUS 395 Internship (1-4 s.h.)

BUS 401 Marketing Research

The process of investigation and problem analysis through research and integration of marketing statistics, management and communications. Prerequisites: BUS 307 and MAT 233. (3 s.h.)

BUS 405 Investments

This course introduces concepts and models of investments. Topics covered are stock markets, valuations, portfolio management, and options and futures. Prerequisite: BUS 305. (3 s.h.)

BUS 408 Marketing Management

A managerial approach to application of basic marketing concepts. Many marketing concepts are explored in-depth through the use of publication and case studies. Prerequisite: BUS 307. (3 s.h.)

BUS 409 Brand Management

Studies the concept of organizing marketing activities and PandL

responsibility around the introduction, promotion, and optimization of brands and brand portfolios. By understanding the concept of brand equity, students gain valuable perspective that will allow them to interpret effectiveness and trade-offs for various strategies and tactics. Prerequisites: BUS 307 and BUS 408 or instructor approval (3 s.h.)

BUS 410 Practices of Supervisory Management

Designed to present the basic concepts and skills necessary for effective supervision of people at work. Includes the role and environments of supervision, the basic functions and techniques of effective supervision, and the human relations of effective supervision. Prerequisite: BUS 210 or BUS 306 and BUS 315 or instructor approval. (3 s.h.)

BUS 417 Advanced Finance

This course is an in-depth analysis of the theory and concepts of corporate finance. Topics covered are financial analysis and planning, valuations, capital budgeting, capital structure, and dividend policy. Prerequisite: BUS 305. (3 s.h.)

BUS 419 International Marketing

Provides an analysis of world markets, their respective consumers and environments, and the marketing management required to meet the demands of real world markets in a dynamic and ever-changing setting. Course satisfies intercultural awareness requirement. Prerequisite: BUS 307. (3 s.h.)

BUS 421 Business Ethics

Provides students the opportunity to carefully investigate current ethical issues that exist in the business environment, to apply critical thinking techniques to the opinions and statements that they read and hear, to debate various points of view in a classroom setting, and to promote personal resolution of each ethical issue. Prerequisite: Senior standing. (3 s.h.)

BUS 425 Financial Markets and Institutions

This course introduces the overview of financial markets and management of financial institutions. Topics covered are financial markets, depository and non-depository institutions, and risk management in financial institutions. Prerequisites: BUS 305. (3 s.h.)

BUS 427 Strategic Management

Integrates all of the business

functions through a process involving strategic management and analysis, implementation and evaluation. This will assist students in developing the comprehensive understanding necessary to make sound business decisions. The areas covered include development of mission statements, analysis of internal and external environments, formulation of strategic plans, and methods of implementation. Prerequisite: Senior standing. (3 s.h.)

BUS 438 Project Management

This course investigates the increasing use of projects to accomplish important organizational goals and the unique style of administration required to manage such projects. Topics addressed include the selection and role of the project manager; organization and planning; budgeting and cost estimation; scheduling and resource allocation among multiple projects; and monitoring, controlling, auditing, and terminating projects. Current software tools will be used to track and report on assigned projects. Prerequisite: BUS 210 or BUS 306. (3 s.h.)

BUS 450 Senior Colloquium

Prerequisite: Senior standing. (1 s.h.)

BUS 491, BUS 492 Independent Study

Instructor approval. (1-4 s.h. each)

Chemistry (CHE)

CHE 111 General Chemistry I

A survey of general chemistry including measurement, atomic structure, bonding, reaction, stoichiometry, and states of matter. Suitable for all Natural Science Area majors. Three lectures and one 2-hour lab per week. Prerequisite: High school chemistry and algebra. (4 s.h.)

CHE 112 General Chemistry II

Continuation of the survey of general chemistry including solutions, acids and bases, equilibrium, and electrochemistry. Three lectures and one 2-hour lab per week. Prerequisite: CHE 111. (4 s.h.)

CHE 121 Introduction to Chemistry

A brief survey of general chemistry. Suitable for students who need to satisfy the University's liberal arts science requirement or for students who do not intend to take any additional chemistry courses beyond CHE 122. This course cannot be applied to a chemistry major or minor. Three lectures and one 2-hour lab

per week. Prerequisite: Algebra or consent of instructor. (4 s.h.)

CHE 122 Introduction to Organic and Biochemistry

A brief survey of organic chemistry and biochemistry, including classes of organic compounds, biomolecules, and intermediary metabolism. Suitable for students in allied health fields. This course cannot be applied toward a chemistry major or minor. Three lectures and one 2-hour lab per week. Prerequisite: CHE 121 or CHE 112. (4 s.h.)

CHE 211 Organic Chemistry I

A study of the structure, identification, and behavior of carbon compounds by applying the principles of bonding and mechanisms of reaction. Three lectures and one 3-hour lab per week. Prerequisite: CHE 112. (4 s.h.)

CHE 212 Organic Chemistry II

A study of the structure, identification, and behavior of carbon compounds emphasizing the use of UV, IR, NMR, and mass spectroscopy theory and technique. Three lectures and one 3-hour lab per week. Prerequisite: CHE 211. (4 s.h.)

CHE 290 Scientific Literature

An introduction to using scientific literature to find and evaluate information and to construct a research paper. Types of sources will be evaluated critically as to content, relevance, and reliability. Writing in the "scientific" style recommended for communicating clearly through a scientific paper will be practiced. This course is required only of those students who have chosen a Chemistry or Chemistry Pre-Medical major as their single major. It satisfies the USF critical thinking course requirement. This course is required only of those majors who have not otherwise satisfied the critical thinking course requirement. Prerequisite: CHE 211. (2 s.h.)

CHE 305 Biochemistry

A study of the chemistry of life processes, including classes of biomolecules, enzymes, and intermediary metabolism. Three lectures and one 3-hour lab per week. Prerequisite: CHE 211. (4 s.h.)

CHE 311 Physical Chemistry

A study of behavior of chemical systems, emphasizing gas behavior and classical thermodynamics. Three lectures and one 3-hour lab per week. Prerequisites: CHE 112 and MAT 204. (4 s.h.)

CHE 332 Quantitative Analysis

A study of the theory and practice of gravimetric and volumetric analysis, including potentiometric and spectrophotometric methods. Three lectures and one 3-hour lab per week. Prerequisite: CHE 112. (4 s.h.)

CHE 400 Laboratory Management

A study of the techniques and skills of laboratory practice and management, including organization and maintenance of supplies, collection and disposal of hazardous substances, setting up laboratory experiments, supervising students in a laboratory situation, and evaluating laboratory reports. Prerequisites: Two courses in chemistry. (1-3 s.h.)

CHE 403 Advanced Topics

Discourse on selected advanced topics in chemistry. May be repeated with change of topic. No laboratory. Prerequisite: CHE 212. (3 s.h.)

CHE 406 Bonding and Structure

Advanced inorganic and organic chemistry, emphasizing elementary quantum mechanics, including molecular orbital theory, ligand field theory, and group theoretical methods. No lab. Prerequisite: CHE 212 and MAT 204. (3 s.h.)

CHE 411 Instrumental Analysis

A study of the theory and practice of instrumental analysis including spectrophotometric, chromatographic, and potentiometric methods. Three lectures and one 3-hour lab per week. Prerequisite: CHE 332. (4 s.h.)

CHE 491, 492 Research in Chemistry

Individual research in all fields of chemistry. Students investigate a problem through combined library and laboratory work. (1-4 s.h.)

Communication Studies and Theatre (CST)

CST 100 Fundamentals of Communication

A theoretical and practical introduction to the process of communication. Students study a variety of subjects such as communication models, interpersonal communication, group communication, nonverbal communication, and public speaking. (3 s.h.)

CST 113, 213, 313, 413 Practicum in Communication Studies

A theoretical and practical study of the process of oral communication. The course is specifically tailored to each individual student and designed to introduce concepts involved in the communication process across a number of communication situations. As enrollment is limited, registration is by permission of the instructor. Prerequisite: CST 100. (1 s.h. each)

CST 117, 217, 317, 417 Participation in Theatre

Preparation for and participation in various theatrical presentations. One credit may be obtained for each year in which a student is an active contributor to the main productions of the University. Limited to four credits. Recommendation of the Communication Studies and Theatre Department is required. (1 s.h. each)

CST 118, 218, 318, 418 Theatre Lab: Technical

Practical experience in building, painting, and designing scenery for campus productions. Credit may also be obtained for costuming, stage lighting, house management, and promotion. 40 hours of participation are required. May be repeated four times for credit during a student's university career. (1 s.h. each)

CST 200 Introduction to Theatre

A survey of the techniques, practice, criticism, and literature of the theatre for all students interested in the dramatic arts. (3 s.h.)

CST 201 Musical Theatre Workshop

This class is a study of musical theatre resulting in actual performance. History, musical direction, choreography, audience analysis, and specific musical theatre performance techniques will be addressed. (3 s.h.)

CST 209 Oral Interpretation of Literature

The study of literature through the medium of oral performance. Selection of literature, audience analysis, original composition, reader's theatre, liturgical program development, as well as the principles and performance skills of oral interpretation will be covered. (3 s.h.)

CST 210 Theatre: Beginning Acting

A study of the art of acting. This basic

approach to acting includes relaxation techniques, auditioning skills, sensory work, and actual scene performance. (3 s.h.)

CST 260 Applied Theatre-Design

Course includes the basic principles and problem-solving skills used in theatrical design. Students will learn production team communication and design presentation. Students will learn how to present renderings and diagrams of scenic, lighting, and costume designs. (3 s.h.)

CST 261 Theatre Production

Course includes the survey of practical techniques involved in mounting the technical elements of a play for production. Students will learn how to implement lighting, sound, costume, and scenic designs as well as learning basic stagecraft techniques. Students will be given hands-on experience by scheduling three hours per week to work in one of the various theatrical shops. (3 s.h.)

CST 262 Theatre Management

Course details the skills used daily by successful theatrical managers. Techniques in box office management, front of house operations, financial reporting, payroll operations, production budgeting, and basic grant writing will be discussed. (3 s.h.)

CST 300 Communication Arts Colloquium

This course consists of weekly colloquia. Presentations are made principally by students showing their research or creative projects. Faculty and guests may also make presentations. This course is required once for junior or senior Communication Studies and Theatre majors, each of whom must give a presentation. Specific requirements for each major program are supervised by the individual sector advisors. Juniors and seniors outside the area may register and make presentations with prior approval by a Communication Studies and Theatre faculty sponsor. Prerequisite: Junior or senior classification. (1 s.h.)

CST 305 Theatre History I

This course surveys the evolution of theatre, from Ancient Greece through the French Neoclassical Theatre. The course will examine the various social, political, religious, cultural, and aesthetic functions of ritual and theatre as they relate to the history of the stage, the evolution of

stagecraft, performance conventions, and acting techniques. We will study scripts, not so much as dramatic literature, but as they exemplify ideas about the purpose of theatre within their particular historical moments. (3 s.h.)

CST 306 Theatre History II

This course surveys the evolution of theatre, from the English Restoration to Contemporary Theatre. The course will examine the various social, political, religious, cultural, and aesthetic functions of ritual and theatre as they relate to the history of the stage, the evolution of stagecraft, performance conventions, and acting techniques. We will study scripts, not so much as dramatic literature, but as they exemplify ideas about the purpose of theatre within their particular historical moments. (3 s.h.)

CST 308 Persuasion: Process and Procedures

The study of theories and principles related to the use of communication as a means to achieve change. Emphasis will be placed on understanding the factors, processes, and message strategies associated with persuasion and motivational analysis in interpersonal and public communication situations. (3 s.h.)

CST 309 Business and Professional Communication

The productivity of organizations depends on effective oral communication between people. This course takes a developmental approach by combining theory, research, and applications for improving interpersonal and public effectiveness in organizations. Prerequisite: CST 100. (3 s.h.)

CST 310 Directing

A study of the principles and techniques of directing plays. Course includes student investigation of play selection, casting, the rehearsal, process, character, development, production elements, performance mounting, and actor-director relationship. (3 s.h.)

CST 311 Argumentation

This course is designed to provide students with a practical understanding of argument and debate. Study focuses on an integration of formal and informal logic and fallacies and arguments in a theoretical and practical format. This course incorporates the standards for school and public debating. Prerequisite: CST 100 and CST 309. (3 s.h.)

CST 312 Leadership and Small Group Communication

The study of the theory and practice of interaction and communication of small groups. Emphasis will be placed on group dynamics, leadership theory and skills, decision-making and problem-solving, conflict management, critical thinking, and the task dimension of groups. Prerequisite: CST 100. (3 s.h.)

CST 319 Public Presentations

Students will explore the foundations and fundamentals of public discourse—audience analysis and adaptation, speech preparation and organization, support material, and technological aids to presentational speaking. The course will also address ethics in communication, communication apprehension, and critical listening and thinking skills. To demonstrate mastery of the knowledge and skills, students will prepare and deliver informative, persuasive, argumentative, and special occasion speeches in a variety of presentational formats, including extemporaneous, impromptu, and manuscript delivery. Prerequisite: CST 100. (3 s.h.)

CST 320 Stage Management

This course is a study of the responsibilities, organization, and methods used in the operations of the stage manager. The course offers a study of special problems and consideration of stage management in and out of rehearsals and the boardroom. This course requires implementation of communication theory to be used in production team and global managerial meetings. (3 s.h.)

CST 321 Shakespeare and the Early Renaissance

See description under ENG 321 in the English section. (3 s.h.)

CST 325 Methods in Teaching Theatre and Speech Communication

This course introduces the major methods used by the classroom teacher. Topics covered are curricular materials, teaching methods, communication strategies, classroom management models, and evaluation techniques. (3 s.h.)

CST 340 Intermediate Acting

A continuation of CST 210 *Theatre: Beginning Acting* which includes in-depth textual and character analysis. This course continues the exploration of method-based acting, with a focus on the

techniques of Cohen, Bogart, and Hagen, through rigorous monologue and scene work from modern and contemporary drama. Prerequisite: CST 210. (3 s.h.)

CST 351 Communication and the Classroom Teacher

This course provides the prospective teacher with an overview of the principles of classroom communication and shows how those principles can be applied to the face-to-face interactions of the classroom setting. It is designed with both the theoretical and pragmatic, providing students with the rationale for using certain communication strategies and the practical means to utilize those strategies in the classroom. Prerequisite: CST 100. (3 s.h.)

CST 361 Playwriting

An introductory course focusing on the techniques, styles, and conventions of writing for the stage and screen. Students will develop skills and gain experience in composing scripts and will work on several projects throughout the course. (3 s.h.)

CST 409 Special Topics in Communication Studies and Theatre

Advanced study to meet the needs and interests of the students. Potential course topics include dramatic literature, religion and theatre, children's theatre, speech composition, creative performance, intercultural communication, and contemporary theatre. (1-3 s.h.)

CST 460 Senior Project

During the senior year, all communication studies and theatre majors are required to present or complete a project in their area of specialization. Projects are required to be cleared in advance with department faculty early in the student's senior year. (3 s.h.)

CST 491, 492 Independent Study

Guided independent study, research, internship, or travel. Prerequisite: Instructor approval. (1-3 s.h.)

Computer Science (COM)

COM 104 Computer Solutions to Information Problems

Students will enhance their abilities to manage, analyze, and present information by using modern computer technologies. Emphasis will be put

on problem definition, structured solution of subordinate problems, and identification of appropriate problem-solving methodologies. Laboratory work will use three principal types of computer applications: databases for management of information, spreadsheets and other programs for information analysis, and word processing or desktop publishing for effective information presentation. Other topics include use of the Internet as an integral part of the course, the societal effects of information technologies, the Windows environment, and an introduction to programming. This course satisfies the University's liberal arts core requirement in computer science. Offered every semester, interim, and summer. (3 s.h.)

COM 201 Introduction to Computer Science I

The first of a two-semester introduction to concepts of computer science, emphasizing computer programming. The C# programming language provides a more accessible introduction to structured and object-oriented programming than previous languages. Students also enhance proficiencies in using application software such as webpage development. COM 201 is prerequisite to all higher courses in computer science and computer information systems and familiarizes students of mathematics, other sciences, or business with the techniques of information processing and mathematical modeling. No previous programming experience is expected. Credit in this course may be applied toward a mathematics major. Satisfies the University's liberal arts core requirement in computer science. Offered every fall semester. Prerequisite: MAT 112 or its equivalent. (4 s.h.)

COM 202 Introduction to Computer Science II

The second semester of a general introduction to computer science, emphasizing computer programming. The C++ language continues the development of object-oriented programming techniques from the C# foundation of COM 201. This course is designed to meet the needs of science, engineering, and mathematics majors in gaining facility with the techniques of modeling and analysis and to equip math education majors with programming skills for use in the classroom. Emphasis continues on

systematic problem solving and the use of powerful programming tools such as the Standard Template Library. Offered every spring semester. Prerequisite: COM 201. (4 s.h.)

COM 230 Computer Systems Architecture

Topics include the levels of computer organization, the organization of processors, assembly language programming, and numerical representation by computers. Assembly language programming reinforces basic concepts of programming systems and computer architecture-including organization of memory, central processors, I/O devices, instructions, and data types. Includes an overview of Boolean algebra, digital logic, and logic gates. Other topics include combinational circuits, sequential circuits, and optimization techniques such as Karnaugh maps. (3 s.h.)

COM 300 Numerical Methods

Mathematical techniques most needed by those engaged in computational mathematics. Topics include numerical integration, optimization, polynomial approximation, matrix inversion, and approximate solutions to boundary value problems. Prerequisites: COM 201 and MAT 204 with COM 202 and COM/MAT 306 recommended. Credit in this course may be applied toward a mathematics major. Offered interims of even-numbered years. (3 s.h.)

COM 301 Alternatives in Visual Programming

Windows GUI programming alternatives, including Delphi and the suite of languages that comprise Visual Studio. NET, are assuming an important place in the computer work environment. This course will equip future professionals with the concepts and skills of program development using C# and Visual Basic. NET. Topics will include the common language runtime and the interoperability of the .NET languages. Prerequisite: COM 201 (3 s.h.)

COM 302 Introduction to Linux

The UNIX operating system has long been characterized by its portability, stability, and scalability. These characteristics make it appropriate for mission-critical and server operations. Many network installations utilize UNIX or Linux servers connected to clients running varying operating systems.

Born of the need for an inexpensive version of UNIX, Linux was created in 1991 and in several distributions is increasingly popular. This course primarily studies Linux, including installation, security features, and networking. Both command-line and graphical interfaces are explored. Offered spring semesters of odd-numbered years. Prerequisites: COM 202 or 301. (3 s.h.)

COM 303 Introduction to Networking

Covers the fundamental concepts used in computer networking such as architecture including the OSI and TCP/IP models, data flow, design, and protocol configuration including wireless network protocols. The course incorporates both lectures and labs in which students work with both physical and logical IP addressing schemes in a TCP/IP network. The course is essential for mastery of basic networking concepts and communication between computers. Offered spring semesters of even-numbered years. Prerequisites: COM 202. (3 s.h.)

COM 306 Discrete and Algorithmic Mathematics

An introduction to the mathematical basis of computer science. Includes an introduction to logical reasoning, counting, and finite probability; the rudiments of sets; functions; relations; recurrence relations and difference equations; graph theory; finite state machines; formal languages; and Boolean algebra. Offered fall semesters of odd-numbered years. Prerequisite: COM 201. (3 s.h.)

COM 310 Information Systems Analysis

This first course in object-oriented systems analysis introduces the Uniform Process (formerly, the Unified Software Development Process). Students participate in all phases of systems and software development during the major term project. Modeling in UML and an introduction to the Software Capability Maturity Model, along with other aspects of project development and management, prepare students for managing and developing information systems. Offered spring semesters of even-numbered years. Prerequisites: COM 202 or COM 301. (3 s.h.)

COM 315 Organization of Programming Languages

The structure of programming languages is explored primarily by introducing Java. As Java is learned, its design and

operation is contrasted with that of preceding languages such as C++. Concepts such as interpreted language, garbage collection, a virtual machine, and language portability are developed. Additional topics are introduced through other programming languages such as Lisp. Offered spring semesters of odd-numbered years. Prerequisites: COM 202 and COM/MAT 306. (3 s.h.)

COM 318 Database Management Systems

The study of database management systems introduces the theory of the relational model, entity-relationship diagrams, functional dependencies, and normalization. A term project requires students to design and implement a database. Students will write SQL for database definition and for efficient information retrieval. Other topics may include stored procedures, database assertions, database programming, transaction processing, and database recovery and security. This course provides the theoretical understanding for making informed design decisions as well as the practical skills needed for the management of or participation in the development of database information systems. Offered fall semesters of odd-numbered years. Prerequisites: COM 202 or COM 301. (3 s.h.)

COM 320 Structure and Logic of Digital Computers

An introduction to digital logic design. This course uses simple logic gates as the basis for constructing the more complex circuits leading to modern computer systems. The course focuses on developing digital logic circuits from component logical gates using optimization techniques such as Karnaugh maps. Students will also study the operation of the transistor as a logic gate and the development of CMOS technology. Other topics include adders, flip-flops, counters, multiplexers, decoders, finite state machines, and languages for expressing digital logic. Laboratory arranged. Prerequisites: COM 202 and COM/MAT 306. (4 s.h.)

COM 322 Operating Systems

An operating system is software used to manage the resources made available by a computer system. This course will cover the installation and use of an alternative operating system such as Linux, UNIX, or Solaris. Topics included are command-line

programs, makefiles, multiprogramming, scheduling algorithms, threads, concurrent programming, synchronization, deadlock, and memory management. Additional topics may include distributed systems and security. (3 s.h.)

COM 340 Algorithms and Objects in C++

Programming techniques for creating efficient solutions to fundamental computer problems are developed using object classes and C++. Concepts of data structures are extended to include reusable program modules containing both information and algorithmic methods. Algorithms explored include those for searching, sorting, string processing, and graphing. Introduction to complexity and efficiency analysis. The course's dual emphasis is on the understanding of principal algorithmic problem-solving techniques and the application of these techniques using C++ object-oriented programming. Offered spring semesters of even-numbered years. Prerequisites: COM 202 and COM/MAT 306. (3 s.h.)

COM 390 Special Topics in Computer Application

Provides experience in all areas of computing. Students participate in solving a significant information processing problem. Interested students should contact the instructor for specific topics for that term. May be repeated with change in topic. Prerequisites: COM 202 and COM/MAT 306. (3 s.h.)

COM 395 Internship

A phase of practical on-the-job training. Students may acquire experience in applying their learning in the areas of either computer hardware or software at local firms that use computers as a major computing tool. Prerequisites: COM 202, COM/MAT 306, and approval of a computer science faculty member and the student's academic advisor. (2-4 s.h.)

COM 490 Senior Seminar

A capstone experience drawing on skills and understanding developed throughout the undergraduate program. Significant attention is given to weaving the various strands of the programs into a coherent whole, as well as refining writing and presentation skills in forms appropriate to the discipline. Offered every semester. Prerequisite: at least 9 s.h. of 300-level

coursework in mathematics or computer science. (1 s.h.)

Criminal Justice (CRJ)

CRJ 203 Introduction to Criminal Justice

An overview of the criminal justice system and its component parts (police, prosecution, defense, courts, correctional institutions, and community-based corrections). The objective of this course is to provide an orientation to the discipline from both a professional and academic perspective. (3 s.h.)

CRJ 218 Field Observation in Criminal Justice

An opportunity to observe the agencies and actions that support the criminal justice system. Observations are arranged to match both the individual interests and wide exposure to the criminal justice system. Prerequisite: CRJ 203 or instructor approval. (1-2 s.h.)

CRJ 219 Service Learning–Mentoring

An opportunity for students to serve as a mentor to a child from Terry Redlin Elementary School. Through working with a child, students will learn about the many factors in children's lives which can place them at risk for future problems. Students will mentor on a weekly basis at Terry Redlin and will also participate in special activities with the USF Criminal Justice Department. (1 s.h.)

CRJ 220 Criminal Law and Procedure

A study of criminal responsibility as it relates to substantive law, contributing and limiting conditions, and criminal defenses. Topics include various types of crime, the elements necessary for an action to become a crime, the mental states of offenders, defenses based on reduced or impaired capacity, and procedural rights or requirements. Prerequisite: CRJ 203 or instructor approval. (3 s.h.)

CRJ 305 Juvenile Justice

A survey of juvenile crimes, laws, prosecution, defense, courts, procedures, correctional strategies, rehabilitation, and prevention. Emphases include the rights, protections, and needs of minors; use of force; and both formal and informal interventions. Prerequisite: CRJ 203 or instructor approval. (3 s.h.)

CRJ 308 Ethics and the Law

Students will study and discuss the role of

ethics and morality as these subjects relate to various components of the criminal justice system, namely, defense attorney, prosecutor, police work, judicial system, probation and parole officials, and victims' rights. Prerequisite: CRJ 203 or instructor approval. (3 s.h.)

CRJ 318 Issues in Current Research

This course will provide students an opportunity to attend the Academy of Criminal Justice Science's Annual Meeting. The Academy membership represents academics, practitioners, students, and experts in the field. Students will travel to the meeting with an instructor, and then students will identify their academic and career interest areas and attend a requisite number of topical sessions in their areas of interest. Prerequisites: CRJ 203, SOC 233, and SOC 250 or instructor approval. (1 s.h.)

CRJ 320 The Science and Law of Evidence I

This course will explore the growing number of circumstances where science and the law interact in the field of evidence. Students will be expected to learn about evidence law and the federal and state rules of evidence which govern the admissibility of evidence at trial. Students will also utilize a laboratory format to learn about the various types of forensic evidence as well as the processes for collecting and analyzing such evidence. Prerequisite: CRJ 203 or instructor approval. (3 s.h.)

CRJ 328 Evidence II

This course will allow students continued exploration of the growing number of circumstances where science and the law interact in the field of evidence. Students have already been introduced to key disciplinary concepts in Evidence I, and this course will provide more in-depth analysis and an opportunity to consider how science is used in unsolved criminal cases. Students will be expected to apply concepts of evidence law and the federal and state rules of evidence which govern the admissibility of evidence in the legal process. Students will also utilize the laboratory format to study the various types of forensic evidence as well as the processes for collecting and analyzing such evidence. Prerequisite: CRJ 320 or instructor approval. (3 s.h.)

CRJ 360 World Criminal Justice Systems

A comparative analysis of crime and criminal justice systems in select countries around the world. This course focuses on various legal traditions, issues of enforcement, prosecution, courts, and prisons with emphasis on critical comparisons with similar institutions in the United States. Additional focus is placed on issues such as genocide, human trafficking, and other crimes against humanity as defined by the United Nations, and other international conventions. Prerequisite: CRJ 203 or instructor approval. (3 s.h.) Fulfills the intercultural awareness core requirement.

CRJ 390 Special Topics

An exploration of topics of current interest or those not covered in other courses. (1-3 s.h.)

CRJ 403 White Collar Crime

Intensive analysis of white collar, corporate, and occupational crime from a historical, sociological, and legal perspective. Case study analysis of the cost, description, extent, distribution, causes, history, and prosecutorial issues regarding these crimes. Prerequisites: CRJ 203 or instructor approval. (3 s.h.)

CRJ 405 Constitutional Issues and Criminal Justice Cases

A comprehensive study of constitutional principles governing law enforcement, corrections policies, and the rights of individuals. Emphases include criminal conduct, search and seizure, interrogation of suspects, incarceration and the use of force, appeals, death penalty, and rules of evidence. Special attention will be given to recent cases and trends. Prerequisites: CRJ 203 and CRJ 220 or instructor approval. (3 s.h.)

CRJ 420 Policing: Operations and Issues

A survey of police responsibilities, techniques, practice and issues. Includes study of patrol functions, crime prevention and control, investigations, civil disorders, emergencies, community relations, coping with stress, managing resources, and professional ethics. Prerequisite: CRJ 203 or instructor approval. (3 s.h.)

CRJ 421 Policing II

An overview of the police system in America and its component parts after the terrorist attacks on September 11, 2001. The course will address different roles in society,

patrol, organization, constitutionality, discretion, prevention, communication, cooperation, recruitment and retention, the rule of law, investigations, and policing in selected foreign countries. It will also include the full and complete study of the Patriot Act and its origin and impact on police procedures. Prerequisite: CRJ 420 or instructor approval. (3 s.h.)

CRJ 430 Corrections: Operations and Issues

An analysis of policies and practices in correctional systems, including incarceration, strategies for controlling and changing criminal behaviors, inmate life, institutional management, modes of assessment, and community-based programs. Prerequisite: CRJ 203 or instructor approval. (3 s.h.)

CRJ 431 Courts: Operations and Issues

Students will study and discuss various aspects of the criminal court system, namely what it is that courts do, who is affected by the courts, and whether or not the judicial system is really a mystery or just misunderstood. Topics include structure and function of the dual court system, role and function for court personnel, judicial ethics and responsibility, and an in-depth analysis of the criminal trial and jury systems. Prerequisite: CRJ 203 or instructor approval. (3 s.h.)

CRJ 470 Practicum

Supervised work with an approved placement in law enforcement, prosecution, defense, corrections, investigation, juvenile justice, or other placements depending on interest and availability. Prerequisite: CRJ 203 and senior status. (2-3 s.h.)

CRJ 491, 492 Independent Study

Topics will be determined by student interest and faculty expertise. Prerequisite: Instructor approval and junior or senior status. (1-3 s.h.)

Economics (ECO)

ECO 212 Principles of Microeconomics

An analysis of the principles that drive supply and demand, the theory of the firm, the theory of markets, market resource allocation, environmental economics, and antitrust. (3 s.h.)

ECO 213 Principles of Macroeconomics

Analysis of the economy as a whole. Emphasis on the problems related to unemployment, inflation, fiscal and monetary policy, and international trade. (3 s.h.)

ECO 303 Money and Banking

A study of the function of money and the banking system and their interrelationship with the rest of the economy. Attention is given to the role of the Federal Reserve System as it affects the economy through its monetary policy. Prerequisites: ECO 212 and 213. (3 s.h.)

ECO 320 Managerial Economics

This course is devoted to the study of the economic analysis of the firm as a framework for business decision making. Topics include demand and cost analysis and market structures and advanced pricing decisions. ECO 212 and 213. (3 s.h.)

ECO 349 Intermediate Microeconomics

Covers how producers and consumers, acting through the market, determine the prices and outputs of goods and the allocation and income of productive resources. The course is divided into three parts—theory of the consumer, theory of the firm, and theory of markets. Prerequisites: ECO 212, ECO 213, COM 104 or 201, and MAT 112, 201 or 204. (3 s.h.)

ECO 350 Intermediate Macroeconomics

This course explores theoretical tools to explain the determinants and measurements of the level and changes in aggregate income, employment, investment, and a product's price level. Keynesian and neoclassical approaches are also examined as well as the application of economic theory to problems of national income policy and economic growth. Prerequisites: ECO 212 and 213. (3 s.h.)

ECO 390 Selected Topics (1-4 s.h.)**ECO 395 Internship (1-4 s.h.)****ECO 405 Environmental Economics**

This course centers on an analysis of the problems caused by the impact of economic activities of society on the environment and on the public and private policies that could be used for environmental improvement. Prerequisites: ECO 212 and 213. (3 s.h.)

ECO 451 Industrial Organization

An in-depth analysis of perfect competition, monopoly, oligopoly, and game theory, along with analysis of antitrust and current business practices from an ethical and faith-based viewpoint. Prerequisites: ECO 212 and 213, COM 104 or 201, and MAT 112, 201 or 204. (3 s.h.)

ECO 452 International Economics

A study of the mechanism of international trade and finance, the economic effects of trade policies and payment systems, and an evaluation of current and present policies. Prerequisites: ECO 212 and 213 or instructor approval. (3 s.h.)

ECO 460 Sports Economics

This course comprises integration of both theoretical and empirical methodology to a specific economic problem by providing students with a strong background in problem solving and analysis. Prerequisites: ECO 212 and 213 and MAT 233 or PSY 250. (3 s.h.)

Education (EDU)**EDU 201 Foundations of Education**

An introduction to the history, philosophy, and purposes of American schools; to teaching as a profession; and to problems, issues, and trends in education today. Career opportunities in education and certification requirements are reviewed. (3 s.h.)

EDU 218 Paraprofessional in Education

The first field experience in the teacher education program. Elementary education candidates work as teacher assistants for 15 full school days. Students will be placed in a school that has a diverse population. Performance evaluation serves as one of the admission criterion for admittance into the teacher education program. (3 s.h.)

EDU 230 Foundations of Early Childhood/Kindergarten

A critical review of research in child development and theories of learning in relation to early childhood programs. This course will involve fieldwork in a series of visits and observations to a variety of early childhood sites. A foundation will be laid for the understanding of developmentally appropriate practice in early childhood programs. (3 s.h.)

EDU 231 Native American Studies for Educators

A study of the backgrounds and ways of life of the Native American peoples, especially of those in America. The course includes the study of methods and techniques to enhance the learning opportunities for Native American children in the K-12 classroom. This course fulfills the requirement for South Dakota teacher certification. Fulfills the intercultural awareness core requirement. (3 s.h.)

EDU 235 Early Childhood/Kindergarten Methods

An investigation and development of early childhood curricula as a reflection of the developmentally appropriate needs of children from ages 3-6. Practical experience in an early childhood/kindergarten setting is included. (3 s.h.)

EDU 240 Technology in Education

Designed as an introductory computer applications course for teachers, this class provides experience in technology programs for K-12 classrooms. The course includes hands-on experience with telecommunications, multimedia, hypermedia, and K-12 software programs. Candidates also prepare a website for portfolio preparation. (3 s.h.)

EDU 250 Parent and Community Relations

This course will assist candidates in establishing relationships and partnerships with families and the community to promote healthy development of children. Interactions with and on behalf of families will be the focus of learning and practice. (3 s.h.)

EDU 251 Human Relations

This course is intended to teach candidates about social diversity, how to teach students from social situations different from our own, and how to teach to reduce prejudice and to increase harmony among groups. This course meets the South Dakota requirement for certification in teacher education. (3 s.h.)

EDU 260 Language Development

This course will examine language development theories, brain development and its impact on the acquisition of language, and normative language development. Techniques and materials to facilitate language and cognitive development for early childhood/ kindergarten education will be explored.

Candidates will be responsible for planning and implementing language-based activities, as well as observing language development of children enrolled in ECE settings. (3 s.h.)

EDU 295 Second Language Acquisition

This course provides students with an understanding of the cognitive processes involved as people acquire another language. Students will study the elements of language, interlanguage processes, and non-language influences. They will also learn how an understanding of second language acquisition informs pedagogical decision-making. Students will have the opportunity to work with an English language learner in a classroom setting. (3 s.h.)

EDU 300 Early Childhood Practicum

Practicum experience during January interim or throughout the semester for 130 clock hours in an approved early childhood setting under the direction and supervision of a certified teacher and University faculty. Application deadline for fall practicum is Feb. 10. Application for spring and interim practicum is Oct. 10. Graded pass/no credit. Prerequisite: Completion of approved coursework for the early childhood endorsement. (3 s.h.)

EDU 304 Assessment and Evaluation in the Classroom

This course is based on INTASC standard #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. This class will examine the difference between assessment and evaluation and how to use assessment data to drive curriculum planning, instruction, evaluation, and the decision-making process in classrooms. Teacher candidates will have opportunities to gain knowledge about assessment (characteristics, uses, advantages, and limitations of different types of assessments and grading schemes); select, use, and construct assessments related to objectives for diagnostic purposes; identify elements of measurement theory; and use, observe, and construct a variety of formal and informal assessment measures to assess student development and growth. Students will learn the importance of self assessment, peer assessment, and modifying instruction based on

assessment data. The course is designed for elementary, secondary, or K-12 teacher candidates. Prerequisite: Admission to the teacher education program. (3 s.h.)

EDU 311 Content Literacy for ELL and Struggling Readers

This course focuses on the development of academic language and literacy strategies in cross curricular content for English Language Learners and struggling readers. Language instruction across all content areas (language arts, math, science, social studies, health, and technology) will be included as well as the collaboration between classroom teachers and ELL specialists/reading specialists. A 15-hour practicum is included in this course. Prerequisite: Admission to the teacher education program. (3 s.h.)

EDU 314 K-8 Math Methods

Sequential development of mathematical concepts using cognitive guided instruction and other learning approaches is explored. Students will gain an ability to design, deliver, and evaluate a variety of instructional strategies that incorporate learning resources, materials, technologies, and national and state standards for mathematics appropriate for grades K-8. Field experience in a K-8 classroom will also be completed, focusing on assessing and planning instruction for an individual student. Prerequisite: Admission into the teacher education program. (3 s.h.)

EDU 315 K-8 Social Studies Methods

This course will help prepare students to become effective social studies educators capable of teaching K-8 students the content knowledge, the intellectual skills, and the civic values necessary to fulfill the responsibilities of citizenship in a democracy. Special attention is given to national and state social studies standards, effective teaching strategies, assessment, addressing the individual and cultural diversity of all learners, developing a unit of study, integrating technology, and designing materials that are appropriate for K-8 social studies. Field experience in a K-8 classroom will also be completed. Prerequisite: Admission into the teacher education program. (3 s.h.)

EDU 316 K-8 Science Methods

National and state science standards that focus on K-8 students' needs and specific learning environments will be addressed through practical applications

of research in the classroom. Students will be encouraged to read and think about science and how to teach it through group interaction and activities. Problem solving, science in everyday life, integrating technology, inquiry – based learning, assessment, scientific methods, curricular materials, instructional strategies, and science issues are topics that will be studied. Field experience in a K-8 classroom will also be completed. Prerequisite: Admission into the teacher education program. (3 s.h.)

EDU 319 Early Literacy

An introduction to various theories of reading and literacy development and teaching communication skills, including: listening, speaking, writing, and reading. Field-based laboratory experiences in a primary level elementary classroom is included. Prerequisite: Admission into the teacher education program. (5 s.h.)

EDU 320 Middle Level Literacy

This course will emphasize classroom comprehension and content reading strategies, readers' workshop and writers' workshops in the 4th-8th grades, working with struggling literacy learners, and identifying technology that supports the classroom program. All candidates will be working with a guided reading group in an elementary classroom. Prerequisite: Admission into the teacher education program. (3 s.h.)

EDU 322 Differentiated Instruction

Differentiated instruction provides pre-service teachers with the knowledge, skills, and conceptual understanding needed to address a wide range of learners in the regular classroom setting. Building on previous foundational courses and INTASC standards 2, 3, 4, and 7, students will gain further background in essential aspects of special education including placement, IEPs, current issues, and case study experiences. In addition, students will apply critical thinking skills to solve classroom challenges and design learning opportunities with regard to Section 504, culturally and linguistically diverse learner needs and gifted learners. Focus will be on the practical applications of theory, law, and research towards differentiating instruction so that all children are able to learn and succeed. Prerequisite: Admission into the teacher education or child development program. (3 s.h.)

EDU 324 Developmental and Educational Psychology

An introduction to the application of psychology to the problems of education in a variety of settings using a developmental lens. The course examines the theoretical and applied aspects of learning, motivation, conditioning, human development and personality, educational practice, individual differences, and mental health in schools. Prerequisite: Admission into teacher education or child development program. (3 s.h.)

EDU 329 Secondary and Middle Level Methods

Prepares students to use and adapt effective instructional methods by introducing the major methods used by classroom teachers. Topics covered are lesson design, Bloom's taxonomy, multiple intelligences, at-risk adolescents, communication strategies, classroom management models, motivation, and Socratic questioning. The course will also include field-based laboratory experiences in secondary and middle school classrooms. Prerequisite: Admission into the teacher education program. (4 s.h.)

EDU 330 Content Practicum for ELL and Struggling Readers

This course is intended to help participants identify ELL readers who need support and to analyze their strengths and areas for growth. Topics range from the gathering of information to the implementation of corrective instruction. Useful assessment and instructional strategies for both the holistic and more traditional approaches to reading instruction will be provided. Prerequisite: Admission into the teacher education program. (3 s.h.)

EDU 335 Assessment of English Language Learners

The purpose of this course is to develop an understanding of the policies, procedures, and instruments used in assessing English language proficiency and the academic competence of ELL students. This course focuses on assessment of English Language Learners. Assessment for ELL across all content areas (language arts, math, science, social studies, health, and technology) will be included. A 10-hour practicum/lab will support the academic content of this course. Prerequisite: Admission into the teacher education program. (3 s.h.)

EDU 373 Learning Communities of the World

This course is designed to promote a global perspective of education and to challenge assumptions about the American education system in light of the experience of learners throughout the world. Interaction with students and educators from other countries will encourage a connection to cultures and issues that are part of the various systems of learning and ways of knowing. By developing a broader awareness of education from an international scope, students in the course will gain insight into dominant culture thinking, education reform, and the strengths and limitations of schooling in the United States. The results of the study will help students develop classroom practices and an informed teaching philosophy that will equip them for diverse classrooms. A service project is arranged at one of the locations visited, where possible. Fulfills the intercultural awareness core requirement. (3 s.h.)

EDU 390 Special Topics in Education

Course offered at irregular intervals and determined by student and faculty interest, including such topics as classroom organization and management, reading and the arts, and communication in the classroom. Prerequisite: Admission into the teacher education program and instructor approval. (1-3 s.h.)

EDU 400 Student Teaching Portfolio Development and Assembly

A collaborative, hands-on course designed to assist teacher candidates with developing, assembling, and organizing the evidence and artifacts that demonstrate competency in the six sections of the education curriculum model and the ten INTASC standards. Students will learn the format and amount of evidence needed to establish competency in these areas. Prerequisite: Acceptance into the teacher education program. Portfolios are due Feb. 10 for fall student teaching and Oct. 10 for spring student teaching. (1 s.h.)

EDU 405 Instructional Management

This course gives prospective teachers information, strategies, and an understanding of the student teaching experience and the organization and management of classroom teaching. National and state performance standards and the Education Unit's Curricular Framework, "educator as a developing

professional," are used for the lesson plans in this course. The competencies and framework reflect effective teaching standards that carry with them the ultimate goal of improving student achievement. Prerequisite: Admission to student teaching. (3 s.h.)

EDU 406 Student Teaching: Elementary

Teaching in the elementary school under the direction and supervision of classroom and USF teachers. Application deadline for fall student teaching is Feb. 10. Application deadline for spring student teaching is Oct. 10. Fulfills Critical Thinking core requirement. Prerequisite: Admission to student teaching. (10 s.h.)

EDU 407 Kindergarten Experience

An intense field experience in Kindergarten during interim or throughout the semester for a total of 130 clock hours. Experience is conducted under the direction of a cooperating teacher and a USF supervisor. Application deadline is October 10 for interim or spring semester placements or Feb. 10 for fall semester placements. Prerequisites: EDU 235 and completion of 3 s.h. of early childhood coursework. (3 s.h.)

EDU 410 Foundations of Middle School

Middle level education encompasses early adolescence between the ages of 10 and 15. Middle schools must be grounded in the diverse characteristics and needs of these young people. The primary intent of this course is to minimize the gap between education theory and realities of dealing with students at this critical stage of life. In addition, the course content and activities will assist aspiring teachers in developing middle level education practices that are responsive to the special needs of children during these formative years. Prerequisite: Admission into the teacher education program. (2 s.h.)

EDU 412 Student Teaching: Secondary

Teaching in the secondary school under the direction and supervision of classroom and USF teachers. Application deadline for fall student teaching is Feb. 10. Application deadline for spring student teaching is Oct. 10. A portfolio is required as part of the application process. Prerequisite: Admission to student teaching. (10 s.h.)

EDU 414 Student Teaching: K-12

Teaching in the elementary and secondary school in art or music under the direction and supervision of classroom and USF teachers. Application deadline for fall student teaching is Feb. 10. Application for spring student teaching is Oct. 10. A portfolio is required as part of the application process. Prerequisite: Admission to student teaching. (10 s.h.)

EDU 418 Practicum in Classroom Organization

This course provides the opportunity to participate in preparation and organization of a classroom to begin the school year. Junior or senior teacher education majors work as teacher assistants for a minimum of 40 clock hours as school begins in the fall, including such activities as assisting the teacher in room preparation, attending in-service meetings as appropriate, and observing the activities of the first days of teaching. Graded pass/no credit. (1 s.h.)

EDU 491 Independent Study

Prerequisites: Approval of the instructor and the Chairperson of the Education area and acceptance into the teacher education program. (1-3 s.h.)

English (ENG)

LAR 111 Writing and Intellectual Traditions I

The first semester of the liberal arts core sequence on ideas and writing. This course is designed to provide students with instruction and practice in writing. Additionally, the course seeks to cultivate student understanding of the meaning and value of a liberal arts education in the Christian tradition through the study of ideas, themes, and texts that have influenced Western culture. An important component of the learning experience is the community established among students and instructors. Supplemental assignments and activities outside of the traditional classroom are required. (4 s.h.)

LAR 112 Writing and Intellectual Traditions II

The second semester of the liberal arts core sequence on ideas and writing. While dedicated to the same fundamental objectives and emphases as its counterpart, this course builds on the experiences of the first semester through a study of more modern works related to the same ideas and themes. The course continues the

exploration of liberal arts education in the Christian tradition and the cultivation of a learning community among students and instructors. The writing component is centered on the development of research sensibilities and skills essential to the student's subsequent research writing within their chosen majors. Supplemental assignments and activities outside of the traditional classroom are required. Prerequisite: LAR 111. (4 s.h.)

ENG 200 Introduction to Literature

An introduction to the study and appreciation of fiction, poetry, and drama. Discussion of the methods and elements of the various genres. Practice in writing critical analysis of literary works. Prerequisite: LAR 111. (3 s.h.)

ENG 208 Tutoring Writing

An introduction to the theory and practice of working with writers in a writing-center context. While useful for any student or teacher of writing, the course is designed to prepare tutors to work effectively with writers in a one-to-one setting. In addition to standard readings, writing assignments, and projects, students will also be expected to schedule time outside of class to observe sessions in the USF Writing Center. This course or ENG 209 is required for those seeking employment in the USF Writing Center. Prerequisites: LAR 111 and LAR 112. (1 s.h.)

ENG 209 Teaching Writing

An introduction to the theory and practice of teaching writing, both within the classroom setting and through face-to-face conferences. While useful for any student of writing, the course is designed to equip tutors and teachers at the secondary level and above. In addition to standard readings, writing assignments, and projects, students will also be expected to schedule time outside of class to observe classroom writing instruction and sessions in the USF Writing Center. This course or ENG 208 is required for those seeking employment in the USF Writing Center. Prerequisites: LAR 111 and LAR 112. (2 s.h.)

ENG 220 World Literature: Major Authors

A sampling of major authors in world literature (excluding British and American writers), with attention to cultural context, significant themes, and literary forms. Prerequisite: LAR 111. (3 s.h.)

ENG 221 British Literature Survey I

A survey of British literature from its origins through the 18th Century, with attention to historical contexts and predominant interests, themes, and literary forms. Prerequisite: LAR 111. (3 s.h.)

ENG 222 American Literature Survey I

A survey of American literature from its origins to 1865, with attention to historical contexts and predominant interests, themes, and literary forms. Prerequisite: LAR 111. (3 s.h.)

ENG 223 British Literature Survey II

A survey of British literature from the 18th Century to the present, with attention to historical contexts and predominant interests, themes, and literary forms. Prerequisite: LAR 111. (3 s.h.)

ENG 224 American Literature Survey II

A survey of American literature from 1865 to the present, with attention to historical contexts and predominant interests, themes, and literary forms. Prerequisite: LAR 111. (3 s.h.)

ENG 250 Business Research and Writing

A writing course designed to give the student instruction and practice in business letter writing, including the psychological approaches best suited to various situations. In addition, the student receives instruction in research techniques and writing strategies for business reports. Prerequisite: LAR 111. (3 s.h.)

ENG 300 Literature for Children and Adolescents

A study of the literature addressed specifically to children from preschool through adolescence. Includes exploration of the diverse types of literature for children and adolescents and discussion of the elements of the various genres. (3 s.h.)

ENG 301 Genre Study

A seminar course focusing on the study of one or more literary genres (i.e., novel, short story, poetry, non-fiction, etc.). Course contents will vary by semester and instructor, with specific course descriptions published for each semester the course is offered. Prerequisite: ENG 200, 220, 221, 222, 223, or 224. (3 s.h.)

ENG 311 Creative Writing

A course designed to offer instruction

and practice in the writing of poetry and fiction. Students will explore principles and elements from each genre through critical reading and writing. (3 s.h.)

ENG 322 Shakespeare

A seminar course focusing on the study of Shakespeare's work, with the specific thematic and generic focus determined by semester and instructor. Specific course descriptions will be published for each semester the course is offered. Prerequisite: ENG 200, 220, 221, 222, 223, or 224. (3 s.h.)

ENG 330 Communication, Language, and Grammar

An introduction to communication theory and the theory of language description, and a review of grammar, drawing from the traditional, structural, and generative-transformational approaches. Prerequisite: LAR 111. (3 s.h.)

ENG 335 Early British Literature

A seminar course focusing on the study of selected literary works from the origins of British literature through the 18th Century. Course contents will vary by semester and instructor, with specific course descriptions published for each semester the course is offered. Prerequisite: ENG 200, 220, 221, 222, 223, or 224. (3 s.h.)

ENG 341 Early American Literature

A seminar course focusing on the study of selected literary works from the origins of American literature to 1865. Course contents will vary by semester and instructor, with specific course descriptions published for each semester the course is offered. Prerequisite: ENG 200, 220, 221, 222, 223, or 224. (3 s.h.)

ENG 345 Later American Literature

A seminar course focusing on the study of selected literary works in American literature from 1865 to the present day. Course contents will vary by semester and instructor, with specific course descriptions published for each semester the course is offered. Prerequisite: ENG 200, 220, 221, 222, 223, or 224. (3 s.h.)

ENG 355 Later British Literature

A seminar course focusing on the study of selected literary works in British literature from the 1800s to the present day. Course contents will vary by semester and instructor, with specific course descriptions published for each semester

the course is offered. Prerequisite: ENG 200, 220, 221, 222, 223, or 224. (3 s.h.)

ENG 360 Advanced Composition

Study and practice in the art of writing expository prose. Working in a seminar setting, students develop their rhetorical skills by analyzing the essays of professional writers, writing essays themselves, editing the papers of other class members, and participating in critiques of papers in class. Prerequisite: LAR 111 and LAR 112. (3 s.h.)

ENG 366 Evolving Canons

A seminar course focusing on the study of culturally diverse literature, including contemporary works by and about historically marginalized groups within the American tradition and works from non-Western cultures. Course contents will vary by semester and instructor, with specific course descriptions published for each semester the course is offered. Prerequisite: ENG 200, 220, 221, 222, 223, or 224. (3 s.h.)

ENG 370 Departmental Practicum in Teaching English

Supervised practice in skills associated with the teaching of English. By observing and assisting University faculty in lower division English courses, the student has the opportunity to develop competencies in activities such as instructing in composition, grammar and literature; developing, presenting, and grading exercises, tests, and paragraph-to-paper-length writing assignments; and tutoring individual students to remediate deficiencies. Prerequisites: Junior or senior English major status and consent of English faculty. (3 s.h.)

ENG 395 Internship in Writing

Practical experience in applying the skills of effective expository writing in a vocational setting such as a business or non-profit service organization. An off-campus supervisor and a faculty internship coordinator direct and certify the experience. Prerequisites: Junior or senior English major status and consent of English faculty. (2-4 s.h.)

ENG 403 Teaching of English

A study of methods of teaching literature, composition, grammar, and reading at the secondary level. Consideration of philosophical bases and instructional objectives for the teaching of English. Prerequisite: Admission to the Teacher

Education Program or instructor permission. (3 s.h.)

ENG 423 Literary Criticism

A seminar course focusing on the study of principal works of literary aesthetics and criticism from the classical to the contemporary. Course contents will vary by semester and instructor, with specific course descriptions published for each semester the course is offered. Prerequisite: At least two literature courses. (3 s.h.)

ENG 450 English Colloquium

The course consists of presentations given by senior English majors who have worked closely with advisors in order to prepare the English Major Writing Portfolio, which serves as the source of content for the presentation. Faculty and guests, on occasion, may also be invited to give presentations. A letter grade is assigned based on the quality of the presentation, the portfolio, and attendance. Prerequisite: Senior English major. (1 s.h.)

ENG 490 Special Topics in English

Studies of works and authors not covered in regular courses. Topics are determined by student and faculty interests. Prerequisite: Instructor approval. (1-3 s.h.)

ENG 491, 492 Independent Study

(1-3 s.h. each)

Entrepreneurial Studies (ENT)

ENT 225 Innovation and Problem Solving

An innovation is a new idea. Often it is an entrepreneur that has the idea and attempts to turn it into a product, service, or company. Innovation and entrepreneurship are processes occurring in the context of social and cultural organizations. Networking and people skills will be specifically addressed. This course will be of value to students of all majors and requires no specialized knowledge. (3 s.h.)

ENT 235 Entrepreneurial Dynamics

Setting up and building a business from the ground up can be an exciting and rewarding challenge. The better prepared one is for the realities of starting a business, the greater chance one has at being successful. Topics include entrepreneurship and new business ventures, selecting a business structure,

and creating a business plan outline. This course will be of value to students of all majors and requires no specialized knowledge. (3 s.h.)

ENT 240 Entrepreneurial Sales and Marketing

This course discusses the various dynamics of sales and marketing from an entrepreneur's perspective. The course will cover the anatomy of sales and marketing on a personalized level. Discussion topics will include scheduling and planning meetings, presentation skills, answering difficult questions, closing a sale, and follow-up skills to maintain an ongoing mutually beneficial customer relationship. (3 s.h.)

ENT 245 Entrepreneurial Management

Designed to provide an understanding of the entrepreneurial mindset, the emphasis of this course is placed on alternative ways of approaching challenges and issues one might encounter as an entrepreneur. The areas covered include dealing with uncertainty, simplifying complex problems, and risk tolerance. In addition, the coursework covers the process of identifying entrepreneurial opportunities by addressing market concerns. (3 s.h.)

ENT 250 Entrepreneurial Team Project

The purpose of this course is to explore the interaction between management, strategy, finance, and entrepreneurship. Students will work with an existing entity to identify and resolve a current issue. This course is cross-disciplinary in nature. Students will be asked to "demonstrate by implementation" the mastery of many dimensions of entrepreneurial education including entrepreneurial start-up, management, sales, and creative thinking skills. (3 s.h.)

ENT 260 Computerized Accounting

Cross listed as ACC 250 Computerized Accounting

ENT 330 Business Plan Development

Designed to provide an understanding of the environments within which small businesses develop and function. The areas covered include starting a business, marketing products, operating a business, establishing financial and administrative controls, and future concerns. In addition, the students will create a business plan and have the opportunity to experience the

many phases of business development as the business plan is implemented. (3 s.h.)

ENT 305 Entrepreneurial Financing

Financing is an essential component of operating a small business. This course will look at the financing needs of start-ups, seasonal businesses, franchises, acquisitions, public offerings, and other types of organizations. The material will cover financial techniques, understanding and reading financial documents, using financial statements to manage your business, reviewing legal documents, and negotiating a deal. Prerequisite: ENT 225 Innovation and Problem-Solving. (3 s.h.)

ENT 395 Internship

This internship will provide an experiential learning activity for entrepreneurial studies students, will assist students in gaining realistic insight into the challenges and issues faced by entrepreneurs, and will assist students in better understanding the risks, complex problems, and uncertainties entrepreneurs must address to be successful. Prerequisite: Junior or senior status. (3 s.h.)

Exercise Science (EXS)

EXS 100 Introduction to Exercise Science

An introduction to the discipline of exercise science and the understanding of physical activity that can be acquired through experience, scholarly study, and professional practice. Students will explore various physical exercise science professions and will have opportunities to assess personal career interests, skills, and goals. (3 s.h.)

EXS 160 Practicum in Sports Medicine I

Supervised experience in sports medicine. Students will work with the athletic training staff to provide care and treatment for USF's athletes. An entry-level practicum in which students will learn basic athletic training skills and abilities. (0-3 s.h.)

EXS 200 Dimensions of Wellness

Holistic exploration of the physical, emotional, social, intellectual, and spiritual dimensions of health and wellness. Students are encouraged to assess their personal health status and to consider lifestyle choices that can contribute to a healthy, fulfilling life. (2 s.h.)

EXS 205 First Aid/CPR

Basic knowledge of standard first aid and personal safety and skills for first aid/first responder situations. CPR certification included. (1 s.h.)

EXS 210 Care and Prevention of Injuries

Basic principles of risk management for the physically active. Students will also become familiar with common medical terminology, injury mechanisms, common injuries and injury treatment, and factors predisposing individuals to injury. In addition, students will participate in a taping and wrapping lab. (2 s.h.)

EXS 213 Medical Terminology

Working knowledge of terminology related to the human body in health and disease developed through descriptive definitions, practical applications, word combinations, and medical abbreviations. (1 s.h.)

EXS 215 Ethical Issues in Sport

Critical examination of common moral/ethical issues and questions related to competitive sport, such as cheating, racial and sexual discrimination, performance-enhancing drugs, violence, and other problems. Moral reasoning and values will be used to address a variety of issues and situations. (3 s.h.)

EXS 217 Fundamentals of Coaching

Basic concepts from exercise physiology, biomechanics, sport nutrition, and sport psychology are applied to sport training, coaching strategies and techniques, leadership, and group dynamics. (3 s.h.)

EXS 220 Nutrition

Study of nutrition and its effects on the health, development, and physical performance of the individual. Students have opportunities to analyze and evaluate food intake, a variety of nutritional literature and research, popular weight-loss or gain programs, nutritional supplements, and other nutrition-related issues. (3 s.h.)

EXS 225 Anatomical Kinesiology

Study of the structural components of human movement. Functional aspects of the bones, muscles, and articulations are used in developing skills to analyze and improve human movement performance. (2 s.h.)

EXS 260 Practicum in Sports Medicine II

Supervised experience in sports medicine. Students will work with the athletic training staff to provide care and treatment for athletes. A practicum in which students will build on basic athletic training skills and abilities gained in *Practicum in Sports Medicine I* and begin to develop a knowledge base for injury evaluation. Prerequisite: EXS 160. (0-3 s.h.)

EXS 280 Anatomy and Physiology for the Exercise Professional

This course is designed to help students begin to understand the relationship between structure and function in the human body. We will study the body from the cellular through systems level. Topics covered include skeletal, muscular, cardiovascular, respiratory, digestive, immune, nervous, and endocrine systems. Prerequisite: BIO100. (4 s.h.)

EXS 300 Practicum

Supervised experience in an exercise science-related program, either on or off campus. (1-3 s.h.)

EXS 301 Practicum in Sport

This specialized practicum will give the student practical experience in the operations of sport, including the administration, organization, and training involved in daily sport operations. This will give the sport scientist a greater understanding of the training demands athletes face in their various sports, thus providing valuable information in developing effective training programs and information on dealing with those athletes. (2 s.h.)

EXS 305 Facilities and Programs

Introduction to information, skills, and resources needed for effective planning, organizing, managing, and evaluating fitness/wellness programs and facilities. (3 s.h.)

EXS 310 Exercise Physiology

Study of how the body functionally responds and adapts to exercise, focusing on the cardiovascular, pulmonary, nervous, muscular, endocrine, and metabolic/energy systems. (4 s.h.)

EXS 315 Fitness Assessment Methods

Provides introduction and laboratory experience in techniques for fitness assessments, exercise prescription, and

the analysis and evaluation of assessment data. Prerequisite: EXS 310. (3 s.h.)

EXS 319 Service Learning—Mentoring

This mentoring experience is offered in cooperation with the Sioux Falls School District Student Health and Wellness Program. Exercise science students will mentor a youngster who has been identified as high risk for obesity and inactivity-related health conditions. Focus will be on one or more dimension of wellness, particularly nutrition or fitness. Exercise science majors are required to complete at least two consecutive semesters of mentoring in their junior or senior year. (0-1 s.h.)

EXS 320 Environmental Exercise Physiology

This course emphasizes the investigation of the physiological components of human movement in differing environments—heat, cold, altitude, hyperbaria, microgravity, air pollution, weather, and biorhythmic disturbances. Concepts relating to neuromuscular, metabolic, circulatory, and respiratory adaptations during exercise in differing environments are discussed in lecture, including theoretical and practical applications of exercise and training principles. Prerequisite: EXS 310. (3 s.h.)

EXS 325 Biomechanics

Study of the physical laws affecting human movement performance with applications to exercise and sport skill techniques. Prerequisite: EXS 225. (3 s.h.)

EXS 326 Anaerobic Conditioning

This course focuses on the various forms of anaerobic training and conditioning. Students will study the physiological adaptations to anaerobic training and techniques for increasing anaerobic performance, including strength, power, and speed. Prerequisites: EXS 310 and EXS 325. (4 s.h.)

EXS 330 Cardiac Rehabilitation

Study of the four phases of cardiac rehabilitation, including education, pathophysiology, prevention, interventions and pharmacology. (3 s.h.)

EXS 335 Sociology of Sport

This course will include a study of sport and its relationship to individuals, groups, institutions, societies and cultures. It will include a critical examination of

social processes and concepts such as socialization, social control, social conflict, social changes, class and gender stratification, racial and ethnic discrimination, team dynamics, and social values and apply them to sport and sporting situations. (3 s.h.)

EXS 337 Group Fitness Instruction

Study of the art of leading group exercise classes. Students will gain knowledge and demonstrate skills in leading a variety of fitness classes, including techniques in music and equipment selection and application. (1 s.h.)

EXS 340 Psychology of Sport and Exercise

Study of human behavior and emotions in sport and fitness settings and circumstances. Major areas of focus include motivation, cognitive and behavioral intervention strategies, group dynamics, and leadership. (3 s.h.)

EXS 344 Cardiovascular Physiology/ECG

Exploration of cardiovascular physiology including electrical activity of the heart, control of cardiac output and peripheral blood flow, and hemodynamics. Basic and intermediate electrocardiography including cardiac function, lead systems, rate, rhythm, axis, infarction, ischemia, hypertrophy, and effects of cardiovascular drugs and exercise on ECG. Prerequisite: BIO 315. (4 s.h.)

EXS 345 Cardiovascular Physiology

Exploration of cardiovascular physiology including electrical activity of the heart, control of cardiac output and peripheral blood flow, and thermodynamics. Prerequisite: BIO 315. (2 s.h.)

EXS 346 Electrocardiography

Basic and intermediate electrocardiography including cardiac function, lead systems, rate, rhythm, axis, infarction, ischemia, hypertrophy, and effects of cardiovascular drugs and exercise on ECG. Prerequisite: BIO 314 (2 s.h.)

EXS 350 Survey of Sport

The purpose of this course is to familiarize students with the components of various sports—traditional and non-traditional—for the purpose of enhancing students' ability to effectively work with athletes in various sports. Students will learn the basic history of the sport, basic rules of the sport, and factors associated with the

biomechanics, training, and conditioning of the sport. (3 s.h.)

EXS 360 Practicum in Sports Medicine III

Supervised experience in sports medicine. Students will work with USF's athletic training staff to provide care and treatment for athletes. A practicum in which students will build on the athletic training knowledge, skills, and abilities they gained in *Practicum in Sports Medicine II*. Prerequisite: EXS 260. (0-3 s.h.)

EXS 390 Special Topics

Courses offered at irregular intervals and determined by student and faculty interests and needs. (3 s.h.)

EXS 395 Internship

Opportunity to apply knowledge and skills learned in the exercise science curriculum while working and learning in a setting related to the student's career goals. This experience is supervised by a trained professional at an off-campus site. (3-6 s.h.)

EXS 400 Exercise Prescription I

Study of the art of exercise prescription for healthy adult populations. Students will learn to design exercise programs of appropriate mode, intensity, duration, frequency, and progression for differing populations. Students will also learn behavioral and leadership skills necessary for exercise leaders. Prerequisites: EXS 310 and EXS 315. (3 s.h.)

EXS 410 Exercise Prescription II: Special Populations

Study of fitness programs and adaptive physical activities for special populations, such as older adults, obese individuals, diabetics, and children. Prerequisite EXS 310. (3 s.h.)

EXS 420 Advanced Exercise Physiology

Study of the application of mechanisms of metabolic control and cardiorespiratory support to acute and chronic adaptations of exercise. Prerequisite: EXS 310. (3 s.h.)

EXS 430 Seminar in Health Fitness Instruction

Capstone educational experience for the Health/Fitness Instructor® concentration. Students will prepare for the ACSM Health/Fitness Instructor® certification through lecture and practical experiences. Topics include a review of ACSM guidelines, exercise physiology and prescription,

equipment calibration and maintenance, exercise instruction/leadership, safety procedures, drug classifications and their effects on exercise, and physiological considerations across the lifespan of those who participate in physical activity. Prerequisite: Senior standing. (2 s.h.)

EXS 460 Practicum in Sports Medicine IV

Supervised experience in sports medicine. Students will work with the athletic training staff to provide care and treatment for USF's athletes. A practicum in which students will build on athletic training knowledge, skills and abilities gained in *Practicum in Sports Medicine III*. Special focus will be on gaining confidence in independent injury evaluation and rehabilitation. Prerequisite: EXS 360. (0-3 s.h.)

EXS 490 Seminar in Wellness and Spirituality

Exploration of the roles of wellness and spirituality in shaping life experience. Opportunities to explore the integration of values and faith with lifestyle choices and behaviors. (2 s.h.)

EXS 495 Senior Seminar

This course will be a capstone experience combining knowledge and application acquired throughout the undergraduate program. An emphasis will be placed on effectively communicating an understanding of exercise science principles as they relate to the health benefits of physical activity and/or the enhancement of sports performance. (0-1 s.h.)

Fine Arts (FA)

FA 200 The Humanities Through the Arts

This course stresses an awareness of self and society encouraged through a study of art forms. It is designed to help students answer, as well as raise, questions about their individual and societal expressions of values. In this course, the humanities are approached through the study of eight major arts: photography, film, drama, dance, music, painting, sculpture, and architecture. Each of these art forms is considered from the perspectives of historical development, compositional structure, meaning and form, and criticism or critical evaluation. Satisfies the liberal arts core requirement in the fine arts. (3 s.h.)

FA 215 K-8 Arts Integration

Elementary methods course integrating arts, music theater, and dance across the traditional curriculum. A study of the theories and techniques of teaching art, music, theater, and dance in the elementary grades. Fulfills state and national standards for elementary teacher preparation. Includes the presentation and application of basic fine arts concepts as well as the integration of these concepts into standard academic curriculum. Presents methods and materials of arts education along with hands-on projects and lessons. Prerequisites: LAR 111/112. (3 s.h.)

FA 220 Service in the Arts

Service in the Arts is a one-credit course required of all visual and performing art majors before graduation. Students will be required to complete 40 hours of community service in any of the arts areas. In addition, students will be required to keep a digital journal or blog, with a minimum of 5 journal entries before the course ends. A final reflection paper will be due at the end of the course. Grading will be Pass/Fail. Each member of the visual and performing arts faculty will take turns serving as the instructor, and arranging placement in the various service areas. (1 s.h.)

Health and Physical Education (HPE)

The courses in Health and Physical Education are designed to support a variety of major programs or to become part of an interdisciplinary program.

HPE 101, 102, 201, 202 Physical Education Activity

Provides instruction and participation opportunities in a variety of sports and leisure activities. Limit of 8 s.h. toward graduation requirements. Graded as "Pass/No Credit." (1 s.h. each)

HPE 215 Ethical Issues in Sport

Critical examination of common moral and ethical issues related to competitive sport, such as cheating, racial and sexual discrimination, performance-enhancing drugs, violence, and other problems. Moral reasoning and values will be used to address a variety of issues and situations. (3 s.h.)

HPE 217 Science of Coaching

Basic concepts from the areas of exercise

physiology, biomechanics, sport nutrition, and sport psychology are applied to sport training, coaching strategies and techniques, leadership, and group dynamics. (3 s.h.)

HPE 225 K-8 Movement Integration

This is an elementary methods course integrating movement education across the traditional curriculum. This course fulfills state and national standards for elementary teacher preparation. It includes a review of movement and motor skills development, exercise and fitness concepts, and the role of movement in addressing multiple intelligences and diverse learners.

HPE 293 Coaching Wrestling

This class will cover rules, administration, fundamental skills, practice scheduling, and conditioning to build and maintain a quality wrestling program. Practicum experience will be offered in area high school wrestling programs. (2 s.h.)

HPE 300 Coaching Practicum

Supervised coaching experience in a school or sports organization setting. (1-2 s.h.)

HPE 305 Coaching Volleyball

Analysis of skills, strategies, conditioning, and philosophy of competitive volleyball. Prerequisite: Junior status or instructor approval. (2 s.h.)

HPE 306 Coaching Soccer

Fundamentals of progressive technical and tactical training, organization, and management of soccer athletes of various ages and abilities. (2 s.h.)

HPE 316 Coaching Football

Systems of play, strategies, training programs, organization, and other skills needed for effective football coaching. (2 s.h.)

HPE 325 Elementary Physical Education Methods

Theory and practice of elementary school physical education, including child growth and development, curriculum, and teaching methods. Involves observing and aiding in area elementary school physical education classes. (2 s.h.)

HPE 326 Coaching Basketball

Fundamentals of the skills, strategies, and conditioning involved in competitive basketball. Attention is also given to the

interpersonal and organizational aspects of effective coaching. (2 s.h.)

HPE 328 Coaching Track and Field

Fundamentals of all standard track and field events, with emphasis on effective training programs and coaching skills important for enhancing athlete performance. (2 s.h.)

HPE 329 Coaching Baseball and Softball

Analysis of the fundamental skills, strategies, and conditioning related to competitive baseball and softball programs. The psychological factors involved in competing and coaching are also addressed. (2 s.h.)

History (HIS)

HIS 101 Modern European History 1500-1815

Europe from about 1500 to the conclusion of the Napoleonic wars in 1815. Together with History 102, this course is designed to provide a general background of modern Europe. (3 s.h.)

HIS 102 Modern European History Since 1815

Europe from the Congress of Vienna to the present. With History 101, this course is designed as general background to the modern Western world and specifically for an understanding of contemporary Europe. (3 s.h.)

HIS 201 United States History to 1877

The religious, political, social, and economic development of the American people from colonial beginnings through Reconstruction. (3 s.h.)

HIS 202 United States History Since 1877

The religious, political, social, and economic development of the American people from 1877 to the present. (3 s.h.)

HIS 213 Contemporary World Events

An inquiry into contemporary issues and events from a global historical perspective. Issue selection will be made in light of changing world situations. (3 s.h.)

HIS 220 Historical Writing

This course introduces students to the process of writing the most common kinds of history essays and papers. Students will learn to research and find sources, structure ideas, write essays and papers using the Chicago Manual of

Style, evaluate their writing, and revise their work for submission for publication. While these exercises stress history essays and papers, the lessons learned here will contribute to strengthening writing ability across the curriculum. (2 s.h.)

HIS 225 History of Latin America

History and culture of Latin America from the 16th century to the present. Political focus is based on a case study approach and varies with each offering. (3 s.h.)

HIS 235 History of East Asia

History and culture of Asian countries from the 16th century to the present. The course deals primarily with China and Japan, but also includes Korea and Vietnam. (3 s.h.)

HIS 245 History of Africa

History and culture of Africa from the 16th century to the present. The course deals primarily with sub-Saharan areas, people and events. Fulfills the intercultural awareness core requirement. (3 s.h.)

HIS 303 Ancient History

The ancient world including the Near East, Greek city states, the empire of Alexander the Great, and the Roman Empire until its decline in the fifth century. (3 s.h.)

HIS 304 Medieval History

The political, social, religious, and economic development of Europe from the decline of Rome to the close of the 15th century. (3 s.h.)

HIS 310 Black American History

A study of African American people, events, and culture from 1500 to the present. Topics include the African background, slave trade and institution of slavery, race relations, and the role of blacks in American culture and society. This course also covers the Civil War and Reconstruction, the origins of segregation, Afro-American cultural traditions, civil rights movement, and current issues. Fulfills the intercultural awareness core requirement. (3 s.h.)

HIS 311 United States Diplomatic History

Origin and development of United States foreign policy from the beginning of the nation to 1945. Includes diplomatic usage, customs, and terms as they fall into the sequence of events. (3 s.h.)

HIS 315 South Dakota History

History and culture of South Dakota from the earliest Native American residents to the present, including events and collaborations that have regional, national, or international significance. (3 s.h.)

HIS 320 History of Modern Russia

A study of Russia and the states that composed the Soviet Union during the 20th Century. Emphases include political events and ideas, internal developments, and foreign policies from 1917 to the present. (3 s.h.)

HIS 321 Constitutional History of the United States

The origins and development of the American constitutional system. (3 s.h.)

HIS 390 Special Topics in History

Advanced study to provide enrichment in history. Specific facets of history selected to meet the specific needs and interests of the students. (3 s.h.)

HIS 395 Internship

Supervised experience in research or applied programs related to history. Prerequisite: Instructor approval. (1-3 s.h.)

HIS 412 The United States West

The westward expansion of the nation and the influences of the frontier on American development. (3 s.h.)

HIS 414 The Reformation

A survey of the European Reformation of the sixteenth and seventeenth centuries and its constituent movements (the German, Swiss, Radical, English, and Catholic Reformations). Successive offerings of the course will focus upon a different figure or movement each time offered. Prerequisite: THE 303 or HIS 101 or instructor approval. (3 s.h.)

HIS 491, 492 Independent Study

Individual study for majors. Prerequisite: Instructor approval. (1-3 s.h.)

Liberal Arts (LAR)

The courses in Liberal Arts are designed to support a variety of major programs or to become part of an Interdisciplinary program.

LAR 111 Writing and Intellectual Traditions I

The first semester of the Traditions of the liberal arts core sequence on ideas and writing. This course is designed to

provide students with instruction and practice in writing. Additionally the course seeks to cultivate student understanding of the meaning and value of a liberal arts education in the Christian tradition through the study of ideas, themes, and texts that have influenced Western culture. An important component of the learning experience is the community established among students and instructors. Supplemental assignments and activities outside of the traditional classroom are required. (4 s.h.)

LAR 112 Writing and Intellectual Traditions II

The second semester of the Traditions of the liberal arts core sequence on ideas and writing. While dedicated to the same fundamental objectives and emphases as its counterpart, this course builds on the experiences of the first semester through a study of more modern works related to the same ideas and themes. The course continues the exploration of liberal arts education in the Christian tradition and the cultivation of a learning community among students and instructors. The writing component is centered on the development of research sensibilities and skills essential to the students' subsequent research writing within their chosen majors. Supplemental assignments and activities outside of the traditional classroom are required. Prerequisite: LAR 111. (4 s.h.)

LAR 210 University Honors Seminar

This interdisciplinary seminar focuses on the nature of the academic adventure. A variety of readings, lectures and presentations will address historical dilemmas of the human mind as well as questions arising from contemporary life such as: "How do we know?" "What is faith?" "Who and what are we?" "What is ethical?" Students will be expected to read extensively, carry out independent research, and further develop communication skills. Prerequisites: selection as seminar participant. (3 s.h.)

Mathematics (MAT)

MAT 100 Problem Solving Seminar

An interactive study of the subtle concept of how to solve a math problem. Problems from all areas and levels of difficulty will be introduced and offered during this seminar. Topics will include familiar high-school-level mathematics such as algebra,

trigonometry, and geometry, but a greater richness and depth of the material will be uncovered during the exploration of solving mathematical problems. Often neglected topics such as probability, number theory, and combinatorics will be explored as well. Opportunities for studying advanced topics requiring knowledge of calculus will be available, but not expected. Students will practice writing cogent solutions to problems in mathematics and will have an opportunity to present their results as well. Note: This course may be repeated for additional elective credit, but students may not receive credit for the course more than four times. Prerequisite: Interest in Mathematics. (1 s.h.)

MAT 111 Elementary Algebra

This course is for students who wish to review the fundamental concepts of elementary algebra before taking MAT 112. (3 s.h.)

MAT 112 College Algebra and Trigonometry

Study of algebra, including polynomial and rational functions, trigonometry, exponentials, and logarithms. This course is foundational to many areas of study including the natural sciences, business, and various aspects of the social sciences. Prerequisite: MAT 111 or two years of high school algebra and one year of high school geometry. (4 s.h.)

MAT 113 College Algebra

Study of algebra including polynomial and rational functions. This course plus MAT 114 is equivalent to MAT 112. Prerequisite: MAT 111 or two years of high school algebra and one year of high school geometry. (2 s.h.)

MAT 114 Functions

Study of exponential, logarithmic, and trigonometric functions. This course plus MAT 113 is equivalent to MAT 112. Prerequisite: MAT 113 or equivalent. (2 s.h.)

MAT 151 Nature of Mathematics

An examination of the characteristics and value of the mathematical enterprise, especially as it relates to other areas of human inquiry. Fundamental concepts from algebra, probability, discrete mathematics, and the axiomatic method are developed as a base for analytic reasoning. Modeling and abstraction are then used to address issues drawn from social choice, operations research,

the humanities, and the natural sciences. Throughout the course, mathematical argument and construction are studied and practiced. Students who require the technical language of college algebra or calculus should take those courses instead of, or in addition to, this course. (4 s.h.)

MAT 201 Calculus for Applications

A one semester introductory, applications-oriented calculus course primarily intended for students of business or the social sciences. The emphases will include a more conceptual, less axiomatic, foundation of calculus. As such, it is not intended for students majoring in the mathematical sciences. The course will build upon a careful study of calculus applications, particularly those originating in a more complete understanding of business and economics. The course will have a "real world" orientation with less abstraction than that of traditional theory-oriented courses. The course begins by reviewing algebraic techniques and developing functions. This course should also serve as preparation for the national standardized exams required by many MBA programs. Prerequisite: MAT 112 or equivalent algebra course (no trigonometry required). (3 s.h.)

MAT 202 Finite Mathematics

A general course introducing such topics as sets and functions, matrix theory linear systems, linear programming, and game theory. Applications are taken primarily from business settings and emphasize optimal decision strategies. Prerequisite: MAT 112 or equivalent (3 s.h.)

MAT 204 Calculus I

A general introduction to analytical geometry, differentiation, and integration with applications. Prerequisite: MAT 112 or its equivalent, such as intermediate high school algebra and trigonometry. (4 s.h.)

MAT 205 Calculus II

A continuation of MAT 204, including integration techniques and applications, the calculus of polar and parametric equations, partial derivatives, infinite series, and an introduction to vectors. Prerequisite: MAT 204. (4 s.h.)

MAT 221 Mathematics for Elementary Teachers

This course is designed to provide elementary teachers with an introduction to the fundamental concepts of numeration systems, set theory, arithmetic

operations, probability, measurement, algebraic problem solving, and geometry from an axiomatic point of view. The course is a mathematics content course with the material presented to the perspective of a future teacher. Required course for all elementary education majors. Prerequisite: MAT 112 or higher. (4 s.h.)

MAT 233 Introduction to Statistics

An introduction to the fundamentals of statistics with applications. Topics include frequency distributions, sampling distributions, testing hypotheses, analysis of variance, regression and correlations and nonparametric methods. Prerequisites: MAT 111 or equivalent. (3 s.h.)

MAT 300 Numerical Methods

Mathematical techniques most needed by those engaged in computational mathematics. Topics include numerical integration, optimization, polynomial approximation, matrix inversion, and approximate solutions to boundary value problems. Prerequisites: COM 201 and MAT 204 with COM 202 and COM/MAT 306 recommended. (3 s.h.)

MAT 302 Probability and Statistics

An introduction at the calculus level to discrete and continuous probability distributions, including a study of the normal distribution, the Central Limit Theorem, and its application to the statistics of sampling. Prerequisite: MAT 205. (3 s.h.)

MAT 303 Foundations of Geometry

The foundations and fundamental concepts of mathematics including Euclidean and non-Euclidean geometry. Prerequisite: MAT 112 or equivalent. (3 s.h.)

MAT 304 Linear Algebra

An introduction to vector spaces, linear transformations, and matrices with applications to each. Prerequisite: MAT 204 or instructor approval. (3 s.h.)

MAT 305 Abstract Algebra

An introduction to abstract mathematical systems, including groups, rings, and fields. Prerequisite: MAT 204 or instructor approval. (3 s.h.)

MAT 306 Discrete and Algorithmic Mathematics

An introduction to the mathematical basis of computer science. Includes an introduction to logical reasoning, counting and finite probability, the rudiments of sets,

functions, relations, recurrence relations and difference equations, graph theory, finite state machines, formal languages, and Boolean algebra. Prerequisite: MAT 204 and at least a "C" in COM 201. (3 s.h.)

MAT 310 Calculus III

An introduction to multivariable and vector calculus. Prerequisite: MAT 205. (4 s.h.)

MAT 311 Differential Equations

This course introduces differential equations and analytical, numerical, and graphical techniques for the analysis of their solutions. First- and second-order differential equations, linear systems, and Laplace transforms are studied. Applications are selected from areas such as biology, chemistry, economics, ecology, and physics. Nonlinear systems or partial differential equations are introduced. Prerequisite: MAT 205. (3 s.h.)

MAT 320 Introduction to Real Analysis

Students encounter the theory of calculus and develop tools for communicating mathematical ideas with technical accuracy and sophistication. Topics include limits, continuity, uniform continuity, derivatives and integrals, sequences and series of numbers and functions, convergence, and uniform convergence. Prerequisite: MAT 205 or instructor approval. (3 s.h.)

MAT 390 Special Topics in Mathematics

Topics in mathematics taught at an intermediate level. Past topics have included philosophy of mathematics, complex analysis, and advanced engineering math. Prerequisite varies. (1-4 s.h.)

MAT 406 Teaching High School Mathematics

This course explores the professional landscape and contemporary pedagogical practices pertinent to high school mathematics education. Students develop an understanding of the NCTM Standards and other professional issues and resources and cultivate facility with graphing calculators, collaborative learning, assessment vehicles, and other pedagogical tools. (3 s.h.)

MAT 490 Senior Seminar

A capstone experience drawing on skills and understanding developed throughout the undergraduate program. Significant

attention is given to weaving the various strands of the programs into a coherent whole, as well as refining writing and presentation skills in forms appropriate to the discipline. Prerequisite: At least 9 s.h. of 300-level coursework in mathematics or computer science. (1 s.h.)

MAT 491 Independent Study

Individual research. Prerequisite: Instructor approval. (1-3 s.h.)

Media Studies (MED)

MED 120 Introduction to Design

See description under ART 120. (3 s.h.)

MED 121, 221, 321 and 421 Print Production Lab

Practice in the various aspects of preparing and producing newspapers. Experiences will include writing, editing, proofing, layout, selling, advertising and planning circulation for the campus newspaper, *The Vessel*. (1 s.h. each)

MED 131, 231, 331 and 431 Radio Lab

Experience in the various facets of radio broadcasting through participation in the production activities of the campus radio station, KCFS-FM. (1 s.h. each)

MED 122 E-Design

See description under ART 122. (3 s.h.)

MED 132, 232, 332 and 432 Television Production Lab

Practice with the operation of television production equipment for television including cameras, mixers, videotape recorders, and lighting. (1 s.h. each)

MED 180 Photography I

See description under ART 180. (3 s.h.)

MED 204 Electronic Media

An introduction to the basic practices of electronic audio/video production and theory. Students will receive basic hands-on experience with the audio and video production equipment used in modern electronic communication, but will also be exposed to the various and wide-ranging principles of production theory. (3 s.h.)

MED 206 Media Writing

Analysis and use of a variety of writing styles used in the mass media. The student will be required to research and write in the following areas: print news-writing, editorials, opinion columns, broadcast news-writing, writing to video,

writing to audio, commercials, public relations releases, and public service announcements. (3 s.h.)

MED 207 Media Survey

An introduction to the nature and function of mass media agencies with particular attention to current issues and opportunities of newspaper, radio, television, advertising, and entertainment. (3 s.h.)

MED 260 Media Issues

Study of major contemporary issues in mass media, as well as ethical considerations in advertising, journalism, and public relations. Emphasis will be placed on research findings regarding mass media effects and the resulting alternatives for policymakers, practitioners, and consumers. (3 s.h.)

MED 281 Photojournalism

Study of spot news and feature photography as it pertains to both print and TV news photography. Prerequisites: MED 180 and 206. (3 s.h.)

MED 300 Communication Arts Colloquium

The course consists of weekly colloquia. Presentations are made principally by students showing their research or creative projects. Faculty and guests may also make presentations. This course is required once for junior or senior Media Studies majors, each of whom must give a presentation. Specific requirements for each major program are supervised by the individual sector advisors. Juniors and seniors outside the area may register and make presentations with prior approval by a Media Studies faculty sponsor. All faculty and students are invited to attend. Offered on a "Pass/No Credit" basis only. Prerequisite: Junior or senior classification. (1 s.h.)

MED 307 Reporting

The reporting process will be studied from the print and broadcast aspects. This will include a hands-on approach to news gathering. Further study will be done on journalistic writing and the production aspects of news reporting. Included will be discussions and exercises in organizing and writing print and broadcast news stories. Prerequisite: MED 206. (3 s.h.)

MED 308 Persuasion: Process and Procedures

The study of theories and principles related

to the use of communication as a means to achieve change. Emphasis will be placed on understanding the factors, processes, and message strategies associated with persuasion and motivational analysis in interpersonal and public communication situations. (3 s.h.)

MED 309 Business and Professional Communication

See description under CST 309. (3 s.h.)

MED 311 Media Programming

An investigation of radio and television programming techniques for public and commercial broadcasting. Prerequisite: MED 207. (3 s.h.)

MED 324 Media Performance

Theory and practice in the professional areas of radio and television. Emphasis on diction, pronunciation, reading from copy, and techniques for creating character. Prerequisite: MED 204. (3 s.h.)

MED 326 Digital Audio

The study of advanced audio production from traditional analog methods to modern digital technology. Projects will concentrate on the production of news, commercials, and promotional items. Students will gain insight in management style, advanced production elements, and promotion of a radio station. Prerequisite: MED 204. (3 s.h.)

MED 330 Media Theory

An introduction to the basic elements of communication and media theory. Primarily western communication systems will be studied and discussed by comparing and contrasting critical and administrative research methods and perspectives. (3 s.h.)

MED 336 Desktop Video and Non-Linear Editing

The study of advanced digital video systems for production and editing. The course also focuses on types, applications, and theories of operation. In addition to the theoretical understanding of multi-media technologies, students will learn how to digitize and manipulate images, voice, and video material. Prerequisite: MED 204. (3 s.h.)

MED 385 Promotional Management

See description under BUS 385. Prerequisite: BUS 307. (3 s.h.)

MED 395 Internship

An internship is a culminating activity in the Media Studies program. It involves practical work for an approved media agency. Prerequisites: Junior or senior status and instructor approval. (1-3 s.h.)

MED 410 Advanced Reporting

Discussion and advanced assignments in gathering information and writing all types of local news stories. Prerequisite: MED 206. (3 s.h.)

MED 415 Live Studio Production and Videography

Advanced study and practical application of program production for television. Emphasis will focus on the interaction among the video production team including producers, directors, writers, videographers, and talent. Prerequisites: MED 204 and 206. (3 s.h.)

MED 420 Media Law

An examination of the documents that regulate and have bearing on the mass media industry. (3 s.h.)

MED 433-438 Television News Lab

A practicum wherein students participate in the development of a weekly television program or project as part of a series of newscasts or public affairs programs. Areas include 433/TV News Assignment Editing, 434/TV News Photography, 435/TV News Producing, 436/TV News Reporting, 437/TV News Videotape Editing, and 438/TV News Writing. Prerequisite: Instructor approval. (1 s.h. each)

MED 491 Independent Study

This course will include topics that are not normally covered as specific courses. Topics will be determined by student interest and faculty expertise. Prerequisites: Instructor approval and junior or senior status. (1-3 s.h.)

Music (MUS)**MUS 101 Foundations of Music Theory**

This course is designed to introduce students to the basic elements of music such as terminology, pitch, rhythm, scales, key signatures, and triads. This course does not count towards the regular music theory sequence for music majors. (3 s.h.)

MUS 117, 118 Voice Class

For beginning students, especially non-music majors, who want to sing

individually or in a group. Instruction is provided in the basic principles of tone production and song interpretation. Classes meet one hour weekly. Class size is determined by competency and the types of voices represented by registrants. (1 s.h. each)

MUS 121 Applied Music: Voice

Private instruction in voice with special emphasis on proper and definite breath control, good diction, and comfortable and natural tone production. Vocal literature representing all time periods is studied. (1 s.h.)

MUS 127 Piano Skills/Music Fundamentals

Beginning piano students. The piano laboratory is used in class instruction to prepare students to perform elementary piano literature and to introduce the fundamentals of music theory. (1 s.h.)

MUS 128 Piano Skills/Piano Proficiency Class

For music majors preparing to complete the piano proficiency exam. This class takes a step-by-step-approach through all of the elements of the proficiency exam. (1 s.h.)

MUS 130 Introduction to Music

A course designed to introduce the elements of music and the role of music throughout history and in current society. (3 s.h.)

MUS 131 Applied Music: Piano

Private instruction on the piano at the level of competence of each student. Includes study of form, techniques, terms, and detail work on the musical score. (1 s.h.)

MUS 137 Guitar Class

For beginning students, especially non-music majors, who want an introduction to guitar. Instruction is provided in the basic principles of chording and melodic playing. Classes meet one hour weekly. Class size is determined by the instructor. (1 s.h. each class)

MUS 141 Applied Music: Organ

Private instruction on pipe and electronic organs, with particular emphasis on preparation for organ responsibilities within a church setting. Prerequisite: MUS 131 or equivalent. (1 s.h.)

MUS 150, 155, 209 Theory I, Theory II, Theory III

The teaching of diatonic theory and applications, with projects in harmony, form, and elementary composition. (3 s.h. each)

MUS 151 Applied Music: Instrumental

Private instruction on brass, woodwind, percussion, or string instruments. Basic repertoire is studied according to the technical proficiency of the individual student. (1 s.h.)

MUS 160 Wind Ensemble

The Wind Ensemble repertoire consists of literature from the 18th to 20th centuries with emphasis on original works for band. Membership is open to all members of the student body. Selection by audition. (1 s.h.)

MUS 161 Chamber Ensemble

A small instrumental or vocal ensemble performing repertoire appropriate to the specific ensemble. Selection by audition. (1 s.h.)

MUS 162 Cantare

Cantare's repertoire includes sacred and secular music. Members need to purchase concert attire. Membership is open to all members of the student body with emphasis placed on incoming students. No audition is necessary to participate. (1 s.h.)

MUS 163 Concert Chorale

The Concert Chorale's repertoire includes the best sacred and secular music composed throughout history for large mixed chorus. Members need to purchase performance attire. Membership is open to all members of the student body. Selection by audition. (1 s.h.)

MUS 164 Singing Camerata

This group is a select ensemble of 8 to 20 members. The group performs literature from all eras, including sacred and secular a capella music, vocal jazz, and 15th and 16th century Christmas carols. Membership is open to participants in the Concert Chorale. Selection by audition. (1 s.h.)

MUS 165 Jazz Ensemble

A small instrumental ensemble specializing in the performance of all types of jazz. Membership is open to all members of the student body. Selection by audition. (1 s.h.)

MUS 166 Opera Workshop

A study of opera and various stage techniques available to students interested in learning more about opera through a hands-on approach. (1 s.h.)

MUS 167 Women's Choir

This ensemble's repertoire includes predominantly sacred music ranging from the earliest compositions to contemporary pieces written for treble voices. Membership is open to all interested female students, faculty, and staff. (1 s.h.)

MUS 168 Men's Choir

This ensemble's repertoire includes predominantly sacred music ranging from the earliest compositions to contemporary pieces written for male voices. Membership is open to all interested male students, faculty, and staff. (1s.h.)

MUS 169 Chamber Orchestra

The Chamber Orchestra is made up of students interested in participating in orchestral music. Membership is open to all members of the student body. Selection by audition. (1 s.h.)

MUS 171 Applied Music: Composition

Private instruction in music composition for all instruments, voices, and ensemble combinations. Emphasis is given to 20th century compositional techniques. (1 s.h.)

MUS 181 Applied Music: Improvisation

Private instruction in the art of music improvisation with special emphasis on either jazz styles or church keyboard improvisation. (1 s.h.)

MUS 202 American Jazz Styles

A survey of jazz throughout the 20th century and of the people, places, and events which helped to create it. (3 s.h.)

MUS 203 American Musical Styles

A survey of vernacular music throughout American history and of the people, places, and events that helped to create it. (3 s.h.)

MUS 210 Analysis and Performance

Designed for music majors, this course presents strategies for using analytical techniques and concepts of music theory to enhance performance of music of various eras. Prerequisites: MUS 150, 155, and 209. (3 s.h.)

MUS 213 Music Education Methods--Elementary

Preparation for teaching music in elementary school. For music education majors or minors. (3 s.h.)

MUS 214 Diction/Literature

Designed to teach the International Phonetic Alphabet to voice students and those education students planning to teach vocal and choral music in secondary schools. Vocal literature from the various musical periods and nationalities is discussed. (2 s.h.)

MUS 227 Instrumental Techniques: Woodwinds

Introduction to the techniques used in the performance of the major woodwind instruments. (2 s.h.)

MUS 250 History of Music I: Ancient – 18th Century

The study of music from earliest times to the 1700s with historical and cultural correlations. (3 s.h.)

MUS 255 History of Music II: 18th Century – Present

The study of music from the 1700s to contemporary times with historical and cultural correlations. (3 s.h.)

MUS 300 Recital

A public performance, at least one half-hour in length, that demonstrates students' proficiency on major instrument or vocal type. This course replaces applied lessons during the semester that the recital is presented. Typically undertaken during the junior year by students in both the music and music education majors. Prerequisites: completed piano proficiency, at least four completed semesters of applied lessons, and approval of the full-time music faculty. (1 s.h.)

MUS 309 Arranging and Composition

Writing and arranging for vocal and instrumental ensembles. Prerequisite: MUS 210. (2 s.h.)

MUS 313 Music Education Methods--Choral

Preparation for teaching the various aspects of vocal music to middle or senior high school students. (3 s.h.)

MUS 314 Music Education Methods--Instrumental

Designed to prepare music instructors for

the public schools. Emphasis on middle and senior high school programs. (3 s.h.)

MUS 316 Vocal Pedagogy

A course stressing techniques, methods, and materials for the teaching of voice to individuals and ensembles. Open only to students who have had at least one year of private or class voice lessons. (2 s.h.)

MUS 317 Piano Pedagogy and Repertoire

Study of piano literature, pedagogical theories, analysis of performance techniques, and history and development of the piano. (2 s.h.)

MUS 318 Music Computer Applications

Students will be introduced to current music software applications and their effective use. (3 s.h.)

MUS 323, 324 Conducting I, Conducting II

Designed to prepare students to conduct both choral and instrumental ensembles in schools, churches, and communities. Attention is given to baton techniques, rehearsal techniques, score reading, orchestration, transposition, and methods of ensemble organization. Prerequisites: MUS 150 for 323 and MUS 155 for 324. (3 s.h. each)

MUS 326 Instrumental Techniques: Brass and Percussion

Introduction to the techniques used in the performance of the major brass and percussion instruments. (2 s.h.)

MUS 395 Internship in Music

Individually-designed work adapted to student interests and skills. Approximately 40 hours on the job are required per credit as certified by work and faculty supervisors. Prerequisite: Instructor approval. (3-6 s.h.)

MUS 400 Music Colloquium/Senior Recital

Designed as the culminating final project for the music major, an hour-long public presentation taking the form of a recital, a lecture/presentation of research, or a combination of performance and scholarship. The presentation will be shaped around the individual student's interests and career goals. This course replaces applied lessons for the student during the semester of the presentation. Typically undertaken in the student's final semester. Prerequisites: completed recital

(MUS 300) and approval of the full-time music faculty. (2 s.h.)

MUS 491, 492 Independent or Directed Study

Guided independent research and application. Prerequisite: Instructor approval. (1-3 s.h. each)

Natural Science (NSC)

Natural science courses are designed to support a variety of major programs or to become part of an interdisciplinary program.

NSC 110 Perspectives on the Natural Sciences

A survey of the structure and major concepts of the natural sciences. The development of Western science is described using an historical and paradigmatic approach. This course does not satisfy the natural science liberal arts core requirement unless credit in NSC 110L (laboratory) is also obtained. Prerequisite: MAT 111 (introductory algebra) or its equivalent. (3 s.h.)

NSC 110L Perspectives on the Natural Sciences Laboratory

A brief survey of laboratory experiences which illustrates fundamental principles and methodologies of the natural sciences. This course may be taken concurrently with NSC 110 or subsequent to obtaining NSC 110 credit. Credit in both NSC 110 and 110L satisfies the natural science liberal arts core requirement. Prerequisite: NSC 110 and MAT 111 (introductory algebra) or its equivalent. (1 s.h.)

NSC 120 Physical Science

A survey of the physical sciences. This course is designed to give students an introduction to general concepts within physics and chemistry. This course may be combined with Natural Science 121 to satisfy the natural science requirement for graduation or may be used toward fulfilling the requirements for Middle School Science Endorsement. The course includes a hands-on laboratory component. Prerequisite: MAT 112 or equivalent. (2 s.h.)

NSC 121 Earth Science

A survey of the earth sciences. This course is designed to give students an introduction to general concepts within astronomy, geology, and meteorology. This course may be combined with Natural Science 120 to satisfy the natural science

requirement for graduation or may be used toward fulfilling the requirements for Middle School Science Endorsement. The course includes a hands-on laboratory component. Prerequisites: MAT 112 and NSC 120 or their equivalents. (2 s.h.)

NSC 140 Introduction to Astronomy

A general introduction to astronomy for science and non-science majors. The necessary physics to understand astronomy will be introduced such as gravitational motion, the electromagnetic spectrum, and atomic and nuclear physics. Major topics center on the solar system, stars and stellar evolution, galaxies, cosmology, and extraterrestrial life in the universe. The students will be required to perform several laboratory, celestial, and computer planetarium experiments. Satisfies core requirement for a laboratory science. (4 s.h.)

NSC 220 Physics for Poets

For students who desire to appreciate the underlying laws of the physical world, their beauty and orderliness, but lack the mathematical expertise to study physics; and for those who believe that reality is rational, but personal experience limits and prejudices common sense. The principle text has the name of the course, *Physics for Poets*, and in a conversational manner traverses Einstein's world of space and time, relativity, and the strange, paradoxical world of quantum physics. Students will conduct "thought experiments" similar to the ones that led Einstein to modern theories of space and time. Readings and discussions will be supplemented by Stephen Barr's *Modern Physics and Ancient Faith*, a physicist's exploration of faith-science integrative issues. Weekly afternoon labs will complement classroom discussions. Satisfies core requirement for a laboratory science. Prerequisite: 2 s.h. of college level mathematics such as MAT 112, 113, or 151. (4 s.h.)

NSC 300 Science Colloquium

This course consists of weekly presentations given by students on research topics. Faculty and guests, on occasion, may also be invited to give presentations. If the student enrolled does not give a presentation, a grade of "Pass" or "No Credit" is assigned based on attendance only. If the student enrolled does give a presentation, a grade of "A," "B," "C," "D," or "F" is assigned based on both the presentation and attendance.

Prerequisite: Junior or senior science major or instructor approval. (1 s.h.)

NSC 390 Topics in Science

This course will include a topic or topics that are normally not covered as specific courses in one of the other science areas. The topics selected will be determined by student interest and faculty expertise. (1-4 s.h.)

NSC 400 Secondary Methods in the Natural Sciences

A survey of the methods, skills and strategies associated with teaching science at the late middle school and secondary level. The course engages students in observation, analysis, development, and execution of science lessons utilizing various methods and strategies. The course is offered on an arranged basis. (2 s.h.)

Nursing (NUR)

NUR 221 Spiritual and Ethical Dimensions of Holistic Care

Awareness of one's own spiritual beliefs and how these beliefs influence one's nursing practice is an integral part of providing holistic care. Becoming skilled at completing a spiritual assessment is a major focus of this course. Ethical components include ethical decision making within a nursing framework, the major ethical schools of thought, and how these influence one's decision making. Prerequisite: please refer to the School of Nursing student resource book. (2 s.h.)

NUR 231 Physical Dimensions of Holistic Care

This course will have 3 major components including 1) understanding the concepts and standards that comprise nursing, 2) basic clinical concepts as a foundation for the three Adult Health courses, and 3) a clinical component focusing on basic nursing assessment skills in preparation for entering the clinical setting. Prerequisite: please refer to the School of Nursing student resource book. (5 s.h.)

NUR 232 Cultural Dimensions of Holistic Care

Focuses on how differences in cultural healthcare practices influence nursing practice. Awareness of how cultural differences may alter one's decision making in providing quality nursing care will be included. Prerequisite: please refer

to the School of Nursing student resource book. (2 s.h.)

NUR 240 Adult Health I

Introduces specific and frequently occurring medical health issues within the adult population within specific physiological systems. The theoretical component of the course will focus on the major systems of the body and expose students to a specific understanding of clinical problems seen most frequently within specific body systems. The second component of learning and practicing physical and emotional assessment skills occurs in a clinical setting. Prerequisite: please refer to the School of Nursing student resource book. (5 s.h.)

NUR 315 Pathways to Baccalaureate Nursing Education

This course focuses on role expectations of baccalaureate prepared nurses. The major concepts to be emphasized in the program will be introduced, including evidence-based nursing practice utilizing nursing theories in developing one's professional life, leadership expectations, preparing to practice in a more diverse world, developing an increased knowledge of ethical issues impacting nursing, and expanding the population of the patient from the individual to families and communities. This course is a prerequisite for all other courses in the nursing major for RN-to-BSN students. (4 s.h.)

NUR 321 Applied Pathophysiology I

This course focuses on alterations of selected physiological functions that occur in response to a disease process, or compensate for common stressors like inflammation or pain. The content builds upon previous understanding of anatomy, physiology, microbiology, basic chemistry and the usual manifestations of common diseases. Pathophysiological functions of cells and the interrelationships of body units are explored. Physiological theory and treatment implications are discussed using case situations and discussion questions that exemplify the content. This course is Part I of a 2-course series. Prerequisite: please refer to the School of Nursing student resource book. (2 s.h.)

NUR 322 Applied Pathophysiology II

This course focuses on alterations of selected physiological functions that occur in response to a disease process, or compensate for common stressors like

inflammation or pain. The content builds upon previous understanding of anatomy, physiology, microbiology, basic chemistry and the usual manifestations of common diseases. Pathophysiological functions of cells and the interrelationships of body units are explored. Physiological theory and treatment implications are discussed using case situations and discussion questions that exemplify the content. This course is Part II of a 2-course series. Prerequisite: please refer to the School of Nursing student resource book. (2 s.h.)

NUR 325 Pharmacology for Nurses I

Introduction to pharmacodynamics and pharmacokinetics. Includes basic terminology and mathematical calculations used in medication administration and the study of specified classifications of medications, their actions, side effects, adverse actions, nursing implications and drug administration. This is Part I of a two part course. Prerequisite: please refer to the School of Nursing student resource book. (2 s.h.)

NUR 326 Pharmacology for Nurses II

Introduction to pharmacodynamics and pharmacokinetics. Includes basic terminology and mathematical calculations used in medication administration and the study of specified classifications of medications, their actions, side effects, adverse actions, nursing implications and drug administration. This is Part II of a two part course. Prerequisite: please refer to the School of Nursing student resource book. (2 s.h.)

NUR 332 Mental Health Dimensions of Holistic Care

This course focuses on the emotional and psychological components of holistic nursing care. The most common psychological disorders will be discussed within a nursing context, including Thought Disorders, Affective Disorders and Personality Disorders. The clinical component of this course will provide students a framework for assessing, implementing, and evaluating care in both inpatient and outpatient mental health settings. Prerequisite: please refer to the School of Nursing student resource book. (4 s.h.)

NUR 341 Adult Health II

Building on Adult Health I, this course expands the knowledge base of adult clients. It addresses the complexity of the

human being and specifies the underlying nursing knowledge and critical thinking skills required to respond to health care needs. The focus is on specific health care problems and the interventions to deal with these problems. The course integrates nursing process, principles of communication, decision-making and nursing skills necessary for applying health assessment data and pathophysiology content to the experience of health and illness of clients from diverse backgrounds. Content includes expanded assessment of skills and knowledge, plus the integral role of health promotion, risk reduction and disease prevention within the primary, secondary and tertiary care settings. Physical issues unique to the elderly client are included. Prerequisite: please refer to the School of Nursing student resource book. (5 s.h.)

NUR 346 Family Nursing I

The focus of this course is on family nursing care with a specific emphasis on the experiences of pregnancy and childbirth. Specific content includes reproductive and sexual health, psychological and physiologic changes of pregnancy, prenatal care, labor and delivery, and care of the newborn. Clinical experiences will include the prenatal, birthing, and initial post-partum recovery time period and occur in a range of practice environments. Prerequisite: please refer to the School of Nursing student resource book. (4 s.h.)

NUR 347 Family Nursing II

Specific healthcare issues related to children from newborn to age 18 will be the focus of the course, including education and health promotion. Cultural and developmental issues will also be addressed. Clinical experiences will include assessment of a child in this age range and specific care focused on interventions for children within the health-illness spectrum. Prerequisite: please refer to the School of Nursing student resource book. (4 s.h.)

NUR 354 Evidence-Based Nursing Practice

This course is an introduction to the role of nursing research within the profession. The use of theory and research in the construction of a scientific knowledge base for nursing practice will be discussed. Research as a process for developing and examining clinically-based nursing questions will be examined. The

importance of evidence-based practice will be emphasized. Prerequisite: please refer to the School of Nursing student resource book. (3 s.h.)

NUR 420 Health Promotion and Disease Prevention

Nurses will play a key role in health promotion in an era of local, state, national and global initiatives to both promote healthy lifestyles and consequently make a major impact on disease prevention. This course focuses on the nurse's role in health promotion and disease prevention, including specific strategies and interventions, specific health care issues, and targeted populations. Prerequisite: please refer to the School of Nursing student resource book. (3 s.h.)

NUR 424 Public Health Nursing

The focus of this course is on the health of the community and subgroups within the community. Students learn to apply nursing and public health concepts to promoting and restoring the health of population groups. Nursing involvement in the legislative and regulatory processes as they affect health status and health care delivery is addressed. Selected community health problems and their implications for community health nursing practice are considered. In the clinical component of this course, utilizing a preceptor model, students will provide nursing care to aggregates of populations within a public health nursing model. Prerequisite: please refer to the School of Nursing student resource book. (4 s.h.)

NUR 431 Nursing Capstone

This course will bring all of the student's experiences together to help them choose an area of practice which they would like to focus on for a capstone experience. Students will respond to the expected graduate outcomes and how they believe they are prepared to enter the world of professional nursing. Students will complete 96 hours in a clinical experience with a nurse expert in that area. Prerequisite: please refer to the School of Nursing student resource book. (3 s.h.)

NUR 433 Gerontological Nursing

This course will focus on care of older adults. Normal aging processes, and risk factors that affect the health and functioning of older adults are reviewed from content covered in Adult Health I

and II. Management strategies of common health problems for older adults are discussed. Specific content will include Management of Dementia and End-of-Life Care. Prerequisite: please refer to the School of Nursing student resource book. (2 s.h.)

NUR 441 Adult Health III

This clinical course expands on previous nursing knowledge and skills to provide care to clients with complex health stressors with unpredictable outcomes. Clinical experiences will focus on high acuity and/or complex health issues. Prerequisite: please refer to the School of Nursing student resource book. (5 s.h.)

NUR 451 Management, Leadership, Professional Issues

This course focuses on management and leadership skills. Content will include budgeting and cost-benefit analysis, political action, interdisciplinary collaboration, healthcare trends, reimbursement, cost effectiveness, and strategic planning. Prerequisite: please refer to the School of Nursing student resource book. (4 s.h.)

Philosophy (PHI)

The courses in Philosophy are designed to support a variety of major programs or to become part of an Interdisciplinary program.

PHI 207 Introduction to Philosophy

An introduction to the discipline of philosophical reflection. Particular attention will be focused on such issues as the nature of human knowledge, alternative understandings of reality, and the nature and purpose of human life. Prerequisite: THE 240 and LAR 112 or instructor approval. (3 s.h.)

PHI 324 Political Philosophy

See description under PSC 324 in the Political Science section. (3 s.h.)

PHI 341 Ethics

A study of philosophical problems associated with moral issues as they are debated in contemporary culture. Prerequisite: PHI 207. (3 s.h.)

PHI 350 Philosophy of Religion

A study of the reasonableness of religious belief with particular attention to the problems of Christian theism regarding evil, miracles, revelation, eternal life,

religious experience and religious language. Prerequisite: PHI 207. (3 s.h.)

PHI 390 Special Topics in Philosophy

This course will cover one or more topics that are normally not covered as specific courses in the area of philosophy. Scheduling of the course and topics selected will be determined by student interest and faculty expertise. (1-4 s.h.)

PHI 491, 492 Independent Study in Philosophy

Prerequisite: Instructor approval. (1-3 s.h. each)

Physics (PHY)

The course offerings in physics are designed to support a variety of major programs or to serve as part of an interdisciplinary program.

PHY 101, 102 Introductory College Physics

A two-semester introduction to classical mechanics, thermodynamics, electric fields, magnetism, optics, and modern physics taught at a non-calculus level. There are three lectures per week plus a two-hour, weekly laboratory experiment. Prerequisite: MAT 112 or its equivalent. Offered every year. (4 s.h. for each semester)

PHY 201, 202 University Physics

A two-semester introduction to classical mechanics, thermodynamics, electric fields, magnetism, optics and modern physics taught at the calculus level. There are three lectures per week plus a two-hour, weekly laboratory experiment. Prerequisite: MAT 204 or concurrent enrollment in MAT 204. This course is taught every other year. (4 s.h. for each semester)

PHY 303 Statics and Mechanics of Materials

A first course in engineering mechanics. This course covers the effects of forces and movements applied to mechanical systems at rest. The course begins with the traditional statics course content: analysis of both concentrated and distributed force systems applied to static particles, rigid bodies, trusses, frames, and machines. Additional topics in strength of materials are integrated into the course including analysis of the types of stress and deformation in materials as well as a variety of loading conditions, including

multiaxial loads, shear and bending in beams, torsion, and loading of columns. Prerequisite: PHY 201. (3 s.h.)

PHY 491, 492 Independent Study

Individual research. Prerequisite: Instructor approval. (1-3 s.h. each)

Political Science (PSC)

PSC 203 Introduction to Criminal Justice

An overview of the criminal justice system and its component parts (police, prosecution, defense, courts, correctional institutions, and community-based corrections). The objective of this course is to provide an orientation to the discipline from both a professional and academic perspective. (3 s.h.)

PSC 211 American Federal Government

A study of American national government with an emphasis on constitutional principles and issues of contemporary concern. (3 s.h.)

PSC 212 American State and Local Government

A general survey of state and local governments with a focus on the state government of South Dakota and the governments of Minnehaha County and the city of Sioux Falls. (3 s.h.)

PSC 213 Contemporary World Events

An inquiry into contemporary issues and events from a global historical perspective. Issue selection will be made in light of changing world situations. (3 s.h.)

PSC 214 International Relations

An examination of political and ethical theories of relations among modern nation states, with the practical application of theory to world developments since 1945. (3 s.h.)

PSC 220 Criminal Law and Procedure

See description under CRJ 220 in the Criminal Justice section. (3 s.h.)

PSC 305 Juvenile Justice

See description under CRJ 305 in the Criminal Justice section. (3 s.h.)

PSC 311 United States Diplomatic History

Origin and development of United States foreign policy from the beginning of the nation to 1945. Includes diplomatic

usages, customs, and terms as they fall into the sequence of events. (3 s.h.)

PSC 320 Rules of Evidence

See description under CRJ 320 in the Criminal Justice section. (3 s.h.)

PSC 321 Constitutional History of the United States

The origins and development of the American constitutional system. (3 s.h.)

PSC 324 Political Philosophy

An investigation of the major political philosophies and theories from Plato to the present. (3 s.h.)

PSC 390 Special Topics in Political Science

Advanced study to provide enrichment in political science. (3 s.h.)

PSC 395 Internship

Supervised experience in research or applied programs related to political science or history. Prerequisite: Instructor approval. (1-3 s.h.)

PSC 402 Comparative Politics

A study of the similarities and differences in governmental systems among major Western and non-Western nation states. Prerequisites: PSC 211 or instructor approval. (3 s.h.)

PSC 405 Constitutional Issues and Criminal Justice Cases

A comprehensive study of constitutional principles governing law enforcement, corrections policies, and the rights of individuals. Emphases include criminal conduct, search and seizure, interrogation of suspects, incarceration and the use of force, appeals, death penalty, and rules of evidence. Special attention will be given to recent cases and trends. Prerequisites: CRJ 203 and CRJ 220 or instructor approval. (3 s.h.)

PSC 420 Policing: Operations and Issues

See description under CRJ 420 in the Criminal Justice section. (3 s.h.)

PSC 491, 492 Independent Study

Prerequisite: Instructor approval. (1-3 s.h.)

Psychology (PSY)

PSY 201 General Psychology

An overview of basic concepts and research methods in the field of psychology. The course serves as an

introduction to and prerequisite for other courses in psychology. (3 s.h.)

PSY 211 Human Development

A survey of behavior change and social, cognitive, and physical developmental patterns across the life span. Attention is given to current research and theories of development. Prerequisite: PSY 201. (3 s.h.)

PSY 233 Statistics for the Behavioral Sciences

Introduction to statistical reasoning and the application of descriptive and inferential statistics to social and behavioral research. Prerequisites: MAT 112 or higher and PSY 201. (3 s.h.)

PSY 250 Methods of Research

Introduction to the systematic approach to understanding psychological and social phenomena. Problem formulation, hypothesis testing, sampling, and research design issues are covered as part of this problem-solving approach. Prerequisites: PSY 201 and either PSY 233 or MAT 233. (3 s.h.)

PSY 305 Abnormal Psychology

A study of disorders in human functioning that have traditionally been considered psychological in origin. This course will emphasize the Diagnostic and Statistical Manual approach to classification and will focus on biological, cognitive, emotional, and cultural factors that contribute to such problems. The course will also include legal and ethical issues. Prerequisite: PSY 201. (3 s.h.)

PSY 306 Social Psychology

An introduction to the study of behavior in social situations. Includes the examination of individual cognition, the influence of groups on individuals, and social causes of behavior. Prerequisite: PSY 201. (3 s.h.)

PSY 340 Psychology of Sport and Exercise

Study of human behavior and emotions in sport and fitness settings and circumstances. Major areas of focus include motivation, cognitive and behavioral intervention strategies, group dynamics, and leadership. (3 s.h.)

PSY 341 Psychology of Learning

An exploration of behavioral and cognitive theories of learning. Prerequisite: PSY 201. (3 s.h.)

PSY 390 Special Topics

An exploration of topics of current interest or those not covered in other courses. (3 s.h.)

PSY 395 Internship in Psychology

Supervised experience in research or applied programs in psychology. Prerequisites: Four courses in psychology (which must include PSY 407 if the internship is in a counseling setting), instructor approval, and junior or senior standing. (1-3 s.h.)

PSY 402 Psychological Testing

A survey of methods used by the psychologist to evaluate human abilities and personality. Problems in the field of test construction and use are considered. Prerequisites: PSY 201 and 233 or instructor approval. (3 s.h.)

PSY 403 Psychology of Personality

A study of the various approaches to understanding the development of personality. Prerequisite: PSY 201. (3 s.h.)

PSY 405 Experimental Psychology

An applied extension of research methodology that includes data collection, analysis, and interpretation; reporting findings; and exploration of the role of science in psychology. This course provides in-depth examination of the implications of research and research findings for a wide array of basic and applied topics. Prerequisites: PSY 201, 233, and 250. (3 s.h.)

PSY 407 Counseling

A study of the basic principles and techniques of counseling. Prerequisites: Junior standing and two courses in psychology or instructor approval. (3 s.h.)

PSY 408 Biological Psychology

An introduction to the basic concepts of biological psychology, including aspects of neuroanatomy, neurophysiology, psychopharmacology, behavioral genetics and biological bases for sensory processes, motivation, sleep and arousal, learning and memory, and abnormal behavior. Prerequisite: PSY 201. (3 s.h.)

PSY 411 Child Psychology

A study of biological, social, emotional, and cognitive development through middle childhood. Prerequisite: PSY 201. (3 s.h.)

PSY 412 Adolescent Psychology

A study of the physical, cognitive, social, emotional, and moral development of adolescents, as well as their problems of adjustment in the socialization process. Prerequisite: PSY 201. (3 s.h.)

PSY 413 Adult Development and Aging

An examination of the social, cognitive, and physical changes across adulthood with particular attention given to late adulthood. Theories, research methodology, and findings related to the study of adult development are considered. Prerequisite: PSY 201. (3 s.h.)

PSY 422 Motivation and Emotion

Why do we want what we want? Why do we do what we do? How do I motivate myself? How do I motivate others? This course is a comprehensive study of the theories and empirical findings relevant to these age-old questions as well as the practical applications derived from this scholarly work. Course content will primarily focus on needs, cognitions (i.e., goals and beliefs), emotions, and self-regulation. Prerequisite: PSY 201. (3 s.h.)

PSY 430 Human Sexuality

This course explores human sexuality as a basic dimension of human personhood and experience. Biological, developmental, and social-cultural aspects of sexuality are considered, with special attention given to those aspects of sexuality that are of concern in clinical and counseling settings. Prerequisite: Two courses in psychology. (3 s.h.)

PSY 431 Cognitive Psychology

This course involves exploration of current research concerning the functioning of the human cognitive system. Topics will include aspects of theory, sensation and perception, memory, organization of knowledge, language, thinking, expertise, intelligence, and developmental changes in cognition. Prerequisite: PSY 201. (3 s.h.)

PSY 490 Seminar

Study in special topics that provide greater breadth and enrichment within the discipline of Psychology. Some suggested topics include social cognition, group research practicum, and personal and social adjustment. Prerequisite: Four courses in psychology or instructor approval. (3 s.h.)

PSY 491, 492 Independent Study

Consent of the instructor is required. (1-3 s.h.)

Social Science (SSC)**SSC 205 World Geography**

An examination of climate, topography, physical resources, population distribution, economics, and other factors affecting human life and activities. Includes a survey of world regions. (3 s.h.)

SSC 230 Native American Studies

A study of the backgrounds and ways of life of the Native American people. Includes an introduction to the history and cultures of American Indians. (3 s.h.)

SSC 305 U.S. Geography

A study of the regions and major geographic topics of the United States. Geographic thinking, conceptualization, analysis, and systems of learning about geography are applied to the physical, political, economic, and cultural geography of the United States. (3 s.h.)

SSC 403 Teaching of the Social Sciences

Consideration of recent trends in the organization and teaching of the social sciences in secondary schools. Prospective teachers will evaluate courses of study, educational materials, and instructional strategies. Prerequisites: EDU 201 and 312. (2 s.h.)

Social Work (SWK)**SWK 130 Introduction to Social Work**

This course will examine the profession of social work, its historical roots and trends, the role of the generalist, and the settings of practice. Contemporary and future issues facing the profession will be explored. The critical nature of lifelong learning and evidence-based practice will be stressed. Skills of practice across boundaries of difference will be covered including older adults, homeless, children, women, GLBT, disabilities, refugees and immigrants, religions, ethnicity, culture, and nationalities. The concept of systemic oppression will be introduced. Fulfills the critical thinking core course requirement. (3 s.h.)

SWK 201 Addictions

This course is designed to provide basic knowledge regarding addictions. A basic

assumption throughout the readings and exercises is that alcoholism and other addictions to illegal drugs, prescription drugs, food, nicotine, gambling, shopping, etc. are caused by a combination of biological, psychological, and social factors. A second basic assumption is that prevention is better than a cure. In fact, for addiction there may be no cure, only remission; remission may occur from spiritual growth or through treatment. Treatment is a major focus of this course. In this course, the student will be introduced to a strengths perspective, an approach that also serves to bridge the gap between 12-step-based treatment model and harm reduction theory. A biopsychosocial and spiritual understanding of substance abuse and addiction are provided in this course. This course is designed for students in the helping professions, criminal justice, teachers, social workers, and health educators. The subject matter, though basic, is not simplistic. Readings should generate as many questions as answers. Handouts and readings have focused on materials related to youth, schools as many of you taking the course are teachers or social workers. (3 s.h.)

SWK 251 International Social Work

This course explores challenges and opportunities available to the 21st century professional working in a global community. Students are guided through a critical analysis of the relationship between the world's poor and wealthy nations. Special attention is given to social justice issues, practice across cultural boundaries, ethical concerns, populations at risk, and the theological implications for the Christian professional. (3 s.h.)

SWK 275 Domestic Violence

This course explores the systemic problem of domestic violence. Students will learn assessment, intervention, and evaluation procedures utilized by social workers in the prevention and treatment of domestic violence. (3 s.h.)

SWK 302 Social Diversity

This course explores the social, moral, economic, educational, and political significance of social diversity in American society with particular attention given to race, class, ethnicity, religion, and sexual preference. Global diversity issues will also be addressed. Fulfills the intercultural awareness core course requirement. (3 s.h.)

SWK 309 Social Welfare

This course is a critical thinking course. Its focus will be on understanding the intersection of social welfare policy, law, and religion. Students will study the history, trends, and current status of state and national social welfare policies and law. American policies will be contrasted with global social welfare policies. Students will develop skills to analyze and argue social policy position. The primary emphasis of the class will not be taking a "correct" position on a policy, but rather the ability to understand and articulate all sides of an issue and then justify a stance. Fulfills the intercultural awareness core course requirement. Prerequisite: SWK 130 (3 s.h.)

SWK 330 History of Native American and White Relations

This is an anti-racism course focusing on understanding historical and current relations between white Americans and Native Americans with an emphasis on Lakota/white relations as this course is taught in South Dakota. Inter-group theory will be a primary lens through which cross-cultural contact will be examined. The course will emphasize cross-cultural sensitivity rather than Lakota cultural competence. Lakota history and culture will be part of the course, but those components will serve to better understand inter-group experience and racism. Fulfills the intercultural awareness core course requirement. (3 s.h.)

SWK 341 Human Behavior and the Social Environment I

An exploration of theories, skills, and professional values relevant to social work intervention with individuals, families, and small groups. It includes an application of ecological and developmental systems and diversity frameworks to generalist social work practice. The course is designed to help students understand and use empowerment and strengths-based practice. Prerequisite: SWK 130. (3 s.h.)

SWK 342 Human Behavior and the Social Environment II

An exploration of theories, skills, and professional values relevant to social work intervention with organizations, communities, and society. Prerequisite: PSY 201. (3 s.h.)

SWK 346 Issues in Aging Social Work

American social support structures will

be facing changes as the baby boom generation enters retirement. Social workers in many settings will begin to encounter more geriatric issues in places such as schools (because grandparents have assumed primary care of their grandchildren) hospitals, hospice, assisted living facilities, adult day healthcare centers, and community-based aging services. This course will cover combined micro-, mezzo-, and macro-practice issues associated with the skills necessary to assist elderly clients and caregivers and to provide advocacy that promotes changes in current social support structures. Students will be exposed to customs and role differences experienced by elders in diverse cultures. (3 s.h.)

SWK 350 Applied Research

This is a field research experience course. Students will be participating in data collection and data analysis on an ongoing research project of the USF Social Work Department. Admission to this course requires individual registration permission from the faculty teaching the course. Students will explore trends in research, different theoretical approaches underlying field research, and corresponding types of methodologies of data gathering and analysis. Students will apply their learning by participating in field research as research assistants. The bulk of course time will be spent in supervised field research rather than in the classroom. This course may be taken in more than one semester with a maximum of four credits during a student's entire tenure. (1-4 s.h.)

SWK 362 Social Work Practice with Individuals and Families

This course is designed to provide the basic knowledge and skills needed to work directly with individuals and families. The knowledge base includes comprehension of the external and internal forces that initiate, sustain, and modify human behavior within the individual and their environment; techniques for utilizing those forces; and an organized approach to problem solving. This course will build upon the student's knowledge base of behavior and environment to integrate empowerment and strengths-based approaches and problem solving skills for generalist practice. Gaining experience relevant to various practice activities, the client/social worker interview simulation, and its related assignments are central

parts of this course. Fulfills the critical thinking core course requirement. Prerequisite: SWK 341. (4 s.h.)

SWK 363 Social Work Practice: Small Groups

This course is the first of a three-course practice sequence (micro, mezzo, and macro). The focus is on generalist social work practice with small groups and families referred to as mezzo practice. This course will provide an examination of the commonalities of knowledge and skills needed to work effectively with a range of groups while exploring social work values and their ethical implications to practice. The generalist perspective emphasizes practice with systems of all sizes. This course focuses on becoming aware of self in group, group in context, and the implications of both for choosing interventions in groups. Prerequisites SWK 130, SWK 341, and SWK 342. (3 s.h.)

SWK 364 Social Work Practice: Organizations and Communities

This course is designed to provide basic social work knowledge and skills needed for macro practice—working with organizations and communities. Coursework will examine the relationships between national policies, community needs, and organizational programs. Skills will be taught including needs assessment, strategic planning, grant writing, program design, people management, change management, and program evaluation. This course will focus on social work ethics and values of social justice and client self-determination by empowering people through community organizing and responsive program design. Prerequisite: SWK 342. (3 s.h.)

SWK 390 Special Topics in Social Work

This is a series of courses on timely subjects of interest to departmental majors or other students. (3-6 s.h.)

SWK 398 Honors in Social Work

Interested students should apply to complete the honors project through the Director of the Social Work Program no later than one academic year prior to their expected date of graduation. Students may enter this program by the invitation of the social work faculty or by application to and acceptance by the social work faculty. To be eligible, students must have a grade point average of 3.3 or greater in

social work courses, as well as an overall grade point average of 3.0 or greater. Students will be asked to demonstrate the capacity to produce independent, scholarly, or artistic work of the highest measure with accountability in the form of a comprehensive written exam and a professional paper presented to program faculty and defended by the student. (3-4 s.h.)

SWK 410 Death and Dying

An analysis of death and dying as part of the stages of life. Special attention is given to cross-cultural perspectives on death and their implications for professional practice in a diverse society. For social work majors, this course includes an interdisciplinary seminar lasting five weeks. Normally, this seminar meets Tuesdays from 1:00 to 5:00 p.m. at Sioux Falls Seminary. Those with other majors will be required to complete 10 hours of service to terminally ill clients. (3 s.h.)

SWK 430 Field Instruction

This is a required course for all social work majors. It involves a minimum of 400 hours of an educationally-directed field internship along with a field instruction seminar. The field instruction seminar meets weekly to discuss the integration of social work skills, knowledge, and values. Students enrolling in SWK430 must have completed all other required social work courses for the major. (12 s.h.)

SWK 491 Independent Study in Social Work

Individual study, research, or group projects under supervision of social work faculty. Prerequisite: Instructor approval. (1-4 s.h.)

Sociology (SOC)

SOC 201 Fundamentals of Sociology

Analysis of humanity, society, and culture from the perspective of the fundamental concepts and methods of sociology, including such topics as the nature of culture, the social origins of personality, social institutions, social interaction, communities, and social change. (3 s.h.)

SOC 202 Social Problems

An analysis of a number of major U.S. social problems such as poverty, discrimination, crime and delinquency, and health and medical care with a primary focus on the possibility of solving these problems

through individual and collective action. (3 s.h.)

SOC 230 Native American Studies

A study of the backgrounds and ways of life of the Native American peoples. Includes an introduction to the history and cultures of American Indians. Fulfills the intercultural awareness core requirement. (3 s.h.)

SOC 233 Statistics for the Behavioral Sciences

Introduction to statistical reasoning and the application of descriptive and inferential statistics to social and behavioral research. Prerequisite: MAT 112 or higher and SOC 201. (3 s.h.)

SOC 250 Methods of Research

See description under PSY 250 in the psychology section. Prerequisites: SOC 201 or PSY 201 and SOC 233 or MAT 233. (3 s.h.)

SOC 301 Family

An overview of the family as a social institution, including historical antecedents, contemporary problems, and trends in mate selection, marriage, marital roles, personality development, interpersonal relations within the family, and how families relate to other institutions of society. (3 s.h.)

SOC 302 Social Diversity

Consideration of the social, moral, economic, educational, and political significance of social diversity in American society, with particular attention given to race, class, ethnicity, religion, and sexual preference. Global diversity issues will also be addressed. Prerequisite: SOC201 or instructor approval. Fulfills the intercultural awareness requirement. (3 s.h.)

SOC 306 Social Psychology

An introduction to the study of the influence of social and cultural factors on personality development and behavior. Prerequisite: PSY 201. (3 s.h.)

SOC 310 Delinquency and Criminology

An introduction to the problems of crime and delinquency dealing with the nature and extent of crime, theories of criminal behavior, and social response to crime. (3 s.h.)

SOC 322 Deviant Behavior

Personal and social processes involved in

deviation from the norms of society and the response of society to deviants and to their behavior. Prerequisite: SOC 201 or instructor approval. (3 s.h.)

SOC 330 Sociology of Religion

An examination of religion as a social institution, focusing on the role of religion in the life of the individual and the community; the relationships between religion and other institutions, such as the polity and economy; change in religious groups; and the attraction of "new" religions. (3 s.h.)

SOC 350 Sociological Theory

Historical development of social thought, the main types of contemporary sociological theory, and an examination of major problems of theory formation and application. Prerequisite: SOC 201 or instructor approval. (3 s.h.)

SOC 395 Internship

Supervised experience in research or applied programs related to sociology. Prerequisite: Instructor approval. (1-3 s.h.)

SOC 400 Seminar

Advanced study of special problems in sociology. Prerequisites: Completion of three courses in sociology and instructor approval. (3 s.h.)

SOC 430 Corrections: Operations and Issues

See description under CRJ 430 in the criminal justice section. (3 s.h.)

SOC 491, 492 Independent Study

Instructor approval. (1-3 s.h.)

Spanish (SPA)

SPA 101 Elementary Spanish I

This course emphasizes the development of the fundamental elements of Spanish pronunciation, grammar, and vocabulary. Students practice speaking, listening, reading, and writing skills within a cultural context. Fulfills the intercultural awareness core requirement. (4 s.h.)

SPA 102 Elementary Spanish II

A continuation of SPA 101. This course features a continued emphasis on correct pronunciation and acquisition of vocabulary, while expanding students' understanding of grammatical structures and development of language skills. Prerequisite: SPA 101. Advanced placement by CLEP exam or via interview

with Spanish faculty is recommended. Fulfills the intercultural awareness core requirement. (4 s.h.)

SPA 111 Poco a Poco Spanish I

Poco a Poco Spanish is a more relaxed introduction to the Spanish language. In this course, students learn the fundamentals of Spanish pronunciation and acquire Spanish vocabulary through interactive practice. Students wishing to fulfill the intercultural awareness credit must take both SPA111 and SPA112. Completion of SPA111 and SPA112 is equivalent to SPA101. (2 s.h.)

SPA 112 Poco a Poco Spanish II

A continuation of SPA 111's more relaxed introduction to the Spanish language. Students continue to learn and practice vocabulary and fundamental grammatical structures through interactive practice. Students wishing to fulfill the intercultural awareness credit must take both SPA111 and SPA112. Completion of SPA111 and SPA112 is equivalent to SPA101. (2 s.h.)

SPA 113 Poco a Poco Spanish III

A continuation of SPA 111-112. Students engage in the review and practice of previously learned vocabulary, applying that knowledge to new grammatical concepts. The course also continues its focus on interactive practice to aid in the acquisition of new vocabulary while reinforcing the fundamentals of good Spanish pronunciation. Some previous Spanish study is helpful for this course though enrollment is open to all. Students wishing to earn credit for the intercultural awareness course must have a combination of two Poco a Poco Spanish courses totaling four semester hours. (2 s.h.)

SPA 201 Intermediate Spanish I

This course integrates the development of more advanced reading and communication skills using authentic literature that reflects the diverse views of Spanish speaking peoples and their cultures. It also features extensive review of the fundamentals presented in SPA 101 and 102, which enables students to refine their understanding and use of grammatical concepts. Prerequisites: SPA 101 and 102. Advanced placement by CLEP exam or via interview with Spanish faculty is recommended. Fulfills the intercultural awareness core requirement. (3 s.h.)

SPA 202 Intermediate Spanish II

A continuation of SPA 201, this course helps students develop their knowledge and use of grammar concepts, while focusing on the comprehension of authentic literature and promoting greater communicative proficiency. Prerequisites: SPA 101 through SPA 201. Fulfills the intercultural awareness core requirement. (3 s.h.)

SPA 210 Spanish for Medical Professions

This course focuses on the continued development of basic communication skills (speaking, listening, reading, and writing) and the acquisition of vocabulary most useful to those with an interest in medical professions. Prerequisite: Students must have completed one year of college language study or have passed the CLEP exam with credit for SPA 101 and SPA 102. (3 s.h.)

SPA 220 Spanish Conversation

This course provides practice in Spanish speaking and listening skills. Students use targeted vocabulary to accomplish communicative tasks. Prerequisite: SPA 101 and 102. Fulfills the intercultural awareness requirement. (3 s.h.)

SPA 230 Travel Abroad for the Novice

Students who have earned credit for at least one semester of university Spanish may earn credit for an immersion experience in a country where Spanish is spoken as the primary language. A proposal for the study abroad experience must be developed with the Spanish faculty advisor prior to departure. The proposal will include both travel plans and educational objectives for the experience. Fulfills the intercultural awareness requirement. (1-2 s.h.)

SPA 301 Introduction to Hispanic Literature I

This course augments students' skills in conversation and writing through a survey of hispanic literature. Through the broad study of literature, students develop the ability to write and speak about the products, practices, and perspectives of hispanic peoples, and how those are influenced by the culture of origin and history. Prerequisites: SPA 101 through SPA 202. Fulfills the intercultural awareness requirement. (3 s.h.)

SPA 302 Introduction to Hispanic Literature II

This course augments students' skills in conversation and writing through a

survey of Hispanic literature. Through the broad study of literature, students develop the ability to write and speak about the products, practices, and perspectives of Hispanic people and how those are influenced by the culture of origin and history. This course differs from SPA 301 in author/literature content. SPA 301/302 may be taken out of sequence. Prerequisites: SPA 101 through SPA 202. Fulfills the intercultural awareness requirement. (3 s.h.)

SPA 330 Travel Abroad for Intermediate and Advanced Students in Spanish

Students who have earned credit for at least two years of university Spanish may earn credit for an immersion experience in a country where Spanish is spoken as the primary language. A proposal for the study abroad experience must be developed with the Spanish faculty advisor prior to departure. The proposal will include both travel plans and educational objectives for the experience. Prerequisites: SPA 101 through SPA 202. Fulfills the intercultural awareness requirement. (1-6 s.h.)

SPA 350 Spanish Composition

The focus of Spanish composition is for students to engage in the writing process for a variety of communicative tasks. Writers develop resources for formulating and organizing ideas, as well as editing their work to communicate more effectively. Considering cultural and situational context is always a part of the communicative task. Prerequisites: SPA 101 through SPA 202. Fulfills the intercultural awareness requirement. (3 s.h.)

SPA 390 Special Topics in Spanish

This course is offered at irregular intervals, featuring a topic of interest to students and faculty. (1-3 s.h.)

SPA 401 Integrated Civilization and Literature: Mexico and the United States

A holistic study of the civilizations of Mexico and the United States, and the products, practices and perspectives of their peoples. Prerequisites: SPA301 and 302. Fulfills the intercultural awareness requirement. (3 s.h.)

SPA 402 Integrated Civilization and Literature: Spain

A holistic study of the historic civilizations that have contributed to the development of modern Spain, and the products,

practices, and perspectives of its peoples. Prerequisites: SPA301 and 302. Fulfills the intercultural awareness requirement. (3 s.h.)

SPA 403 Integrated Civilization and Literature: Central America and the Caribbean

A holistic study of the civilizations of Central America and the Caribbean, and the products, practices, and perspectives of their peoples. Prerequisites: SPA 301 and 302. Fulfills the intercultural awareness requirement. (3 s.h.)

SPA 404 Integrated Civilization and Literature: The Northern Peoples of South America

A holistic study of the civilizations of the northern countries of South America, and the products, practices and perspectives of their peoples. Prerequisites: SPA 301 and 302. Fulfills the intercultural awareness requirement. (3 s.h.)

SPA 405 Integrated Civilization and Literature: The Southern Cone of South America

A holistic study of the civilizations of the Southern Cone of South America, and the products, practices, and perspectives of their peoples. Prerequisites: SPA 301 and 302. Fulfills the intercultural awareness requirement. (3 s.h.)

SPA 491, 492 Independent Study

Individual study for students who have completed SPA 301-302. Consent of the instructor is required. (1-3 s.h.)

Sports Management (SPM)

SPM 305 Sport Finance and Budgeting

This course focuses on the fundamental theories and concepts related to financial management. Particular emphasis will be placed on the application of these financial management concepts in a sports-related organization. This course will emphasize financial statement and ratio analysis, time value of money concepts, risk analysis, capital budgeting, as well as debt and equity financing and valuation. Prerequisite: ACC 225. (3 s.h.)

SPM 307 Principles of Sports Management

This course focuses on the foundational principles of marketing as they apply to the sport business industry. Marketing concepts and practicing in sports

marketing and their application and use in influencing sports consumers will be presented. Product, pricing, promotion, and distribution decisions for the sport business industry will be emphasized. The sports environment, sport consumer behavior, market segmentation, marketing planning, and market research relevant to the sport business industry in domestic and international markets will be addressed. (3 s.h.)

SPM 313 Event and Facilities Management

This course focuses on the fundamental theories and practical concepts related to sport facility and event management. In particular, students will become familiar with ticketing and box office management, food service management, crowd management, risk management, contracting, and emergency and evacuation planning. Issues related to construction, maintenance, and the requirements of the Americans with Disabilities Act will also be addressed. (3 s.h.)

SPM 320 Legal Environment of Sport

This course examines the relationship between discrete areas of the law—contracts, torts, antitrust, and labor law—and the business of sport. This course focuses on the introductory theories and concepts related to the legal environment of sports-related organizations. An overview of the U.S. legal system will be presented. In addition, topics will include employment law, labor relations, law of agency and athlete agents, governance issues in sport-related organizations, liability issues related to the management of sport organizations, and the development and protection of intellectual property. (3 s.h.)

SPM 395 Sports Management Internship

An internship is a culminating activity designed to provide practical and applied work within a sports business venture. The internships will provide an experiential learning activity for sports management students; assist students in gaining realistic insight into the challenges and issues faced by those employed in the sport business industry; and will assist students in better understanding the work requirements, risks, complex problems, planning, and management issues associated with managing sport-related organizations. Prerequisite: Junior or senior status. (3 s.h.)

Student Development (SDV)

The courses in student development are designed to support a variety of major programs or to become part of an interdisciplinary program.

SDV 100 USF Experience

Designed to orient and motivate students toward academic success. (P/NC) (1 s.h.)

SDV 150 Career Development

A course which assists students in recognizing the relationship between values and the world of work. It is designed to enrich career planning through self-evaluation and career exploration. Job-seeking skills and knowledge are also enhanced. (1-2 s.h.)

SDV 250 Sophomore Leadership Seminar

A seminar course designed to increase student understanding of leadership principles applied to higher education settings. Students will have the opportunity to establish a relationship with a selected mentor. (P/NC) (1 s.h.)

SDV 300 Practicum in Student Leadership

An experiential learning course associated with service as a student leader. The course is tailored to meet the learning goals and experiences desired by the student, in consultation with the instructor. Students are required to demonstrate learning by preparing a portfolio that documents the achievement of their individual learning objectives. (P/NC) (1 s.h.)

SDV 400 Job Search Seminar

Designed for the third- or fourth-year bachelor's degree candidate or second-year associate's degree candidate, this course will help prepare graduating students for a job search, the interview process, and their first year at work. (1 s.h.)

Theology (THE) Biblical Studies

THE 140 Introduction to the Bible

A survey of the content and teachings of the Bible in historical perspective. (3 s.h.)

THE 309 New Testament Greek I

The first in a two-semester series in which students will learn to read and study the New Testament in its original language, Koine Greek. In this first semester, students

will learn the alphabet, accents, and punctuation; the patterns of Greek nouns, pronouns, prepositions, and adjectives; and will begin to study verbs, all the while acquiring a basic vocabulary. From early in the course, students will be working in the actual New Testament text. Prerequisite: THE 140 or instructor approval. (3 s.h.)

THE 310 New Testament Greek II

Completion of this second semester will equip a student to succeed in seminary and graduate school courses which require knowledge of Koine Greek. Participants will learn all vocabulary words which appear 50 or more times in the New Testament, master the Greek verb system, learn interpretive principles, and do a final translation project. Prerequisite: THE 309. (3 s.h.)

THE 311 New Testament Greek Reading

Students will read and translate selected passages from the Greek New Testament. Each session will highlight particular lexical, grammatical, or syntactical problems. The theological implications of the proposed translations will be discussed. Prerequisites: THE 310 or instructor approval. (1 s.h.)

THE 317 Jesus and the Gospels

An exploration of the person, teachings, and significance of Jesus as presented in the four Gospels. Attention is given to historical and cultural backgrounds, to the literary relationships among the Gospels, and to appropriate methods for studying and applying the text. Prerequisite: THE 140. (3 s.h.)

THE 318 Letters of Paul

An exploration of Paul's teachings and practices as revealed in his letters. The letters will be examined in light of their general historical and cultural setting as well as their specific situation and occasion. Students will carefully analyze Paul's ideas and the way he argues in support of them, including topics such as salvation, church life, spirituality, sexuality, marriage, women, freedom, and mission. Prerequisite: THE 140. (3 s.h.)

THE 319 Hebrews to Revelation

A careful study of the last nine books of the New Testament. The works are examined for their message to their original readers, considering their historical and cultural setting, as a prelude to considering modern-day application. The books will be compared regarding such issues as

their view of Christ's significance and work, salvation, the church, last things, prayer and worship, and paraenesis (that is, what they exhort believers to do). Prerequisite: THE 140. (3 s.h.)

THE 351 Old Testament Elective

A concentrated study of a particular book or collection of books. Attention will be directed to historical context, literary form, and theological themes. Prerequisite: THE 140. (3 s.h.)

THE 361 New Testament Elective

A concentrated study of a particular book or collection of books. Attention will be directed to historical context, literary form, and theological themes. Prerequisite: THE 140. (3 s.h.)

THE 394 Issues in Biblical Studies

Study of selected themes and their significance for contemporary Christian life and belief. A different theme or issue will be addressed each time the course is offered. Prerequisite: THE 140 or consent of the instructor. (3 s.h.)

Theology (THE) Historical Studies

THE 303 History of Christianity

A study of the development of Christianity from its origin to the present day. Prerequisite: THE 240. (3 s.h.)

THE 392 Issues in Church History

An advanced study of selected persons, movements, or time periods in the Christian church. A different issue or topic will be addressed each time the course is offered. Prerequisite: THE 303 or consent of instructor. (3 s.h.)

THE 411 Christianity in America

A survey of the history of Christian groups and traditions in America from Puritanism to the present, with special emphasis on Protestant churches. Prerequisite: THE 240. (3 s.h.)

THE 414 Reformation

A survey of the European Reformation of the sixteenth and seventeenth centuries and its constituent movements (the German, Swiss, Radical, English, and Catholic Reformations). A different figure or movement will receive particular attention with each successive offering of the course. Prerequisite: THE 303 or HIS 101 or 304 or instructor approval. (3 s.h.)

Theology (THE) Theological Studies

THE 240 Introduction to Christian Thought

A foundation course in Christian theology and ethics covering the major doctrines of historical Christianity. Prerequisite: THE 140. (3 s.h.)

THE 320 World Missions

This course will focus on cross-cultural mission issues and strategies and will lay a theological foundation for Christian mission. Past and present mission strategies will be analyzed with the purpose of determining how students may become vitally involved in the missional task of the church today. Prerequisite: THE 240. (3 s.h.)

THE 393 Issues in Theological Studies

An advanced study of selected doctrines, theologians, or theological movements. A different issue or topic will be addressed each time the course is offered. Prerequisite: THE 240 or consent of the instructor. (3 s.h.)

THE 413 Christianity and Culture

A study of the Christian faith in its relation to culture. The course examines definitions, perspectives, and problems in the formulation of a Christian worldview in relation to contemporary cultural issues such as media and entertainment, human sexuality, war and peace, consumerism, and other influences. Fulfills the critical thinking core requirement. Prerequisite: THE 240. (3 s.h.)

THE 490 Senior Seminar

An advanced study of essential doctrines of the Christian faith. This is the capstone course for the Theology and Philosophy major, the Theology and Youth Ministry major and (optionally) for the Theology minor. It builds on what students have learned in biblical, historical, theological, and philosophical coursework. (3 s.h.)

Theology (THE) Ministry and Specialized Courses

THE 199 Youth Ministry Workshop

Topical workshops will address problems and issues related to successful ministry with youth ages 12-18. Students may take up to four different workshops for credit toward their degree. (1 s.h. each)

THE 261 Introduction to Youth Ministry

Students will focus on the needs and characteristics of youth ages 12-18 by learning how to design and structure youth ministry programs that effectively utilize adult sponsors and the youth themselves in ministering to individuals and groups in the church, home, and community. Prerequisite: THE 140 or junior standing. (3 s.h.)

THE 313 Religions of the World

An introduction to significant religious traditions of the world, including Judaism, Hinduism, Buddhism, and Islam. Fulfills the intercultural awareness core requirement. Prerequisite: THE 240. (3 s.h.)

THE 330 Sociology of Religion

See SOC 330 in the Sociology section. (3 s.h.)

THE 340 Christian Spiritual Formation

A study in the history, ideas, and practices of Christian spiritual development. Students will analyze key biblical texts, read from classic Christian writings in the field of spirituality, examine current trends and issues, and experiment with disciplines and activities to assist their own spiritual growth. Prerequisite: THE 240 or instructor approval. (3 s.h.)

THE 371 Youth Ministry Discipleship and Evangelism

This course is designed in two parts. The first helps students equip youth to be disciples of Jesus, active in the church community and the outside world. The second focuses on evangelism, helping non-Christian youth to become disciples of Jesus and teaching the youth to lead their friends into such a life. Students will learn how to structure a local church youth ministry to achieve these objectives. Prerequisite: THE 261. (3 s.h.)

THE 372 Youth Ministry Leadership and Communication

An examination of leadership and communication strategies for the church's youth ministry program. Students will learn how to be leaders and to develop leadership skills in adolescents. They will practice skills necessary to speak at youth gatherings and learn how to establish effective communication patterns among church leaders, youth workers, parents, and youth. Prerequisite: THE 261. (3 s.h.)

THE 381 Foundations of Professional Ministry

Students will consider the theological foundations for ministry, their own sense of vocation, and some of the practical issues related to the professional ministry. Prerequisite: THE 240. (3 s.h.)

THE 390 Special Topics in Theology

This course will include a topic or topics that are normally not covered as specific courses in the areas of Biblical, Historical, or Theological Studies. Scheduling of the course and topics selected will be determined by student interest and faculty expertise. (1-4 s.h.)

THE 391 Special Topics in Ministry

This course will provide practical training in some aspect of Christian ministry. Scheduling of the course and topics selected will be determined by student interest and training needs as well as faculty expertise. (1-3 s.h.)

THE 395 Internship in Ministry

A practicum experience that is individually adapted to student interests and skills. An on-site supervisor and a faculty internship coordinator direct and certify the experience. (2-4 s.h. – forty hours of supervised ministry per semester hour credit)

THE 396 Youth Ministry Internship

A practicum experience designed for the Theology and Youth Ministry major involving supervised ministry with adolescents in a church or parachurch setting. An on-site supervisor and USF youth ministry internship mentor will direct and certify the experience. Prerequisites: THE 261 and junior standing. (3-4 s.h. – forty hours of supervised ministry per semester hour credit)

THE 491, 492 Independent Study in Biblical, Historical, Theological, or Religious Studies

Prerequisite: Instructor approval. (1-3 s.h. each)





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USF personnel as of May 1, 2011.

Date refers to year hired.

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President; B.S., Texas Wesleyan University; M.A., Kent State University; Ed.S., Ed.D., Loma Linda University

Brett Bradfield (2000)
Provost and Vice President for Academic Affairs; B.S., Dakota State University; M.S., Ed.D., University of South Dakota

Bill Bartell (1985)
Associate Vice President for Information Technology; B.S., University of Sioux Falls

Marsha Denniston (2010)
Vice President for Business and Finance; B.A., Ottawa University; M.B.A., University of Kansas

Julie Dunlop Gednalske (1998)
Vice President for Human Resources; B.S., University of South Dakota

Jon Hiatt (2000)
Vice President for Institutional Advancement; B.S., University of Sioux Falls

Karen Sumner (2002)
Associate Vice President for Student Development/Dean of Students; B.A., University of Sioux Falls; M.A., North American Baptist Seminary

Jeff Veltkamp (2003)
Executive Director of the USF Foundation; B.A., M.B.A., University of Sioux Falls

Academic Area Chairpersons and Graduate Program Directors

Sharon Cool, Ph.D.
Social Science

William Soeffing, Ph.D.
Natural Science

Nicholle Schuelke, Ed.D.
Humanities

Julie McAreavey, M.Ed.
Fredrikson School of Education

Rebecca Murdock, M.B.A.
Vucurevich School of Business/Director of MBA Programs

Nancy Olive, M.F.A.
Visual and Performing Arts

Becky Thurman, Ed.D.
Director of Graduate Education Programs

Barbara Vellenga, Ph.D.
Founding Director of USF School of Nursing

Faculty

Date refers to year of appointment.

David Artko (1997)
Part-time Instructor of Business Administration; B.A., Chapman College

Jenny Bangsund (2007)
Assistant Professor of English; B.A., Northwest Nazarene University; M.A., St John's College; Ph.D., Duquesne University

Robert Barclay (1995)
Instructor of Social Sciences; B.A., Gordon College; M.S., University of Southern California–Los Angeles

Kimberly Bartling (1998)
Assistant Professor of Communication Studies/Theatre; B.A., South Dakota State University; M.A., M.F.A., University of South Dakota

Richard Bartling (2008)
Assistant Professor of Exercise Science; B.A., M.S., South Dakota State University

Valerie Beckstrand (1998)
Part-time Instructor of Education; B.A., M.Ed., University of Sioux Falls

Kimlyn J. Bender (2001)
Associate Professor of Theology and Philosophy; B.A., Jamestown College; M.Div., Fuller Theological Seminary; Ph.D., Princeton Theological Seminary

Chad Birger (2004)
Instructor of Mathematics; B.S., University of Sioux Falls; M.S., South Dakota State University

Shawn Chiappetta (2003)
Associate Professor of Mathematics; B.A., Carthage College; M.S., Southern Illinois University, Ph.D., University of Wisconsin-Milwaukee

Kevin Cole (1999)
Associate Professor of English; B.A., M.A., Texas AandM University; Ph.D., Baylor University

Tricia Cole (2004)
Assistant Professor of Business Administration; B.S., M.P.A., Ph.D., Texas AandM University

Sharon Cool (1980)
Professor of Psychology; B.A., Valparaiso University; M.A., Ph.D., University of South Dakota

- Ceca Cooper (2003)
Assistant Professor of Art; B.F.A., B.S.,
University of Houston; M.F.A., University
of South Dakota
- David DeHoogh-Kliwer (2006)
Assistant Professor of Choral Music;
B.A., Bethel College; M.M., University
of South Dakota; D.M.A., University of
Kansas
- Carol Den Otter (2004)
Assistant Professor of Education;
B.S., Augustana College; M.Ed.,
South Dakota State University; Ed.D.,
University of South Dakota
- Jason Douma (1998)
Associate Professor of Mathematics;
B.A., Gustavus Adolphus College; M.S.,
Ph.D., Northwestern University, Ill.
- Greg Dyer (2000)
Associate Professor of English; B.S., M.A.,
Kansas State University; Ph.D., University
of North Texas
- Barbara Ernster (2004)
Part-time Instructor in Degree
Completion Program; B.A., M.A.,
University of Sioux Falls
- Donoso Escobar (2006)
Professor of Social Work; B.A., M.S.W.,
University of Arkansas–Little Rock
- Carol Flower (1997)
Part-time Instructor of Music; B.A.,
Augustana College; M.M., University of
Michigan
- Jason Folkerts (2009)
Part-time Instructor of Youth Ministry/
Director of the Youth Ministry
Internship and Mentoring; B.A.,
University of Sioux Falls; M.Div., North
American Baptist Seminary
- Michelle Fryer-Hanson (2000)
Associate Professor of Education; B.S.,
M.S., South Dakota State University;
Ed.D., University of South Dakota
- Kevin Grebin (2005)
Instructor of Criminal Justice/Director
of Security/Head Tennis Coach; B.A.,
University of Sioux Falls
- Brian Gregg (2005)
Assistant Professor of Biblical Studies;
B.A., University of California–Berkeley;
M.Div., Fuller Theological Seminary;
Ph.D., University of Notre Dame
- Mike C. Grevlos (2006)
Associate Professor of Psychology;
B.A., Augustana College; M.A., Ed.D.,
University of South Dakota
- Sherry Halleen (1969)
Associate Professor of Exercise Science;
B.A., Luther College; M.A., Ed.D.,
University of Northern Colorado
- Laura Harris (2004)
Part-time Instructor of English; B.A.,
M.A., University of Central Arkansas
- Joe Hauge (2002)
Part-time Instructor of Education; B.S.,
M.Ed., South Dakota State University
- Martha Helland (2010)
Assistant Professor of Business; B.A.,
Vassar College; M.B.A., New York
University; Ph.D., Regent University
- Allen Herrboldt (1981)
Part-time Professor of Business
Administration; B.S., M.A., M.B.A.,
University of South Dakota; Ed.D.,
Montana State University
- John L. Hiigel (1998)
Associate Professor of Biblical
Studies; B.A., University of California–
Los Angeles; M.Div., Ph.D., Fuller
Theological Seminary
- Jan Hilderbrand (2007)
Assistant Professor of Art; B.S., South
Dakota State University; B.F.A., M.S.,
University of South Dakota; M.F.A., Kent
State University
- Christina S. Hitchcock (2001)
Associate Professor of Practical
Theology; B.A., Geneva College; M.A.,
Gordon-Conwell Theological Seminary;
Ph.D., University of Aberdeen
- Douglas Hoffman (2005)
Part-time Instructor of Business
Administration; B.A., University of Iowa;
J.D., University of South Dakota
- Gretchen Hoffman (2007)
Part-time Instructor of Business
Administration; B.S., Northwest Missouri
State University; M.A., University of
South Dakota; Ph.D., University of South
Dakota
- K. Tim Homan (2005)
Assistant Professor of Education/Head
Wrestling Coach; B.A., Augustana; M.A.,
University of South Dakota
- Beth Jernberg (1979)
Professor of Education; B.A., University
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Northern Colorado
- Rich Kielman (2007)
Part-Time Instructor of Business; B.S.,
M.B.A., University of South Dakota
- Waldemar F. Klawiter (1960)
Part-time Professor of Mathematics and
Physics; B.A., M.A., University of South
Dakota; Ph.D., University of Wyoming
- Ann Kolbrek (2007)
Part-Time Instructor of English; B.S.,
University of the South; M.A., University
of South Dakota
- Cheri Kovalenko (2009)
Assistant Professor, Family/Pediatric
Nursing; B.S.N., M.S., Ohio State
University; MS, RN, FNP-BC
- L. Cliff Lewis (1969)
Professor of Chemistry; B.S., Ph.D.,
University of Oklahoma
- Joy Lind (2008)
Assistant Professor of Mathematics;
B.A., Transylvania University; M.S., Ph.D.,
University of Kentucky
- William Loewen (2007)
Assistant Professor of Social Work
and Director of Social Work; B.S.W.,
Tabor College; M.S.W., University
of Washington; Ph.D., University of
Pennsylvania
- Rachelle Loven-Hoh (1987)
Professor of Education; B.S., Bemidji
State University; M.Ed., University of
Sioux Falls; Ed.D., University of South
Dakota
- Karen Lukens (2004)
Part-time Instructor of Education; B.S.,
Augustana College; M.A., University of
Sioux Falls
- Rebecca Murdock (2001)
Assistant Professor of Business
Administration, Area Chair of
Vucurevich School of Business, and
Director of MBA Programs; B.A., Wayne
State College; M.B.A., University of Sioux
Falls
- George Mwangi (2005)
Assistant Professor of Chemistry; B.S.,
University of Pune; M.S., University
of Nairobi; Ph.D., University of New
Hampshire

- Nathan S. Nassif (1991)
Associate Professor of Communication Studies; B.A., Drake University; M.A., Marquette University; Ph.D., Union Institute University
- Robert Neely (2003)
Part-time Assistant Professor of Education; B.S., M.Ed., Ed.D., University of Nebraska–Lincoln
- Jonathan Neiderhiser (2007)
Assistant Professor of Music and Director of Instrumental Music; B.M., M.M., Duquesne University; D.M.A., West Virginia University
- Randy Nelson (2007)
Assistant Professor of Education; B.A., University of Sioux Falls; M.A., Augustana College; Ed.D., University of St. Thomas
- Beth O'Toole (1998)
Associate Professor of Criminal Justice; B.S., M.A., J.D., University of South Dakota
- Nancy J. Olive (1994)
Associate Professor of Art; B.A., College of St. Catherine; M.A., Minnesota State University–Mankato; M.A., M.F.A., Michigan State University
- Maggie Owens (2005)
Part-time Instructor of Business Administration; B.A., Winona State University; M.B.A., Kent State University
- Brenda Paulsen (2003)
Part-time Instructor of English; B.A., University of Sioux Falls; M.A., University of South Dakota
- Keith Perkins III (1976)
Associate Professor of Biology; B.A., University of Sioux Falls; M.S., University of South Dakota
- Arlys E. Peterson (1990)
Associate Professor of Education; B.A., University of Sioux Falls; M.A.T., Augustana College; Ed.D., University of South Dakota
- Andrea Rasmussen (2010)
Assistant Professor of Nursing; B.A., Augustana College; M.S., South Dakota State University
- Dennis Roark (1992)
Associate Professor of Computer Science and Mathematics; B.S., Massachusetts Institute of Technology; Ph.D., State University of NY–Buffalo
- Gerry Schlenker (1985)
Associate Professor of Media Studies; B.S., North Dakota State University; M.A., Moorhead State University/ North Dakota State University; Ph.D., University of Oregon
- Bernie Schock (1988)
Part-time Instructor of Religious Studies and Degree Completion Program; B.A., Southern Methodist University; Th.M., Dallas Theological Seminary; Ed.D., University of South Dakota
- Shane Scholten (2008)
Associate Professor of Exercise Science; B.S., Dakota State University; M.S., University of Nebraska
- Nicholle Schuelke (2004)
Associate Professor of English; B.A., Concordia University; M.S., St. Cloud State University; Ed.D. Hamline University
- Rebecca Schultz (2001)
Associate Professor of Exercise Science and Title III Project Manager; B.S., University of North Dakota School of Medicine; M.S., University of Southern Mississippi; Ph.D., University of South Dakota
- William Soeffing (1982)
Professor of Biology; B.S., M.S., South Dakota State University; Ph.D., University of South Dakota School of Medicine
- Kermit Staggers (1982)
Professor of History and Political Science; B.S., M.A., University of Idaho; Ph.D., Claremont Graduate University; G.S. Sioux Falls Seminary
- Wilfrido Suarez (2008)
Assistant Professor of Spanish; B.A., Universidad de Guadalajara; M.A., University of Nebraska
- Leon Swier (2003)
Part-time Instructor of Education; B.S., Dakota State University; M.A., Ed.D., University of South Dakota
- Michael Thompson (2008)
Assistant Professor of Criminal Justice; B.S., South Dakota State University; J.D., University of South Dakota
- Ryan Thornell (2010)
Assistant Professor of Criminal Justice; B.A., University of Sioux Falls; M.S., University of Cincinnati
- Becky Thurman (2010)
Assistant Professor of Education/ Director of Education Graduate Programs; B.A., South Dakota State University; M.A., University of Sioux Falls; Ed.D., University of South Dakota
- Jeff Tschetter (1995)
Associate Professor of Business Administration; B.S., Bartlesville Wesleyan; M.B.A., University of South Dakota; Ph.D., University of Kentucky
- Diane Van Den Oever (2007)
Assistant Professor of Spanish; B.S., M.A., University of South Dakota
- Brad Van Kalsbeek (2005)
Assistant Professor of Accounting; B.A., Northwestern College, Iowa; M.B.A., Colorado Technical University, C.P.A.
- Ryan Van Zee (2008)
Director of Entrepreneurial Studies/ Assistant Professor of Business; B.A., Northern State University; M.A., California State University; Ed.D., University of South Dakota
- Barbara Vellenga (2009)
Founding Director of USF School of Nursing/Professor; B.A., Jamestown College; M.A., University of Iowa; Ph.D., University of Texas- Austin
- Elizabeth Venenga (2004)
Part-time Instructor of Education; B.A., University of Sioux Falls; M.Ed., South Dakota State University; Ed.D., University of South Dakota
- Patti Ward-Maguire (2002)
Part-time Instructor of Education; B.A., University of Sioux Falls; M.A., Augustana College; Ed.S., Ed.D., University of South Dakota
- Jill E. Whitley (1991)
Associate Professor of Accounting; B.A., University of Sioux Falls; M.B.A., University of South Dakota
- Nancy Wilcoxson (1988)
Assistant Professor of Vocal Music; B.A., University of Sioux Falls; M.M., University of South Dakota

Faculty Emeriti

- Daniel Canete
B.A., University of Sioux Falls; M.A., Fresno State College; Ed.D., Nova University
- Lois Harchanko
B.A., University of Sioux Falls; M.A., Columbia University
- Edgar S. Harvey, Jr.
B.A., Northwestern University; M.A., Ph.D., University of Minnesota
- Sammie I. Hasegawa
B.A., Ottawa University; M.S., Kansas State University
- Charles Herman
Professor of History; B.A., Trinity College; M.A., Ph.D., University of Minnesota
- Allen Herrboldt
B.S., M.A., M.B.A., University of South Dakota; Ed.D., Montana State University
- Thomas D. Houle
B.A., University of Minnesota; M.S.W., University of Nebraska–Lincoln; Ed.D., University of South Dakota
- Waldemar F. Klawiter
B.A., M.A., University of South Dakota; Ph.D., University of Wyoming
- Perry W. Patterson
Diploma, American Academy of Dramatic Arts; B.S., Bemidji State College; M.A., Ph.D., University of Denver
- Harriet Scott
B.A., Augustana College; M.S.W., University of Chicago; Ph.D., South Dakota State University

University Staff

- Date refers to year hired.
- Mekonnen Afa (2004)
Head Women's Soccer Coach and Director of Soccer; B.S., National American University–Rapid City; M.B.A., University of Sioux Falls
- Joe Allington (1998)
Maintenance Assistant–Carpenter
- Jonathan Anderson (2002)
Assistant Head Coach/Defensive Coordinator for Football; B.A., Buena Vista University; M.S., South Dakota State University
- Ben Ashwood (2006)
Campus Sound and Lighting Technician; B.A., University of Sioux Falls
- Bill Ballard (2011)
Admissions Counselor; B.A., University of Sioux Falls
- Karen Bangasser (1995)
Executive Assistant to the President, USF Trustees and Foundation Board; B.A., University of Sioux Falls
- Paul Bennett (2005)
Head Coach, Men's Soccer; B.S., Morningside College
- Braden Bradfield (2011)
Admissions Counselor; B.S., University of Sioux Falls
- D. Gene Brooks (2006)
Head Men's and Women's Cross Country Coach and Track and Field Coach; B.S., M.S., Concordia University
- Mikaela Campbell (2008)
Resident Director, Kroske Hall; B.A., University of Sioux Falls
- Christin Christensen (2009)
Nursing Specialist and Lab Coordinator; B.A., Mount Marty College
- Harold Christensen (2007)
Systems Analyst; B.A., University of Sioux Falls; M.A., University of South Dakota
- Kari Clark (2006)
Director of Workshop and Continuing Education; A.S., Minot State University, B.A., University of Sioux Falls
- Brett Coluccio (2010)
Intramural Director/Assistant Coach, Men and Women's Golf
- Jenny Coluccio (2010)
Head Men's and Women's Golf Coach/Registration Assistant; B.S., Drury University; M.Ed. Dakota Wesleyan University
- David Cone (2008)
Web Programmer/Analyst; B.S., University of Sioux Falls
- Sonja Crosby (2009)
Assistant Director of Student Accounts; B.S., University of Sioux Falls
- Paula Curtis (1999)
Switchboard/Receptionist; B.A., South Dakota State University
- Michelle DeHoogh-Kliewer (2007)
University Counselor; B.A., Bethel College; M.A., University of Northern Colorado
- Chelsea DeVille (2009)
Assistant Coach, Women's Basketball; B.A., Augustana College
- Wendy Dooley (2007)
Program Coordinator, Vucurevich School of Business; A.A., Colorado Technical University; B.A., University of Sioux Falls
- Lisa Ehrisman (2009)
Accounts Payable Coordinator; B.S., Concordia University
- Reid Ehrisman (2007)
Assistant Coach, Track and Track and Cross Country Recruiting Coordinator; B.S., M.Ed., Concordia College
- Lindsay Erger (2010)
Admissions Counselor; B.A., University of Sioux Falls
- Mike Erickson (1994)
Custodian
- Shelly Famestad (2006)
Administrative Assistant to Administrative Offices; A.A., Southeast Technical Institute, B.A., University of Sioux Falls
- Mary Fedders (1983)
Bookstore Assistant
- Megan Fischer (2004)
Director of Marketing; B.A., Dakota Wesleyan University; M.P.A., University of South Dakota
- Brent Fowler (2006)
Associate Accountant/Payroll; B.S., University of South Dakota

Taro Fujimoto (2005) Assistant Coach, Men's Basketball; B.A., University of Saint Mary; M.Ed., University of Sioux Falls	Milt Jackson (2004) Grounds Assistant	Zach Mathers (2010) Head Athletic Trainer/Athletic Department Strength Coach; B.A., Buena Vista University
Leo Gannon (2009) Senior Accountant; B.S., Northern State University	Bruce Jernberg (1990) Custodian	Lisa Mathes-Peters (2005) Head Volleyball Coach and Academic Success Coordinator; B.A., Simpson College; M.Ed. University of Sioux Falls
Laura Glanville (2005) Admissions Operations Manager; B.A., M.B.A, University of Sioux Falls	Chris Johnson (2008) Head Coach, Men's Basketball; B.A., Central College; M.A., Minnesota State University-Mankato	Kalah Matthies (2009) Registration Specialist
Tom Goehle (2008) Assistant Coach, Women's Basketball; B.S., Augustana College	R. Craig Johnson (2010) Library Acquisitions Associate; B.A., Vanguard University of Southern California	Julie McAreavey (2000) Chair of Education/Certification Officer; B.S., Dakota State University; M.Ed., University of Sioux Falls
Lesley Gorby (2002) Bookstore Manager; A.A., University of North Dakota; B.S., Minot State University	Darrell Johnson (1993) Custodian	Jeff McDonald (2010) Campus Security Officer; B.F.A., University of South Dakota
LuAnn Grossman (1992) Director of Degree Completion Program; B.A., University of Sioux Falls	Jeff M. Johnson (1997) Maintenance Assistant-Mechanical	Casey Meile (2010) Assistant Coach, Football, Offensive Line Coach; B.A., Augustana College; M.S., Northwest Missouri State University
Ryan Grubb (2007) Assistant Football Coach, Offensive Coordinator; B.S., Buena Vista; M.S., South Dakota State University	Jeff W. Johnson (1999) Grounds Assistant/Maintenance Assistant	Karrie Morgan (2011) Financial Aid Counselor; B.A., Augustana College
Matthew Guiliano (2007) Head Baseball Coach; B.S., University of Sioux Falls	Reid Johnson (2008) Assistant Coach, Track and Field; B.A., University of Sioux Falls	Maggie Nebelsick (2008) Admissions Counselor; B.A., University of Sioux Falls
Jolene Halvorsen (2011) Financial Aid Counselor; B.A., Augustana College	Sara M. Johnson (2008) Assistant Registrar; B.A., University of Sioux Falls	Jack Nelson (2009) Assistant Coach Men's Basketball; B.S., St. Mary's University of Minnesota
Mark Heider (2006) Head Coach, Cross Country/ Assistant Track and Field Coach, Director of Stadium Operations; B.S., Concordia University	Michael Kelly (2010) PC and Hardware Support; B.S., University of Sioux Falls	Laura A. Olson (1997) Director of Financial Aid; B.A., M.B.A., University of Sioux Falls
Alex Heinert (2008) Resident Director, Burgess Hall/Student Activities Coordinator/Lead Resident Director; B.A., M.Ed., University of Sioux Falls	Jennifer Knutson (2004) Circulation Associate; B.A., Augustana College	Jamie Oyen (2008) Assistant Athletic Director for Compliance/Senior Women's Administrator; B.S., Southwest Minnesota State University; M.B.A., University of Sioux Falls
Kevin Hesser (2008) Assistant Athletic Director/External Affairs; B.S., Nebraska Wesleyan University; M.B.A., University of Sioux Falls	Kristin Kono (2008) Head Coach, Softball; B.A., University of Sioux Falls; M.Ed., Augustana College	Bill Paradeis (2007) Campus Security Officer; B.A., University of Sioux Falls
Laura Hjelm (2005) Athletic Office Manager	Ken "SID" Kortemeyer (1977) Senior Athletic Administrator; B.A., University of Sioux Falls; M.S., South Dakota State University	John Poppenga (1994) Maintenance Assistant-Plumbing
Joanne Hurley (1990) Admissions Data Processor	Judy Clauson Krull (1986) Director of Library Services; B.A., University of Sioux Falls; M.L.S., Emporia State University	Marlene M. Quittem (2001) Director of Facility Scheduling/Risk Management and Human Resource Associate; B.A., University of Sioux Falls
Veda Iverson (1991) Director of Online Services; B.S., Augustana College	Katy Lahren (2008) Administrative Assistant, Education; B.A., Southwest Minnesota State University	Wendy Ratliff (2004) Information Systems Coordinator; B.S., South Dakota State University
	Keri LeBrun (2009) Admissions Counselor; B.A., University of Sioux Falls	
	Ralph Lott (2009) Custodian	

Holli Rausch (2009)
Graphic Designer; B.S., Dakota State University

Nathan Reade (2011)
Financial Aid Counselor; B.A., Jamestown College

Kari Roozenboom (2010)
Financial Aid Coordinator; B.A., University of Sioux Falls

William Sanchez, Jr. (2001)
Director of Athletics/Team USF; B.A., University of Denver; M.Ed., University of Oklahoma

Jared Schwanz (2009)
Defensive Line Coach, Football; B.S., Minnesota State University; M.S., Southwest Minnesota State University

Jackelyn Severin (2009)
News Producer/Director; B.A., South Dakota State University

Kristina Spade (2010)
Grand Island Resident Director and Residence Life Coordinator; B.A., University of Sioux Falls

Brenda Stange (2010)
Head Coach, Cheer; B.A., University of Sioux Falls

Marlis Stowsand (2008)
Custodian

Billie Streufert (2009)
Director of Enrollment Management; B.A., Dordt College; M.S., Minnesota State University- Mankato

Jed Stugart (2010)
Head Football Coach; B.A., Azusa Pacific University; M.A., University of Northern Colorado

Barry Sutherland (1995)
Buildings and Grounds Manager

Susan Thie (2009)
Controller; B.A., Augustana College

Brenda Thomas (1986)
Director of Administrative Applications; B.S., Mankato State University; M.B.A., University of South Dakota

Phyllis Thompson (1978)
Academic Affairs Project Coordinator; B.A., University of Sioux Falls; M.Ed., South Dakota State University

Jessica Thornell (2010)
Bookstore Assistant; A.A.S., Southeast Technical Institute

Dennis Thum (1990)
Dean of the Chapel/Instructor of Religious Studies; B.A., Crown College; M.Div., Sioux Falls Seminary

Kyle Torkelson (2002)
Senior Network Administrator; B.S., University of Sioux Falls

Travis Traphagen (2007)
Head Women's Basketball Coach; B.S., Black Hills State University; M.S., Wayne State College

Robert Tucker (2010)
Assistant Head Coach, Football; B.A., Willamette University; M.A., Idaho State University

Amy Uttecht (1998-2000, 2001)
Director of Annual Giving and Special Events; B.S., Winona State University

Keegan Warwick (2009)
Admissions Counselor; B.A., University of Sioux Falls

Nathan Welch (2011)
Special Gifts Officer

Cory Wellnitz (2007)
Assistant Coach, Wrestling/Campus Security Officer; B.A., Northern State University

Tara Westerman (2009)
Resident Director, Sullivan Faith and Living Center/Resident Life Coordinator; B.A., University of Sioux Falls



University of Sioux Falls



Buildings

- 1 Stewart Center
- 2 Cleveland Professional Development Center
- 3 Collier Baker Residence Hall
- 4 Burgess Residence Hall
- 5 Kroske Residence Hall
- 6 Sullivan Faith & Living Center

- 7 McDonald Center (Admissions)
- 8 Jeschke Fine Arts Center
- 9 Salsbury Science Center
- 10 Jordan Hall (Administration)
- 11 Grand Island Residence Hall
- 12 Glidden Hall
- 13 Norman B. Mears Library
- 14 Patterson Hall

Parking Lots

- A Stewart Center
- B Cleveland Professional Development Center & Collier Baker Residence Hall
- C Sullivan Faith & Living Center
- D Burgess Residence Hall
- E Jeschke Fine Arts Center

- F Upper Grand Island
- G Lower Grand Island
- H Glidden Hall
- I Salsbury Science Center

- Visitor Parking Spaces Available
- Emergency Call Box

(605) 331-5000 Welcome Center | (605) 321-6400 Campus Security | usiouxfalls.edu

