

2007-2009
Catalog

USF TELEPHONE DIRECTORY

General University Switchboard	(605) 331-5000
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USF Home Page	www.usiouxfalls.edu
Admissions	331-6600
Bookstore	331-6610
Career & Disability Services	331-6740
Degree Completion Program	331-6735
Financial Aid	331-6623
Fredrikson School of Education Office	331-6710
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Stewart Center (Athletics)	331-6791
Student Accounts	331-6640
Student Association	331-6788
Student Development	331-6620

ACADEMIC CALENDAR

2007-2008

2008-2009

Fall Semester

Classes Begin	September 5	September 3
Opening Fall Convocation	September 6	September 4
Midterm	October 27	October 25
Fall Break	October 29-30	October 27-28
Assessment Day	November 7	November 5
Thanksgiving Vacation	November 21-23	November 26-28
Final Exams	December 17-19	December 15-17
Semester Ends	December 19	December 17

Interim

Classes Begin	January 7	January 5
Interim Ends	February 1	January 30

Spring Semester

Classes Begin	February 7	February 5
Midterm	March 22	March 21
Spring Break	March 21-28	March 23-27
Easter Vacation	March 21-28	April 10-13
Reading Day	May 20	May 19
Final Exams	May 21-23	May 20-22
Semester Ends	May 23	May 22
Commencement	May 25	May 24

Summer Sessions

Session I	June 2 - July 3	June 1 - July 2
Session II	July 9 - August 7	July 6 - August 6
Full summer Session	June 2 - August 7	June 1 - August 6

**Dates may be subject to change. Please refer to the academic calendar posted on the USF web site at www.usiouxfalls.edu for the most up-to-date information.*

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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.

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 revelations 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 the 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, 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; we 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 all the

diversity that God has created in the world. We need to learn to listen to each other and be alert for new insight, to respect each other without prejudging and to encourage each other to grow intellectually and spiritually.

A SIGNIFICANT HISTORY

On June 5, 1872, pastors and delegates of the nine Baptist churches in the Dakota Territory assembled in Vermillion for the first meeting of the Baptist Association. There they adopted the following resolution: "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."

In 1883, the school that was to become the University of Sioux Falls began offering both secondary and collegiate programs under the name Dakota Collegiate Institute. The name of the institution was changed to Sioux Falls University in 1885, with the secondary program being known as the Academy and the college department as Sioux Falls College. The college department graduated its first bachelor of arts student in 1904. As the college department grew, enrollment in the Academy began to drop, and trustees closed the Academy in 1925, leaving only Sioux Falls College.

Between 1929 and 1931, Sioux Falls College became the heir of four other Baptist schools that had ceased operation. These schools were Des Moines University, Grand Island College, Cedar Valley Seminary, and Parker College. With the formal merger in 1931 of Grand Island College and what was still legally Sioux Falls University, the corporate name of Sioux Falls College was formally adopted.

Due to economic hardships, Sioux Falls College became a junior college in 1941 and returned to baccalaureate status in 1943. The '40s and '50s were times of financial difficulty at the college, but the '60s and early '70s were times of great growth. Seven buildings were erected in seven years and the college had a record enrollment that was not surpassed again for thirty years.

The Board of Trustees voted in 1994 to change the name of Sioux Falls College to the University of Sioux Falls, effective January 1995. The change reflected a desire on the part of the board to "name the future," one in which there would be growth in the student body, expansion of academic programs, especially at the graduate level, improvement in facilities, and enhancement of the reputation of the school. Dr. Mark Benedetto assumed the presidency of the University in 1997, and many of the changes envisioned by the board began to take shape. Pierce Gym renamed Pierce Hall, one of the historic buildings on campus, was remodeled, and another historic building, Glidden-Martin Hall was renovated during the 2001-02 academic year. The newly renovated building houses the Roger & Ruth Fredrikson School of Education and Center for Christian Thought. A major addition was made to the Stewart Center, and the Cleveland Professional Development Center and Mary Collier Baker residence hall were built. In the fall of 2005, the Bill and Marian Sullivan Faith and Living Center opened. Then in the spring, ground was broken for the Faith-Based Community Athletic Complex located at 69th Street & Cliff Avenue and the Correa Center for Entrepreneurial Studies was announced. In September 2006, the total student headcount reached 1674—the largest enrollment in the history of the institution.

The University of Sioux Falls has come far since 1883, and it remains faithful to the vision of its founders. The University affirms its heritage as a distinctively Christian college in the liberal arts tradition, fostering academic excellence and the development of mature Christian persons for service to God and humankind in the world.



ACCREDITATION & AFFILIATIONS

In addition, the undergraduate and graduate teacher education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the social work program by the Council on Social Work Education (CSWE). All undergraduate and graduate teacher education programs are also approved by the South Dakota Division of Education. The undergraduate and graduate degree programs in the Vucurevich School of Business are accredited by the International Assembly for Collegiate Business Education.

The University holds 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. Proof of academic accreditation is located in the Vice President for Academic Affairs' Office.

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 web site at www.usiouxfalls.edu, and for employees in the Faculty/Administrative Handbook and the Support Staff Handbook.

Additional information or interpretation of these laws and policies may be obtained from the Associate Vice President for Student Development's Office.

CITY OF SIOUX FALLS

Few small Christian universities enjoy the advantages that come from being located in a city the size of Sioux Falls.

A growing community of more than 140,000 people, Sioux Falls has been rated by Time-Life's Money magazine as one of the nation's 10 best for quality of life. Small enough to retain the friendliness that characterizes the Midwest, it is also large enough to provide University of Sioux Falls students and graduates with excellent employment, cultural and entertainment opportunities.

The largest city in the state, Sioux Falls can also boast of a booming economy, fresh air, clean water and safe neighborhoods.

USF students study in a city that is a major banking and medical center, the site of credit card operations for several national companies, and the home of two large hospitals, a university medical school and numerous clinics. The city's schools, businesses, and social and religious institutions make various internships, apprenticeships, supervised field instructions and student teaching assignments readily available. A modern city library supplements the resources of the University and other institutions of higher learning in Sioux Falls. Three network-affiliated television stations, 15 radio stations and South Dakota's largest daily newspaper are all based in Sioux Falls.

Located in the heart of the United States at the crossroads of Interstates 90 and 29, Sioux Falls is within convenient traveling distance of the beautiful South Dakota Black Hills; Minneapolis, Minn.; St. Paul, Minn.; Omaha, Neb.; and Des Moines, Iowa. Several major commercial airlines and bus lines serve the city.

UNIVERSITY OF SIOUX FALLS CAMPUS

Jorden Hall, built in 1908, 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 pictured on materials, such as letterhead, to identify USF.

Glidden-Martin Memorial Hall, completed in 1929 and remodeled in 2002, houses the Roger & Ruth Fredrikson School of Education and Center for Christian Thought. It contains classrooms and faculty offices for the Education and Theology & Philosophy departments, Youth Ministry Impact Center and the USF Career & Disability Services Office. It is also the home for the American Baptist Churches of the Dakotas office.

John W. Kroske Hall, built in 1959, is a residence hall for 78 students.

Grand Island Memorial Hall, built in 1963, is a residence hall for 122 women.

Warren W. Burgess Residence for Men, built in 1966, is a residence hall for 116 men.

Norman B. Mears Library, Norman B. Mears Library, Norman B. Mears Library, completed in 1965, 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 on-line 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 has endowed materials funds from the following sources: 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 & Nina Tripp Audio Visual Endowment Fund.

Joseph E. Salsbury Science Center, completed in 1967, contains scientific equipment, laboratories and classrooms for instructional programs in biology, chemistry, physics, mathematics and computer science. Located within are the Zbornik Lecture Hall and Warren W. Burgess Computer Science Laboratory.

Reuben P. Jeschke Fine Arts Center, occupied in February 1971, 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.

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

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 playing courts for volleyball; a full-size court and two smaller courts for basketball; a court for tennis and badminton; 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 was completed in 2001. It 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 Equip offices.

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

Bill & Marian Sullivan Faith & Living Center is 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 & 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 the USF campus. USF campus ministries staff lead faith and living forums.

McDonald University Center, scheduled to open in 2007, will house services at the center of student life. A new central structure, named in honor of Barbara McDonald McMurchie and her late husband, Art McDonald, will connect historic Pierce Hall (1923) and the Salsbury Student Union (1963). The center will include the University welcome center, Student Success Center, bookstore, mail room, an expanded campus dining hall and servery, Java City coffee house, and offices for Admissions, Marketing, Student Development, Fellowship of Christian Athletes, coaching staff, and Student Association/Activities.

Faith-Based Community Athletic Complex, is being constructed in several phases. A 93,000 sq. ft. 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 John 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 & restrooms, an additional synthetic turf field, parking, storage buildings, and a field house are also scheduled for construction.

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, cumulative grade point average, and high school class rank.

Recommended High School Courses:

1. Math: Algebra I & II, Geometry
2. English: 4 years
3. History: 3 to 4 years
4. Science: 2 years
5. Computer Science: 1 year

APPLICATION PROCESS

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

Admissions Office
University of Sioux Falls
1101 West 22nd Street
Sioux Falls, SD 57105-1699
(605) 331-6600 • (800) 888-1047
Fax: (605) 331-6615
www.usiouxfalls.edu

Students who prefer to apply online may do so at:

www.usiouxfalls.edu/admissions/OnlineApp/Apply.html

Online applicants must also submit a signature page with their application.

Applicants must submit the following materials:

1. A completed application for admission
2. A \$25 matriculation fee which must accompany the application (non-refundable)
3. Academic credentials:
 - a. Official high school transcript listing credits, rank in class and cumulative grade point average, or certificate of GED scores
 - b. High school juniors and seniors are required to supply the 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 is 6651
 - c. Official transcript from any post-high school coursework or institutions

Notice to Applicants

The University will promptly consider all applications when items 1-3 have been received. A notice of action taken will be sent to the prospective student immediately.

Graduate Admission Requirements

Admissions requirements for USF graduate programs are listed within each program's section, beginning on pg. 97.

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.

Early Admission for High School Students

The University of Sioux Falls welcomes the application of students prior to completing their senior year of high school. An early admission decision will be granted to students who submit:

1. A completed application for admission
2. A \$25 matriculation fee which must accompany the application (non-refundable)
3. A high school transcript of credits for not fewer than six complete semesters (Grades 9-11) that demonstrates the achievement of two out of the three following academic credentials:
 - a. Class rank in upper half or better
 - b. 2.5 cumulative grade point average
 - c. ACT profile report showing a composite score of 19 or better, or an SAT score of 900 or better

The student is responsible for completion of the application process as outlined on this page and must provide a final transcript showing that he or she has graduated from high school prior to enrollment at the University of Sioux Falls.

The American College Test (ACT) & 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 is 6651.

Part-Time Students

Part-time students who enroll for more than two classes (6 semester hours) of degree credit in any 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. Those who desire to become candidates for degrees must meet all degree requirements prior to graduation. Students planning to apply for financial aid must apply for admission.

Transfer Students

The University of Sioux Falls welcomes transfer students to the campus. Transfer students should follow the same application process as other students applying to the University of Sioux Falls, except all official transcripts from each post-secondary institution previously attended must also be submitted.

An official audit of courses will be conducted by the Registrar as soon as a application process has been completed and an acceptance decision has been rendered. A student is considered to be a transfer student if he/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.

Transfer students who have been dismissed from a previous institution will not be considered for admission at the University of Sioux Falls until they have been out of college for at least one fall or spring semester after being dismissed. Any student who has not yet completed 24 s.h. of college coursework will be admitted on the basis of his/her high school record. Those students who have at least 24 s.h. to transfer and have a minimum grade point average of 2.5 may be fully admitted to the university.

In general, all coursework that is liberal arts in nature will be transferable. All 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 2-year vocational program may be transferred in as 30 s.h. of elective credit or a complete 1-year vocational program for 15 s.h. of elective credit.

Articulation Agreements

Southeast Technical Institute & Lake Area Technical Institute

The University of Sioux Falls entered into an agreement with Southeast Technical Institute (STI) and Lake Area Technical Institute (LATI) which includes the following provisions. 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;
- USF will guarantee acceptance of 64 STI or LATI credits (units) of coursework (any courses transferred into STI or LATI will be evaluated separately and may affect the total hours transferrable to USF);
- Students will enter USF with a Junior level status;
- USF will offer immediate entry into the Degree Completion Program;
- Ability 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. Otherwise, courses are evaluated by the Registrar for possible transfer.

Taylor University College & Seminary

A transfer program has been established with Taylor University College & Seminary (formerly known as North American Baptist College), Edmonton, Alberta, Canada, in which a student completes

two years at Taylor and the last two years at the University of Sioux Falls. An associate's degree is awarded by Taylor and a bachelor's degree by the University of Sioux Falls. Coursework is articulated between the institutions to assure completion of any major within four years.

Reactivation for Returning Students

Any student who has withdrawn or been academically suspended must complete the Student Reactivate Application and contact the Director of Recruitment and Retention 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 2.0 minimum 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 nine months prior to the anticipated enrollment date. Applicants must present complete official transcripts from secondary and post-secondary schools.

Applicants whose native language is not English (including students with refugee immigration status living in the United States) are required to take the Test of English as a Foreign Language (TOEFL). A minimum score of 500 paper-based score, 173 computer-based score, or 61 internet-based score, is required for full admission; 550 paper-based score, 213 computer-based score or above is recommended. 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. When the application, TOEFL 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.

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 a DD Form 214 or a course evaluation done by the American Council for Education (ACE) to the Registrar.

Non-Discrimination Policy

The University of Sioux Falls accepts students without regard to race, color, national or ethnic origin, gender, handicap or age. The University policy of non-discrimination, which is in compliance with Title IX of the Education Amendment of 1972, includes admission practices, the administration of financial aid, educational and adjunct services and employment.

Disability Services

The University of Sioux Falls complies with the non-discrimination 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 web site at www.usiouxfalls.edu/offices/disability/disabilities.htm. Students who need accommodations for a disability should contact the Career & Disabilities Services Office at (605) 331-6740.

Harassment Policy

USF holds the conviction that interpersonal relationships in 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— students, employees, or 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 of complainant(s) and of 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/student's 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 will be exempt from this policy.

Sexual Harassment Policy

Sexual harassment is an abuse of power that is demeaning and interferes with the 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." The University of Sioux Falls has established a grievance procedure. Information for students is available from the Associate Vice President for Student Development.

Financial Aid

TUITION & 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 meeting the criteria for full-time status. Full-time status is attained with enrollment of 12 to 16 semester hours of coursework, and entitles a student to receive up to four credit hours, taken during the Interim period, at no additional charge. Each semester hour exceeding 16 hours is considered overload, 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 services. Special fees may apply to a student, based on individual circumstances. Special fees 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 meal plan selected. Refunds for room and board charges adhere to the University of Sioux Falls Institutional Refund Policy if a student has not applied for or been awarded Federal Title IV financial aid.

Graduate and DCP students are charged according to a specialized tuition and fee structure.

Current costs for traditional undergraduate programs can be viewed on the USF web site in the cost of attendance section for prospective students. Graduate and DCP program costs are available online in their respective academic sections.

Insurance

USF students are required to carry health insurance. If students are not covered under their family's insurance, it would be to the student's advantage to check with an insurance representative for advice concerning coverage. (See the USF Student Handbook for additional information.)

Senior Citizen Tuition Waiver

Any person age 60 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," Equip programs, APriL (Assessment of Prior Learning), Degree Completion Program and graduate studies.

Terms of Payment

Tuition, fees, board and room are payable in advance or at the time of registration. 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 term, 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 (excluding DCP) student to an Interim course (up to 4 credit hours) without additional cost. 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 school during Interim.

An Installment Payment Plan is available to spread costs over each semester. Payments must be kept current to re-enroll. Application must be made through the Student Accounts Office.

Transcripts of credits earned and the granting of degrees are contingent upon the full payment of money due 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, and it 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 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.

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 military duty. The following policy became effective September 1, 2001, for enrolled students.

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 the program with a current 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 (including FFELP loans). The University of Sioux Falls is in compliance with the Higher Education Amendments of 1998. 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 official office to begin withdrawal is the Office of Retention and Academic Advising. For the Degree Completion Program 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 of Sioux Falls 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 to be refunded. 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 Unsubsidized Stafford Loan
2. Federal Subsidized Stafford Loan
3. Federal Perkins Loan
4. Federal PLUS Loan
5. Federal Pell Grant
6. Federal Academic Competitiveness Grant
7. Federal National SMART Grant
8. Federal SEOG Grant
9. 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 as well as any refunds (repayments) that the student is required to make.

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 FFEL Program, it can be made in accordance with FFELP 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 University scholarship and work programs, USF participates in the federal financial aid programs as well as programs with churches and private agencies. More than 96 percent of the students at USF are presently receiving 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, also called the FAFSA. The result of the FAFSA is the Expected Family Contribution (EFC). Not all financial aid is based on need. There are federal and non-federal loan programs that are not based on need. The University of Sioux Falls gives strong consideration to a student's academic achievements, talents, leadership strengths and Christian commitment. 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.

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.ed.gov listing the USF code 003469. A paper FAFSA is available from your high school guidance counselor or the USF Financial Aid Office.
4. The USF Financial Aid staff will review applications and determine eligibility. Financial Aid will be awarded based on need, merit, and availability of funds. The student then receives an award letter as official notification of assistance.
5. Research financing options: 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. 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 a student apply early and submit all requested paperwork in a timely manner in order to be 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 19 composite score on the ACT or an upper-half class rank in high school. Transfer students who have 24 hours completed must have at least a 2.0 cumulative GPA.

Degree Completion 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 designated to 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 financial aid he or she would be eligible for.

Students who have completed their first baccalaureate degree are not eligible for institutional aid.

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 of Sioux Falls 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.**

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 who 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 who 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 located in the Financial Aid Office.

TYPES OF AID AVAILABLE

University of Sioux Falls Scholarships & 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 2007-2008 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 web site (www.usiouxfalls.edu) under Financial Aid. Paper applications are also available by contacting the USF Admissions or Financial Aid offices.

Joseph E. Salsbury Scholarship The endowed gift from the Joseph E. Salsbury Foundation funds scholarships for a select group of students at the University of Sioux Falls known as Salsbury Honors Scholars. The scholarship will provide awards worth \$46,000 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 eligible to receive this award will demonstrate extraordinary achievement and potential through the application and interview process. The application deadline is January 15, and awards are based on the qualifying scores that have been achieved as of that deadline. This scholarship is renewable for three years with a 3.2 CGPA. Transfer students are not eligible. 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 their Honors Scholarship. Students choose to live off campus without petitioning the committee or who are denied their petition and still move off campus, will forfeit their entire scholarship amount.

Trustee Scholarships The **Trustee Honors Scholarship** is a 4-year award of \$38,000. An interview is required to receive this award. 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. The application deadline is January 15, and awards are based on the qualifying scores that have been achieved as of that deadline. The scholarship is renewable for three years with a 3.2 CGPA. Transfer students are not eligible. 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 their Honors Scholarship. Students choose to live off campus without petitioning the committee or who are denied their petition and still move off campus, will forfeit their entire scholarship amount.

Harold W. and K. Lorette Lackey Presidential Scholarship The Presidential Honors Scholarship is a four-year award of \$30,000. 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 is required in order to receive this award. The application deadline is January 15, and awards are based on the qualifying scores that have been achieved as of that deadline. The scholarship is renewable for three years with a 3.2 CGPA. Transfer students are not eligible. 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 their Honors Scholarship. Students choose to live off campus without petitioning the committee or who are denied their petition and still move off campus, will forfeit their entire scholarship amount.

National Merit Finalist Scholarships A limited number of full comprehensive educational fee scholarships are awarded to National Merit Finalist students. An interview 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 not eligible. 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 their Honors Scholarship. Students choose to live off campus without petitioning the committee or who are denied their petition and still move off campus, will forfeit their entire scholarship amount.

Lillibridge Business Scholarship The Lillibridge Business Scholarship is funded by and endowed gift from Tim & Cindy Lillibridge and 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 show financial need and apply 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 receiving USF Honors Scholarships and transfer students are not eligible. The application deadline is January 15.

Academic Scholarships Consideration is given to high school seniors in the top 25 percent of their graduating class or with an ACT score of at least 23. Upperclassmen students and transfer students with a CGPA of 3.0 or higher are also considered. 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 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 An award of up to \$2,000 recommended by a member of the University of Sioux Falls faculty to a qualified prospective student. This award is presented in the form of a

certificate to a student who has not yet applied or been accepted for admission to the University.

Board of Trustee Award & 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.

Baptist Student Award This award is given to Baptist students who must give evidence of membership and "active participation" in a Baptist church. A special application must be completed for this award as well as a pastor's recommendation.

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 April 1 each year. Funds are limited and therefore a priority or deadline date is necessary for the match.

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 & Audrey Bailey family.

Fellowship of Christian Athletes (FCA) Scholarship This scholarship opportunity is for students involved in an active FCA Huddle demonstrating community involvement, Christian leadership and athletic achievement and students who have attended an FCA Leadership Camp. February 1st is the deadline for these application forms. Scholarships are offered to a limited number of new students each year. Honors Scholarship recipients are not eligible.

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

Travel Grant Students who attend USF from states not bordering South Dakota are considered for this award. No application is required for this award.

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.

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.

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 19 or above or be ranked in the upper half of their high school graduating class. Upperclassmen students and transfer students must have a CGPA of 2.0 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 Participation Scholarship The University of Sioux Falls offers a number of Music Participation Scholarships to selected students with outstanding musical ability. Awards may be made in voice, keyboard and instrumental performance areas. These awards stipulate that recipients participate in school musical organizations and private music lessons each semester. Selection of recipients and the amounts are determined by competitive audition and completed application.

Music Performance Scholarship A performance scholarship is recommended by University of Sioux Falls Music Department faculty to a qualified freshman or upperclassman who is majoring in music. A competitive audition and application is required. These awards are given without regard to financial need and recipients are expected to participate in a major music organization on campus and to take private lessons each semester. The award is renewable.

Theatre Participation Scholarship Selection of recipients and scholarship amounts are determined by competitive audition and a completed application form. The scholarship is renewable annually with new auditions. The award stipulates that recipients must participate in University theatre productions and organizations.

Theatre Performance Scholarship A performance scholarship is recommended by the University of Sioux Falls Communication Studies & Theatre Department faculty to students who are Communication Studies & Theatre majors. An audition and application is required. These awards are given without regard to financial need and recipients must participate in University theatre productions and organizations.

Athletic Participation Scholarship The University of Sioux Falls offers a number of Athletic Participation Scholarships to selected male and female students with outstanding athletic ability. These scholarships vary in amount and are awarded annually, based on the talents of the individual. Renewal is dependent upon the judgment of the coaches and maintaining standards of eligibility.

Endowed Scholarships

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

American Association of University Women Endowed Scholarship
Ames Memorial Scholarship
Marjorie J. Anderson Endowed Scholarship
Dr. Waldo and Donna Anderson Endowed Scholarship
John Aning Memorial Trustee Scholarship
Bailey-Wyoming Endowed Scholarship
Harold and Bertha Ballenger Memorial Scholarship
Ella Lillibridge Barron Speech, Drama & Forensics Memorial Scholarship
Gretha Bates-Marlin Scholarship
Leon and Darline Thole Bill Endowed Scholarship
Clara Blatherwick Memorial Scholarship
Ballard and Joyce Blount Endowed Scholarship
Earl and Betty Bonacker Endowed Scholarship
Boyd Volleyball Scholarship
Lenore S. Brady Memorial Scholarship
JoAnn and Kurt Brenner Endowed Scholarship
Dr. Lee Bright Memorial Scholarship
Gertrude Bryan-Grim Memorial Scholarship
Guildford D. Bryan Memorial Scholarship
Lena Bryan Memorial Scholarship
Joseph and E. Vicky Burcham Endowed Scholarship
Nettie Belle Butler Memorial Scholarship
Stephen and Viola Butler Memorial Scholarship
Viola C. Chase Endowed Scholarship
Dave and Mary Jo Christensen Endowed Scholarship
Jason Christensen Memorial Scholarship
Christenson Adult Learner Scholarship
Christian Ministry Scholarship
Rev. J. Clyde and Mary E. Clark Endowed Scholarship
Philip G. and Joan M. Clark Endowed Scholarship
Class of 2005 Endowed Scholarship
Carolyn Cleveland Endowed Scholarship
George Collins Drama & Speech Memorial Scholarship
J.D. Coon Memorial Scholarship
A.J. Cooper Memorial Scholarship
Barbara Dodson Cota Endowed Scholarship
Cougar Athletic Foundation Endowed Scholarship
Dale and Hazel Cramer Memorial Scholarship
Bob & Lois Crandall Endowed Scholarship
Olive and John Cressey Memorial Scholarship
Danish Baptist Scholarship
Barbara Hughes Dappen Memorial Endowed Scholarship
Donald and Cara Lee Davis Endowed Scholarship
Barry Davison Memorial Scholarship
DeGroot Family Endowed Scholarship
Abel and Norma DeGroot Trustee Scholarship
Ray and Pearl DeKramer Athletic Scholarship
Dakota Corps Endowed Scholarship
Mary Ann Dennis Endowed Scholarship
Des Moines University Foundation Scholarship
Freda Dirksen Memorial Scholarship
Viola Doty Memorial Scholarship
Dr. Firman A. Early Memorial Scholarship
Mr. and Mrs. J.G. Eddy Memorial Endowed Scholarship
Edwards Family Scholarship
Egger Steel Company Scholarship
William and Helga Eichel Endowed Scholarship
Ronald A. Eiesland Endowed Athletic Scholarship
Ferguson Endowed Scholarship for Religion or Music
Fett Health Science Scholarship
Reuel Clark and Eva Wood Finley Endowed Scholarship
Wilber J. and Joann L. Fitch Endowed Scholarship
Mary Goldenstein Foster Speech Scholarship
Ruth Fredrikson Endowed Scholarship
Friends Endowed Scholarship
Lysle H. Gaffin and Mary L. Gaffin-Wagner Endowed Scholarship
Ruth M. Garhart Memorial Music Scholarship
Richard M. and M. Louise George Memorial Scholarship
Gibbon Baptist College Memorial Scholarship
Gary and Dr. Donna Goldammer Endowed Education Scholarship
Alfred M. and Faye Gowan Memorial Endowed Scholarship
Grand Island College Foundation Scholarship
Mamie and Vernon Gretschnann Memorial Scholarship
Phyllis E. Griffin Memorial Scholarship
David S. and Paul B. Haram Memorial Scholarship
Tom Harkison Memorial Scholarship
Dr. Alvin and Evella Harsch Christian Service Scholarship
Sammie I. Hasegawa Endowed Scholarship
Melvin C. and Laura C. Haugse Endowed Scholarship
Dr. Allen Herrboldt Endowed Business Scholarship
John E. and Ina Goff Hiigel Endowed Memorial Scholarship
Ethel Hildebrand Memorial Health Science Scholarship
Roy W. Hodges North Dakota Memorial Scholarship
Ernest V. Hoffman Endowed Scholarship
Cyril and Edna Horn-McGowan Iowa Memorial Scholarship
House Endowed Scholarship
Tony L. and Kathleen Houseman Endowed Scholarship
Wesley and Verla Husman Memorial Scholarship
Jean and Dan Hylland Family Endowed Scholarship
Helen Kasten Jensen Endowed Memorial Scholarship
Bernice Stier Jones Communication Studies and Theatre Endowed Scholarship
Steven Kamm Memorial Scholarship
Robert C. King Memorial Music Scholarship
Helen Knipping Endowed Music Scholarship
Koch Hazard Architects Endowed Scholarship
Leonard V. Kowalski Memorial Music Endowed Scholarship
Ernest and Laura Krueger Memorial Trustee Scholarship
Ernest and Laura Krueger Natural Science and Math Scholarship
Reuben and Vera Kruschwitz Memorial Scholarship
Harold W. Lackey Endowed Scholarship
Harold W. and K. Lorette Lackey Scholarship
A.O. and Margaret Larsen Endowed Scholarship
Chong Hi Lee Memorial Scholarship
Opal Leonard Speech and Theatre Memorial Endowed Scholarship
John and Linda Lillibridge Endowed Scholarship
Tom and Cindy Lillibridge Endowed Scholarship
Wayne W. Loftis Memorial Scholarship
Barrett Lowe Memorial Scholarship
George L. Macha Business/Trustee Scholarship
Louise E. MacKay Memorial Scholarship
Leola Marshall Memorial Scholarship
Gene Mashek Memorial Endowed Scholarship
Robert N.W. Masterson Memorial Endowed Scholarship
Kenneth and Jo Ann Mattheis Endowed Music Scholarship
Evelyn McKillop Endowed Elementary Education Scholarship
James O. McLellan Memorial Scholarship
Loretta Braese Merrill and James J. Merrill Endowed Scholarship
Mid-American Baptist Churches Scholarship
Adam Bruce Millikan Memorial Endowed Scholarship
Mitchell, SD First Baptist Church Memorial Scholarship
Annadell Morgan Memorial Scholarship
Mabel Mortensen Memorial Scholarship
Leonard and Irene DeSchepper Munson Endowed Scholarship
Dean and Beverly Nelson Endowed Scholarship
Oliver and Lillian Nelson Memorial Scholarship
Oliver and Lillian Nelson Trustee Scholarship
Newport Endowed Scholarship
Clifford Nickerson Endowed Scholarship
Dr. Janet L. Norberg Endowed Scholarship
Paul L. and Stanley A. Norberg Athletic Scholarship
Gary Olson Athletic Leadership Award Endowed Scholarship
Robert Olson Memorial Scholarship
Dr. Ernest Sterling Palmerton Memorial Scholarship
Frank Patterson Endowed Scholarship
Gail Patterson Endowed Scholarship
Dr. Perry W. Patterson Theatre Scholarship
Raymond Arthur Paul and Marie Priscilla Luella Paul Endowed Scholarship
Scott Pennock Memorial Scholarship
Belle Bryan Peterson Memorial Scholarship
Merton Peterson Memorial Scholarship
Margaret Pink Memorial Scholarship
Lillie Porter-Bryan Memorial Scholarship
Bernice Ptacek Endowed Scholarship
Raven Industries Endowed Scholarship
Reader's Digest Foundation Endowed Scholarship
Martha and Milo Rice Memorial Scholarship
Rock Springs First Baptist Endowed Scholarship

Endowed Scholarships continued

Rodriguez Christian Mission Scholarship	Somerset-Minnesota Trustee Scholarship	Van Ausdall Memorial Scholarship
Henry R. Roose Memorial Scholarship	Lawrence J. Sonneman and Laurelle A. (Backer) Sonneman Endowed Memorial Scholarship	Robert E. Van Demark Scholarship
Robert G. and Torstein H. Rossing Endowed Scholarship	H. Almeda Sorenson Memorial Scholarship	Mabel Van Wickle Memorial Scholarship
Rowe/Hinkel Leadership Scholarship	Edna M. Spencer Scholarship	Dr. Helen V. Van Zante Scholarship
Glenna Rundell Endowed Scholarship	Dr. Fred and Mary Stahmann Endowed Scholarship	Fred and Ruth Bryan Venhauer Memorial Scholarship
Betty R. Rust Music Scholarship	Dr. Ed Stevens Memorial Scholarship	Karen Smit Veninga Scholarship
Elmer Rustad Athletic Scholarship	A.O. and Lillian Stewart Memorial Scholarship	Rodney and Karen Viotor Endowed Scholarship
Max and Lorraine Rysdon Trustee Scholarship	Florence E. Stewart Memorial Scholarship	John T. Vucurevich Scholarship
Salsbury Foundation Scholarships	Doris Marie Strom Women's Musical Endowed Scholarship	Walker Adult Learner Endowed Scholarship
Paul Scaringi Endowed Scholarship for Religious Studies	Everett Sugarbaker Memorial Scholarship	James S. and Floretta M. Ward Endowed Scholarship
William and Shirley Schaper Endowed Music Scholarship	Marian Sullivan Endowed Scholarship	Wear Family Endowed Scholarship
Wayne and Lucile Schmitz Endowed Scholarship	Elmer Taylor Endowed Scholarship	Amos Weaver Memorial Scholarship
Fred and Mary Schwabenland Memorial Academic Scholarship	Clara Terry Memorial Trustee Scholarship	Dr. Frank R. Weaver Pre-Med/Pre-Dentistry Endowed Scholarship
Fred and Mary Schwabenland Memorial Trustee Scholarship	Robert and Clara Terry Christian Ministry Scholarship	Whisler Family Endowed Scholarship
John Freeman and Dorothy Borrow Shaw Endowed Scholarship	Robert A. Thomason Endowed Scholarship	Barbara M. White Endowed Scholarship
George L. and Doris M. Shaw Memorial Scholarship	Larry Terveen Memorial Endowed Scholarship	Nicholas and Emma Wik Memorial Scholarship
Jeanie Sherman Memorial Scholarship	Ralph and Kathleen Tingley Endowed Scholarship	Mary L. Wilkes-Hull Endowed Scholarship
Dorothy "Dot" Sikorski Endowed Scholarship	Fern E. Tolliver Memorial Scholarship	Wolitsky Family Endowed Scholarship
Helen Beede Sill Scholarship for English	M. Lucille Burgett Trautner Memorial Scholarship	Sam and Lucille Woltzen Memorial Scholarship
Singer Speech and Theatre Scholarship	Trent Baptist Church Endowed Scholarship	Fern Gray Wood Memorial Scholarship
Sioux City First Baptist Scholarship	United Christian and Baptist Scholarship of Kalona, IA	Merle Woodden Memorial Scholarship
Sioux Falls Construction Endowed Scholarship	USF Alumni Scholarship	Karen Ann Yeager Drama Scholarship
	USF Endowed Scholarship	Thomas E. Zbornik Endowed Scholarship
	USF Vocational Ministry Scholarship	

Cash Scholarships

The University of Sioux Falls receives cash scholarships from organizations, friends, alumni and businesses. These cash funds are used to aid students selected by the University or are awarded directly to individuals by the organization. Recent funds received have been provided by:

Mary L. Aden Cash Scholarship Fund	Leonard and Irene DeSchepper Munson Cash Scholarship	Lost Boys of Sudan Scholarship
American Baptist Women Ministries Scholarships	Edwards Family Cash Scholarship	Tristen Larson Merriman Memorial Cash Scholarship
Availability Employment/Loftesness Adult Learner Scholarship	First Premier Bank Scholarship	Mid-American Baptist Area IV Cash Scholarship
Reno C. Bertsch Memorial Cash Science Scholarship	Gary and Dr. Donna Goldammer Family Cash Scholarship	Adam Bruce Millikan Cash Scholarship
Herb Blakely Memorial Scholarship Fund	Jolaine Wollman Gerlach Cash Scholarship	Nelson & Nelson Accounting Cash Scholarship
Earl and Betty Bonacker Cash Scholarship	Tim and Glenda Glasser Cash Scholarship	Gary Olson Athletic Leadership Award Cash Scholarship
Center for Women Scholarship	Faye Gowan Commitment to Services & Education Scholarship	Perkins Family Restaurant Cash 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 & Theatre Cash Scholarship	Gordon and Dee Stewart Cash Scholarship
Dakota Corps Cash Scholarship	LAR Faculty Award for Liberal Thought and Expression	Marian Sullivan Youth Ministry Cash Scholarship
Barbara Hughes Dappen Memorial Cash Scholarship	Elvira G. Larson Scholarship	Ray and Margaret Swift Athletic Scholarship Fund
Daughters of the American Revolution (DAR) Scholarship	Thomas R. "Dick" and Arlene Long Cash Scholarship	USF Community Reinvestment Act Scholarship
DeGroot Family Scholarship	Larry Lord Math Cash Scholarship	USF Freshman Business School Cash Scholarship
Mary Ann Dennis Cash Scholarship		USF Scholarship Fund
		Wells Fargo Financial Bank Scholarship
		Xcel Energy Scholarship for Math & Science

Foundations & 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	Lackey Trust Scholarship	Walnut Street Baptist Church Trust
Hayward Trust	Sioux Falls Area Community Foundation	
Dorthea E. Howard Trust	University of Sioux Falls 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. 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 must be given to Pell Grant recipients. Since the funds are limited, the federal aid application must be received by the federal processor prior to the March 1 priority deadline.

Federal Academic Competitiveness Grant (ACG)

A student applies for this grant by completing the FAFSA. Students eligible for this grant must be attending full time, must be U.S. citizens receiving a federal Pell Grant, be in their first or second year of academic study and have completed a rigorous secondary school program of study (as defined by the Department of Education) after January 1, 2005. Students in their second year of study must have a minimum 3.0 GPA. Award amounts are up to \$750 per year for first-year students and up to \$1,300 per year for second-year students.

Federal National Science and Mathematics Access to Retain Talent (SMART) Grant A student applies for this grant by completing the FAFSA. Students eligible for this grant must be attending full time, must be U.S. citizens receiving a federal Pell Grant, be in their third or fourth year of academic study and maintain a 3.0 CGPA. Students eligible for this grant must be majoring in physical, life or computer science, engineering, mathematics, technology or a critical foreign language. Certain majors at USF qualify students for this grant. Award amounts are up to \$4,000 per year.

Federal Perkins Loan

This loan program is awarded to students who show 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 Subsidized Stafford Loan

The Subsidized Stafford Loan Program is a low interest loan made to students by a private lender such as a bank or credit union. The interest rate is fixed at 6.8 percent. 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 federal aid FAFSA application process. Annual loan maximum is based on the grade level of the borrower.

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

The total outstanding Federal Stafford Loan debt limit for a dependent undergraduate student is \$23,000. The total for graduate or professional study is \$65,500, including any loans borrowed at the undergraduate level.

Federal 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 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 fixed at 6.8 percent.

Additional Federal Unsubsidized Stafford Loan

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 Unsubsidized Stafford Loan. Amounts are restricted to the cost of attendance minus all other financial aid with maximums of \$4,000 for the first and second years and \$5,000 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 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 8.5 percent. Repayment begins within 60 days of final disbursement. USF does not require a parent to complete the FAFSA in order to take out a PLUS loan.

Federal 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 their own behalf. Students interested in this loan are required to complete 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 8.5 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.

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 prior to April 30 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 for the options that work best 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 and descriptions of these types of loans may be obtained from the USF Financial Aid Office.

Off-Campus Employment

A large number of Sioux Falls businesses list part-time jobs with the USF Career & Disability Services Office. In a city the size of Sioux Falls (more than 140,000 population), University of Sioux Falls 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. Contact the USF Student Accounts Office for details and an application.

Satisfactory Academic Progress Policy

Federal regulations require that a student 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 ACG, Federal National SMART Grant, Federal Perkins Loan, Federal Work-Study, Federal Subsidized Stafford Loan, Federal Unsubsidized Stafford Loan, Federal PLUS Loan, and Federal 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 **will have their financial aid suspended**.

A student 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 probation 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 probation, 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 in one year. A review takes place at the end of the spring semester and encompasses the preceding 12-month period (summer sessions, fall, Interim and spring semester) including terms in which a student did not receive Title IV aid. If a student is not enrolled the entire period, progress is measured only for the applicable term(s).

"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
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.*)

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. A student who has been out of school for a period of three years can also regain eligibility by requesting reinstatement at the Financial Aid Office.

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.

Campus Life



RESIDENTIAL 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. 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 more often complete their college program than those living off campus.

The University of Sioux Falls has six residence halls which 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, government and counseling in each residence hall. Student leaders assist in government and programming in the halls. 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 to understand and accept the basic policies of the University as listed in the Student Handbook published on the USF web site 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, the program of intervisitation (room visitation by members of the opposite sex during established hours) is followed in residence halls to ensure privacy for residents. Students are responsible for information contained in the University of Sioux Falls Student Handbook published on the USF web site at www.usiouxfalls.edu.

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 at least age 21 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 below 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 compliance occurs.

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 the appropriate meal plan for eating on campus. Meals are served in the Salsbury Student Center.

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

Students planning to live on campus must complete the Application for Residence Hall/Meal Program and return it to the Student Development Office at the University.

CAMPUS MINISTRIES

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

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

Mission trips have included travels to Mexico, Amsterdam, the inner city of Chicago, Kansas City, Milwaukee, New Orleans and Native American reservations. Summer internships in ministry organizations are often available.

Weekly chapels offer worship in many creative forms. Each chapel is different in style but similar in 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. The purpose is to facilitate the 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 of many denominations. A Sioux Falls youth ministry network, works directly with USF to provide 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 such contexts 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 in each person’s spiritual growth.

Students are always encouraged to initiate and lead campus programs of ministry and service on campus and in the community at large. 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.

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

STUDENT LIFE

The full benefit of an academic program at the University of Sioux Falls is received only when the student becomes actively involved in the life of the campus community. The organized activities of campus life are designed to supplement and support academic achievement and 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 discipline is required, it is administered judiciously and redemptively in the hope that it 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 web site 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

All new students receive academic advising during a new student registration day 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 Director of Retention and Academic Advising.

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

Career Services

The University offers a Career Services Center for students and alumni. The Center assists students who need assistance selecting an academic major, finding an internship and/or part-time/summer job. The Center also assists student seeking permanent employment following graduation. Staff help students with personal job searches including resumés, writing letters and interviewing skills. Credential services are available for graduates as they seek future employment.

Students are encouraged to start using the services of the Career Center once they enroll at USF. It is recommended that students stop by or schedule an appointment to learn more about the services of the Career Center.

Students and alumni interested in graduate school education are also served by the Center. Information on graduate schools and various entrance exams are available through the Center.

The Center sponsors various job fairs to be of service to students and alumni seeking employment. Check the Career Services web site for updated information. www.usiouxfalls.edu/offices/career/.

SPECIFIC INTERESTS

Athletics

The University of Sioux Falls is a member of the National Association of Intercollegiate Athletics (NAIA) and the Great Plains Athletic Conference. Men's intercollegiate competition is provided in baseball, basketball, cross country, football, golf, soccer, tennis, track and wrestling. Women's intercollegiate competition is provided in basketball, cross country, golf, soccer, softball, tennis, track and volleyball. All full-time students are eligible provided 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 and is salaried by the Student Senate. The Publications Board, comprised of students, faculty and administration, selects the newspaper editor. The editor then recruits 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.

The Concert Chorale, acclaimed for its outstanding performances of sacred and secular choral music, is open by audition to all members of the student body. In addition to local concerts, the group takes an extended tour each year.

Chosen from members of the Concert Chorale, the Singing Camerata is a select ensemble. At the annual Madrigal Dinners, the Singing Camerata performs in sixteenth-century costumes. The group also tours.

The Men's and Women's Choirs have been established as independent choral groups. The main performance responsibilities of these ensembles are chapel services and other campus events.

The Wind Ensemble presents local concerts as well as touring. The Jazz Ensemble provides an opportunity for students interested in performing all styles of jazz.

Other ensembles are organized as needed to showcase talent. These groups are directed by full-time and adjunct faculty.

Radio & Television

The University of Sioux Falls Telecommunication Center in the Jeschke Fine Arts Center is home to two radio stations and a television production center. One of those radio stations, KCSD, is part of the South Dakota Public Radio network. The National Public Radio-affiliated station brings programming from the state network to Sioux Falls, as well as cultural and public affairs programming originating from Sioux Falls to the entire state. Qualified students may apply for employment at the public radio station.

KCFS, the Media Studies lab radio station, is operated entirely by students with a faculty advisor. Its citywide signal features a format combining 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 descriptions of most Cougar games.

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

Students may receive work credit, academic credit or a combination of both for their involvement with 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, such as a major musical, specialty theatre, and communication classes, or theatre trips to regional or national centers such as the Kennedy American College Theatre Festival, New York City, or London, England. Further, the Communication Studies & Theatre program prides itself on creating opportunities with local venues including the Washington Pavilion of Arts and Sciences and hosting guest artists and lecturers who conduct master classes. The Los Angeles Film Studies Center in Los Angeles, a Christ-centered educational program, offers a unique opportunity for our 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 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, as well as a number of academic programs leading to Bachelor of Arts, Bachelor of Science and Associate of Arts degrees in both liberal arts and professional fields.

To secure a Bachelor of Arts degree, the student must complete a program of at least 128 semester hours of study with a minimum grade point average of “C” (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 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 major 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 core courses with a wide selection of individual academic majors.

Associate of Arts Degree Program

An Associate of Arts degree, normally a two-year course, 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 in such fashion as 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; 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

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 liberal arts 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 speech and computer science and a specially designated “critical thinking” course to establish basic proficiencies. In addition, all students are required to complete a two semester sequence in “Western Heritages” that is intended to help students become familiar with ideas, themes, and texts that have influenced Western culture. Western Heritages 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 religion course that introduces the major doctrines of historic Christianity. Acquaintance with great texts is deepened through the requirement of an introductory literature course while familiarity with cultural heritage is broadened through liberal arts core options in English, philosophy, religion, and history.

To encourage all students to develop an appreciation for the fine arts, an introductory course in art, music, or theatre is required 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 of a Christian university in the liberal arts tradition, the liberal arts core curriculum of the University of Sioux Falls reflects the institutional desire to assist students in developing a sound, Christian worldview. As a broader incentive, the liberal arts core curriculum establishes the foundation upon which students can build honorable and fulfilling lives.

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 of Sioux Falls. 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 the assessment program at the University of Sioux Falls visit the web site at www.usiouxfalls.edu/faculty/assessment/index.htm.

LIBERAL ARTS CORE REQUIREMENTS CHECKLIST

Basic Proficiencies	6-7 s.h.	Social Science	9 s.h.
<input type="checkbox"/> COM 104 Computer Solutions or COM 201 Introduction to Computer Science I	3-4	One course from three different disciplines, at least one course from Economics or Political Science	
<input type="checkbox"/> CST 100 Fundamentals of Communication	3	ECO 212 Microeconomics	3
Traditions of Western Heritage	8 s.h.	ECO 213 Macroeconomics	3
<input type="checkbox"/> LAR 111 Western Heritages I	4	PSC 211 American Federal Government	3
<input type="checkbox"/> LAR 112 Western Heritages II	4	PSC 212 State & Local Government	3
Theology	6 s.h.	PSY 201 General Psychology	3
<input type="checkbox"/> THE 140 Introduction to the Bible	3	Any Geography	3
<input type="checkbox"/> THE 240 Introduction to Christian Thought	3	Any History	3
Fine Arts (choose one)	3 s.h.	Any Sociology	3
ART 100 Introduction to Art	3	<input type="checkbox"/> _____	
ART 209 Art History: Prehistory–14th Century	3	<input type="checkbox"/> _____	
ART 210 Art History: 14th Century–Present	3	<input type="checkbox"/> _____	
ART 310 Art History: Twentieth Century	3	Creative Arts (choose one)	1-3 s.h.
CST 200 Introduction to Theatre	3	Applied Music Lessons or Ensembles	1
FA 200 Humanities Through the Arts	3	ART 101 Drawing I	3
MUS 200 Introduction to Music	3	ART 120 Introduction to Design	3
MUS 202 American Jazz Styles	3	ART 122 E-Design	3
<input type="checkbox"/> _____		ART 180 Photography I	3
Science	4-5 s.h.	ART 290 Art Education: Primary	3
BIO 100 Concepts in Biology	4	CST 117 Participation in Theatre	1
CHE 111 General Chemistry I	5	CST 118 Theatre Lab: Technical	1
CHE 121 Introduction to Chemistry	4	CST 209 Oral Interpretation of Literature	3
NSC 110 Perspectives on the Natural Sciences	4	CST 210 Theatre: Beginning Acting	3
NSC 120 Physical Science AND		CST 260 Applied Theatre–Design	3
NSC 121 Earth Science	2+2	CST 310 Directing	3
NSC 140 Introduction to Astronomy	4	CST 409 Special Topics in Communication Studies	3
NSC 220 Physics for Poets	4	<input type="checkbox"/> _____	
PHY 101 Introductory College Physics	4	Each student is required to take a designated course for Cultural Awareness _____ and a designated course for Critical Thinking _____.	
PHY 201 University Physics	4		
<input type="checkbox"/> _____			
Mathematics	4 s.h.	Critical Thinking	
Any Math Course (except 100 or 111)	4	Critical thinking courses are courses designed specifically to instruct students to develop the skills required to become a critical thinker, one who is capable of examining all aspects of a situation carefully before coming to a conclusion. These courses vary by semester and are determined by the qualifications of the instructor in conjunction with the course’s content. These courses will be identified in each semester’s course listing. They may be courses that also satisfy any of the above requirements.	
<input type="checkbox"/> _____			
History	3 s.h.		
Any History Course (except 213 or 390)	3		
<input type="checkbox"/> _____			
Literature	3 s.h.		
ENG 200 Introduction to Literature	3	Bachelor’s degree candidates must complete <u>128 s.h.</u> including all of the above liberal arts core requirements.	
ENG 220 World Literature	3	Associate’s degree candidates must complete <u>64 s.h.</u> including 32 s.h. from the Liberal Arts Core requirements, which must include the basic proficiencies courses.	
ENG 221 British Literature	3		
ENG 222 American Literature	3		
<input type="checkbox"/> _____			
Exercise Science 2 s.h.			
<input type="checkbox"/> EXS 200 Dimensions of Wellness	2	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 the first year at USF.	

UNIVERSITY OF SIOUX FALLS DEGREES & 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.)	.44
Applied Mathematics for Engineering (B.A.)*	.44
Art	.45
Art Education	.45
Biology	.47
Business Administration	.48
Chemistry	.51
Communication Studies & Theatre	.52
Computer Information Systems	.54
Computer Science	.55
Criminal Justice	.56
Elementary Education	.60
English	.64
Exercise Science	.67
History	.70
Interdisciplinary	.71
Mathematics	.72
Media Studies	.73
Medical Technology	.74
Music	.75
Music Education	.75
Paramedic Technology	.77
Political Science/History	.78
Psychology	.82
Public Accounting	.49
Radiologic Technology	.83
Social Science	.84
Social Work	.85
Sociology	.87
Spanish	.66
Theology & Philosophy	.88
Theology & Youth Ministry	.88

*The engineering major (with specializations in agricultural, civil, electrical and mechanical engineering, and engineering physics) is offered in cooperation with South Dakota State University and Washington University in St. Louis, Missouri.

Majors available through USF's Degree Completion Program (DCP):

Accounting	.57
Management	.57

Associate of Arts Program

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

	Page
Business Administration	.94
Child Development	.94
Interdisciplinary	.94
Paramedic Technology	.95
Social Science	.95

Teacher Certification

Teacher Certification is available in the following majors or disciplines:

	Page
Art	.45
Biology	.47
Chemistry	.51
Communication Studies & Theatre	.52
Elementary Education	.60
English/Language Arts	.64
History	.70
Mathematics	.72
Music	.75
Special Education*	.61

*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 the North American Baptist 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 of Sioux Falls considers non-traditional credit and the individual category limits:

Workshops/Seminars	6 s.h.
CLEP	32 s.h.
Internships	(total) 8 s.h. (in any one discipline) 4 s.h.
APriL (Assessment of Prior Learning)	16 s.h.
Test-Out	16 s.h.
Elected P/NC	1 course per semester, non-major or elective, to a total of 20 s.h.
Independent Study	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. Up to 32 hours may be gained in this way. For CLEP policies, see pg. 41.

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"

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 many experiences: work, training for work, travel, hobbies, independent reading, volunteer work 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;
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 less than one semester, a semester, summer session, Interim or other time period as approved by the Associate Academic Dean. 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 interested in inquiring about internship credit should contact the Career & Disability 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.”

ACADEMIC CENTERS

Correa Center for Entrepreneurial Studies (CCES)

The Correa Center for Entrepreneurial Studies (CCES), named in honor of the Bob and Paula Correa family, will provide leadership for the integration and promotion of entrepreneurial studies throughout the University’s academic programs. To date, the generous donations provided to start the CCES constitute the largest financial gift dedicated to an academic program in the history of the University. The CCES provides a vital platform from which to build and sustain programs that will contribute to personal and professional growth of students, increase opportunity for collaborative relationships with business 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 level.

Center for Management

The Center for Management provides business professionals with courses to enhance business knowledge and career skills. Seminars and training workshops may be designed to meet organizational needs and 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 which 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 of the region.

Equip

Equip provides services to prospective, new and existing women business owners in South Dakota. Services include: individual business consultation; business development workshops in the areas of writing a business plan, marketing, resource procurement and financing, personnel management and customer service; and networking and mentoring opportunities through small, community-based roundtables and statewide conferences.

Fredrikson School of Education & Center for Christian Thought

The Fredrikson School of Education & 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 pg. 32 for further workshop information.

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 for (1) careers in accounting, business, and service organizations and (2) advanced professional study.

OFF-CAMPUS PROGRAMS

There are many opportunities for students to study and serve at off-campus programs. Students who wish to participate in off-campus programs must have completed at least forty (40) credits with a minimum GPA of 2.5. In addition, students must complete an "Application for Off-Campus or Study-Abroad 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 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, tuition is paid to the host institution by the student.

Council for Christian Colleges & Universities



The Council for Christian Colleges & 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 web site 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 course work, 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 all 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 very 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 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 & Literature, Theology & 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 & Identity and The View from Australia: Issues in Religion, Politics, Economics & 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 & 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 & 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 University of Sioux Falls students. Students pay tuition at the University of Sioux Falls. 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.

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—to engage wholeheartedly and with integrity the 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. 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 second 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 came to USF directly out of high school as freshmen students. These students had a minimum of a 27 ACT score and a 3.2 cumulative grade point average (CGPA) in high school. These students 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 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 their Honors Scholarship. Students choose to live off campus without petitioning the committee or who are denied their petition and still move off campus, will forfeit their entire scholarship amount.

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

Honors Scholars

The distinction “Honors Scholar” will be reserved for graduates who fulfill the following requirements:

- Write an honors paper or project directed by a faculty advisor;
- Complete a minimum of 15 semester hours of honors course work 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

Courses designated as Liberal Arts present a wide range of interdisciplinary and cross-disciplinary public interest and honors programs. For a complete listing of these courses see the Undergraduate Courses section, pg. 133.

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 in their interpersonal relations. 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 Courses section, pg. 140.

SPECIAL ACADEMIC PROGRAMS

January Interim

In-depth study and unique experiences are hallmarks of Interim. Most of the courses offer 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 board and room 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 no charge for the Interim, unless there are extra costs for travel experiences or particular courses covered by 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 of Sioux Falls 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 for 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 over 17-20 months and leads to a Bachelor of Arts degree in Management or Accounting. An academic background in business is helpful, but not required. Students work in a variety of occupations, including business, health care and administration, government, social service and agriculture. For admission criteria and course descriptions, see Degree Completion Program Section, pg. 57.

ACADEMIC POLICIES

General

The academic regulations of the University are designed to insure the quality of the degrees earned by students. The student is 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 Retention and Academic Advising in cooperation with the academic areas of 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 & 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/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 to pgs. 14 & 15.

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/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 withdraw 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 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 by other prescribed methods.

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	1.0
A-	3.7	D-	0.7
B+	3.3	F	0
B	3.0	I	0
B-	2.7	WF	0 (discontinued in Fall 2001)
C+	2.3	WP	— (discontinued in Fall 2001)
C	2.0	P	—
C-	1.7	NC	—
D+	1.3	W	—

Most course work 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 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 has set the following minimum cumulative grade point standards for students to achieve:

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 University of Sioux Falls 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 of Sioux Falls for at least one semester. Anyone who then wishes to return must reapply to the Assistant Academic Dean. When readmitted, students will be placed on academic probation for the term enrolled and must achieve a 2.0 grade point average for the term. If this grade point average for the term is achieved, but the cumulative grade point average is still below the minimum standards, the student will continue on probation for another semester.

The Associate Dean of Academic Affairs 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 to give written authorization to others needing to access their records. More complete details about the act are published each year in the Student Handbook on the USF web site 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 to students and staff. Professors use e-mail for class announcements and the University offices use the campus e-mail to make contact with students. This service is provided through the USF Student Access and Technology fee.

To obtain a computer account, simply stop by the USF Computer Center (2nd floor Salsbury Science Center) or you may obtain an account request form at either the Information Desk in Jordan Hall, the DCP Office (Cleveland Center) or the Student Services Office (Salsbury Student 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 a written record 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 USF computer laboratories.
8. It is being written or has been developed by the user and reasonable documentation exists to verify the user's ownership.

It is also the policy of the University that there is no copying of copyrighted or proprietary programs on computers belonging to the University.

Improper Use of Computers

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

Examples:

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/using another person's pass-word without permission, 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; attempting to halt the system or to compromise its performance
6. stealing software or copying programs and data without written permission
7. cheating, obtaining/using unauthorized material, supplying/communicating unauthorized information to another user using 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.

Attendance Policy

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.

If an instructor judges that a student's pattern of class absences is excessive, the instructor should inform the student to this effect in a certified letter (with a copy going to the Vice President for Academic Affairs.) In the event that unexcused absences continue after such written notice, the instructor is permitted (at his or her discretion) to suspend the student from the course – removing the

name from the grade roster, and notifying the student. Reinstatement would require an appeal through the Office of the Vice President for Academic Affairs within ten calendar days of the suspension.

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) we offer our students. Recognizing both that such activities can sometimes legitimately conflict with class time and that the conflicts need to be limited, we seek a balance. 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 regular course's required additional meetings) can legitimately expect their participation to conflict with class attendance in any course up to but no more than the equivalent of one week of the class time per term (e.g. three fifty-minute sessions in a three-hour course). Activity schedules will conform to this guideline. Students involved during the same term in more than one extracurricular activity in a way, which creates additional class conflicts beyond the guideline, must expect some negative impact in their academic experience and perhaps on their grades.

Policy on Academic Misconduct

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, therefore, the University offers the following list of actions that it considers being inappropriate, unethical, and harmful to the learning environment at USF.

Although the following list is relatively comprehensive, it is neither complete nor uniformly enforceable. Nevertheless, by providing practical guidance for students on issues related to personal and institutional integrity at USF, the University is hoping to implement its mission "to foster academic excellence and the development of mature Christian persons..."

Abuse of Confidentiality

Definition: Revealing, using, or discussing confidential information that one acquires during classroom discussions, service projects, internships, practice teaching assignments, work-study employment, or other activities sponsored by the University.

Cheating

Definition: Using or attempting to use unauthorized assistance, material, or equipment while preparing for or working on an examination or other academic assignment.

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. (Coercing or encouraging someone 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 pg. 38 for Computer Use Policies.

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, unless permission was obtained in advance from the second/subsequent instructor. (If the same/similar work would be submitted in courses meeting concurrently, permission must be obtained in advance and separately 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).

Procedures for Incidents of Academic Misconduct

First Review Process

As a rule, acts of academic misconduct should be addressed first at the level at which the incident occurred (e.g., course level). If an infraction occurred unwittingly or unintentionally, the faculty member may decide to handle the case as a "teachable moment." However, when a faculty member suspects that a student has with knowledge and intent violated the standards that govern academic conduct at USF, the faculty person shall document his/her suspicions and keep on file all evidence related thereto, including any material evidence, written work, written comments, e-mail, verbal exchanges, telephone calls, or any other contact he/she may have with persons involved in the case. The initial review shall be held no later than five business days after the alleged infraction was discovered. This meeting should include both the faculty member and the student whose conduct is in question. The review process should be completed as soon as possible, and the faculty member shall report his/her decision to the student in writing no later than forty-eight hours after concluding the initial review. The faculty member shall keep a copy of this letter on file and send duplicate copies to both the Vice President for Academic Affairs and the Associate Vice President for Student Development.

Second Review Process

If a student thinks the first review process was incomplete or unfair, she/he may ask the Chairperson of the Area in which the problem arose to review again the facts of the case and to provide an advisory opinion. This request must be submitted in writing to the Area Chairperson no later than five business days after the first review process was completed. Students who request a second review may also choose a person from the University community to participate in discussions and to represent their interests during the second review process.

Appeals Process

The Academic Policies Committee (APC) for undergraduate students or the Graduate Policies Committee (GPC) for graduate students serves as the appellate body for those students seeking appeal. This appeal must be in writing and must be received by the Vice President for Academic Affairs within 14 days of the original decision. The decision by the APC or GPC is 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 University Activities & 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

The University of Sioux Falls is a member of the National Association of Intercollegiate Athletics (NAIA) and the Great Plains Athletic Conference (GPAC) and, as a member of these organizations, must respect the eligibility requirements as minimum standards. The NAIA requires specific criteria be met by incoming freshmen to participate during their freshman year. The NAIA also has specific criteria for continued participation in subsequent years. Students interested in intercollegiate competition should contact the Athletic Director, 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 of Sioux Falls and the governing athletic bodies before participating in intercollegiate athletic contests.

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) or other equivalency examinations. 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:

Humanities

Freshman College Composition (including essay)	
<i>ENG 101 College Composition</i>	3
(satisfies USF’s LAR 111 requirement)	
American Literature	
<i>ENG 222 American Literature</i>	3
English Literature	
<i>ENG 221 British Literature</i>	3
Analyzing and Interpreting Literature	
<i>ENG 200 Introduction to Literature</i>	3
College French (Levels 1 and 2)	
<i>FRE 101-102 Elementary French</i>	8
<i>FRE 201-202 Intermediate French</i>	6
College German (Levels 1 and 2)	
<i>GER 101-102 Elementary German</i>	8
<i>GER 201-202 Intermediate German</i>	6
College Spanish (Levels 1 and 2)	
<i>SPA 101-102 Elementary Spanish</i>	8
<i>SPA 201-202 Intermediate Spanish</i>	6

Social Science

American Government	
<i>PSC 211 American Federal Government</i>	3
History of the United States I	
<i>HIS 201 U.S. History to 1877</i>	3
History of the United States II	
<i>HIS 202 U.S. History since 1877</i>	3
General Psychology	
<i>PSY 201 General Psychology</i>	3
Human Growth & Development	
<i>PSY 211 Human Development</i>	3
Introductory Sociology	
<i>SOC 201 Fundamentals of Sociology</i>	3
Introductory Microeconomics	
<i>ECO 212 Principles of Microeconomics</i>	3
Introductory Macroeconomics	
<i>ECO 213 Principles of Macroeconomics</i>	3

Natural Science

Biology	
<i>BIO 100 Concepts in Biology</i>	4

General Chemistry	
<i>CHE 111 General Chemistry I</i>	5
College Algebra	
<i>MAT 113 College Algebra</i>	2
College Algebra with Trigonometry	
<i>MAT 112 College Algebra and Trigonometry</i>	4
Calculus with Elementary Functions	
<i>MAT 204 Calculus I</i>	4

Business Administration

Introductory Accounting	
<i>ACC 225 Principles of Financial Accounting</i>	3
<i>ACC 226 Principles of Managerial Accounting</i>	3
Introductory Business Law	
<i>BUS 320 Business Law</i>	3
Principles of Management	
<i>BUS 306 Management of Organizations</i>	3
Principles of Marketing	
<i>BUS 307 Principles of Marketing</i>	3

Advanced Placement Program

The University of Sioux Falls participates in the College Board Advanced Placement Program, awarding credit in equivalent University of Sioux Falls courses for scores of four or five. Credit is considered for scores of three by review of candidate’s test booklet. Final approval rests with the faculty of the discipline involved.

Bachelor's Degree Programs

APPLIED MATHEMATICS

Applied Mathematics (B.S.)

Goals: 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.

Vocational Applications: The 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.

- 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 302 Introduction to Linux
- or COM 320 Structure and Logic of Digital Computers
- COM/MAT 300 Numerical Methods
- COM/MAT 306 Discrete & 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
- PHY 303 Statics & Mechanics of Materials

Elective in Mathematics, Computer Science, or any Natural Science (200 level or above, 3 s.h.)

- _____

Applied Mathematics for Engineering (B.A.)

Goals: 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. The 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. The University of Sioux Falls has cooperative programs with the engineering schools at South Dakota State University, Brookings, SD; and Washington University, St. Louis, MO. Although students can finish the engineering program at other accredited schools of engineering, the University of Sioux Falls program is particularly suited to both SDSU and Washington University. Students can take engineering courses through SDSU's Sioux Falls campus while they are full-time students at USF; and Washington University offers intense two-week engineering courses in St. Louis during the January Interim for liberal arts institutions participating in their dual-degree program.

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 communications 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; 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.)

Goals: This program of study is designed to (1) develop the student's awareness of the capacity for visual expression and creative synthesis, (2) broaden the student's understanding of how visual expression and creativity interact with the whole of culture, and (3) prepare the student for further study or careers that involve visual expression and creativity.

Vocational Applications: The Art major is designed to prepare the student 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 careers in drawing and painting.

Requirements: In addition to meeting the liberal arts core requirements of the University, the student must take 25 credits of core Art courses and select a 15 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. The student must maintain a minimum GPA of 2.5 in courses within the major.

The Art Department regularly assesses its program in a number of ways 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. In addition to a senior exhibit, each student must participate in two faculty evaluations: the Sophomore Review and the Junior Review. Successful completion of the Junior Review constitutes approval to enroll in the senior thesis course that will lead to the fulfillment of the senior exhibit requirement.

Required Core Courses 25 s.h.

- ART 101 Drawing I 3
- ART 120 Introduction to Design 3
or ART 122 E-Design
- 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

Fine Arts Concentration 15 s.h.

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

Art Electives (6 s.h.)

- ART _____
- ART _____

Graphic Design Concentration 15 s.h.

- ART 221 Graphic Design: Layout 3
- ART 329 Web Design 3

Two courses from the following (6 s.h.):

- ART 180 Photography I 3
- ART 271 Photomanipulation 3
- ART 372 Web Animation 3

ART _____

ART _____

Art Elective (Internship recommended) 3 s.h.

ART _____

Art Education (B.A.)

Goals: This program of study is designed to (1) develop the student's awareness of the capacity for visual expression and creative synthesis, (2) broaden the student's understanding of how visual expression and creativity interact with the whole of culture, and (3) prepare the student for further study or careers that involve teaching visual expression and creativity.

Vocational Applications: The Art Education major is designed to prepare the student 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 40 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 in a number of ways 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. In addition to a senior exhibit, each student must participate in two faculty evaluations: the Sophomore Review and the Junior Review. Successful completion of the Junior Review constitutes approval to enroll in the senior thesis course that will lead to the fulfillment of the senior exhibit requirement.

- ART 101 Drawing I 3
- ART 120 Introduction to Design 3
or ART 122 E-Design
- 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 290 Art Education: Primary 3
- ART 300 Communication Arts Colloquium 1
- ART 310 Art History: Twentieth Century 3
- ART 330 Art Education: Secondary 3
- ART 460 Senior Thesis 3

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

ART 180	Photography I	3
ART 220	Graphic Design: Typography	3
ART 241	Painting II	3
ART 271	Photomanipulation	3
ART 321	Graphic Design: Layout	3
ART 329	Web Design	

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 nineteen semester hours.

<input type="checkbox"/> ART 100	Introduction to Art	
or ART 209	Art History: Prehistory–14th Century	
or ART 210	Art History: 14th Century–Present	
or ART 310	Art History: Twentieth Century	3
<input type="checkbox"/> ART 101	Drawing I	3
<input type="checkbox"/> ART 120	Introduction to Design	
or ART 122	E-Design	3
<input type="checkbox"/> ART 300	Communication Arts Colloquium	1

Art Electives (9 s.h.)

ART _____

ART _____

ART _____

BIOLOGY

Biology (B.S.)

Goals: The program is designed to (1) develop broadly based and flexible students having sufficient general biological background 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.

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 & Biochemistry
- NSC 300 Colloquium (required during the four semesters of the junior and senior years; one presentation is required each year)

Two courses in physics

- PHY _____
- PHY _____

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, the student may supplement the program with Chemistry 211, 212 or 305. A major must have at least a 2.0 GPA in biology courses by the end of his or her 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 making 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 is required)

Biology Secondary Education Certification

Goals: The 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.

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 & 305) is recommended. The student must also complete the requirements for secondary education (see Education Section pg. 61) and maintain at least a 2.5 GPA in biology courses from the end of his or her 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 & 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 & 102 Introduction to Physics OR
201 & 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 the Education Section, pg. 62.

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.)

Goals: The goals of the Business Administration major are to (1) provide basic knowledge in the core areas of business and the student's business concentration, (2) develop the student's strategic/critical thinking skills encompassing the ability to link data, knowledge and insight together from various disciplines, and (3) facilitate the student's understanding of the relationship between ethics, business and personal faith.

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 core requirements as well as a required concentration of four additional courses in accounting, economics, entrepreneurship, finance, international business, marketing, operations management, or management information systems as listed below. All coursework attempted in the Business, Accounting, and Economics core classes and the eight concentrations 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.

Business Administration Core

- ACC 225 Financial Accounting
- ACC 226 Managerial Accounting
- ACC 317 Cost Management
- BUS 305 Managerial Finance
- BUS 306 Management of Organizations
- BUS 307 Principles of Marketing
- BUS 319 International Business
- 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
- 1 Economics Elective, not ECO 395 _____
- MAT 112 College Algebra & Trigonometry
- MAT 202 Finite Mathematics
or MAT 201 Calculus for Applications
- MAT 233 Introduction to Statistics
- ENG 250 Business Research & Writing

Concentration in Accounting

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

Select two courses from the following:

- ACC 304 Individual Income Tax

48 Business Administration & Public Accounting

- ACC 395 Internship
- ACC 404 Organizational Tax
- ACC 425 Advanced Accounting
- ACC 426 Auditing

Concentration in Economics

Select four courses from the following:

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

Concentration in Entrepreneurship

- BUS 331 Small Business Development/Entrepreneurship
- 1 Upper Level Entrepreneurship Course _____

Select two courses from the following:

- ACC 304 Individual Income Tax
- BUS 335 Operations Management
- BUS 395 Internship
- BUS 401 Marketing Research
- BUS 408 Marketing Management
- BUS 419 International Marketing
- ECO 320 Managerial Economics

Concentration in Finance

- BUS 405 Investments
- BUS 417 Advanced Finance

Select two courses from the following:

- BUS 395 Internship
- BUS 425 Financial Markets & Institutions
- ECO 452 International Economics
- 1 Upper Level Finance Course _____

Concentration in International Business

- BUS 419 International Marketing
- ECO 452 International Economics
- Two semesters of college level foreign language
- International experience or internship (3-4 s.h.)
- 1 Upper Level Entrepreneurship Course _____

Concentration in Management

- BUS 335 Operations Management
- BUS 351 Organizational Theory & Behavior

Select two courses from the following:

- BUS 308 Persuasion: Process and Procedures
or BUS 312 Leadership & Small Group Communication
- BUS 313 Retail Management
- BUS 315 Personnel/Human Resources Management
- BUS 331 Small Business Development/Entrepreneurship
- BUS 395 Internship
- BUS 410 Practices of Supervisory Management

Concentration in Management Information Systems

- BUS 260 Principles of E-Commerce
or COM 310 Information Systems Analysis
- COM 201 Introduction to Computer Science I
- COM 202 Introduction to Computer Science II
or COM 301 Alternatives in Visual Programming
- COM 318 Database Management Systems

Public Accounting & Business Administration (B.A.)

Goals: The goals of the Public Accounting & Business Administration major are to (1) provide basic knowledge in the core areas of business and competency in public accounting, (2) develop the student's strategic/critical thinking skills encompassing the ability to link data, knowledge and insight together from various disciplines, and (3) facilitate the student's understanding of the relationship between ethics, business and personal faith.

Vocational Applications: (1) certified public accountant, (2) management accountant, (3) governmental accountant, (4) not-for-profit accountant, and (5) internal auditor.

The Vucurevich School of Business regularly assesses its Accounting program to determine how well it is accomplishing its educational goals.

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 course work. 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 the following ways:

- A. By graduating with a four-year Bachelor of Arts degree in Public Accounting & 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. By intensifying the four-year program, taking a full course load each semester (earning 140 semester hours of credit) and attending summer school one summer full-time or two summers part-time (earning 10 additional semester hours of credit). The student would graduate with a Bachelor of Arts in Public Accounting & Business Administration, plus 22 hours.
- C. By remaining a fifth year and completing coursework toward 150 semester hours in the fall semester and completing 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 course work attempted in Accounting, Business and Economics must be completed with a grade of "C-" or better.

- ACC 225 Principles of Financial Accounting
- ACC 226 Principles of Managerial Accounting
- ACC 250 Interactive Accounting
- ACC 304 Individual Income Tax
- ACC 317 Cost Management
- ACC 325 Intermediate Accounting I
- ACC 326 Intermediate Accounting II

- ACC 425 Advanced Accounting
- ACC 426 Auditing
- BUS 305 Managerial Finance
- BUS 306 Management of Organizations
- BUS 307 Principles of Marketing
- BUS 320 Business Law
- BUS 421 Business Ethics
- BUS 427 Strategic Management
- BUS 450 Senior Colloquium
- COM 104 Computer Solutions to Information Problems
or COM 201 Introduction to Computer Science I
- ECO 212 Principles of Microeconomics
- ECO 213 Principles of Macroeconomics
- 1 Economics Elective, excluding ECO 395 _____
- ENG 250 Business Research & Writing
- MAT 202 Finite Math
or MAT 201 Calculus for Applications
- MAT 233 Introduction to Statistics

Business Administration Minor

A Business Administration minor consists of a minimum of 21 semester hours, which include

- ACC 225 Financial Accounting
- ACC 226 Managerial Accounting
- BUS 306 Management of Organizations
- BUS 307 Principles of Marketing
- BUS 320 Business Law
- ECO 212 Principles of Microeconomics
or ECO 213 Principles of Macroeconomics
- MAT 233 Introduction to Statistics
(in addition to MAT 112 needed for graduation)

All course work attempted in Accounting, Business and Economics must be completed with a grade of "C-" or better.

Economics Minor

An Economics minor consists of a minimum of 18 semester hours, which include:

- ECO 212 Principles of Microeconomics
- ECO 213 Principles of Macroeconomics
- ECO 349 Intermediate Microeconomics
or ECO 350 Intermediate Macroeconomics

Select three additional courses in Economics (not ECO 395)

- ECO _____
- ECO _____
- ECO _____

All course work attempted in Accounting, Business and Economics must be completed with a grade of "C-" or better.

Marketing Minor

A Marketing minor consists of a minimum of 18 semester hours, which include:

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

Select three additional course from the following:

- ART 220 Graphic Design: Typography
or ART 221 Graphic Design: Layout
- ART 271 Photomanipulation
- ART 329 Web Design
- ART 372 Web Animation
- BUS 207 Media Survey
- BUS 316 Personal Selling and Sales Management
- BUS 385 Promotions Management
- BUS 395 Internship
- BUS 409 Brand Management
- BUS 419 International Marketing

All course work attempted in Accounting, Business and Economics must be completed with a grade of “C-” or better.

- * For information about the Degree Completion Program see pg. 57.
- * For information about the Associate of Arts Degree in Business Administration see pg. 94.
- * For information about the Master of Business Administration see pg. 98.

CHEMISTRY

Chemistry (B.S.)

Goals: The goals of the Chemistry major are to provide the following: (1) a basic informational foundation in the principles of analytical, inorganic, biological, organic and physical chemistry; (2) a proficiency in certain fundamental chemical laboratory techniques and operations; and (3) an awareness and appreciation of the process of chemical research.

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, the student must take the courses listed below. A major must have a 2.25 GPA or higher in chemistry courses by the end of his or her sophomore year and maintain such an average until graduation. Majors must participate in program assessment activities.

- 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 is required 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. in chemistry including:

- 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 _____

Chemistry Secondary Education Certification

Goals: The goals of this program are the same as that of the Chemistry major, with the additional goal of providing a firm foundation in education theory and practice.

Vocational Applications: This program attempts to provide a firm basis for teaching chemistry at the high school level. It also prepares a student for admission to a graduate program in either chemistry or education.

Requirements: In addition to meeting the liberal arts core requirements of the University, the student must complete all the requirements for secondary education certification (see Education section pg. 61), and all of the required courses listed below. Majors must participate in program assessment activities.

- 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
- MAT 204 Calculus I
- MAT 205 Calculus II
- NSC 300 Colloquium (participation during junior & senior years for credit or non-credit)
- NSC 400 Secondary Methods in the Natural Sciences

Two courses in Physics

- PHY _____
- PHY _____

Recommended elective courses:

- BIO 100 Concepts in Biology
- CHE 400 Laboratory Management
- COM 201 Introduction to Computer Science I

Middle School Endorsements

Students interested in receiving middle school endorsements should refer to Areas of Middle School Endorsement in the Education Section, pg. 62.

COMMUNICATION STUDIES & 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 the 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 & Theatre (B.A.)

Goals: 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.

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, the ministry and theatre arts.

Requirements: In addition to meeting the liberal arts core requirements of the University, the student must complete a minimum of 41 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 & Professional Communication

- CST 320 Stage Management
- CST 460 Senior Project

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 & the Early Renaissance
- CST 351 Communication & the Classroom Teacher
- CST 361 Playwriting
- CST 409 Special Topics in Comm. Studies & Theatre
- _____
- _____
- _____

Communication Studies Concentration (9 s.h. required)

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

Theatre Concentration (12 s.h. required)

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

Communication Studies & Theatre Minor

Goals: 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 course work is required.

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

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

- CST _____
- CST _____

Communication Studies & Theatre Secondary Education Certification

Goals: The program seeks to prepare the student who may teach Speech Communication and Theatre on the secondary level.

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 43 semester hours. The specific requirements of teacher certification must also be met (see Education Section, pg. 61). 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 & Professional Communication
- CST 320 Stage Management
- CST 325 Methods in Teaching Theatre & Speech
- CST 460 Senior Project

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 & the Early Renaissance
- CST 351 Communication & the Classroom Teacher
- CST 361 Playwriting
- CST 409 Special Topics in Speech Comm. & Theatre
- _____
- _____
- _____

Communication Studies Concentration (9 s.h. required)

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

Theatre Concentration (12 s.h. required)

- 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 the Education Section, pg. 62.

COMPUTER INFORMATION SYSTEMS

Computer Information Systems (B.S.)

Goals: 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.

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.

- COM 201 Introduction to Computer Science I
 - COM 202 Introduction to Computer Science II
 - COM 302 Introduction to Linux
or COM 322 Operating Systems
 - COM 310 Information Systems Analysis
 - COM 318 Database Management Systems
- One computer science course 300 or above, 3 s.h.
- COM _____
 - ACC 225 Financial Accounting
 - ACC 226 Managerial Accounting
 - ACC 317 Cost Management
 - BUS 306 Management of Organizations
 - BUS 335 Operations Management
or BUS 351 Organizational Theory & Behavior
 - ECO 212 Principles of Microeconomics
 - MAT 202 Finite Mathematics
 - MAT 233 Introduction to Statistics
 - MAT/COM 306 Discrete & 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
or COM 301 Alternatives in Visual Program
- 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.)

Goals: The goals of this program are to provide (1) a basic foundation in computer software, computer hardware, computer 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.

Vocational Applications: Graduates from this program commonly seek employment with computer departments of any organization, computer manufacturers or software houses that specialize in computer programming, systems analysis or 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.

- 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 340 Algorithms & Objects in C++
- COM/MAT 490 Senior Seminar (a two-semester sequence during the senior year)

- MAT 204 Calculus I
- MAT/COM 306 Discrete & Algorithmic Mathematics

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

- _____
- _____

Five computer science and mathematics courses above COM 202 and MAT 204 with at least six hours in each department

- _____
- _____
- _____
- _____
- _____

- 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 & Algorithmic Mathematics
- COM 340 Algorithms & 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.)

Goals: The Criminal Justice program is designed to prepare students to serve in the criminal justice field by combining liberal arts study with professional education. The Criminal Justice program provides students with comprehensive knowledge of the philosophies, processes, and objectives of the American criminal justice system, and it seeks to develop the decision-making and communication skills necessary to professional success.

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, multidisciplinary 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, 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 & Procedure 3
- CRJ 308 Ethics & the Law 3
- CRJ 470 Practicum 3
- SOC 310 Delinquency & 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 & 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 & Criminal Justice Cases 3
- CRJ 420 Policing: Operations & Issues 3
- CRJ 421 Policing II 3
- CRJ 430 Corrections: Operations & Issues 3
- CRJ 431 Courts: Operations & Issues 3
- CRJ 491 Independent Study 3
- PSY 305 Abnormal Psychology 3
- SOC 302 Minorities 3
- SOC 322 Deviant Behavior 3
- SWK 275 Family Violence 3

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Criminal Justice Minor

Goals: 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 following courses. 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 & Procedure 3
- CRJ 308 Ethics & the Law 3

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

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- _____
- _____

DEGREE COMPLETION PROGRAM

The goals of the Degree Completion Program Management or Accounting major are to (1) provide basic knowledge and competency in management and leadership, (2) develop the student's understanding of management concepts from an interdisciplinary perspective (3) develop the student's strategic/critical thinking skills encompassing the ability to link data, knowledge, skills, and abilities in the area of accounting and how accounting principles can be used to improve the effectiveness, operation, and efficiency of an organization, (4) present basic research methodologies and facilitate the presentation of the analysis and findings in a coherent paper, and (5) to facilitate the student's capacity to evaluate ethical and stewardship issues in light of their personal faith precepts within the context of the discipline.

Students who complete the Degree Completion Program obtain a Bachelor of Arts degree in Management or Accounting. Students must have at least 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. For information or 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 goals.

Entrance Requirements

1. A minimum of 64 transferable semester hours with a cumulative grade point average of 2.0 or above from accredited colleges, universities or schools. Additional credit may be earned for specialized training, military schools, professional seminars, vocational training and 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 not necessary if a student has 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 writing competency.
7. An interview with an Admissions Representative in the Degree Completion Program.

Accounting applicants must also have successful completion of the following courses before entering the Accounting courses in the Degree Completion Program:

1. Principles of Financial Accounting (Accounting I)
2. Principles of Managerial Accounting (Accounting II)
3. Intermediate Accounting I
4. Intermediate Accounting II

The program includes:

- 38- or 42 semester-hour, 17- or 20-month curriculum which links a student's past and present work experience. 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 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.
- Opportunity to validate significant prior learning for college credit.

Financial Aid

DCP students are eligible for federal financial aid during the 17- or 20-month program. Students must complete the Free Application for Federal Student Aid (FAFSA) on an annual basis to be awarded federal financial aid. The DCP tuition is discounted from the full-time University tuition, and therefore, no institutional aid is available. 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 from the the DCP Office prior to February 15th. 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 course work at the same time they are completing the 17- or 20-month program. This may affect financial aid and DCP students should notify the Financial Aid Office to determine the affect on their aid. Students who take additional course work 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.

Degree Requirements

To graduate with a Bachelor of Arts degree in Management or Accounting, 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.	Management (B.A.)	38 s.h.
Communication (Choose one):	3-4 s.h.	<input type="checkbox"/> BUS 382 Management Control Systems	3
<input type="checkbox"/> ENG 101 College Composition	3	<input type="checkbox"/> BUS 386 Dynamics of Group & Organizational Behavior	3
<input type="checkbox"/> LAR 111 Western Heritages I	4	<input type="checkbox"/> BUS 392 Marketing Environment of Management	3
Religion	3 s.h.	<input type="checkbox"/> BUS 460 Supervision & Human Resource Management	3
<input type="checkbox"/> THE 140 Introduction to the Bible	3	<input type="checkbox"/> BUS 482 Personal & Professional Christian Ethics & Values	3
Literature (Choose one):	3 s.h.	<input type="checkbox"/> CST 372 Organizational Communications & Interpersonal Relations	3
ENG 200 Introduction to Literature	3	<input type="checkbox"/> ECO 390 Economic Environment of Management	3
ENG 220 World Literature	3	<input type="checkbox"/> ENG 480 Research Project	5
ENG 221 British Literature	3	<input type="checkbox"/> LAR 486 Capstone in Liberal Arts	3
ENG 222 American Literature	3	<input type="checkbox"/> MAT 270 Statistics & Mathematical Functions	3
<input type="checkbox"/> _____		<input type="checkbox"/> SSC 476 Multicultural Studies	3
Fine Arts (Choose one):	3 s.h.	<input type="checkbox"/> THE 376 Faith & World Views	3
ART 100 Introduction to Art	3	Accounting (B.A.)	42-56 s.h.
ART 209 Art History: Prehistory–14th Century	3	Program prerequisites (if not already completed):	
ART 210 Art History: 14th Century–Present	3	<input type="checkbox"/> ACC 225 Principles of Financial Accounting	3
ART 310 Art History: Twentieth Century	3	<input type="checkbox"/> ACC 226 Principles of Managerial Accounting	3
CST 200 Introduction to Theatre	3	<input type="checkbox"/> ACC 325 Intermediate Accounting I	4
CST 203 Theatre History	3	<input type="checkbox"/> ACC 326 Intermediate Accounting II	4
FA 200 Humanities Through the Arts	3	Program:	
MUS 200 Introduction to Music	3	<input type="checkbox"/> ACC 305 Strategic Cost Analysis	4
MUS 202 American Jazz Styles	3	<input type="checkbox"/> ACC 310 Federal Taxation	4
<input type="checkbox"/> _____		<input type="checkbox"/> ACC 415 Auditing & Assurance Services	4
Science (Choose one):	4-5 s.h.	<input type="checkbox"/> ACC 420 Advanced Topics in Accounting	4
BIO 100 Concepts in Biology	4	<input type="checkbox"/> BUS 302 Principles of Financial Management	3
CHE 111 General Chemistry I	5	<input type="checkbox"/> BUS 386 Dynamics of Group & Organizational Behavior	3
NSC 110 Perspectives on the Natural Sciences	4	<input type="checkbox"/> BUS 482 Personal & Professional Christian Ethics & Values	3
NSC 120 Physical Science AND		<input type="checkbox"/> CST 372 Organizational Communications & Interpersonal Relations	3
NSC 121 Earth Science	2+2	<input type="checkbox"/> ENG 480 Research Project	5
NSC 140 Introduction to Astronomy	4	<input type="checkbox"/> MAT 270 Statistics & Mathematical Functions	3
NSC 220 Physics for Poets	4	<input type="checkbox"/> SSC 476 Multicultural Studies	3
PHY 101 Introductory College Physics	4	<input type="checkbox"/> THE 376 Faith & World Views	3
PHY 201 University Physics	4		
<input type="checkbox"/> _____			
History (Choose one):	3 s.h.		
Any history course (except 213 or 390)	3		
<input type="checkbox"/> _____			
Social Sciences (Choose two):	6 s.h.		
PSC 211 American Federal Government	3		
or PSC 212 American State & Local Government	3		
PSY 201 General Psychology	3		
Any Geography Course	3		
Any Sociology Course	3		
<input type="checkbox"/> _____			
<input type="checkbox"/> _____			
Wellness (Choose one):	1-2 s.h.		
<input type="checkbox"/> EXS 147 Wellness (weekend workshop)	1		
<input type="checkbox"/> EXS 200 Dimensions of Wellness	2		
<input type="checkbox"/> _____			

D.C.P. Undergraduate Courses

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

ACC 305 Strategic Cost Analysis This course examines the costing tools and techniques necessary to effectively manage an organization. The course will focus 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. (4 s.h.)

ACC 310 Federal Taxation This course is a study of the United States federal taxation system. This course will examine the application of present tax laws as they pertain to the individual taxpayer. A brief examination will also be made of corporate and partnership tax laws. (4 s.h.)

ACC 415 Auditing & Assurance Services This course examines audits and related attest, and assurance services performed by accountants. The emphasis is on audits of financial statements, including auditing standards and procedures. Engagement planning, assessment of risk and internal control, evidence accumulation and evaluation, and the creation of the appropriate audit report are among the topics covered. (4 s.h.)

ACC 420 Advanced Topics in Accounting This course examines governmental and non-profit accounting and accounting for partnerships and consolidated companies. It will also examine international accounting standards and foreign currency transactions and translation issues. (4 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 382 Management Control Systems This course focuses on basic accounting and finance: generally accepted accounting principles, journal entries, the accounting cycle, financial and managerial accounting statements, cash management and budgeting, the time value of money and capital budgeting. (3 s.h.)

BUS 386 Dynamics of Group & 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 392 Marketing Environment of Management This course focuses on the major decisions and processes that are associated with the field of marketing. Students become familiar with marketing theory and practice, the tools used for analysis and forecasting, consumer and organizational buying behavior, the marketing mix (product, price, place and promotion) and overall marketing strategies. (3 s.h.)

BUS 460 Supervision & Human Resources Management The emphasis is on the application of management principles and human resource planning and their supervision. Students examine motivational theories, leadership styles and new work practices as they apply to the individual and organization. The EEO laws and their ramifications on human resource management are addressed. (3 s.h.)

BUS 482 Personal & Professional Christian Ethics & 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 & Interpersonal Relations This course studies communications and relationships involved in creating a productive work environment. Students learn effectiveness in personal and social relationships through readings, exercises in non-verbal communications, constructive feedback, dealing with anger and resolving conflict. Students also study and develop effective presentation skills. (3 s.h.)

ECO 390 Economic Environment of Management This course explores the major concepts of macroeconomics through the use of *The Wall Street Journal*. Through involvement, students will become familiar with the thinking process associated with economics, along with a basic understanding of the components and functions of a market economy. The course emphasizes the use of economic analysis in the clarification of management decision-making for the organization. (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 of marketing research, from formulating research designs to reporting and recommending or implementing findings. Additional topics include primary data collection, designing the research instrument, field investigation and processing and interpreting and presenting data. (5 s.h.)

LAR 486 Capstone in Liberal Arts This is a course in which the student discusses selected readings in history, literature, art and philosophy. The purpose is to develop a view of people within the framework of liberal arts, and to explore the implications for the student's philosophy of management. (3 s.h.)

MAT 270 Statistical & Mathematical Functions This course is an introduction 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, 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 & 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

The teacher education program at the University of Sioux Falls is grounded in the Conceptual Framework, “Teacher as a Developing Professional.” Candidates gain knowledge, skills, and dispositions related to the framework and to state and national teacher education standards.



Teacher education candidates preparing to teach in preschool or in the elementary grades should major in elementary education; those preparing to teach particular subjects in secondary school should major in the content area subject 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 content area subject taught. Effective July 2005, candidates must successfully complete a Praxis II content exam as well as pedagogy exam for certification. Candidates choosing 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.)

Goals: The program will provide (1) a liberal arts core to help the student develop expertise in the basic areas of curriculum taught at the elementary school level; (2) a specific professional body—including foundations; and (3) an integration of theory and practice through multiple field experiences beginning at an early stage in each candidate’s preparation program for effective facilitation of the learning process for all students in the elementary school.

Requirements: Teacher education candidates must earn a minimum of 48 semester hours in Education, including the following courses 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 & 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 405 Instructional Management, and EDU 406 Student Teaching: Elementary, and EDU 410 Foundations of Middle School.

In addition, the elementary education candidate will complete work in the following areas: Social Science: U.S. History, 3 s.h.; Political Science, 3 s.h.; Psychology, 6 s.h.; World Geography, 3 s.h.; Communication Arts: Speech, 3 s.h.; Humanities: English, 14 s.h. (including 8 s.h. in English Composition); Theology, 6 s.h.; Fine Arts: Art, 3-6 s.h.; Music, 3-6 s.h.; Health and Physical Education: Health, Wellness and Physical Education, 5 s.h.; and Natural Science: Science, 9 s.h.; Mathematics, 9 s.h. 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 & Recommended Sequence

Freshman and Sophomore Years

- BIO 100 Concepts in Biology
- COM 104 Computer Solutions or COM 201 Introduction to Computer Science I
- CST 100 Fundamentals of Communication
- 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

Liberal Arts Core Literature Requirement (3 s.h.)

- ENG _____
- EXS 200 Dimensions of Wellness
- FA 215 K-8 Arts Integration
- HIS 201 or 202 United States History
- HPE 325 Elementary Physical Education Methods
- LAR 111 Western Heritages I
- LAR 112 Western Heritages II
- MAT 113 College Algebra
- MAT 151 Mathematics for the Liberal Arts
- 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

Junior and Senior Years

- EDU 304 Assessment & 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 418 Practicum in Classroom Organization

- EDU 410 Foundations of Middle School
- EDU 405 Instructional Management (included in student teaching semester)
- EDU 406 Student Teaching: Elementary
- ENG 300 Literature for Children & Adolescents
- EXS 205 First Aid/CPR

Liberal Arts Core Fine Arts Requirement (3 s.h.)

MAT 221 Mathematics for Elementary Teachers

One additional science course (1-4 s.h.)

Electives to fulfill graduation requirements (Includes Interims)

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

Variations from these patterns of required courses for elementary standard teaching certification are permissible only with the approval of the Education Area Chairperson.

Early Childhood Minor

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.

- EDU 202 Exceptional Students
- EDU 230 Foundations of Early Childhood/Kindergarten
- EDU 235 Early Childhood/Kindergarten Methods
- EDU 250 Parent & Community Education
- EDU 260 Language Development in Early Childhood/Kindergarten
- EDU 300 Early Childhood Practicum
- EDU 324 Developmental & Educational Psychology

Kindergarten Endorsement

Requirements: Extended preparation for teaching in kindergarten. Candidates must have a bachelor's degree in Elementary Education and have completed the following courses.

- EDU 322 Differentiated Instruction
- EDU 235 Early Childhood/Kindergarten Methods
- EDU 407 Kindergarten Experience
- EDU 324 Developmental & Educational Psychology

One course selected from the following:

EDU 230, 250, or 260

EDU _____

Reading Minor

Requirements: Preparation for specialization in reading instruction. Candidates must have a bachelor's degree and have completed the following courses.

- EDU 304 Assessment & Evaluation
- EDU 319 Early Literacy
- EDU 320 Middle Level Literacy
- ENG 300 Literature for Children & Adolescents

Choose two of the following:

- EDU 260 Language Development in Early Childhood/Kindergarten
- EDU 330 Corrective Reading Practicum
- Other Reading Course _____

Special Education

University of Sioux Falls teacher education candidates may complete requirements for state certification in Special Education in addition to regular Elementary or Secondary Certification, through an arrangement with Augustana College. Those planning certification that includes Special Education must consult the Education Area Chairperson regarding admission, fees and Augustana College advising.

Secondary and K-12 Education Certification

Areas of Secondary and K-12 Education Certification: A secondary certification program is approved for the following majors at USF:

- K-12 Art
- Biology
- Chemistry
- Communication Studies & Theatre
- English
- History
- Language Arts Composite
- Mathematics
- K-12 Music

Candidates must fulfill major requirements in their chosen area listed above along with the secondary or K-12 education requirements. Teaching endorsements may be secured for emphasis in the above-listed areas.

Requirements for Certification: Candidates preparing to teach in secondary or K-12 schools must earn a minimum of 37 semester hours in Education, including the following required courses: EDU 201 Foundations of Education, EDU 251 Human Relations, EDU 240 Technology in Education, EDU 218 Paraprofessional in Education, EDU 304 Assessment & Evaluation, EDU 311 Secondary Content Reading, EDU 329 Secondary/Middle Methods, EDU 405 Instructional Management, EDU 410 Foundations of Middle School, and EDU 412 Student Teaching: Secondary or EDU 414 Student Teaching: K-12. In addition, the following courses are required: EDU 231 Native American Studies for Educators; EDU 322 Differentiated Instruction, and EXS 205 First Aid/CPR. A methods course in the major area of preparation is also required.

Secondary Education and K-12 Curriculum & 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 & Evaluation
 - EDU 311 Secondary Content Area Reading
 - EDU 329 Secondary & 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
or EDU 414 Student Teaching: K-12
- EDU 418 Practicum in Classroom Organizations
- EXS 205 First Aid/CPR

Variations from these patterns of required courses for secondary or K-12 standard teaching certification are permissible only with the approval of the Education Area Chairperson.

Middle School Endorsements

Areas of Middle School Endorsement: An approved program for English/Language Arts, Mathematics, Social Studies, or Science includes the following common requirements if a candidate has not completed an approved elementary, secondary, or K-12 program at The University of Sioux Falls: eight semester hours of middle school coursework to include adolescent psychology, middle level methods, and a practicum experience. A Praxis Exam for each middle school endorsement is required.

English/Language Arts:

- CST 100 Fundamentals of Communication
- EDU 320 Middle Level Literacy
- ENG 240 Communication, Language & Grammar
- ENG 300 Literature for Children & Adolescents
- ENG 403 Teaching of English (for Secondary majors)
or EDU 319 Early Literacy (for Elementary majors)

Mathematics:

- MAT 112 College Algebra & Trigonometry
- MAT 151 Nature of Mathematics
- MAT 221 Mathematics for Elementary Teachers
- EDU 318 Elementary Math Methods
(for Elementary majors)
- or EDU 406 Teaching of Mathematics
(for Secondary majors)

One course selected from the following:
MAT 202, 204, 233 and 303

Social Studies:

- EDU 231 Native American Studies for Educators
- EDU 316 K-8 Social Studies Methods
(for Elementary majors)
or SSC 403 Teaching of Social Studies
(for Secondary majors)
- HIS 201 U.S. History to 1877
or HIS 202 U.S. History Since 1877
- PSC 211 American Federal Government
- SSC 205 World Geography
or SSC 305 U.S. Geography

Science:

- BIO 100 Concepts in Biology
or BIO 101 Environmental Biology
 - EDU 314 K-8 Science Methods
(for Elementary majors)
or NSC 400 Secondary Methods in the Natural Sciences
(for Secondary majors)
 - NSC 120 Physical Science
 - NSC 121 Earth Science
- One additional 4 s.h. course
- _____

Admission to Teacher Education Program

All candidates who plan to teach, including elementary, secondary and K-12 candidates, must attain full admission status in the Teacher Education Program. Students Applying to the University of Sioux Falls' Teacher Education after September 1, 2005 will be required to take the Praxis I test, a Pre-Professional Skills Test consisting of reading, writing, and math skills. Candidates may apply for admission after completing EDU 201 Foundations of Education, EDU 251 Human Relations, EDU 218 Paraprofessional in Education, Math 112 or 113, LAR 111 Western Heritages I, and CST 100 Fundamentals of Communication. Candidates who have not been admitted cannot enroll in upper division (300-400 level) Education courses. Candidates in the process of admission to the program must obtain permission from the Education Area Chairperson, the advisor, and the course instructor before enrolling in an upper division Education course.

To qualify for full admission to the program, a candidate must meet the following criteria: (1) have favorable references from the academic advisor, one faculty member outside the major and one other person with information about the candidate's experience in pre-teaching situations and dispositions for teaching; (2) have a 2.6 minimum cumulative grade point average and a 2.6 minimum grade point average from classes in the major; (3) have a favorable paraprofessional evaluation; (4) achieve passing scores on the Praxis I (reading, writing, and math exam); and (5) complete admittance interview with Education faculty members and/or other education professionals, if requested.

Continuous Evaluation: All candidates admitted to the Education program are assessed throughout their experience. An individual's status can change to provisional status if that candidate fails to continue to meet the criteria required for admission. Two semesters of provisional status will be cause for discontinuation of a candidate from the program. The candidate may reapply to the program when admission requirements have again been met.

USF Teacher Education candidates will be assessed on dispositional strengths and areas of concern. Candidates will be evaluated on research-based dispositions on teacher competencies necessary to help all students learn. A meeting with the candidate and a faculty member will be called by the Education Chairperson if the dispositional assessment indicates a need. The candidate 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 candidate'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 candidate's file.

It is understood that the Education Chairperson will consider the candidate'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, candidates can be placed in a school district near Sioux Falls. Candidate requests for such placement should be submitted in written form to the Education Area Chairperson. An additional supervision charge of \$75 is required. Candidates who student teach outside of the supervision area (approximately 45 minutes from Sioux Falls) will be assessed a \$350 fee for an external supervisor.

To qualify for student teaching, the candidate must meet the following conditions: (1) full admission status in Teacher Education Program; 2) cumulative GPA of 2.5; 3) GPA of 2.5 in the major area of preparation; 4) no grade below 2.0 in Education courses; 5) for Elementary majors: completion of EDU 314, EDU 315, EDU 316 and EDU 319 plus one additional methods course; 6) for K-12 and Secondary majors: two-thirds of coursework completed, including the special methods course in the major and EDU 329 Secondary/Middle Level Methods; 7) satisfactory dispositional assessments; 8) satisfactory electronic student teaching portfolio; 9) favorable recommendation by academic advisor, and 10) Praxis Content Exam passing scores.

In addition, prospective student teachers may be required to complete an interview with Education Area faculty in seeking approval to student teach.

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 Teacher Education faculty, faculty from other areas, USF students and public school 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 by the University of Sioux Falls for state teacher certification.

General Teacher Certification Requirements for South Dakota: In addition to satisfying course, credit and degree requirements, an applicant for certification in South Dakota must be (1) a citizen of the United States (provision is made for those who have declared their intention to become a citizen, and limited certificates may be

issued to applicants from foreign countries); 2) at least 18 years of age; 3) able to present a satisfactory health certificate signed by a physician; 4) successful completion of Praxis II exams (Content and Principles of Teaching and Learning); and 5) completion of 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. The student is 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 Education Area conducts candidate and program assessment through the following evaluation instruments: paraprofessional evaluations, student teaching portfolios, student teaching observations, and follow-up surveys. The Praxis Exams also are a part of the Education Area'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 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 Education Chairperson. If that also fails to resolve the issue, an appeal may be made to the Teacher Education Committee of the faculty. Such an appeal should be submitted in written form to the Chair of the Teacher Education Committee.

ENGLISH & LANGUAGE ARTS

English (B.A.)

Goals: The goals of this program are (1) to promote English as the one true major; (2) to help students develop accuracy and effectiveness of expression while writing for various audiences and purposes, including literary research essays; (3) to familiarize students with literary periods, including writers, transitional periods, and historical and cultural contexts; (4) to equip students to read literary texts from both an aesthetic and critical perspective; (5) to familiarize students with the concepts of language description; and (6) to encourage in students a recognition of the interrelatedness of faith, religion, ethics, morals, personal conviction, 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, web site development, technical writing, advertising, communications media, public relations, management, and creative writing. English is also a recommended preprofessional major for 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 of one foreign language. Students may choose to pursue either the literature track or the writing track as the means of fulfilling these requirements. 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

- ENG 200 Introduction to Literature
- ENG 221 British Literature: Major Authors
- ENG 222 American Literature: Major Authors
- ENG 330 Communication, Language & Grammar
- ENG 360 Advanced Composition
- ENG 450 English Major Colloquium

One course in English literature (321, 337, 350, or 424)

ENG _____

One course in American literature (341 or 344)

ENG _____

One course in Contemporary literature (347, 348, or 365)

ENG _____

Electives: (6 s.h.)

ENG _____

ENG _____

Two semesters in one foreign language

Writing Track

- ENG 200 Introduction to Literature
- ENG 209 Teaching Writing
- ENG 330 Communication, Language & Grammar
- ENG 360 Advanced Composition
- ENG 450 English Major Colloquium

Any three of the following:

- CST 361 Playwriting
- ENG 250 Business Research & 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: (10 s.h.)

ENG _____

ENG _____

ENG _____

ENG _____

Two semesters in one foreign language

The remaining courses in either track are electives from the English offerings. LAR 111 and LAR 112 do not count as English electives. Students majoring in English are required to complete two semesters of one foreign language and are encouraged to complete two years.

English Secondary Education Certification

Goals: 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 of one foreign language, six semester hours of oral communication, and the courses and competencies required for secondary education certification (see Education Section, pg. 61).

- ENG 200 Introduction to Literature
- ENG 221 British Literature: Major Authors
- ENG 222 American Literature: Major Authors
- ENG 300 Literature for Children & Adolescents
- ENG 330 Communication, Language & Grammar
- ENG 360 Advanced Composition
- ENG 365 Other Voices
- ENG 403 Teaching of English
- ENG 450 English Major Colloquium

Any two additional courses in literature at the 300 level or above.
ENG 321 is highly recommended, as coursework in Shakespeare is required for teacher certification in some states. (321, 337, 341, 344, 347, 348, 350, 424)

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

Students preparing to teach language arts are strongly encouraged to include in their program ENG 311 Creative Writing. LAR 111 and LAR 112 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 the Education Section, pg. 62.

Language Arts Composite Secondary Education Certification

Goals: 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 Section, pg. 61).

CST 260 Applied Theatre-Design

CST 261 Theatre Production

CST 310 Directing

ENG 200 Introduction to Literature

ENG 221 British Literature: Major Authors

ENG 222 American Literature: Major Authors

ENG 300 Literature for Children & Adolescents

ENG 330 Communication, Language & Grammar

ENG 360 Advanced Composition

ENG 365 Other Voices

ENG 403 Teaching of English

ENG 450 English Major Colloquium

MED 206 Media Writing

MED 207 Media Survey

Any two additional courses in literature at the 300 level or above.
ENG 321 is highly recommended, as coursework in Shakespeare is required for teacher certification in some states. (321, 337, 341, 344, 347, 348, 350, 424)

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

LAR 111 and LAR 112 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 the Education Section, pg. 62.

English Minor

Goals: The goals of the English minor are (1) to help students develop accuracy and effectiveness of expression while writing for various audiences and purposes; and (2) to provide students with a broad understanding of and appreciation for English language and literature.

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 12 semester hours of study that include the following requirements. An overall GPA of 2.0 within the English minor is required.

ENG 360 Advanced Composition

Electives: (9 s.h.)

ENG _____

ENG _____

ENG _____

FOREIGN LANGUAGES

Courses in a foreign language may be used to fulfill the liberal arts core requirement in multicultural awareness and may also be used to form part of an Interdisciplinary major.

In addition to the Spanish courses available at USF, students may take other language courses at Augustana College under the cross-enrollment policy.

Students may be eligible for advanced placement and should consult with the appropriate foreign language instructor to determine their proficiency and their point of entry into the sequence of university language courses.

Students may earn college credit for their knowledge by taking a CLEP (College Level Examination Program) special subject examination in the language (see CLEP policy in the Academic Information section, pg. 41).

Spanish (B.A.)

A Spanish major has been approved by the USF faculty and the new program is under development. Courses in foreign language may also be used to fulfill the liberal arts core requirement in multicultural awareness and/or form part of an Interdisciplinary major. For more information, please contact Diane Van Den Oever, Assistant Professor of Spanish, at Diane.VanDenOever@usiouxfalls.edu.

All students who have studied a foreign language previously are encouraged to seek appropriate placement in a higher level course. This can be done via an informal interview with one of the Spanish faculty, or by taking the Spanish CLEP exam (see CLEP policy in the Academics Sections, pg. 41).

Spanish Minor

USF offers a minor in Spanish. The requirements of the Spanish minor are undergoing revision. Twenty hours are required for the minor. However, depending upon scores, students who earn credit for AP or CLEP exams may earn exemptions from SPA 101 and 102.

EXERCISE SCIENCE

Exercise Science (B.S.)

The Exercise Science degree program includes five major concentration areas: Exercise Physiology, Health/Fitness Instructor® Concentration (ACSM Endorsed Program), Sport Science, Sport Psychology, and Fitness Management. In addition to meeting the liberal arts core and graduation requirements of the University, students in all five exercise science concentrations must successfully complete the core requirements listed below. Majors must participate in program assessment activities.

Exercise Science Core		30 s.h.
<input type="checkbox"/> BIO 314 Human Anatomy or BIO 315 Human Physiology		4
<input type="checkbox"/> EXS 100 Introduction to Exercise Science		3
<input type="checkbox"/> EXS 205 First Aid/CPR		1
<input type="checkbox"/> EXS 220 Nutrition for Sport & Exercise		3
<input type="checkbox"/> EXS 225 Anatomical Kinesiology		2
<input type="checkbox"/> EXS 310 Exercise Physiology		4
<input type="checkbox"/> EXS 315 Fitness Assessment Methods		3
<input type="checkbox"/> EXS 325 Biomechanics		3
<input type="checkbox"/> EXS 400 Exercise Prescription I		3
<input type="checkbox"/> EXS 395 Internship*		3-6
<input type="checkbox"/> NSC 300 Colloquium		1-2

*Note: Students must possess a minimum GPA of 2.5 in the Exercise Science Core courses prior to registering for the internship.

Exercise Physiology Concentration

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 health care areas and movement-associated professional work in fields such as physical therapy, occupational therapy, cardiac rehabilitation, chiropractic medicine, physicians assistant programs, nursing, exercise physiology, biomechanics, sports medicine, and wellness.

Exercise Physiology Concentration		23-24 s.h.
<input type="checkbox"/> CHE 111 General Chemistry I or CHE 121 Introduction to Chemistry		4
<input type="checkbox"/> CHE 112 General Chemistry II or CHE 122 Introduction to Organic & Biochemistry		4
<input type="checkbox"/> EXS 213 Medical Terminology		1
<input type="checkbox"/> MAT 233 Introduction to Statistics		3
<input type="checkbox"/> PHY 101 Introductory College Physics		4

Two of the following three courses:

EXS 320 Environmental Exercise Physiology	3
EXS 344 Cardiovascular Physiology/ECG	4
EXS 420 Advanced Exercise Physiology	3
<input type="checkbox"/> _____	
<input type="checkbox"/> _____	

Recommended Electives:

<input type="checkbox"/> BIO 104 General Zoology	4
<input type="checkbox"/> BIO 385 Histology	4
<input type="checkbox"/> CHE 211 Organic Chemistry I	4
<input type="checkbox"/> CHE 305 Biochemistry	4
<input type="checkbox"/> EXS 210 Care & Prevention of Injuries	2
<input type="checkbox"/> EXS 300 Practicum	1-3
<input type="checkbox"/> EXS 330 Cardiac Rehabilitation	3
<input type="checkbox"/> EXS 390 Special Topics	3
<input type="checkbox"/> EXS 410 Exercise Prescription II	3
<input type="checkbox"/> PHY 102 Introductory College Physics	4
<input type="checkbox"/> PSY 211 Human Development	3
<input type="checkbox"/> PSY 305 Abnormal Psychology	3

Sport Science Concentration

Goals: This concentration is designed to provide a basic foundation of theoretical knowledge and applied skills related to movement science as applied specifically to an athletic population. Courses are intended to develop competencies in observing, analyzing, writing, and critical thinking that can be applied to the study of 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. Course work is intended to prepare students for various professional certifications (i.e., NSCA).

Vocational Applications: The Sport Science concentration is designed to prepare students to enter graduate/professional education programs and pursue general or specialized fitness areas in fields such as strength and conditioning, exercise physiology, biomechanics, sports medicine, and wellness.

Sports Science Concentration		15 s.h.
<input type="checkbox"/> EXS 210 Care & Prevention of Injuries		2
<input type="checkbox"/> EXS 301 Practicum in Sport		2
<input type="checkbox"/> EXS 326 Anaerobic Conditioning		4
<input type="checkbox"/> EXS 340 Psychology of Sport & Exercise		3
<input type="checkbox"/> EXS 350 Survey of Sport		3
<input type="checkbox"/> HPE 102 Strength Training		1

Recommended Electives:

<input type="checkbox"/> EXS 300 Practicum	1-3
<input type="checkbox"/> EXS 305 Facilities & Programs	3
<input type="checkbox"/> EXS 320 Environmental Exercise Physiology	3
<input type="checkbox"/> EXS 344 Cardiovascular Physiology/ECG	4
<input type="checkbox"/> EXS 390 Special Topics	3
<input type="checkbox"/> EXS 420 Advanced Exercise Physiology	3

Health/Fitness Instructor® Concentration (ACSM Endorsed Program)

Students completing the Health/Fitness Instructor® concentration will be eligible to take the ACSM Health/Fitness Instructor® (HFI) certification exam at the end of their final semester of coursework. The HFI is a professional qualified to assess, design, and implement individual and group exercise and fitness programs for low risk individuals and individuals with controlled disease. The HFI is skilled in evaluating health behaviors and risk factors, conducting fitness assessments, writing appropriate exercise prescriptions, and motivating individuals to modify and maintain health habits and positive lifestyle behaviors for health promotion.

Goals: This concentration is designed to provide the student with theoretical understanding and applied skills related to enhancing the health and fitness of both normal and special populations. Course work is intended to prepare students for various professional certifications (i.e., ACSM).

Vocational Applications: The major in Exercise Science with a concentration in Health/Fitness Instructor® prepares the graduate for a position in health clubs, hospital-based programs, corporate health and fitness centers as exercise leaders, personal trainers, strength and conditioning specialists, and health counselors.

Health/Fitness Instructor® Concentration 19 s.h.

<input type="checkbox"/> EXS 210 Care & Prevention of Injuries	2
<input type="checkbox"/> EXS 305 Facilities & Programs	3
<input type="checkbox"/> EXS 330 Cardiac Rehabilitation	3
<input type="checkbox"/> EXS 340 Psychology of Sport & Exercise	3
<input type="checkbox"/> EXS 410 Exercise Prescription II	3
<input type="checkbox"/> EXS 430 Health Fitness Certification Seminar	3
<input type="checkbox"/> EXS 490 Seminar in Spirituality & Wellness	2

Recommended Electives:

<input type="checkbox"/> CST 309 Business & Professional Communication	3
<input type="checkbox"/> CST 312 Leadership/Small Group Communication	3
<input type="checkbox"/> EXS 300 Practicum	1-3
<input type="checkbox"/> EXS 320 Environmental Exercise Physiology	3
<input type="checkbox"/> EXS 326 Anaerobic Conditioning	4
<input type="checkbox"/> EXS 344 Cardiovascular Physiology/ECG	4
<input type="checkbox"/> EXS 390 Special Topics	3
<input type="checkbox"/> EXS 420 Advanced Exercise Physiology	3

Sport Psychology Concentration

Goals: This program is designed to provide a basic foundation of theoretical knowledge and applied skills related to the psychological enhancement of sport and exercise performance. Courses are intended to develop competencies in observing, analyzing, writing, and critical thinking that can be applied to the study of human psychology as it relates to sport and exercise performance. 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 related to sport psychology and meet multiple recommendations of the Association for the Advancement of Applied Sport Psychology for their Certified Consultant credentialing.

Vocational Applications: The Sport Psychology concentration is designed to prepare students to enter graduate/professional education programs in the area of sport psychology and performance. It is also advantageous for those wanting to pursue a career at an advanced level of coaching.

Sport Psychology Concentration 12 s.h.

<input type="checkbox"/> EXS 335 Sociology of Sport	3
<input type="checkbox"/> EXS 340 Psychology of Sport & Exercise	3
<input type="checkbox"/> PSY 201 General Psychology	3
<input type="checkbox"/> SOC 201 Fundamentals of Sociology	3

Electives (at least 9 s.h. required)

EXS 301 Practicum in Sport	2
MAT 233 Introduction to Statistics	3
PSY 211 Human Development	3
PSY 233 Statistics for Behavioral Sciences	3
PSY 250 Methods of Research	3
PSY 305 Abnormal Psychology	3
PSY 341 Psychology of Learning	3
PSY 407 Counseling	3
PSY 411 Child Psychology	3
PSY 412 Adolescent Psychology	3
PSY 413 Adult Development & Aging	3
PSY 431 Cognitive Psychology	3
SOC 302 Minorities	3
SOC 306 Social Psychology	3

- _____
- _____
- _____

Note to advisor: Student must also have some organized sports/coaching experience. If not, then EXS 301 becomes a required elective if the student wishes to pursue certification.

Fitness Management Concentration

Goals: This concentration is designed to provide the student with theoretical understanding and applied skills related to enhancing the health and fitness of both normal and special populations, through direct interaction and management.

Vocational Applications: The major in Exercise Science with a concentration in Fitness Management prepares a graduate for management positions in private health clubs, hospital-based programs, corporate health and fitness centers, sales and other career opportunities.

Fitness Management Concentration	19 s.h.
<input type="checkbox"/> ACC 225 Financial Accounting	3
<input type="checkbox"/> ACC 226 Managerial Accounting	3
<input type="checkbox"/> BUS 306 Management of Organizations	3
<input type="checkbox"/> BUS 307 Principles of Marketing	3
<input type="checkbox"/> EXS 210 Care & Prevention of Injuries	2
<input type="checkbox"/> EXS 305 Facilities & Programs	3
<input type="checkbox"/> EXS 490 Seminar in Spirituality & Wellness	2

Recommended Electives:

<input type="checkbox"/> BUS 320 Business Law	3
<input type="checkbox"/> CST 309 Business & Professional Communication	3
<input type="checkbox"/> CST 312 Leadership/Small Group Communication	3
<input type="checkbox"/> ECO 212 Principles of Microeconomics	3
<input type="checkbox"/> ECO 213 Principles of Macroeconomics	3
<input type="checkbox"/> EXS 300 Practicum*	
<input type="checkbox"/> EXS 320 Environmental Exercise Physiology	3
<input type="checkbox"/> EXS 326 Anaerobic Conditioning	4
<input type="checkbox"/> EXS 344 Cardiovascular Physiology/ECG	4
<input type="checkbox"/> EXS 390 Special Topics	3
<input type="checkbox"/> MAT 233 Introduction to Statistics	3

*Note: Practicum for credit towards Exercise Science electives can be taken up to three semester hours per semester, for a total of eight semester hours over the college experience. Any additional practicum semester hours require the approval of the Registrar.

Coaching Concentration

The coaching concentration is intended to provide a theoretical and practical foundation for students interested in coaching in school, club or recreational setting. Each state and sport organization establishes its own specific coaching endorsement criteria, which might differ slightly from this program. Therefore, students should investigate individual state and organizational requirements.

Requirements: Candidates for a coaching concentration must earn a minimum of 14 semester hours, including the following courses:

Choose at least one coaching theory course:

HPE	293 Coaching Wrestling
HPE	305 Coaching Volleyball
HPE	316 Coaching Football
HPE	326 Coaching Basketball
HPE	328 Coaching Track and Field
HPE	329 Coaching Baseball & Softball

<input type="checkbox"/> HPE	_____
<input type="checkbox"/> EXS	205 First Aid/CPR
<input type="checkbox"/> EXS	210 Care and Prevention of Injuries
<input type="checkbox"/> EXS	215 Ethical Issues in Sport
<input type="checkbox"/> EXS	217 Science of Coaching
<input type="checkbox"/> EXS	340 Psychology of Sport & Exercise

HISTORY

History (B.A.)

Goals: 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.

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

Goals: The goals of this program are to give the student: (1) an overall appreciation of the general sweep of history and (2) an appreciation of the contribution which the study of history makes to understanding the humanities and social sciences.

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 _____

History Secondary Education Certification

Goals: In addition to the goals of the regular History major, this program is designed to acquaint the student with the high school history program, provide the student with pedagogical awareness and practical educational experience, and prepare the student for teaching history at the secondary school level.

Vocational Applications: The program is particularly aimed at preparing the student to teach high school history.

Requirements: In addition to meeting the liberal arts core requirements of the University, the student must complete all the requirements for secondary education certification (see Education section pg. 61), and all of the required History courses listed below. The student must maintain a minimum GPA of 2.0 in all courses within the History 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
- HIS 315 South Dakota History
- SSC 403 Teaching of the Social Sciences

A minimum of 9 semester hours selected from any of the other history courses (2/3 of these courses must be upper level)

- HIS _____
- HIS _____
- HIS _____

Middle School Endorsements

Students interested in receiving middle school endorsements should refer to Areas of Middle School Endorsement in the Education Section, pg. 62.

INTERDISCIPLINARY

Interdisciplinary (B.A.)

Goals and Vocational Applications: The goal of this major is to enable the student to combine two or more academic disciplines into a coherent program that meets specific career objectives.

Requirements: In addition to meeting the liberal arts core requirements for the Bachelor of Arts degree, the student must complete approximately 36 semester hours of coursework in an individually tailored program that combines two or more academic concentrations.

An interested student first consults with their advisor or an area chairperson in one of the proposed disciplines. The student then writes a detailed proposal stating: (1) the career goals the Interdisciplinary major is intended to achieve; (2) the specific learning and skill objectives the student needs to realize the career goals; (3) the proposed courses in two or more disciplines the student wishes to take in order 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 faculty, the chairpersons of the areas involved, the Associate Academic Dean and the student.

This 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 of Sioux Falls (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 under the Theology & Philosophy Section, pg. 89.

MATHEMATICS

Mathematics (B.S.)

Goals: This program seeks to provide students with (1) effective skills in analytic 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.

Vocational Applications: A student majoring in mathematics is 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 the student seeking a career in pure mathematics or statistics.

Requirements: In addition to meeting the liberal arts core requirements of the University, the student 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 elective courses in Mathematics numbered above 204. The student must also complete COM 201 and COM 202, 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. All students majoring in Mathematics participate in assessment of the program's student learning outcomes through the MAT 490 Senior Seminar course. Majors must participate in program assessment activities.

- MAT 204 Calculus I
- MAT 205 Calculus II
- MAT 302 Probability & 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
- 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 Mathematics, 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

Goals: In addition to the goals 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 B.S. 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 Education courses required for teacher certification. (See Education Section, pg. 61.) Students are expected to take MAT 406 and MAT 303 for their electives to fulfill the education requirements. Also, Education students are encouraged to present their science colloquium on a topic related to Math Education. All students majoring in Mathematics participate in assessment of the program's student learning outcomes through the MAT 490 Senior Seminar course. Majors must participate in program assessment activities.

- MAT 204 Calculus I
- MAT 205 Calculus II
- MAT 302 Probability & 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
- 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 in the Education Section, pg. 62.

MEDIA STUDIES

Media Studies (B.A.)

Goals: The goals of the Media Studies major are to provide the student with (1) an awareness of the processes by which media both shape and are shaped by society, (2) an understanding of media theory and practice, and (3) the knowledge and skills necessary to succeed in further study at the graduate-school level or in professional careers. In order to meet the objectives of the Media Studies program, the University regularly assesses how well it realizes these and other goals and its methods to achieve them.

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 such fields as journalism, advertising, multi-media production, broadcasting and law.

Requirements: In addition to meeting the liberal arts core requirements of the University, the student must complete 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 expecting to continue their studies at the graduate school 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 Media Studies concentrations.

Media Core Courses

- ART 122 E-Design
- MED 180 Photography I
- 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
- ART 329 Web Design
- or ART 372 Web Animation
- MED 326 Digital Audio
- MED 336 Desktop Video & Non-linear Editing
- MED 415 Live Studio Production & 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 281 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
- ART 329 Web Design
- BUS 307 Principles of Marketing
- MED 308 Persuasion
- or BUS 408 Marketing Management
- MED 311 Media Programming
- MED 385 Promotions Management

Media Management Concentration

- BUS 306 Management of Organizations
- BUS 331 Small Business Development/ Entrepreneurship
- BUS 351 Organizational Theory & Behavior
- ECO 212 Principles of Microeconomics
- MED 308 Persuasion
- or MED 309 Business/Professional Communication
- MED 311 Media Programming

Media Research/Graduate School Track Concentration

- MAT 233 Introduction to Statistics
- or PSY 233 Statistics for the Behavioral Sciences
- PHI 207 Introduction to Philosophy
- PHI 341 Ethics
- PSC 324 Political Philosophy
- or PHI 394 Issues in Philosophical Studies
- PSY 250 Research Methods
- SOC 350 Sociological Theory

MEDICAL TECHNOLOGY

Medical Technology (B.S.)

Goals: The program is designed to provide the requisite course background to allow acceptance into an approved school of medical technology (during the student's fourth year) and successful completion thereof.

Vocational Applications: This program of study is appropriate for one who desires a medical technologist position in a hospital or clinical laboratory.

Requirements: Students who wish to become medical technologists pursue a minimum of three years at USF prior to entering the clinical year in an approved school of medical technology. 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 approved hospital. This credit is awarded in the form of the courses described below. A bachelor of science degree in Medical Technology 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 Sioux Valley Hospital 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 the two semesters of the junior year, and 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.*

MTC 301 Medical Technology Orientation An introduction to the field of medical technology. (1 s.h.)

MTC 302 Hematology Study of cellular elements of the blood. Includes theory of blood cell formation; cell morphology; cellular abnormalities; methods of diagnosis; the principles, techniques and instrumentation involved in testing procedures and quality control. Prerequisites: Clinical year acceptance and status. (5-8 s.h.)

MTC 303 Immunoematology 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. (2-3 s.h.)

MTC 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. (2-3 s.h.)

MTC 305 Clinical Microbiology (Including 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; environmental monitoring and quality control. Prerequisites: Clinical year acceptance and status. (8-12 s.h.)

MTC 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.)

MTC 307 Clinical Chemistry (Including 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.)

MTC 308 Introduction to Administration The study of the theoretical and practical aspects of laboratory supervision, management and/or problem-solving in the field of medical technology. Prerequisites: Clinical year acceptance and status. (0-1 s.h.)

MTC 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.)

MTC 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 the 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 technology program. The total semester hours awarded will always be 40.*

MUSIC

Music (B.A.)

Goals: This program seeks (1) to introduce the student to the language of music and to major works which reflect the culture that created them; (2) to prepare and equip the student for a vocation in music through internships; and (3) to prepare the student for continued study in graduate school.

Requirements: In addition to meeting the liberal arts core requirements of the University, the student must take the following Music core courses:

- MUS 150 Theory I
- MUS 155 Theory II
- MUS 209 Theory III
- MUS 210 Theory IV
- MUS 213 Music Education Methods–Elementary
- MUS 318 Music Computer Applications
- MUS 323 Conducting I
- MUS 405 History of Music I
- MUS 406 History of Music II

Electives: (8 s.h.) (MUS 324 Conducting II recommended)

- MUS _____
- MUS _____
- MUS _____
- MUS _____

All Music majors are required to participate in a USF large music ensemble for seven semesters (excluding internship semester), pass a piano proficiency examination (freshman or sophomore year), receive approval to continue as a Music major during annual evaluations, take applied music for seven to eight semesters (in one area) depending on the concentration (these courses may also be taken for no credit), present a partial and full recital, maintain acceptable attendance at concerts, recitals, and community events (10 per semester), maintain attendance at departmental recitals (6 out of 8) each semester, and perform in at least one departmental recital per semester (when enrolled in applied lessons).

Music Education (B.A.)

Goals: This program seeks (1) to introduce the student to representative musical compositions, to the theory of musical content and to the principal issues in the history of Western music; (2) to prepare and equip the student to teach instrumental and/or choral music in grades K-12; and (3) to prepare the student for continued study in graduate school.

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, the student must complete the requirements for teacher certification omitting EDU 240 (see Education Section, pg. 60), and take the following Music core courses:

- MUS 150 Theory I
- MUS 155 Theory II
- MUS 209 Theory III
- MUS 210 Theory IV
- MUS 213 Music Education Methods–Elementary
- MUS 318 Music Computer Applications
- MUS 323 Conducting I
- MUS 324 Conducting II
- MUS 405 History of Music I
- MUS 406 History of Music II

Instrumental majors

- MUS 314 Music Education Methods –Instrumental
- MUS 227 Wind Instrument Techniques
- MUS 326 Instrumental Techniques & Repertoire:
The Percussion Instruments

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 Education major during annual evaluations, take applied music for seven semesters (in one area) depending on the concentration (these courses may also be taken for no credit), present a partial recital, maintain acceptable attendance at concerts, recitals, and community events (10 per semester), maintain attendance at departmental recitals (6 out of 8) each semester, and perform in at least one departmental recital per semester (when enrolled in applied lessons).

Electives: (Recommended but not required)

- MUS 166 Opera Workshop
- MUS 304 Music for Children
- MUS 309 Arranging & Composition
- MUS 310 Counterpoint
- MUS 317 Piano Pedagogy & Repertoire
- MUS 349 Orchestration
- MUS 350 Musical Form & Analysis
- MUS 491, 492 Independent or Directed Study
- Interim Musical Production

Music Minor

Goals: The Music minor is designed to provide the student with a broad understanding and appreciation of music as an integral part of the liberal arts.

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 a minimum of 18 semester hours of study that includes Music 150, 155, 200, 323, 4 hours of applied music (in one area) and two hours from an approved list of courses in the Music Major Handbook.

The Music department regularly assesses its programs to determine how well it is accomplishing its educational mission.

PARAMEDIC TECHNOLOGY

Paramedic Technology (B.S.)

Goals: This program is designed to provide the requisite course background prior to entrance into a CoAEMSP/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 a B.S. in Paramedic Technology.

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 128 (including 44 semester hours of blanket credit) 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. 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 & 112 General Chemistry I & II
or CHE 121 & 122 Intro. to Chem. and Organic & Biochem.
- PHY 101 & 102 Introductory College Physics
or PHY 201 & 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 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.

An individual who is already a certified EMT-Paramedic may receive the appropriate blanket credit in EMT-Paramedic Technology after satisfying all other credits listed above and, thereby, receive the degree.

POLITICAL SCIENCE/HISTORY

Political Science/History (B.A.)

Goals: 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 of governments to each other. 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.

Vocational Application: The study of Political Science/History prepares the student for service in the fields of ministry, law, teaching, journalism, politics, government administration 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 following courses. 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

Goals: The Political Science minor is designed to provide the student with a broad understanding of government.

Vocational Applications: The study of Political Science prepares the student for service in the fields of law, teaching, journalism, politics and government administration.

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 following courses. 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

Goals: The program is designed (1) to provide 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.

Requirements: Since specific entrance requirements vary by program and school, each student is 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 specific 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

Goals: The program seeks to guide the student in the selection of prerequisites which will provide the pre-professional background and experiences for admission to a school of embalming credited by the State Board of Funeral Service.

Vocational Applications: The program is designed to provide a pre-professional education in the participant's preparation for examination in the acquisition of a license in funeral service.

Requirements: The guidelines for this program are generally in accord with the recommendations of the South Dakota Board of Funeral Service (Department of Commerce and Regulation). Since this is not a degree-granting program, the student must satisfy only 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 which include 9 semester hours of Communications, including 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; 9 semester hours of Business including ACC 225, BUS 210 and 320; and 14 semester hours of electives, recommendations for which include BIO 315, CHE 112 or CHE 122, CST 308, 309 or 312, BUS 351, 421 and/or 307.

Individual professional school programs may have additional requirements and may be more specific; therefore, the student is advised to check the catalog of the school of embalming he or she wishes to attend.

Following the two years of undergraduate academic work, the student 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

Goals: The goals of the Chemistry Pre-Medical, Pre-Dental or Pre-Veterinary program are to provide the following: (1) a basic informational foundation in the principles of analytical, biological, inorganic, organic, and physical chemistry; (2) a thorough understanding of the principles and concepts of biological systems; and (3) a proficiency in certain fundamental chemical and biological laboratory techniques.

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 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 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 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. Majors must participate in program assessment activities.

- 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 & Structure
- CHE 411 Instrumental Analysis

Also, the student 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 is required 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

Goals: 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.

- 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, and one presentation is required each year)

Pre-Professional Program in Physical Therapy

Goals: The program seeks to (1) guide the student in the selection of undergraduate courses which will provide the pre-professional background and experiences for admission to and successful completion of a master's degree program in Physical Therapy, and (2) foster the development of humanistic practitioners of the medical arts.

Vocational Application: The program is designed to prepare the participant for work as a physical therapy generalist in a clinical, educational, administrative or research career.

Requirements: The guidelines for this program are generally in accord with the recommendations of most professional physical therapy schools offering master's degree programs where the participant might complete his or her studies, and specifically, they satisfy the University of South Dakota's prerequisites for admission. USD offers an accredited Master of Science Degree in Physical Therapy.

The student must complete a regular or Interdisciplinary major. The required courses are 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 Introduction to Chemistry &
CHE 122 Introduction to Organic & Biochemistry)
- CST 100 Fundamentals of Communication
- ENG 240 Communication, Language & Grammar
or ENG 250 Business Research & Writing
- LAR 111 Western Heritages I
- MAT 233 Introduction to Statistics
- PHY 101 Introductory College Physics
- PHY 102 Introductory College Physics
(or PHY 201 & PHY 202 University Physics)
- PSY 201 General Psychology
- PSY 211 Human Development
- PSY 305 Abnormal Psychology
- SOC 201 Fundamentals of Sociology

In addition to these specific courses, the student must complete 12 semester hours in the humanities, which can be fulfilled by certain courses in literature, art, history, music, philosophy, theology and theatre arts. These humanities courses must be "appreciation of" rather than "how to" courses, with only one course from any one of the above areas. In addition to the specifically mentioned courses in social sciences (PSY 201, 211, 305 and SOC 201), 12 more semester hours are required. These 12 semester hours can be from economics, geography, political science, psychology or sociology.

Observation or work experience in clinical physical therapy is highly recommended and required as 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 3.0 CGPA.

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, 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.)

Description: Psychology is a diverse field of inquiry. As a result, “psychology” is often defined in a variety of ways both professionally and popularly. At the University of Sioux Falls, the faculty see psychology as the scientific study of behavior. That definition offers both disciplined and flexible study from a variety of perspectives. As a scientific endeavor, we believe that to understand behavior in its many forms we should utilize an empirical approach. Thus, we ask questions about ourselves and objectively study behavior through a variety of methods to learn about how and why people act as they do rather than merely speculate about ourselves. We do not conduct research for its own sake, however. In addition to learning about behavior, psychologists are compelled to apply what we learn to everyday living, both normal and abnormal.

“Scientific study of behavior” may sound dry and unappealing to something as interesting as behavior. However, a fantastic aspect of science is the interplay of disciplined study and creativity. Psychologists must be able to think of precise, manageable, and new ways to study and interpret behavior. Often we need to design new ways to study both old and new phenomena in a world that is both stable and dynamic. USF’s psychology students and faculty work together to integrate accepted, sound research methods and new ideas to learn about behavior.

Goals: The psychology program develops students’ critical thinking, problem solving, and communication skills as they learn the discipline of psychology. Students will develop their understanding of the basic principles, theories, research and applied methods of the field. In conjunction with the liberal arts core and the result of studying psychology within a Christian context, students will enhance and expand their appreciation of psychology’s role in the liberal arts, service to others, their own lives, being a citizen, and their vocations. In order to meet the objectives of the Psychology program, the University regularly assesses how well it realizes these and other goals and its methods to achieve them.

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 413 Adult Development and Aging
- 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.)

Goals: 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, but without university credit, to apply that study toward attaining university credit and a B.S. degree.

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 technique 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.

The University program includes all liberal arts core requirements and the following Natural Science Area offerings:

- BIO 100 Concepts in Biology
- BIO 302 Biology of Microorganisms
- BIO 314 Human Anatomy
- BIO 315 Human Physiology
- CHE 111 General Chemistry I
- CHE 112 General Chemistry II
(or CHE 121 Introduction to Chemistry & CHE 122
Introduction to Organic & Biochemistry)

Two math courses

- MAT 112 College Algebra & Trigonometry
- MAT _____

Two courses in physics

- PHY _____
- PHY _____
- 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 of Sioux Falls is not officially affiliated with any hospital 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.

An individual who is already a certified radiologic technologist may receive 60 s.h. blanket credit in Radiologic Technology after satisfying all other requirements listed above and, receive the degree.

SOCIAL SCIENCE

Social Science (B.A.)

Goals: 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.

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, 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 the Education Section, pg. 62.

SOCIAL WORK

Admission to the Program: Students wishing to major in Social Work may either declare a Social Work major when they enter the University of Sioux Falls or later indicate their intention by completing an official Change of Major Form. The student will then be assigned a Social Work advisor and will be expected to enroll in the first Social Work course, SWK 130 Introduction to Social Work.

To be formally admitted to the Social Work Program, a student must

1. Have completed 60 hours of course work (junior status) with a minimum GPA of 2.0.
2. Demonstrate competency in written and oral communication. (Students must have completed LAR 111 and CST 100 with a minimum grade of “C” in each course; students transferring credit for LAR 111 from other institutions will be required to complete a writing competency exam administered by the English Department).
3. Complete an application for admission to the program, available from the Social Work faculty. This application includes basic biographical data; information on employment and volunteer experiences; and questions regarding the student’s interest, readiness, and suitability for a career in Social Work. Students are also asked for full disclosure of the following: current alcohol and/or substance dependency problems and treatment, and conviction of any felony and/or conviction of any misdemeanor that involved bodily harm to another. If the applicant is currently in treatment, an independent psychological evaluation and assessment by a recognized agency will be required. Students who are involved in treatment for substance dependency, emotional problems and/or mental illness must sign a release of information form in order that the Social Work Program faculty have access to any relevant information on the applicant’s recovery process.
4. Submit a current copy of his/her transcript.
5. Be successfully reviewed by the Social Work Program faculty. The faculty will conduct an interview with each applicant. All information obtained through this process will be held in confidence. Knowingly making a false oral or written statement during the admission process could result in denial of admission to the program.
6. Sign a statement indicating that he/she has read and will follow the Code of Ethics of the National Association of Social Workers (to be found in the Social Work Student Handbook).

Students transferring course work from another accredited Social Work Program will be expected to provide the Social Work Program faculty with the names of two references from the program as well as written permission to contact these references.

Applicants will be notified in writing of the admission decision of the Social Work Program faculty. There are four possible outcomes of this admission process:

1. Acceptance to the program.
2. Conditional acceptance into the program. In this case, the applicant will be notified of specific areas which, in the professional judgment of the Social Work Program faculty, need improvement and/or correction.
3. Delayed decision. The applicant will be notified of specific conditions which must be met before admission will be

reconsidered.

4. Denial. The applicant will be notified of specific reasons for rejection of his/her application for admission.

Advising: Social Work faculty will assist students regarding academic advisement, career counseling, graduate school planning and guidance with job placement. However; students will assume full responsibility for their ultimate academic and career choices.

Double Majors: Special schedules may be developed to complete double majors with Social Work in Sociology, Psychology, Criminal Justice, Theology and Philosophy, and others with early planning. Students are encouraged to consult with Social Work faculty to add a minor or to double major.

Field Instruction: All Social Work majors will complete a minimum of 400 clock hours of supervised field instruction internship (SWK 330). 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.

Social Work (B.A.)

Goals: The Social Work program is designed to prepare students for beginning generalist social work practice by combining a strong liberal arts base with a comprehensive professional education. It provides students with an understanding of the basic goals, philosophy, functions and values of social welfare as an institution in American pluralistic society and is designed to develop professional knowledge and skills for ethical social work practice.

The program focuses on preparing each student to develop his or her maximum capacity for a self-directed, analytical and disciplined approach to social work practice through a variety of problem-solving processes and roles. The program is accredited on the undergraduate level by the Council on Social Work Education, and successful completion of the program entitles graduates to membership in the National Association of Social Workers, advanced placement in most graduate schools of Social Work and employment in a variety of agencies where staff are required to have an accredited Social Work degree. In order to meet the objectives of the Social Work program, the University regularly assesses how well it realizes these and other goals and its methods to achieve them.

Vocational Applications: Beginning generalist social work practice includes traditional social work positions such as mental health, social work with elderly, medical social work, corrections, family and children’s services, and may also include case management, human resources, special ministries in churches, community planning, recreation, work with the disabled and any other position which requires ability to work with people and the community.

Requirements: In addition to meeting the liberal arts core requirements of the University, students must complete 50 s.h. including a minimum of 38 s.h. in required Social Work offerings and 12 s.h. (all) of the Supporting Courses listed below (or equivalents from other social work programs accredited by the Council on Social Work Education). A minimum course grade of “C-” is required for each of the courses of the major. Service learning assignments (in addition to practicum) are required for some Social Work courses. Students must complete four assigned diversity experiences arranged by the Social Work faculty. These will include visits to South Dakota reservations and other local experiences.

Social Work Program Requirements

- SWK 130 Introduction to Social Work
- SWK 302 Minorities
- SWK 309 Social Welfare Policy Analysis
- SWK 310 Social Welfare Policy & Community Practice
- SWK 341 Human Behavior & the Social Environment I
- SWK 342 Human Behavior & the Social Environment II
- SWK 362 Social Work Practice with Individuals & Families
- SWK 363 Social Work Practice with Groups
- SWK 430 Field Instruction

Supporting Course Requirements

- PSY 201 General Psychology
- SOC/PSY 233 Statistics for the Behavioral Sciences
- SOC/PSY 250 Methods of Research
- SOC 301 Family

Social Work in a Latin American Context

This program is planned and coordinated through a consortium of regional undergraduate social work programs in which the University of Sioux Falls participates. The program takes place during the spring semester in Cuernavaca, Mexico and is administered through the Center for Global Education at Augsburg College. The curriculum has been created to satisfy course requirements for the students who attend schools accredited by the Council on Social Work Education. The goal 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.

The semester is specially tailored for students to complete sixteen semester hours (four courses) including:

- 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 & Practice
- SWK 390 Special Topics in Social Work: Spanish for Social Workers (small classes of 3-5 students to enhance oral competency in Spanish)

There are several unique features of this program. There is the opportunity for experiential education—living and learning in the midst of the society being studied and encountering the people and culture inside and outside of the walls of a classroom. There will be diverse speakers and educational excursions to learn about social work and social welfare in Mexico. Students will stay with a selected family for six weeks, participating in their daily lives. Service-learning/volunteer opportunities in Mexican organizations provide hands-on experience and allow the students to develop closer relationships in the community as well as improving Spanish skills.

Students interested in applying must be sophomores, juniors or seniors and have completed one college-level Spanish course. USF students will be given priority in admission. Because a consortium contract has been signed by USF, students will continue to be registered at the University of Sioux Falls and will receive their financial aid from USF. The cost for USF students is equivalent to the USF tuition for the semester, plus a charge of approximately

\$3,000 which includes room and board, field trips, pre-trip background reading materials, airport or bus transfers and general program oversight. Students are responsible to pay for books, personal expenses and round-trip travel from home to Mexico City. Students must apply through the faculty of the USF Social Work Program and the USF Off-Campus Study Advisor.

SOCIOLOGY

Sociology (B.A.)

Goals: This program is designed: (1) to provide basic skills and knowledge needed in professions that involve working with people; (2) to prepare students for graduate study in the field of sociology; and (3) to help students become more competent and active participants in community and society. In order to meet the objectives of the Sociology program, the University regularly assesses how well it realizes these and other goals and its methods to achieve them.

Vocational Applications: 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 following courses. 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 _____

THEOLOGY & PHILOSOPHY

Theology & Philosophy (B.A.)

Goals: The study of theology begins with biblical study as its foundation and includes doctrinal and practical theology. The study of Christian history, philosophy, and world religions provides a necessary supplement. Students who major in Theology & Philosophy will gain a broad and integrated understanding of the elements of Christian theology. Graduates will be prepared for employment or for further study in seminaries or in university graduate programs in a range of disciplines.

Vocational Applications: The Theology & 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, 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 courses for the major is required for graduation.

- THE 303 History of Christianity
- THE 313 Religions of the World
- THE 317 Jesus & the Gospels
or THE 318 Letters of Paul
or THE 319 Hebrews to Revelation
- THE 351 Old Testament Elective
- 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 and 413.

- _____
- _____
- _____

Theology & Youth Ministry (B.A.)

Goals: Effective ministry with adolescents requires a mature understanding of the Christian faith and the life of Christ's church, a grasp of the cultural forces which affect young people, and a set of skills for working with youth and their families in a ministry setting. Students taking Theology & Youth Ministry will be equipped to enter directly into youth ministry or to proceed to seminary.

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, 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 following courses. 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 courses for 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

- _____
- _____

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 World Religions
- THE 413 Christianity and Culture
- PHI 343 Ethics
- PHI 350 Philosophy of Religion

- _____

Theology/Philosophy Elective 3 s.h.

THE 309, 319, 351, or 361 – Any upper division Biblical Studies course

- THE 313 World Religions
- THE 320 World Mission of the Church
- 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 in Theology

PHI 324, 343, 350, 390, or 491 – Any upper division Philosophy course

- _____

Theology Capstone Course 3 s.h.

- THE 490 Senior Seminar

Youth Ministry

- THE 261 Introduction to Youth Ministry
- THE 371 Youth Ministry Leadership & Communication
- THE 372 Youth Ministry Evangelism & Discipleship
- THE 381 Foundations of Professional Ministry
- THE 396 Youth Ministry Internship (3-4 s.h.)

Adolescent Development

- PSY 412 Adolescent Psychology (recommended)
- PSY/SOC 306 Social Psychology
- SOC 301 Family

Issues Related to Youth Ministry

- BUS 306 Management of Organizations
- BUS 351 Organizational Theory & Behavior
- CRJ 305 Juvenile Justice
- PSY/SOC 306 Social Psychology
- SOC 301 Family
- THE 320 World Mission of the Church
- THE 340 Christian Spiritual Formation
- THE 391 Special Topics in Ministry
- THE 413 Christianity and Culture

Theology Minor

Goals: The goals of the Theology minor are to provide students with 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 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.

Courses at North American Baptist Seminary

Upper division University students are able to participate in classes at the North American Baptist Seminary. Courses can be taken for credit with advisor approval and on a space-available basis at the seminary.

15 s.h. Pre-Seminary Interdisciplinary

Students planning to enroll in an accredited theological seminary upon graduation from the University of Sioux Falls may prepare for such graduate work by pursuing any liberal arts major at the University along with well-selected electives. Some students will opt instead to construct an interdisciplinary major in consultation with an advisor from the Theology & Philosophy faculty. (One of the disciplines from which the interdisciplinary plan is constructed may be Theology.) The requirements of the Pre-Seminary Interdisciplinary major differ from other interdisciplinary majors (described on pg. 71) only in the following ways:

3 s.h.

3 s.h.

- The interdisciplinary major constructed by the student will entail 30 semester hours rather than 36.
- Students may opt for the Pre-Seminary Interdisciplinary major without having achieved a 2.5 GPA.
- Beyond the courses required for the University's liberal arts core requirements, students will take

At least one more history course:

HIS _____

At least two philosophy courses:

PHI _____

PHI _____

THE 313 Religions of the World

THE 309 New Testament Greek I

THE 310 New Testament Greek II

BUS 306 Management of Organizations
or BUS 351 Organizational Behavior

- Unless covered by the disciplines combined for the 30 semester hour interdisciplinary plan, additional courses beyond the liberal arts core requirements are recommended in the areas of Theology, English, and the Social Sciences.

Joint Bachelor of Arts and Master of Arts in Christian Leadership Degree (Youth Ministries Specialization) between the University of Sioux Falls and the North American Baptist Seminary – The 3-2 Program

The combined B.A./M.A. degree program offered by the University of Sioux Falls and the North American Baptist 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 the North American Baptist Seminary. The 3-2 Program is an accelerated program for the student 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 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 the Bachelor of Arts degree with a major in Theology & 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 the North American Baptist 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 Western Heritages I
- LAR 112 Western Heritages II
- ENG 200 Introduction to 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

- _____

Creative Arts (choose one) 1-3 s.h.

- Applied Music Lessons or Ensembles 1
- ART 101 Drawing I 3
- ART 120 Design I 3
- ART 122 E-Design 3
- ART 180 Photography I 3
- ART 290 Art Education: Primary 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, at least one of which must be from Political Science or Economics

- _____

- _____

- _____

Business Administration 3 s.h.

- BUS 306 Management of Organizations
or BUS 351 Organizational Theory & Behavior

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 & Culture

Philosophy 3 s.h.

- PHI 207 Introduction to Philosophy

History 6 s.h.

Choose any course in History; HIS 101 or 102 recommended

- HIS _____

- HIS _____

Exercise Science 2 s.h.

- EXS 200 Dimensions of Wellness

Electives 22-25 s.h.

Sufficient 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 Program between the University of Sioux Falls and the North American Baptist Seminary – The 3-3 Program

The combined B.A./M.Div. degree program offered by the University of Sioux Falls and the North American Baptist 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 the North American Baptist Seminary. The 3-3 Program is an accelerated program for the student 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 & 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 the North American Baptist 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 Western Heritages I
- LAR 112 Western Heritages 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.

- 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: 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 200 Introduction to Music 3
- 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 122 E-Design 3

- ART 180 Photography I 3
- ART 290 Art Education: Primary 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 & 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, at least one of which must be from Political Science or Economics

Business Administration

3 s.h.

- BUS 306 Management of Organizations
- or BUS 351 Organizational Behavior

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.

- PHI 207 Introduction to Philosophy

History

6 s.h.

Choose two courses in History; HIS 101 or 102 recommended

HIS _____

HIS _____

Exercise Science

2 s.h.

- EXS 200 Dimensions of Wellness

Electives

25-28 s.h.

Sufficient to complete 96 s.h. at USF; no more than 12 s.h. of the elective courses may be in Theology

At least one course during the three years at USF needs to be a designated Critical Thinking course.

Associate's Degree Programs

ASSOCIATE'S DEGREE PROGRAMS

Business Administration (A.A.)

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.

Goals: The goals of the Business Administration A.A. 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.

Requirements: As a part of the regular University Associate of Arts degree requirements, the student must complete the courses in the first group below; the Business Administration A.A. major courses are named in the second group. All course work 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 & Trigonometry
or MAT 202 Finite Math
- PSY 201 General Psychology
or SOC 201 Fundamentals of Sociology

Business Administration requirements:

- ACC 225 Financial Accounting
- BUS 306 Management of Organizations
- 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 (A.A.)

Goals and Vocational Applications: This program provides theory and practical experiences for the preparation of child care workers.

Requirements: In meeting the University requirements for the Associate of Arts degree, students should elect among their required 32 semester hours from the liberal arts core requirements the following courses. This will enable students to continue studies in Elementary Education at the bachelor's degree level.

- BIO 100 Concepts in Biology
or NSC 120 Physical Science & NSC 121 Earth Science
- COM 104 Computer Solutions
- CST 100 Fundamentals of Communication
- ENG 200 Introduction to Literature
- HIS 201 United States History to 1877
or HIS 202 United States History Since 1877
- LAR 111 Western Heritages I
- LAR 112 Western Heritages II
- MAT 151 Nature of Mathematics
or MAT 112 College Algebra & Trigonometry
- THE 140 Introduction to the Bible
or THE 240 Introduction to Christian Thought

In addition to meeting the regular University requirements, candidates must take the following courses:

- EDU 202 Exceptional Students
- EDU 230 Foundations of Early Childhood/Kindergarten
- EDU 235 Early Childhood/Kindergarten Methods
- EDU 250 Parent & Community Relations
- EDU 260 Language Development in Early
Childhood/Kindergarten
- EDU 324 Developmental & Educational Psychology
- ENG 300 Literature for Children & Adolescents
- FA 215 K-8 Arts Integration

Interdisciplinary (A.A.)

Goals and Vocational Application: 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 course work 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 course work 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 (A.A.)

Goals: This program is designed to provide the requisite course background prior to entrance into a CoAEMSP/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.

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 & 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.

Social Science (A.A.)

Goals and Vocational Applications: The program seeks to provide background in Social Sciences, either for more effective participation in society and economic life or as an intermediate step toward a four-year degree in one of the areas included among the Social Sciences. The resulting broadened cultural awareness and knowledge should add to one's effectiveness in a variety of occupational areas.

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 (M.B.A.)

General Information

The University of Sioux Falls has been approved by the North Central Association (NCA) Higher Learning Commission to offer graduate programs leading to a Master of Business Administration (M.B.A.) degree. The undergraduate and graduate degree programs in the Vucurevich School of Business are also accredited by the International Assembly for Collegiate Business Education.

Admissions Procedures

A student desiring to apply for admission into the M.B.A. program must submit to the Director of the M.B.A. Program:

- a formal application and application fee
- official transcripts of all undergraduate and graduate work
- personal recommendations and supportive data

An international applicant must submit acceptable scores (550 or above) on the Test of English as a Foreign Language (TOEFL) before admission to the graduate program is granted. All expenses of the test are to be borne by the applicant.

The University of Sioux Falls does not discriminate against qualified students on the basis of sex, race, color, national or ethnic origin, physical handicap or age.

Admission Requirements & Expectations

An application for admission is evaluated in terms of the applicant's undergraduate GPA, two personal recommendations and other supporting documents. Previous course preparation must include knowledge of microeconomics, accounting, and managerial finance. Applicants not meeting the course pre-requisites and/or with undergraduate GPAs less than 3.0 are accepted on a provisional basis. Provisionally admitted candidates must maintain a GPA 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 analytic skills. Further, students will be expected to demonstrate leadership and collaboration skills in a wide range of team-based projects.

Financial Aid

Graduate students are eligible to receive federal financial aid as long as he or she is enrolled in at least 4.5 credit hours per term. Some M.B.A. groups will encounter terms where he or she will only take 3 credit hours, and therefore, not be eligible for aid. 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 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 for USF institutional financial aid.

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 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.

Commencement

Graduation of advanced degree candidates takes place at the University's spring commencement ceremony. Applicants for graduation must file an application for graduation prior to January 31 of the academic year.

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.

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 Incomplete Policy 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 minimums. 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 be automatically released from probationary status.

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.

Goals

The goals of the Master of Business Administration Program are to (1) provide mastery of knowledge and competency in the M.B.A. 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

Students with appropriate liberal arts backgrounds, but who lack the required undergraduate business courses, may enroll in up to three competency courses offered during the summer before their entrance into the program, depending on their undergraduate transcript.

Competency Courses

	s.h.
❑ ACC 441 Financial & Managerial Accounting	2
❑ BUS 442 Theory of Market Analysis	4
❑ BUS 441 Financial Management	3

The M.B.A. program includes 36 semester hours. Students will complete one of two degree plans. Students will complete the set of courses listed under "Core M.B.A. Courses" or students will elect to complete the "Core M.B.A. Health Care Management Concentration" courses. Students must designate their intended degree plan at the time of application to the program.

Core M.B.A. Courses

❑ BUS 510 Managerial Communications	3
❑ BUS 512 Business Research Methods	3
❑ BUS 515 Human Resource Management	3
❑ BUS 520 Managing Organizational Dynamics	3
❑ BUS 524 Marketing Management	3
❑ BUS 530 Leadership & Ethical Management	3
❑ BUS 534 International Business	3
❑ BUS 535 Cost Management	3
❑ BUS 550 Managerial Economics	3
❑ BUS 554 Financial Planning and Control	3
❑ BUS 560 Strategic Management	3
❑ BUS 580 MBA Colloquium	3

Core M.B.A. Health Care Management Concentration Courses

❑ BUS 510 Managerial Communications	3
❑ BUS 515 Human Resource Management	3
❑ BUS 518 Health Care Systems	3
❑ BUS 520 Managing Organizational Dynamics	3
❑ BUS 524 Marketing Management	3
❑ BUS 530 Leadership & Ethical Management	3
❑ BUS 532 Legal & Regulatory Issues in Health Care	3
❑ BUS 535 Cost Management	3
❑ BUS 550 Managerial Economics	3
❑ BUS 554 Financial Planning & Control	3
❑ BUS 556 Health Care Colloquium	3
❑ BUS 560 Strategic Management	3

Competency Courses

ACC 441 Financial & Managerial Accounting This course develops the ability to read and analyze financial statements. It is oriented toward the user of financial accounting data and emphasizes the reconstruction of economic events from published accounting reports. This course presents the accounting equation, reviews accounting standards used for financial reporting and considers their impact on managerial decisions. The role of accounting in planning, decision making, control and performance evaluation is the managerial focus of this course. The design of accounting systems aimed at encouraging ethical behavior consistent with top management goals is stressed. (2 s.h.)

BUS 442 Theory of Market Analysis The study of market analysis focuses on the workings of markets and the way in which firms compete with each other. This is done by first analyzing demand, costs, perfect competition, monopoly and oligopoly. The course extends the analysis by considering firm strategies beyond simple pricing and output decisions to increase market performance. (4 s.h.)

BUS 441 Financial Management This course introduces the theory and concepts of corporate finance. Important topics covered are financial markets and instruments, risk and return, time value of money, valuations, cost of capital, capital budgeting, and financial decisions. Prerequisite: ACC 441 or equivalent. (3 s.h.)

M.B.A. Courses

BUS 510 Managerial Communications The primary goals of the 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 512 Business Research Methods Students will become familiar with the fundamental aspects of business research including forming a hypothesis, selecting the appropriate data to address the hypothesis, analyzing the collected data, interpreting the findings, and writing conclusions and recommendations. Students will be exposed to numerous examples illustrating real-world research in management, marketing, finance, accounting, and other areas. The students will initiate the process of conducting their own business research through the selection of an applied project or through a consulting project. The guidelines for each of these types of projects will be established as well. The applied project and the consulting project both require the development of a project proposal, the completion of a literature review, the development of project methodology, data collection and analysis, and the development of conclusions and recommendations based on the project's outcomes. (3 s.h.)

BUS 515 Human Resources Management This course is an examination of the effective use of human resources to achieve organization 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 Health Care Systems This course is an overview of U.S. health care and focuses on a variety of health care delivery system topics. Key topics include the historical aspect of health care systems in the U.S., system organization, an overview of economics and financing of health care, role of quality, and future directions of health care. Students will also be assigned a research paper project which investigates and compares the health care system of another developed nation to that of the United States. On occasion, health care 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 in 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 strategic design, political and cultural perspectives. (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 management challenge of designing and implementing the best 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 530 Leadership & 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 & Regulatory Issues in Health Services This course provides an overview of the legal and regulatory issues in the health care 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.)

BUS 534 International Business This course provides a study of the international business environment and institutions, their impact on business operations and the development and implementation of international business strategies. Special attention is paid to the cultural and social problems of international business management. (3 s.h.)

ACC/BUS 535 Cost Management Cost management provides an enhanced understanding of the costing concepts, tools and techniques relevant for 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 the strategic plan. The course will also examine performance measurements for management and the organization. (3 s.h.)

BUS 550 Managerial Economics Concepts are applied to the analysis of the firm using the Structure-Conduct-Performance Paradigm. The course examines how areas of market structure, market conduct, and market performance affect the firm in the competitive marketplace. The focus is on applying economic thinking to private firms, yet many of the analytical methods are applicable to the not-for-profit and public sector. (3 s.h.)

BUS 554 Financial Planning & 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. (3 s.h.)

BUS 556 Health Care Colloquium Students will actively research and present a literature review based on a current health care related topic at the organization of their employment. Emphasis is placed on quality research and analysis in business decision making. (3 s.h.)

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 the student 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 perpetuate 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 580 MBA Colloquium This is the companion course to BUS 512 Business Research Methods. Students will submit the final written document for their applied project or consulting project and then make an oral presentation to their peers and the MBA faculty. Students will be evaluated on the basis of the quality of their final written project, on the quality of their oral presentations, and on the quality of their participation in the peer review process of their fellow presenters. Prerequisite: BUS 512. (3 s.h.)

FREDRIKSON SCHOOL OF EDUCATION

GRADUATE PROGRAMS

General Information

The University of Sioux Falls has received approvals from 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 Educational Specialist degree with an emphasis in school superintendency. The University of Sioux Falls also offers a collaborative Doctorate (Ed.D.) in educational leadership in conjunction with the University of St. Thomas of St. Paul, Minnesota. In addition, 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

A student desiring to apply for admission into a graduate program must submit the following items to the Director of Graduate Education Programs:

- a formal application and appropriate fee
- official transcripts of all undergraduate and graduate work
- personal recommendations and supportive data

If a student does not meet the minimum criteria for acceptance, an application may be submitted to the Director of Graduate Education Programs for consideration to be accepted under probationary status. Inquiries regarding this process should be addressed to the Director of Graduate Education Programs.

An international applicant must submit acceptable scores (550 or above) on the Test of English as a Foreign Language (TOEFL) before admission to the Graduate Program is granted. All expenses of the test are to be borne by the applicant.

The University of Sioux Falls 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 as long as they are enrolled in at least 4.5 credit hours per term. Some terms students will only take 3 credit hours, and therefore, not be eligible for aid. Private alternative loan options may be available for students during these 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 for USF institutional financial aid; however, a graduate grant may be available per credit to students in the Master of Education program. The net cost per credit is calculated based on the current tuition rate minus the applicable grant.

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, an analysis of an official transcript must occur to determine transfer eligibility. In some cases, there may be an exception to the nine semester hour limitation of transfer credits. However, at no time will more than a maximum of twelve semester hours be accepted. Specific questions regarding transfer credits should be addressed to the Director of Graduate Education Programs.

Commencement

Graduate students completing programs in spring or summer must submit an application to the Registrar prior to January 31 to be eligible for graduation in May. Diplomas are only awarded during the spring commencement ceremony. Those finishing all coursework at the end the fall semester, who would like to have a conferred degree at that time, may apply prior to September 15 for graduation in December, although there are no commencement ceremonies held in December. Students must file an application for graduation in the Office of the Registrar and will be billed for the fee covering 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 program completion and graduation 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.

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 Education Programs. If that also fails to resolve the issue, the student should consult with the Vice President and Dean 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 Incomplete Policy does not apply to Research Application Project (RAP) credit.

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 for superintendents. 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.

MASTER OF EDUCATION (M.Ed.)

The Master of Education 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 school technology.

Admission Requirements

To be eligible for the M.Ed. program, applicants must have:

- 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
- 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 GPA, recommendations and other supportive 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 Education Programs. Courses may not be applied to both undergraduate and graduate programs.

Time Limit

A student has seven years to complete a program from the date of the first course accepted in the program, except for the technology coursework which must be completed in two years. An extension may be granted by the Director of Graduate Education Programs.

General Degree Requirements

The Master of Education program includes a minimum of 33 semester hours, with the following course distribution:

1. nine semester hours in the leadership core;
2. twenty-two semester hours in the area of professional specialization;
3. two or three semester hours of electives; and
4. successful completion of the Research Application Project (RAP).

In addition to the course requirements, students participating in the *leadership in schools* strand of the M.Ed. program who are seeking a principal endorsement 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 Education Programs. The workshops accepted must be conducted under the auspices of a regionally accredited, degree-granting institution and must be at the graduate level.

Research Application Project

The Research Application Project (RAP) 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. The project must benefit the school district, require a synthesis of knowledge and skills and present a review of current literature relevant to the topic. In addition, the RAP should be focused on creating the potential for positive change in the school leading to increased student achievement, as well as provide valid recommendations for future research.

A Research Application Project proposal is presented by the student to his or her Graduate Committee Chairperson and must be approved prior to the collection of data. The project is presented according to the specific procedures outlined in the Graduate Program Handbook and Guidelines for the Research Application Project Manual. Satisfactory completion of a Research Application Project is required to complete the degree program.

Graduate Committee

The culminating event of the Master of Education program is the Research Application Project (RAP). For this research and writing process, a graduate committee is formed to oversee progress of the RAP and be present for the final presentation and defense of the project. Work on the RAP begins during the final practicum experience of the degree program within each of the concentration areas. The faculty members assigned to the final practicum class are also assigned as committee chairpersons for the graduate students enrolled in the practicum class. The committee chairperson has the responsibility of advising and ensuring that the RAP is completed in a manner consistent with existing guidelines established by the University. A second member of the committee is selected as the on-site advisor. The on-site member of the committee is generally an

approved person at the student's worksite who possesses abilities to appropriately advise the graduate student regarding research and writing associated with the RAP. The third and final member of the committee serves as a second reader. The person acting as Director of Graduate Education Programs is not eligible to serve on a committee during this process.

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 of Sioux Falls specific to his or her second master's degree program. The program leading to the 24 semester hours must include coursework in research techniques and the professional core. An official transcript must be submitted to the Director of Graduate Education Programs for analysis to determine appropriate coursework and to develop a degree plan meeting the specific needs of the student. Factors such as the age of the previous degree and coursework alignment may be considered by the Director of Graduate Education Programs in determining semester 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 of Sioux Falls, a second major may be earned by completing the remaining 12-18 semester hours required for the second major. An additional Research Application Project (RAP) 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

s.h.

- | | | |
|----------------------------------|-----------------------------------|---|
| <input type="checkbox"/> EDU 501 | Professional & Ethical Leadership | 3 |
| <input type="checkbox"/> EDU 521 | Curriculum Development & Design | 3 |
| <input type="checkbox"/> 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.

- | | | |
|--|--|-----|
| <input type="checkbox"/> EDU 517 | Constructive Literacy Assessment | 3 |
| <input type="checkbox"/> EDU 518 | Practicum: Teaching Diverse Literacy Learners | 3 |
| <input type="checkbox"/> EDU 536 | Adolescent Literacy | 3 |
| <input type="checkbox"/> EDU 537 | Foundations of Literacy | 3 |
| <input type="checkbox"/> EDU 538 | Practicum: Literacy (K-12) | 3 |
| <input type="checkbox"/> EDU 551 | Professional, Student, & Staff Development | 3 |
| <input type="checkbox"/> EDU 557 | Literacy Across Disciplines | |
| or EDU 521 | Curriculum Development & Design | 3 |
| <input type="checkbox"/> EDU 598 | Practicum: Planning & Implementing Literacy Change (Fall & Spring) | 2/2 |
| <input type="checkbox"/> Electives _____ | | 2 |

Leadership in Schools Concentration

The leadership in schools concentration prepares educators to assume administrative tasks such as providing staff development, writing curriculum, mentoring other teachers and providing public relations. This concentration meets USF, state and national standards for preparation of principals, curriculum directors and supervisors. Students completing this strand who wish to be school principals and who have completed a minimum 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 may apply for South Dakota principal certification.

- | | | |
|--|---|-----|
| <input type="checkbox"/> EDU 504 | Telecommunication in Education | 3 |
| <input type="checkbox"/> EDU 522 | Practicum: Curriculum Development & Design-Elementary Emphasis | |
| or EDU 530 | Practicum: Curriculum Development & Design-Secondary Emphasis | 3 |
| <input type="checkbox"/> EDU 531 | Legal Foundations of Education | 3 |
| <input type="checkbox"/> EDU 532 | Practicum: School Law Applications for Student Discipline & Staff Development | 3 |
| <input type="checkbox"/> EDU 551 | Professional, Student, & Staff Development | 3 |
| <input type="checkbox"/> EDU 561 | Management of School & Community Resources | 3 |
| <input type="checkbox"/> EDU 592 | Practicum: Planning & Implementing School Change (Fall & Spring) | 2/2 |
| <input type="checkbox"/> Electives _____ | (EDU 553 recommended) | 2-3 |

Leadership in Technology Concentration

The leadership in technology concentration prepares educators for effective and innovative uses of technology in K-12 educational settings. This concentration meets USF, state and national standards. The program supports students' development of educational computing and technology literacy and builds on that knowledge to improve teaching and learning. This strand prepares educators to assume leadership roles in implementing, supervising, and managing technology resources at the school level. Graduates of this program can become the local expert and change agent for technology in their schools.

- | | | |
|--|---|-----|
| <input type="checkbox"/> EDU 504 | Telecommunications in Education | 3 |
| <input type="checkbox"/> EDU 514 | Teaching & Learning with Technology | 3 |
| <input type="checkbox"/> EDU 531 | Legal Foundations of Education | 3 |
| <input type="checkbox"/> EDU 535 | Practicum: Applying Educational Technology | 3 |
| <input type="checkbox"/> EDU 554 | Leadership Issues in Ed. Technology | 3 |
| <input type="checkbox"/> EDU 564 | Multimedia/Hypermedia Applications in Education | 3 |
| <input type="checkbox"/> EDU 574 | Practicum: Technology Planning & Implementation (Fall & Spring) | 2/2 |
| <input type="checkbox"/> Electives _____ | | 2 |

PreK-8 School Principal Endorsement (5 year authorization)*

Requirements: The coursework is designed for an *applicant without any administrative endorsements*. In addition to the course requirements, applicants 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 501 Professional & Ethical Leadership 3
- EDU 521 Curriculum Development & Design 3
- EDU 522 Practicum: Curriculum Development & Design-Elementary Emphasis 3
- EDU 531 Legal Foundations of Education 3
- EDU 551 Professional, Student, & Staff Development 3
- EDU 553 Leadership for Programs of Exceptional Students 3

PreK-12 School Principal Endorsement (5 year authorization)*

Requirements: The coursework is designed for an *applicant without any administrative endorsements*. In addition to the course requirements, applicants 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 501 Professional & Ethical Leadership 3
- EDU 521 Curriculum Development & Design 3
- EDU 522 Practicum: Curriculum Development & Design-Elementary Emphasis 3
- EDU 530 Practicum: Curriculum Development & Design-Secondary Emphasis 3
- EDU 531 Legal Foundations of Education 3
- EDU 551 Professional, Student, & Staff Development 3
- EDU 553 Leadership for Programs of Exceptional Students 3

7-12 School Principal Endorsement (5 year authorization)*

Requirements: The coursework is designed for an *applicant without any administrative endorsements*. In addition to the course requirements, applicants 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 501 Professional & Ethical Leadership 3
- EDU 521 Curriculum Development & Design 3
- EDU 530 Practicum: Curriculum Development & Design-Secondary Emphasis 3
- EDU 531 Legal Foundations of Education 3
- EDU 551 Professional, Student, & Staff Development 3
- EDU 553 Leadership for Programs of Exceptional Students 3

*If the applicant holds a previous Master's degree in education, the 5-year limitation does not apply.

PreK-8 School Principal Endorsement

Requirements: The coursework is designed for an *applicant currently possessing a valid elementary administrative endorsement*. In addition to the course requirements, applicants 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 & Design-Elementary Emphasis 3
- EDU 553 Leadership for Programs of Exceptional Students 3

7-12 School Principal Endorsement

Requirements: The coursework is designed for an *applicant currently possessing a valid elementary administrative endorsement*. In addition to the course requirements, applicants 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 & Design-Secondary Emphasis 3
- EDU 553 Leadership for Programs of Exceptional Students 3

Reading Specialist Endorsement

Requirements: In addition to the course requirements, applicants 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. The applicant must have earned 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 Education Programs 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) 3
- or EDU 518 Practicum: Teaching Diverse Literacy Learners 3
- EDU 557 Literacy Across the Curriculum 3

MASTER OF EDUCATION IN TEACHING (M.Ed.)

M.Ed. in Teaching Required Courses

s.h.

<input type="checkbox"/> EDU 505 Human Relations	3
<input type="checkbox"/> EDU 506 Foundations of Education	3
<input type="checkbox"/> EDU 508 Adolescent Psych & Middle School Methods	3
<input type="checkbox"/> EDU 514 Teaching and Learning with Technology	3
<input type="checkbox"/> EDU 515 Exceptional Students	3
<input type="checkbox"/> EDU 525 Secondary and Content Methods	2
<input type="checkbox"/> EDU 526 Educational Psychology and Evaluation	3
<input type="checkbox"/> EDU 533 Native American Studies	3
<input type="checkbox"/> EDU 555 Research and Instructional Management	3
<input type="checkbox"/> EDU 556 Secondary Student Teaching	5
<input type="checkbox"/> EDU 557 Literacy Across the Curriculum	3

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, applicants must meet the following established criteria:

- Baccalaureate degree with an academic major that aligns with those currently offered at the University of Sioux Falls OR, for those people holding 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
- Internet and e-mail access

Time Limit

Although the student has 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.

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 Secondary and 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 SD DOE designated cutoff scores. Content Praxis tests must be passed within the first nine semester hours of graduate work, the results serving as a basis for academic advising. Additional teaching endorsements will require a passing Praxis II score. Prior to applying for South Dakota certification, candidates must meet SD DOE minimum requirements for both the Praxis II Content and the Principles of Learning & Teaching exams.

M.Ed. Courses

EDU 501 Professional & 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 503 Parent & Community Relations The main emphasis of this course will be on developing the role of the teacher as communicator. The course will assist teachers and administrators as they interact with parents, community groups and the media. Case studies, simulations, and parent interviews will be the primary methods of instruction. (3 s.h.)

EDU 504 Telecommunications in Education Students will research how to integrate Internet resources into K-12 classes. Students will identify useful Internet resources focusing on the use of these resources for communication, information access, and instructional delivery in their classes or administrative position in a school, and create a web page with several of these online resources. Students will also be introduced to online resources for blogging, podcasting, and SmartBoard technology. (3 s.h.)

EDU 505 Human Relations This course is intended to teach students about social diversity; how to teach students from social situations different from theirs; and how to teach in order to reduce prejudice and increase 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, historical, philosophical, political, and sociological foundations of education. (3 s.h.)

EDU 508 Adolescent Psychology & Middle School Methods The purpose of this course will be to familiarize participants with the middle school concept, curriculum, and instructional techniques as they relate to the growth and development of the child in the middle level grades. (3 s.h.)

EDU 508 Adolescent Psychology and Middle School Methods The purpose of this course will be to familiarize participants with the middle school concept, curriculum, and instructional techniques as they relate to the growth and development of the child in the middle level grades. (5 s.h. *Practicum experience included in this course.*)

EDU 510 Supervision & Teaching Methods for Middle School Preparation which enables students to assist middle schools in establishing a mission, defining teachers' roles, adopting new curriculum and recognizing various organizational patterns. Also, content and methods of teaching, and integrating curricular offerings are studied. Skills in observing, recording and assessing adolescents' behavior in order to plan an appropriate program and learning environment are developed. Designing curricula for ethnic and ability diversity are also included. (3 s.h.)

EDU 514 Teaching & 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 the education of the exceptional child. Includes identification and classification of various exceptionalities and the identification of effective educational strategies within an inclusive classroom setting. Provides opportunities for interaction with community resource persons. (3 s.h.)

EDU 516 Foundations of Middle School This course is intended as a basic course for students in the field of middle school education. The students will gain an understanding of the unique position of the middle school in the American system of public education. The course will define the middle school concept, describe the characteristics of exemplary middle schools, and illustrate the implementation of these characteristics in practice. (3 s.h.)

EDU 517 Constructive Literacy Assessment Constructive review of formal and informal assessments will provide a basis for professional decision-making. 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. (3 s.h.)

EDU 518 Practicum: Teaching Diverse Literacy Learners Special attention is given in this course to the special needs of struggling readers and English language learners. Current research in brain-based learning principles is examined along with strategies for meeting individual literacy needs in today's diverse student populations. Class participants will develop a case study of an individual student and work with the student's parents and/or guardians. Prerequisites: Successful completion of EDU 517. (3 s.h.)

EDU 521 Curriculum Development & Design The central intent of this course is to provide students with 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 & Design-Elementary Emphasis Graduate students will demonstrate leadership skills in applying the different schools of philosophical thought in curriculum development. Leadership skills in curriculum development will include the following: mapping the curriculum, constructivist curriculum, interdisciplinary curriculum, using standards in the classroom, assessment, utilizing technology, applying practical decision making and problem solving in curriculum development, long-range planning, and application of curricular concepts to meet the diverse student needs in schools. Within the teacher as a developing professional model, this course will emphasize the components of cognitive mediator, researcher, evaluator, servant-leader and communicator. (3 s.h.)

EDU 530 Practicum: Curriculum Development & Design-Secondary Emphasis Graduate students will demonstrate leadership skills in applying the different schools of philosophical thought in curriculum development. Leadership skills in curriculum development will include the following: mapping the curriculum, constructivist curriculum, interdisciplinary curriculum, using standards in the classroom, assessment, utilizing technology, applying practical decision making and problem solving in curriculum development, long-range planning, and application of curricular concepts to meet the diverse student needs in schools. Within the teacher as a developing professional model, this course will emphasize the components of cognitive mediator, researcher, evaluator, servant-leader and communicator. (3 s.h.)

EDU 525 Secondary & Content Methods This course 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. In addition, students will receive specific methods relative to their content. (2 s.h.)

EDU 526 Educational Psychology & Evaluation The application of psychology to educational practice, emphasizing psychological foundations of learning. 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 531 Legal Foundations of Education Awareness and understanding of legal provisions, statutory requirements, and regulatory standards; policy development; ethical responsibility in educational political systems; and involvement of citizens and board members. (3 s.h.)

EDU 532 Practicum: School Law Applications for Student Discipline & Staff Development Application of the knowledge, skills, and attributes 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. This course applies the concepts learned in EDU 531 Legal Foundations of Education and EDU 551 Professional, Student and Staff Development. Graduate students will provide effective professional development for certified and non-certified staff, evaluate certified and non-certified staff, and develop and apply policies that promote student safety and welfare. Consideration will be given to moral and ethical implications of policies and regulations. (3 s.h.)

EDU 533 Native American Studies 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 secondary and 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 theoretical principles and practices based on current research with emphasis on early literacy acquisition. The role of language and cognitive development forms the foundation for study. Emergent and early instructional approaches provide a theory to practice experience. (3 s.h.)

EDU 538 Practicum: Literacy (K-12) This course includes application of the literacy curricula from developmental reading and writing programs, support for readers and writers of all abilities, strategies for working with words and fluency development, children's and adolescent literature, leadership, technology, integration of curriculum, developing classroom study aids, working with struggling literacy learners, adapting the program and identifying technology that can support the classroom program. The concepts presented will emphasize teacher as cognitive mediator, servant-leader, manager, communicator, and researcher. Prerequisites: Successful completion of EDU 537. (3 s.h.)

EDU 551 Professional, Student & Staff Development A broad field approach to the skills, techniques, and tasks of supervision of classroom and school instruction. Graduate 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. (3 s.h.)

EDU 553 Leadership for Programs of Exceptional Students This course will focus on the development of leadership skills and content knowledge related to administering and guiding program development in all areas of student exceptionality, including but not limited to: a) students in special education, b) English as Second Language learners, c) students of poverty, d) refugee and immigrant students, e) homeless students, and f) students in gifted education. Particular emphasis will be given to the improvement of math and reading skills acquisition within the legal guidelines and expectations of local, state, and federal policy. (3 s.h.)

EDU 554 Leadership Issues in Educational Technology This online course will focus on researching issues that surround the use of technology in K-12 school systems. Issues will include technology roles, technology management, technology assessment, key issues and trends in educational technology, technology's impact on schools, staff development, and legal and ethical issues. (3 s.h.)

EDU 555 Research & Instructional Management This class gives prospective teachers information and strategies regarding the organization and management of teaching. The South Dakota Teacher Education Competencies, national INTASC standards, and the University of Sioux Falls Curricular Model "Teacher as a Developing Professional" have been chosen as the framework for this course. (3 s.h.)

EDU 556 Secondary/K-12 Student Teaching This course involves teaching in the secondary school 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 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 curriculum mapping and integrated designs to maximize the use of time and resources. (3 s.h.)

EDU 561 Management of School & Community Resources Management of financial and other resources. Collaboration with school and community services to provide programs and services for students. The use of technology and information systems for school management and the development of an effective community relations program. (3 s.h.)

EDU 564 Multimedia/HyperMedia Applications in Education This course will focus in 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 574 Practicum: Technology Planning & Implementation Graduate students will demonstrate technology leadership skills in applying knowledge and attributes from the M.Ed. program to lead a significant improvement in a school or district. Students will design, develop, implement and evaluate a technology research project that will benefit the faculty and students in their school or school district. The application of strategic, instructional, organizational, and contextual leadership skills will result in the first three chapters of the Research Application Project in approved written form. Within the model of teacher as developing professional, this course will emphasize the components of researcher and communicator. Prerequisite: Successful completion of EDU 585. *Special note: The Research Project continues over a full school-year. Students register for the two-credit course in the fall semester and again in the spring semester. Credits are repeatable.* (2/2 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. Prerequisite: Admission to the Graduate Program. (3 s.h.)

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.)

EDU 592 Practicum: Planning & Implementing School Change Graduate students will demonstrate leadership skills in applying knowledge and attributes from the M.Ed. program to lead a significant improvement in a school or district. The application of strategic, instructional, organizational, and contextual leadership skills will result in the first three chapters of the Research Application Project in approved written form. Within the model of teacher as developing professional, this course will emphasize the

components of researcher and communicator. Prerequisite: Successful completion of EDU 585 Research Methods. *Special note: The Research Project continues over a full school-year. Students register for the two-credit course in the fall semester and again in the spring semester. Credits are repeatable.* (2/2 s.h.)

EDU 598 Practicum: Planning & Implementing Literacy Change Graduate students will demonstrate literacy skills in applying knowledge and attributes from the M.Ed. program to lead a significant improvement in a school's or district's literacy program. The application of strategic, instructional, organizational, and contextual leadership skills will result in the first three chapters of the Research Application Project in approved written form. Within the model of teacher as developing professional this course will emphasize the components of researcher and communicator. Prerequisite: Successful completion of EDU 585. *Special note: The Research Project continues over a full school-year. Students register for the two-credit course in the fall semester and again in the spring semester. Credits are repeatable.* (2/2 s.h.)

EDUCATIONAL SPECIALIST (Ed.S.) DEGREE PROGRAM FOR SUPERINTENDENTS

The purpose of the Educational Specialist degree program is to prepare graduates to lead school districts into a future of high student productivity both in the schools and as adults in society. Specifically, the program strives to:

- Prepare leaders who demonstrate the compassion of Jesus Christ by creating a caring educational community in which each individual may achieve intellectual and personal growth.
- Prepare leaders who create and sustain a compelling personal and organizational purpose.
- Prepare leaders who understand how to influence change in their system to increase student achievement.
- Prepare leaders who communicate a clear image of teaching and learning.
- Prepare leaders who work with all stakeholder groups to stay focused on the community's vision of student productivity
- Prepare leaders who are teachers of board members who can work collaboratively with boards and their agendas.
- Prepare leaders who encourage staff to grow professionally in those areas that influence student achievement.
- Prepare leaders who influence the direction of state and professional associations in a proactive manner.
- Prepare leaders who develop a comprehensive student, staff, and program assessment approach to use as a formative evaluation of success.
- Prepare leaders who improve the organization, implement operational plans, manage financial resources, and utilize technology to apply decentralized management processes and procedures.

The Educational 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. The courses are held on the University of Sioux Falls campus and occur during the academic year and summer terms. Courses offered during the academic year are delivered through a combination of Saturday classes held once a month, an online component, and internship projects.

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 in education from a regionally accredited college or university
- Minimum 3.5 G.P.A. from master's degree work
- Three completed recommendation forms that address the applicant's potential as a leader of a school district
- Internet and e-mail access

Degree Requirements

Achievement of leadership competencies is demonstrated through student submission of a written comprehensive exam at the end of the first 15 semester hours of coursework and submission of a Professional Performance Portfolio at the completion of the required 30 semester hours of coursework.

The Educational Specialist degree for superintendents must be completed within four years.

Required Courses

	s.h.
<input type="checkbox"/> EDU 600 Introduction to the Superintendency	3
<input type="checkbox"/> EDU 615 Technology Applications for Districts	3
<input type="checkbox"/> EDU 620 School Finance	3
<input type="checkbox"/> EDU 625 Intergovernmental Relationships	3
<input type="checkbox"/> EDU 640 Curriculum and Assessment	3

Upon completion of the first 15 semester hours (s.h.), 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 SD.

<input type="checkbox"/> EDU 645 Administration of Special Education	3
<input type="checkbox"/> EDU 650 Educational Statistics	3
<input type="checkbox"/> BUS 510 Managerial Communications	3
<input type="checkbox"/> BUS 520 Managing Organizational Dynamics	3
<input type="checkbox"/> BUS 558 Current Issues in Management	3

Total s.h. 30

Upon completion of the final 15 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 required in the South Dakota 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.
- Successful completion of the Professional Performance Portfolio.
- Successful completion of the written comprehensive exam.

Time Limit

The student has four years to complete the program from the date of the commencement of the first course in the program. An extension may be granted by the Director of Graduate Education Programs.

Educational Specialist (Ed.S.) Degree Courses for Superintendents

EDU 600 Introduction to the Superintendency This course is directed toward providing an overall understanding and knowledge of school district administration, specifically for the preparation of superintendents/CEOs. Information in this course will help the participants prepare for a successful superintendency. Prerequisite: Admission into the Superintendent Endorsement Program. (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. Administrators will gain leadership skills and experiences that will help them position technology appropriately in their school district enabling them to utilize new and emerging technologies to better serve their students and communities. (3 s.h.)

EDU 620 School Finance School finance introduces superintendent candidates to principles of fiscal planning, budgeting, allocating, and monitoring resources according to district priorities and governmental regulations and to conduct collective bargaining with school board members and staff. Students will learn about different methods for allocating resources to schools. Through computer simulations, students will develop skills in analyzing the fiscal, political, and equity consequences of alternative distribution mechanisms. Students will also practice the predominant collective model used in the public schools and will discriminate between the positive, pro-active approach and the confrontational approach. (3 s.h.)

EDU 625 Intergovernmental Relationships The course is designed to enhance the knowledge, skills, and attributes necessary to establish and maintain an effective working relationship with the local governing board, the state legislature, 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. (3 s.h.)

EDU 640 Curriculum & Assessment This course is about providing leadership in K-12 curricula development and assessing curricula effectiveness. School administration is primarily about leadership and the belief that these skills can be learned. Administrative leadership in K-12 curricula will include the following: strategic planning for curricula change, writing school board policies and regulations, applying decision-making skills to curricula development, budgeting for curricula change, staff development, using standards in the classroom, mapping the curriculum, and assessing curricula effectiveness, and preparing leaders to integrate faith in learning. Within the University of Sioux Falls' developing professional model, this course will emphasize the components of cognitive mediator, researcher, evaluator, servant-leader, and communicator. (3 s.h.)

EDU 645 Administration of Special Education A study of federal and state laws and regulations mandating the provision of special education and related services to children with disabilities and the delivery of those services 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 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 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

The University of Sioux Falls and The University of St. Thomas

The University of Sioux Falls (USF) and the University of St. Thomas (UST) of St. Paul Minnesota entered into an Articulation Agreement in May 2002 to offer a Collaborative Doctorate (Ed.D.) in Educational Leadership. Provisions of this arrangement include seamless acceptance of 30 semester hours of coursework from the USF 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 have a Master's degree to be eligible for application to the program. The duration of the cohort is approximately three years. However, time may extend beyond this due to the dissertation requirement. 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 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 was 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.

Admission Requirements

All students must complete the appropriate UST application forms and meet UST admission requirements. The Miller Analogy Test (MAT) is required as part of the admission 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/she may take the MAT and still be considered for admission. All Ed.D. admission decisions rest with the University of St. Thomas. Participation in the USF Educational Specialist Degree program does not guarantee admission into the Collaborative Doctorate in Educational Leadership program with UST. Normal admission procedures must be followed by all applicants.

Financial Aid

Students in the doctorate program may be eligible to receive federal financial aid. Financial aid for the doctorate 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 the University of Sioux Falls Ed.S. degree. However, other plans may be developed for students accepted into the program that completed degrees at other institutions. Specific inquiries can be addressed to the University of Sioux Falls or the University of St. Thomas.

Leadership Core Courses 18 s.h.

<input type="checkbox"/> EDLD 910	Multidisciplinary Perspectives I	2
<input type="checkbox"/> EDLD 911	Multidisciplinary Perspectives II	3
<input type="checkbox"/> EDLD 912	Critical Issues	4
<input type="checkbox"/> EDLD 913	Power, Freedom & Change	3
<input type="checkbox"/> EDLD 914	Ethical Dimensions of Leadership	3
<input type="checkbox"/> EDLD 915	Leadership Narrative Seminar	3

Research Courses 9 s.h.

<input type="checkbox"/> EDLD 902	Survey Research	3
<input type="checkbox"/> EDLD 904	Qualitative Methods	3
<input type="checkbox"/> EDLD 905	Qualitative Analysis	3
<input type="checkbox"/> EDLD 920	Framing a Research Question	2
<input type="checkbox"/> EDLD 921	Proposal Design	1

Dissertation 12 s.h.

<input type="checkbox"/> EDLD 922	Dissertation	3
<input type="checkbox"/> EDLD 923	Dissertation	3
<input type="checkbox"/> EDLD 924	Dissertation	3
<input type="checkbox"/> 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 Financial Accounting 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 Managerial Accounting 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 Interactive Accounting This is a computerized simulation in basic accounting; 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 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 426 Auditing A study of auditing procedures through the application of auditing principles and adherence to auditing standards. Prerequisite: ACC 326. (3 s.h.)

ACC 429 CPA Review Preparation and training for those students who wish to take the nationally administered uniform Certified Public Accountant Examination. (1-3 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 the student's ability to see and interpret the world. (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 122 E-Design This course covers theory and practice in the elements and principles of design. This course will focus on using computer software as a tool for solving problems. (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, ART 122 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 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 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 the student's 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, 122, 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. The class lectures, discussions and textbook readings are to be taken as complementary to one another. The lectures and discussions, on occasion, 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 should 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. (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. The class lectures, discussions and textbook readings are to be taken as complementary to one another. The lectures and discussions, on occasion, 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 should 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. (3 s.h.)

ART 220 Graphic Design: Typography Introduction to the study of type and letterforms as a vital aspect of graphic design, focusing on printed and digital media. Prerequisites: a grade of “C” or higher in ART 120 or ART 122. (3 s.h.)

ART 221 Graphic Design: Layout Theory and practice of design as it applies to various commercially printed media. Emphasis will be given to study and design of word/image relationships. Computer graphics will be explored further. Prerequisite: a grade of “C” or higher in ART 120 or ART 122. (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 the student’s 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 include an exploration of 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 consent of instructor. (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, etchings, 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 consent of instructor. (3 s.h.)

ART 271 Photomanipulation An introduction to computer manipulation of photographic images. Includes a brief introduction to digital photography. Prerequisite: a grade of “C” or higher in ART 120 or ART 122. (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 290 Art Education: Primary A study of the theories and techniques of teaching art in the elementary grades. Fulfills state requirements for elementary teachers. Includes the presentation and application of basic art concepts. Presents philosophy, methods and principles of art education, along with hands-on art experientials. (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, its origins, its many manifestations, its alternatives and finally, reaction against it. As complex and contradictory as twentieth century art may seem, it will become apparent that it is still soundly based on the art of the past. As a whole, lectures, discussions, readings and possible visits to galleries should 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. (3 s.h.)

ART 329 Web Design An introduction to the tools and techniques associated with building web pages and sites using professional-level software. Prerequisite: a grade of “C” or higher in ART 120 or ART 122. (3 s.h.)

ART 330 Art Education: Secondary A study of the theories and techniques of teaching art in middle and high school grades. Includes the presentation and application of basic art principles: color, composition, balance, design and perspective. Presents philosophy, methods and principles of art education. Prerequisite: ART 290. (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, working with the instructor in a one-to-one relationship. Prerequisite: a grade of “C” or higher in ART 340. (3 s.h.)

ART 345 Drawing & 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, 204 (3 s.h.)

ART 346 Drawing & Painting the Human Figure II Continuation of ART 345. Prerequisite: a grade of “C” or higher in ART 345. (3 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 120 or ART 122. ART 329 is suggested, but not required. (3 s.h.)

ART 380 Photography III Further study in photography for the advanced student. Prerequisite: ART 280. (3 s.h.)

ART 381 Photography IV Advanced creative study in photography, working with the instructor in a one-to-one relationship. Prerequisite: a grade of “C” or higher in ART 380. (3 s.h.)

ART 395 Internship in Art Individually designed work adapted to student interest and skills. Approximately 40 clock hours 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. Emphasis will be given to 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 each student to develop his/her 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 permission 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 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 Principles governing inheritance in plants and animals, including 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, CHE 211, 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. (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 stressed. Laboratory, field trips. Prerequisites: BIO 203, 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 interrelationships of various business functions. Prerequisite: Freshman or sophomore standing. (3 s.h.)

BUS 207 Media Survey See MED 207 in the Media Studies Section, pg. 135. (3 s.h.)

BUS 260 Principles of E-Commerce Examines the use of technologies in today's business environment. The course embraces the foundations of management in today's technology world with focus on enhancing the value chain, customer relationship management, enterprise resource planning, supply chain management, e-procurement and strategic planning for both off-line and on-line business environments. (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 & 226, ECO 212 & 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 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 & Procedures See description under CST 308 in the Communication Studies & Theatre Section, pg. 124. (3 s.h.)

BUS 309 Business & Professional Communication See description under CST 309 in the Communication Studies & Theatre Section, pg. 124. (3 s.h.)

BUS 312 Leadership & Small Group Communication See description under CST 312 in the Communication Studies & Theatre Section, pg. 124. (3 s.h.)

BUS 313 Retail Management An introductory course in the field of retailing 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 306. (3 s.h.)

BUS 316 Personal Selling & 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. Prerequisite: BUS 306 and junior standing. (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 306 and Junior standing. (3 s.h.)

BUS 331 Small Business Development/Entrepreneurship 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 an actual business plan and have the opportunity of experiencing the many phases of business development as the business plan is implemented. Prerequisites: BUS 306 and 307. (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 306 and MAT 112, 201 or 204. (3 s.h.)

BUS 351 Organizational Theory & 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 regards to organizational problems from internal and external environments. Prerequisites: ACC 225 & 226, ECO 212 & 213, ENG 250 or instructor approval. (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 readings and cases. Prerequisite: BUS 307. (3 s.h.)

BUS 409 Brand Management Studies the concept of organizing marketing activities and P&L responsibility around the introduction, promotion and optimization of brands and brand portfolios. By understanding the concept of brand equity, students/marketers can 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 306 and BUS 315 or instructor approval. (3 s.h.)

BUS 417 Advanced Finance This course covers the theory and concepts of corporate finance in depth. 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 true world markets in a dynamic and ever-changing setting. 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 the various points of view in the classroom setting and to promote personal resolution of each ethical issue. Prerequisite: Senior standing. (3 s.h.)

BUS 425 Financial Markets & 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 the student in developing the comprehensive understanding necessary for making 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 450 Senior Colloquium Prerequisite: Senior standing. (1 s.h.)

BUS 491, BUS 492 Independent Study (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 laboratory 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 laboratory per week. Prerequisite: CHE 111. (4 s.h.)

CHE 121 Introduction to Chemistry A brief survey of general chemistry, suitable for satisfying the University 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 laboratory per week. Prerequisite: Algebra or consent of instructor. (4 s.h.)

CHE 122 Introduction to Organic & 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 laboratory 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 applying the principles of bonding and mechanisms of reaction. Three lectures and one 3-hour laboratory 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 laboratory per week. Prerequisite: CHE 211. (4 s.h.)

CHE 290 Scientific Literature An introduction to using the 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 suitable 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. Prerequisites: 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 laboratory 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 laboratory 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 laboratory 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. Prerequisites: CHE 212. (3 s.h.)

CHE 406 Bonding & Structure Advanced inorganic and organic chemistry, emphasizing elementary quantum mechanics, including molecular orbital theory, ligand field theory, and group theoretical methods. No laboratory. 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 laboratory 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.)

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 web page 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. Prerequisite: MAT 112 or its equivalent. 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 (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. The 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.

Prerequisite: COM 201. Offered every spring semester. (4 s.h.)

COM 230 Computer Systems Architecture Topics include the levels of computer organization, the organization of processors, and assembly language programming. 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. Prerequisites: COM 202. Laboratory arranged. Offered fall semesters of even-numbered years. (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 dotNET 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. Prerequisites: COM 202 or 301. Offered spring semesters of odd-numbered years. (3 s.h.)

COM 303 Introduction to Networking Covers the fundamental concepts used in computer networking: network architecture including the OSI and TCP/IP models, data flow in a network, network design, network 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. Prerequisites: COM 202. Offered spring semesters of even-numbered years. (3 s.h.)

COM 306 Discrete & 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: COM 201. Offered fall semesters of odd-numbered years. (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. Prerequisites: COM 202 or COM 301. Offered spring semesters of even-numbered years. (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. Prerequisites: COM 202 and COM/MAT 306. Offered spring semesters of odd-numbered years. (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 using MS Access. Using ORACLE® 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. Prerequisites: COM 202 or COM 301. Offered fall semesters of odd-numbered years. (3 s.h.)

COM 320 Structure & 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. Prerequisites: COM 202 and COM/MAT 306. Laboratory arranged. (4 s.h.)

COM 322 Operating Systems Operating systems are sets of software that serve users by managing all the resources which we describe as a computer. Distinguished from applications, operating systems are responsible for controlling processes, storage management and internal security and protection. If computers are networked, the operating system is further responsible for managing and cooperating with the shared resources. All these concepts are the subject of this course. Prerequisite: COM 202. (3 s.h.)

COM 340 Algorithms & 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 the understanding of principal algorithmic problem-solving techniques and the application of these techniques using C++ object-oriented programming. Prerequisites: COM 202 and COM/MAT 306. Offered spring semesters of even-numbered years. (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. Prerequisite: at least 9 s.h. of 300-level coursework in Mathematics or Computer Science. Offered every semester. (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 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 & 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 & 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 & Law of Evidence 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. Focus on various legal traditions, issues of enforcement, prosecution, courts, prisons with emphasis on critical comparisons with similar institutions in the United States. Additional focus on issues such as genocide, human trafficking, and other crimes against humanity as defined by the U.N. and other International Conventions. Prerequisite: CRJ 203 or instructor approval. (3 s.h.) *Fulfills the cultural 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 & 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 & Issues A survey of police responsibilities, techniques, practice and issues, including 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 attack 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 & 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 & 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 the judicial system is a mystery or 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.)

Communication Studies & 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. Registration by permission of the instructor. Limited Enrollment. 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 & 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 in a 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 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 Communication Studies & 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 & 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 & 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 & 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 in school and public debating. Prerequisite: CST 100 and CST 309. (3 s.h.)

CST 312 Leadership & 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

Economics (ECO)

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 & the Early Renaissance See description under ENG 321 in the English Section, pg. 129. (3 s.h.)

CST 325 Methods in Teaching Theatre & 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 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 & 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 both with 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 for 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. Courses 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 & Theatre majors are required to present or complete a project in their area of specialization. Projects are required to be cleared in advance with the Department early in the final year. (3 s.h.)

CST 491, 492 Independent Study Guided independent study, research, internship or travel. Prerequisite: Instructor approval. (1-3 s.h.)

ECO 212 Principles of Microeconomics An analysis of the principles 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 problems of unemployment, inflation, fiscal and monetary policy and international trade. (3 s.h.)

ECO 303 Money & Banking A study of the functioning 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. (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, 213, COM 104 or COM 201, and MAT 112, 201 or 204. (3 s.h.)

ECO 350 Intermediate Macroeconomics The use of theoretical tools to explain the determinants and measurements of the level and changes in aggregate income, employment, investment and the price level; Keynesian and neoclassical approaches are examined, as well as application of economic theory to problems of national income policy and economic growth. Prerequisites: ECO 212 and 213. (3 s.h.)

ECO 395 Internship (1-4 s.h.)

ECO 405 Environmental Economics Some of the issues covered are the economic analysis of problems caused by the impact of economics activities of society on the environment, and of 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, 213, COM 104 or COM 201, and MAT 112, 201 or 204. (3 s.h.)

ECO 452 International Economics A study of the mechanism of international trade and finance, 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 integrating of both theoretical and empirical methodology to a specific economic problem. This course provides students a strong background in economic problem solving and analysis. Prerequisites: ECO 212, ECO 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 This course offers one of the first field experiences in the teacher education program. Teacher elementary education candidates work as teacher assistants for a minimum of 120 clock hours. Candidates are encouraged to select a school that has a diverse population. Performance evaluation serves as one admission criterion for admittance into the teacher education program. Most candidates complete the paraprofessional during the January Interim of 16-18 days. (3 s.h.) (P/NC)

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 322 Differentiated Instruction Differentiated Instruction will provide 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 to problem solving classroom challenges and designing 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 to Teacher Education Program. (3 s.h.)

EDU 304 Assessment & Evaluation in the Classroom Assessment and Evaluation in the Classroom is based on INTASC Principle # 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. Candidates 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 Teacher Education Program. (3 s.h.)

EDU 324 Developmental & 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, human development and personality, educational practice, individual differences, and mental health in schools. Prerequisite: Admission to Teacher Education Program. (3 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 candidates 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. (1 s.h.) (P/NC)

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 elementary, secondary, or K-12 classroom. This course fulfills the requirement for South Dakota teacher certification. (3 s.h.) *Fulfills the cultural awareness core requirement.*

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 web site for portfolio preparation. (3 s.h.)

EDU 250 Parent & Community Relations This course will assist candidates in establishing relationships and partnerships with families and with 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 260 Language Development This course will examine language development theories, brain development and its impact on the acquisition of language, as well as 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 270 Telecommunication in the Classroom Focus of the course is on using telecommunication tools in K-12 classrooms. Topics include professional resources, in-class materials, communication and publishing mediums, and equity, ethics, legal, and human issues concerning the Internet. (2 s.h.)

EDU 271 Multimedia for Educators This course covers the use of interactive multimedia for instruction. It includes the use of scanners, digital cameras, CDs, presentation software, presentation equipment, evaluation of K-12 multimedia software, and research of multimedia projects in K-12 classrooms. (2 s.h.)

EDU 275 Hypermedia for Educators An introduction to hypermedia authoring tools and their role in education. The course provides hands-on experience in learning how to develop curriculum using Hyperstudio. Exposure to other hypermedia programs is included. (2 s.h.)

EDU 290 K-12 Technology Methods Content, management and teaching strategies are examined. Field-based laboratory experiences in K-12 classrooms are included. (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 supervision. Application deadline for fall practicum is Feb. 10. Application for spring and Interim practicum is Oct. 10. Prerequisite: Completion of approved coursework for the Early Childhood Endorsement. (3 s.h.) (P/NC)

EDU 311 Secondary Content Area Reading This course will prepare candidates to use and adapt content area reading strategies. Topics covered are curricular materials, reading strategies, evaluation techniques, reluctant and/or delayed readers, cross discipline projects that promote a literate community. Prerequisite: Acceptance into the Teacher Education Program (2 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: Acceptance into the Teacher Education Program. (3 s.h.)

EDU 314 K-8 Math Methods Sequential development of mathematical concepts using inquiry 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 K- 8. Field experience in a K-8 classroom will also be completed, focusing on assessing and planning instruction for an individual student. Prerequisite: Acceptance 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: Acceptance into the Teacher Education Program. (3 s.h.)

EDU 319 Early Literacy An introduction to theories of reading and literacy development and the teaching of communication skills: listening, speaking, writing and reading. Field-based laboratory experiences in a primary level elementary classroom is included. Prerequisite: Acceptance 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 grade, working with struggling literacy learners, and identifying technology that supports the classroom program. All candidates involved in this class will be working with a struggling reader or teaching in middle level literacy classroom. Prerequisite: Acceptance into the Teacher Education Program. (3 s.h.)

EDU 329 Secondary & Middle Level Methods Preparation for candidates 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, classroom management models, motivation, and evaluation techniques. The course will also include field based laboratory experiences in secondary and middle school classrooms. Prerequisite: Acceptance into the Teacher Education Program. (4 s.h.)

EDU 330 Corrective Reading Practicum A laboratory course based in an elementary school that includes an intensive study of remedial methods and materials and their application in meeting the needs of the reader through an ongoing evaluation, diagnosis and prescribed teaching. Prerequisite: Acceptance 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. (3 s.h.) *Fulfills the cultural awareness core requirement.*

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: Acceptance into the Teacher Education Program and instructor approval. (1-3 s.h.)

EDU 405 Instructional Management This course gives prospective teachers information, strategies, and 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, "Teacher as a Developing Professional" are used as a framework 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 university teachers. Application deadline for fall student teaching is Feb. 10. Application deadline for spring student teaching is Oct. 10. Prerequisite: Admission to Student Teaching. (10 s.h.)

EDU 407 Kindergarten Experience An intense field experience in Kindergarten during January Interim or throughout the semester for a total of 130 clock hours. Experience is conducted under the direction of a cooperating teacher and a university supervisor. Prerequisites: Admission to Student Teaching and completion of 6 s.h. of early childhood coursework, including methods. A portfolio is also required. Application deadline is October 10 for Interim or spring semester placements or Feb. 10 for fall semester placements. (3 s.h.)

EDU 409 Adolescent Psychology & Middle School Methods A study of the needs and modes of thought of young adolescent learners, combined with instructional strategies to meet those needs. Topics covered are choice and use of curricular materials, teaching methods, communication strategies, classroom management models and evaluation techniques. Field-based experience is included. Prerequisite: Acceptance into the Teacher Education Program. (5 s.h.)

EDU 410 Foundations of Middle School Middle level education is that segment of education that encompasses early adolescence during the stage of life 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: Acceptance 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 university 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 university 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 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.)

EDU 525 Secondary & Content Methods This course 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. In addition, students will receive specific methods relative to their content. (2 s.h.)

EDU 555 Research & Instructional Management This class gives prospective teachers information and strategies regarding the organization and management of teaching. The National INTASC standards and the University of Sioux Falls Curricular Model "Teacher as a Developing Professional" have been chosen as the framework for this course. (3 s.h.)

EDU 556 Secondary/K-12 Student Teaching This course involves teaching in the secondary school 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.)

English (ENG)

LAR 111 Western Heritages I The first semester of the Traditions of the Western Heritage core sequence. The course is designed to provide students instruction and practice in writing expository essays. Additionally, the course seeks to cultivate each student's understanding of the meaning and value of a Christian liberal arts education through the study of ideas, themes, and texts that have influenced Western culture. Students explore works and culture from ancient Greece through the Reformation. Emphasis on careful reading, effective writing, critical thinking, and ethical awareness surround each topic of study. Supplemental assignments and activities outside of the traditional classroom are required. (4 s.h.)

LAR 112 Western Heritages II The second semester of the Traditions of the Western Heritage core sequence. While dedicated to the same fundamental objectives and emphases as its counterpart, Western Heritages II builds on the experiences of the first semester through a study of more modern works and themes, including inquiries into the Reformation, the Renaissance, Romanticism, nationalism, the civil rights movement, and postmodernism. The writing component of Western Heritages II is centered on each student's preparation of a research paper. 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 the cultural context, the significant themes, and literary forms. Prerequisite: LAR 111. (3 s.h.)

ENG 221 British Literature: Major Authors A sampling of major British authors, with attention to their historical contexts and their predominant interests, themes, and literary forms. Prerequisite: LAR 111. (3 s.h.)

ENG 222 American Literature: Major Authors A sampling of major American authors, with attention to their historical contexts and their predominant interests, themes, and literary forms. Prerequisite: LAR 111. (3 s.h.)

ENG 250 Business Research & 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 & Adolescents A study of the literature addressed specifically to children from preschool through adolescence. Exploration of the diverse types of literature for children and adolescents and discussion of the elements of the various genres will be included. (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 316 Studies in the Novel A study of the form and development of the novel from its beginnings to the present day, with attention to technique, theme, and social context. Intensive reading of eight to ten major novels from the British, American, and other cultural traditions. Prerequisite: ENG 200, 220, 221, or 222. (3 s.h.)

ENG 321 Shakespeare & the Early Renaissance A study of selected plays of Shakespeare and the Elizabethan theater and a general survey of the non-dramatic poetry and prose of the period. Prerequisite: ENG 200, 220, 221, or 222. (3 s.h.)

ENG 330 Communication, Language, & 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 337 The Restoration & the Eighteenth Century A study of the prose, poetry, and drama of the period 1660-1800, including the works of Behn, Dryden, Swift, Pope, Fielding, Johnson, Burney, and others. Prerequisite: ENG 200, 220, 221, or 222. (3 s.h.)

ENG 341 Early American Literature A study of American literatures prior to 1820. Genres and themes important to the period will be studied, including Native American literary traditions and the work of Puritan writers. Prerequisite: ENG 200, 220, 221, or 222. (3 s.h.)

ENG 344 The American Renaissance A survey of major figures (such as Irving, Poe, Hawthorne, Fuller, Jacobs, Douglass, Emerson, Thoreau, and Melville, Whitman and Dickinson) and an examination of the themes, genres, and ideas that inform the American Renaissance. Prerequisite: ENG 200, 220, 221, or 222. (3 s.h.)

ENG 347 Recent American & British Literature A study of British and American literature since World War II, including an examination of the themes, genres, and ideas that inform literary postmodernism and the contemporary scene. Prerequisite: ENG 200, 220, 221, or 222. (3 s.h.)

ENG 348 Literary Modernism A survey of major figures (poets such as Frost, Eliot, and Pound and novelists such as Woolf, Joyce, Faulkner and Hemingway) and an examination of the themes, genres, and ideas that inform British and American Modernism. Prerequisite: ENG 200, 220, 221, or 222. (3 s.h.)

ENG 350 19th-Century British Literature A survey of the major nineteenth-century British writers in the context of their age. We will study significant literary figures and cultural issues and explore how they connect to the Romantic Period and the Victorian Period. Some of the writers included are Wordsworth, Coleridge, Keats, Austen, Carlyle, Arnold, Tennyson, the Brownings, the Rossettis, Dickens and Charlotte Bronte. Prerequisite: ENG 200, 220, 221, or 222. (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. (3 s.h.)

ENG 365 Other Voices An introduction to literature by and about Native Americans, African Americans, Asian Americans, Latinos, and/or an introduction to writers previously excluded from the traditional canon. Depending on the instructor, the course might also be devoted to writers from Third World countries and/or former colonial countries. The course explores issues of canonicity, identity, and postcolonialism, and examines the writers' unique social and political perspectives. Prerequisite: ENG 200, 220, 221, or 222. (3 s.h.) *Fulfills the cultural awareness core requirement.*

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 Education major status and invitation to participate. (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. (3 s.h.)

ENG 413 The History of Literary Criticism A study of the principal works of literary aesthetics and criticism from the classical to the contemporary. Prerequisite: At least two literature courses. (3 s.h.)

ENG 424 The English Epic & Its Milieu A study of the epic tradition and a survey of the English epic, specifically Beowulf, The Canterbury Tales, and Paradise Lost. Along the way, students explore the literary milieu associated with each of these epics, providing broad survey of English literature from its beginnings through the seventeenth century. Prerequisite: ENG 200, 220, 221, or 222. (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)

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 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 Science 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 for Sport & Exercise 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 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 & 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 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, 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 340 Psychology of Sport & 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 hemodynamics. 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 purposes of enhancing students' ability to effectively work with athletes in these 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 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 Study of fitness programs and adaptive physical activities for special populations, such as older adults, obese individuals, diabetics and children. Prerequisite EXS 400. (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 exercise prescription, equipment calibration and maintenance, exercise instruction/leadership, safety procedures, drug classifications and their effects on exercise, and physiological considerations across the lifespan. Prerequisite: Senior standing. (3 s.h.)

EXS 490 Seminar in Wellness & 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.)

Fine Arts (FA)

FA 200 The Humanities Through the Arts The course stresses an awareness of self and society as it can be 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.)

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 the light of changing world situations. (3 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. (3 s.h.) *Fulfills the cultural awareness core requirement.*

HIS 303 Ancient History The ancient world including the Near East, Greek city states, the empire of Alexander the Great, and the Roman Empire to 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 role of blacks in American culture and society, Civil War and Reconstruction, the origins of segregation, Afro-American cultural traditions, civil rights movement, and current issues. (3 s.h.) *Fulfills the cultural awareness core*

requirement.

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 combinations 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 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.)

Health & 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. (Pass/No Credit) (1 s.h. each)

HPE 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.)

HPE 217 Science 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.)

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 sport organizational 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 316 Coaching Football Skills, systems of play, strategies, training programs, organizational 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 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 & 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 & Softball Analysis of skills, strategies, and conditioning related to competitive baseball and softball. The psychological factors involved in competing and coaching are also addressed. (2 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 Western Heritages I The first semester of the Traditions of the Western Heritage core sequence. The course is designed to provide students instruction and practice in writing expository essays. Additionally, the course seeks to cultivate each student's understanding of the meaning and value of a Christian liberal arts education through the study of ideas, themes, and texts that have influenced Western culture. Students explore works and culture from ancient Greece through the Reformation. Emphasis on careful reading, effective writing, critical thinking, and ethical awareness surround each topic of study. Supplemental assignments and activities outside of the traditional classroom are required. (4 s.h.)

LAR 112 Western Heritages II The second semester of the Traditions of the Western Heritage core sequence. While dedicated to the same fundamental objectives and emphases as its counterpart, Western Heritages II builds on the experiences of the first semester through a study of more modern works and themes, including inquiries into the Reformation, the Renaissance, romanticism, nationalism, the civil rights movement, and postmodernism. The writing component of Western Heritages II is centered on each student's preparation of a research paper. Supplemental assignments and activities outside of the traditional classroom are required. Prerequisite: LAR 111. (4 s.h.)

LAR 210 University Honors Seminar Building on the foundations of inquiry and thought developed in Western Heritages I and II, 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 communicative skills. Prerequisites: LAR112 and 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. Prerequisite: Interest in Mathematics. Offered every fall. Note: This course may be repeated for additional elective credit (but a student may not receive credit for the course more than four times). (1 s.h.)

MAT 111 Elementary Algebra This course is for students wishing to review the fundamental concepts of elementary algebra before taking MAT 112. Offered every fall. (3 s.h.)

MAT 112 College Algebra & 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. Offered every fall and summer. (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. Offered every fall, Interim and summer. (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. Offered every spring and summer. (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. This course is well suited for students interested in studying math in this rich context. Students who require the technical language of college algebra or calculus should take those courses instead of, or in addition to, this course. Offered every semester. (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). Offered every spring. (3 s.h.)

MAT 202 Finite Mathematics A general course introducing such topics as sets and functions, matrix theory, linear systems, linear programming and probability theory. Applications are taken from business, biology, and the behavioral sciences. Prerequisite: MAT 112 or equivalent. Offered every fall and summer. (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. Offered every fall. (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. Offered every spring. (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. Offered every spring. (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. Offered every spring and summer, and Interims of even-numbered years. (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. Offered Interims of even-numbered years. (3 s.h.)

MAT 302 Probability & 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. Offered fall semesters of even-numbered years. (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. Offered spring semesters of even-numbered years. (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. Offered spring semesters of odd-numbered years. (3 s.h.)

MAT 305 Abstract Algebra An introduction to abstract mathematical systems, including groups, rings and fields. Prerequisite: MAT 204 or instructor approval. Offered fall semesters of odd-numbered years. (3 s.h.)

MAT 306 Discrete & 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: COM 202. Offered fall semesters of odd-numbered years. (3 s.h.)

MAT 310 Calculus III An introduction to multivariable and vector calculus. Prerequisite: MAT 205. Offered fall semesters of odd-numbered years. (4 s.h.)

MAT 311 Differential Equations Ordinary differential equations with an introduction to partial differential equations. Prerequisite: MAT 205. Offered spring semesters of even-numbered years. (3 s.h.)

MAT 320 Introduction to Real Analysis This course prepares the student for more advanced courses in mathematics as well as introducing rigorous, mathematical thought processes. Topics included are: sets, functions, the real number systems, sequences, limits, continuity, derivatives and Riemann integrals. Prerequisite: MAT 205 or instructor approval. Offered fall semesters of even-numbered years. (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 and 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. Offered fall semesters of even-numbered years. (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. Offered every semester. (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 in the Art section pg. 116. (3 s.h.)

MED 121, 221, 321 & 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 & 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 in the Art section pg. 116. (3 s.h.)

MED 132, 232, 332 & 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 in the Art Section, pg. 116. (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. Typing skills required. (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 resultant 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 & 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. Ability to type is required. Prerequisite: MED 206. (3 s.h.)

MED 308 Persuasion: Process & 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 & Professional Communication See description under CST 309 in the Communication Studies & Theatre section pg. 124. (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 computer 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 & Non-linear Editing The study of advanced digital video systems for production and editing. It will also focus 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 in the Business Administration Section, pg. 119. 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 & 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 & 206. (3 s.h.)

MED 420 Media Law An examination of the documents which regulate and have bearing on the mass media. (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 program. 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 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 voice type of registrants. (1 s.h. each)

MUS 121, 122, 221, 222, 321, 322, 421, 422 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 periods is studied. (1 s.h. each)

MUS 127 Piano Skills/Music Fundamentals Beginning piano students. The electric 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. The class takes a step-by-step-approach through all of the elements of the proficiency exam. (1 s.h.)

MUS 131, 132, 231, 232, 331, 332, 431, 432 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. each)

MUS 137, 138 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)

MUS 141, 142, 241, 242, 341, 342, 441, 442 Applied Music–Organ Private instruction on pipe and electronic organs, with particular emphasis on preparation for organ responsibilities in church music. Prerequisite: MUS 131, 132 or equivalent. (1 s.h. each)

MUS 150, 155 Theory I, Theory II An introduction to music theory and its application in sight singing and ear training. (4 s.h. each)

MUS 151, 152, 251, 252, 351, 352, 451, 452 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. each)

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.) (160A, no credit)

MUS 161 Chamber Ensemble A small instrumental or vocal ensemble performing repertoire appropriate to the specific ensemble. Selection by audition. (1 s.h.) (161A, no credit)

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.) (163A, no credit)

MUS 164 Singing Camerata This group is a select ensemble of eight to 20 members. Singers present the best literature from all eras throughout history appropriate to a small performing group. The group performs musical styles such as contemporary sacred and secular, gospel, vocal jazz, as well as 15th and 16th century Madrigals. Members need to purchase performance attire. Membership is open to all members of the Concert Chorale. Selection by audition. (1 s.h.) (164A, no credit)

MUS 165 Jazz Ensemble A small instrumental ensemble specializing in the performance of all areas of jazz. Open to all members of the Wind Ensemble. Selection by audition. (1 s.h.) (165A, no credit)

MUS 166 Opera Workshop A study of music theatre and various stage techniques is currently offered to those students interested in learning more about opera through a hands-on approach. The size of the opera usually depends upon the enrollment. Scenes from major works are also done. (1 s.h.) (166A, no credit)

MUS 167 Women's Choir This ensemble's repertoire includes predominantly sacred music ranging from the earliest music to contemporary pieces written for treble voices. Membership is open to all interested female students, faculty and staff. (1 s.h.) (167A, no credit)

- MUS 168 Men's Choir** This ensemble's repertoire includes predominantly sacred music ranging from the earliest music to contemporary pieces written for male voices. Membership is open to all interested male students, faculty and staff. (1s.h.) (168A, no credit)
- MUS 171, 172, 271, 272, 371, 372, 471, 472 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. each)
- MUS 181, 182, 281, 282, 381, 382, 481, 482 Applied Music–Improvisation** Private instruction in the art of music improvisation for all instruments with special emphasis on either jazz styles or church keyboard improvisation. (1 s.h. each)
- MUS 200 Introduction to Music** A survey of the history of music from antiquity to the 20th century with particular emphasis on the response of the listener. (4 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 209, 210 Theory III, Theory IV** The teaching of diatonic theory and applications, with projects in harmony, form and elementary composition. Prerequisites: MUS 150 and 155. (4 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 different nationalities is discussed. (2 s.h.)
- MUS 215 Music Education Methods–General Elementary** Intended for students completing the elementary teaching certificate. Includes fundamentals of music, methods, materials and techniques for the classroom teacher. Lab may be required for musically deficient students. (3 s.h.)
- MUS 227 Wind Instrument Techniques** Introduction to the techniques used in the performance of all the wind instruments. (3 s.h.)
- MUS 300 Music Colloquium** Presentations are made periodically by students showing their research or creative projects. Faculty and guests may also make presentations. Specific requirements for each major program are supervised by the individual sector advisors. Other students may register for no credit and may make presentations with prior approval by a Music faculty sponsor. All faculty and students are invited to attend. Offered on a pass/no credit basis only. Prerequisite: Junior or senior classification. (1-3 s.h.) (300A, no credit)
- MUS 304 Music for Children** A course designed to prepare teachers to teach music according to the Orff and Kodaly methods. (2 s.h.)
- MUS 309 Arranging & Composition** Writing and arranging for vocal and instrumental ensembles. Prerequisite: MUS 210. (2 s.h.)
- MUS 310 Counterpoint** Designed to expose students to both 16th and 18th century counterpoint methods in order to better understand the structure of music written during those periods. The emphasis will be on analysis of the major types of contrapuntal writing such as fugue, canon, etc. Prerequisite: MUS 210. (2 s.h.)
- MUS 313 Music Education Methods–Choral Preparation** for teaching the various aspects of vocal music in the middle or senior high school. (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, small groups and large groups. Open only to students who have had at least one year of private or class voice. (2 s.h.)
- MUS 317 Piano Pedagogy & 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 Application** Students will be introduced to music software applications and how those apply to the teaching field. Emphasis for non-education majors is placed on notational or playback applications. Emphasis for music education majors includes in addition to notation applications, word processing, data base, and evaluation of computer-assisted and computer managed programs. A fundamental knowledge of the computer is needed before students will be allowed to enroll. (3 s.h.)
- MUS 323, 324 Conducting I, Conducting II** Designed to prepare the student to conduct both choral and instrumental ensembles in school, church and community. 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 & Repertoire: The Percussion Instruments** Introduction to playing fundamentals of percussion instruments with emphasis on the snare drum. Includes the bass drum, mallet percussion instruments and small traps. (1 s.h.)
- MUS 349 Orchestration** The study of the basic techniques of scoring for instruments as well as the ranges, capabilities, characteristics, tendencies and groupings for every instrument found in an orchestra or band. Prerequisite: MUS 210. (2 s.h.)
- MUS 350 Music Form & Analysis** A general study of form in music. Beginning with phrase and period structure, the comprehensive aspects of form in tonal music (Baroque-Romantic) are studied with emphasis on the analysis of music. Prerequisite: MUS 210. (2 s.h.)
- MUS 395 Internship in Music** Individually designed work adapted to student interests and skills. Approximately 40 clock hours are required per credit, as certified by work and faculty supervisors. Prerequisite: Instructor approval. (3-6 s.h.)
- MUS 405, 406 History of Music I, History of Music II** The study of music from earliest to contemporary times with historical and cultural correlations. Prerequisite: MUS 155. (3 s.h. each)
- MUS 491, 492 Independent or Directed Study** Guided independent research and application. Prerequisite: Instructor approval. (1-3 s.h. each)

Natural Science (NSC)

The courses in Natural Science 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, MAT 111 (introductory algebra) or its equivalent. (1 s.h.)

NSC 120 Physical Science A survey of the physical sciences. The 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. The 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. The major topics covered will be 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 The 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 gives a presentation, a grade of "A," "B," "C," "D" or "F" is assigned based on 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 the teaching of science in 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.)

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, pg. 139. (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 to 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. each)

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, including 2008-09. (4 s.h. each)

PHY 303 Statics and Mechanics of Materials A first course in engineering mechanics. This course covers the effects of forces and moments 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 multi-axial 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 See description under CRJ 203 in the Criminal Justice Section, pg. 122. (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 & Local Government A general survey of state and local governments with a focus on the state government of South Dakota, 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 & Procedure See description under CRJ 220 in the Criminal Justice Section, pg. 122. (3 s.h.)

PSC 221 Model United Nations This course requires preparation for and participation in a conference that simulates diplomacy at the United Nations. Students learn the structure and work of the UN, the views of different countries and the issues that divide or

unite them, parliamentary procedure, and speaking and negotiating skills. Students should expect additional charges for the cost of transportation, food, lodging and registration. May be repeated one time for credit. (1 s.h.)

PSC 222 Model League of Arab States This course requires preparation for and participation in a conference that simulates diplomacy at the League of Arab States. Students learn the structure and work of the Arab League, the views of different countries and the issues that divide or unite them. Students should expect to pay additional charges for the cost of transportation, food, lodging and registration. May be repeated one time for credit. (1 s.h.)

PSC 305 Juvenile Justice See description under CRJ 305 in the Criminal Justice Section, pg. 123. (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, pg. 123. (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 & Criminal Justice Cases See description under CRJ 405 in the Criminal Justice Section, pg. 123. (3 s.h.)

PSC 420 Policing: Operations & Issues See description under CRJ 420 in the Criminal Justice Section, pg. 123. (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 PSY 233 or MAT 233. (3 s.h.)

PSY 305 Abnormal Psychology A study of disorders in human functioning that have traditionally been considered to be psychological in origin. This course will emphasize the DSM 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 involving the examination of individual cognition, the influence of groups on individuals, and social causes of behavior. Prerequisite: PSY 201. (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 (PSY 407 must be one of the four if the internship is in a counseling setting), instructor approval and normally a 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 the following: 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 & 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 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 and an additional Psychology course. (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 Prerequisite: Instructor approval. (1-3 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 the graduating student for the job search, interview and first year at work. (1 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. (3 s.h.) *Fulfills the cultural awareness core requirement.*

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 Psychology Section, pg. 140. Prerequisites: SOC 201 or PSY 201 and SOC 233 or MAT 233. (3 s.h.)

SOC 301 Family The family as a social institution, including historical antecedents, contemporary problems and trends in mate selection, marriage, marital roles, personality development, interpersonal relations in the family and relation of the family to other institutions of society. (3 s.h.)

SOC 302 Minorities The social, moral, economic, educational and political significance of minority group relations in American society; causes and consequences of minority status based on religion, race, color, ethnicity, gender and sexual preferences, or other cultural considerations; the nature and roots of prejudice and discrimination; and the processes of accommodation and assimilation. Prerequisite: SOC 201 and 301 or instructor approval. (3 s.h.) *Fulfills the cultural awareness core requirement.*

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 & 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 & Issues See description under CRJ 430 in the Criminal Justice Section, pg. 123. (3 s.h.)

SOC 491, 492 Independent Study Prerequisite: 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. (4 s.h.) *Fulfills the cultural awareness core requirement.*

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 recommended. (4 s.h.) *Fulfills the cultural awareness core requirement.*

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 & 102, which enables students to refine their understanding and use of grammatical concepts. Prerequisites: SPA 101 & 102. Advanced placement by CLEP exam or via interview with Spanish faculty recommended. (3 s.h.) *Fulfills the cultural awareness core requirement.*

SPA 202 Intermediate Spanish II A continuation of SPA 201, this course continues to help 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 must be transcribed before enrolling in this course. (3 s.h.) *Fulfills the cultural awareness core requirement.*

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.) *Fulfills the cultural awareness core requirement.*

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. Prerequisites: SPA 101 through SPA 202 must be transcribed before enrolling in this course. (1-2 s.h.) *Fulfills the cultural awareness core requirement.*

SPA 301 Advanced Spanish I: Conversation, Composition, & Culture 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 must be transcribed before enrolling in this course. (3 s.h.) *Fulfills the cultural awareness core requirement.*

SPA 302 Advanced Spanish II: Conversation, Composition, & Culture 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 must be transcribed before enrolling in this course. (3 s.h.) *Fulfills the cultural awareness core requirement.*

SPA 330 Travel Abroad for Intermediate & 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 must be transcribed before enrolling in this course. (1-6 s.h.) *Fulfills the cultural awareness core requirement.*

SPA 390 Special Topics in Spanish This course is offered at irregular intervals, featuring a topic of student and faculty interest. (1-3 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.)

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 peoples. 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 An examination of the social work profession and the institution of social welfare from competing political perspectives within a historical and contemporary context. This course introduces students to concepts and ethical values that are unique to social work practice; special attention is given to worker's commitment to social justice and advocacy efforts in behalf of vulnerable groups and special populations. Students are required to complete 20 hours voluntary observational field experience in a social services agency. (4 s.h.)

SWK 225 Crisis Intervention This course focuses on the process used to help people in crisis to promote effective coping with emergencies in their life. Included are experiences with financial need, rape, domestic violence, child abuse, suicide and emotional disturbance. The course prepares students to serve on the HELP!Line, an information and crisis telephone service of the HELP!Line Center. The HELP!Line serves as a centralized point of contact for individuals and organizations in the Sioux Falls region. Volunteers assess, prevent and intervene in situations where crisis intervention, listening, support, information and referral are needed. The instruction is provided by a group of human service professionals and takes place throughout a weekend session (Friday evening and all day Saturday), six evening sessions the following three weeks and an eight-hour internship working with an experienced volunteer on the telephone at the HELP!Line Center. Students are required to volunteer eight hours per month for twelve months (or a total of 96 hours) on the HELP!Line after completion of the course. Graded P/NC only. Offered both semesters. (1-2 s.h.)

SWK 235 Family & Children's Services This course explores the needs of children and their families, the major programs which have been designed to serve them and the issues which are involved. Services covered in the course include protective services for abused and neglected children and their families, home-based services, foster home and institutional care of children and adoption. (2 s.h.)

SWK 275 Family Violence Identification, diagnosis and treatment processes utilized in the prevention and treatment of family violence. Examination from medical, legal, psychological and social perspectives emphasizes the need for participation of the community in treating this problem. (2 s.h.)

SWK 302 Minorities See description under SOC 302 in the Sociology Section, pg. 141. Prerequisite: SOC 201, 301, or instructor approval. (3 s.h.) *Fulfills the cultural awareness core requirement.*

SWK 309 Social Welfare Policy Analysis A historical analysis of current United States social welfare policy and the impact of policy on service delivery and social work practice. Attention will be given to the national and international implications of the U.S. social policy system. Prerequisites: SWK 341 and 342 (3 s.h.)

SWK 310 Social Welfare & Community Practice This course focuses on macro practice of generalist social workers. It includes knowledge, values and skills that social workers use to bring about change in large systems such as organizations and communities. Prerequisite SWK 341 and 342 (3.h.)

SWK 315 Legal Aspects of Human Services The impact of legislative and judicial decision-making upon the delivery of human services is examined, along with the discretionary authority granted to agencies that provide human service programs. (3 s.h.)

SWK 341 Human Behavior & 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 and application of ecological, 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: PSY 201. (3 s.h.)

SWK 342 Human Behavior & the Social Environment II An exploration of theories, skills and professional values relevant to social work intervention with organizations, communities and society at large. Special attention is given to understanding of empowerment of vulnerable populations, and the use of a strengths-based practice. Prerequisite: PSY 201. (3 s.h.)

SWK 361 Interviewing: Supervision & Teaching This is a course for selected senior Social Work students that provides an opportunity to teach interviewing skills and supervise others. Working in a small group laboratory, under supervision of an instructor, students in this course teach, supervise, critique and offer feedback to others who are studying interviewing techniques. (1-3 s.h.)

SWK 362 Social Work Practice with Individuals & Families This course is designed to provide basic knowledge and skills needed to work directly with individuals and families. The knowledge base includes comprehension of 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. To gain experience relevant to various practice activities, the client/social worker interview simulation, and its related assignments, are a central part of this course. Prerequisites: SWK 340 and junior class standing. Offered spring semester. (4 s.h.)

SWK 363 Social Work Practice with Groups Generalist social work practice includes the application of an eclectic knowledge base, and professional values and skills to bring about change in many types of groups. This course will provide opportunities to explore theories about groups and practice competencies for generalist social workers working with groups, large and small. Co-requisites: SWK 340 and junior class standing. Offered fall semester. (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 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 End-of-Life Seminar This is an interprofessional seminar available to social work students and other professional programs from regional colleges and universities. It combines experiential learning in interdisciplinary teams. The focus of the seminar is to orient students to the dying process, highlight ways to improve end-of-life care for patients and families, and to foster an understanding of, and appreciation for, the interdisciplinary team approach to palliative care. Personal growth and self-examination is an important component of this seminar. Prerequisites include junior/senior status and completion of SWK 362. (1 s.h.)

SWK 430 Field Instruction This is a required course for all social work majors. It involves a minimum of 480 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. (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.)

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, and the theological implications of the proposed translations will be discussed. Prerequisites: THE 310 or instructor approval. (1 s.h.)

THE 317 Jesus & 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 about such topics 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 each 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.)

HISTORICAL STUDIES

THE 303 History of Christianity A study of the development of Christianity from its origin to the present. Prerequisite: THE 240. (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 the 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 instructor approval. (3 s.h.)

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 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. 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 or minor and the Theology and Youth Ministry major. It builds on what students have learned in biblical, historical, theological and philosophical coursework. (3 s.h.)

MINISTRY & 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 six 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, learning how to design and structure youth ministry programs and to participate effectively with adult sponsors and the youth themselves in ministry 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. Prerequisite: THE 240. (3 s.h.) *Fulfills the cultural awareness core requirement.*

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.) *Fulfills the cultural awareness core requirement.*

THE 330 Sociology of Religion See SOC 330 in the Sociology Section, pg. 141. (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 & 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 a decision to become disciples of Jesus and helping the youth themselves 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 & 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 for speaking 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 and by faculty expertise. (1-3 s.h.)

THE 395 Internship in Ministry A practicum experience, 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.)

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.)

THE 491, 492 Independent Study in Theology or Religion Prerequisite: Instructor approval. (1-3 s.h. each)

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- Sammie I. Hasegawa**; B.A., Ottawa University; M.S., Kansas State University
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Joanne Hurley (1990), *Admissions Data Processor*

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Buildings

- | | |
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| 1. Stewart Center | 11. Jordan Hall |
| 2. Cleveland Professional Development Center | 12. Grand Island Hall |
| 3. Collier Baker Hall | 13. Glidden Hall |
| 4. Burgess Hall | 14. Norman B. Mears Library |
| 5. Kroske Hall | 15. Patterson Hall |
| 6. Sullivan Faith & Living Center | |
| 7. Pierce Hall | |
| 8. Salsbury Student Union | |
| 9. Jeschke Fine Arts Center | |
| 10. Salsbury Science Center | |

Permit Parking

- | |
|--|
| A. *Christensen Lot/Stewart Center |
| B. *Cleveland Professional Development Center & Collier Baker Residence Hall |
| C. Sullivan Faith & Living Center |
| D. Burgess Residence Hall |
| E. Kroske Residence Hall |
| F. Grand Island Res. Hall South |
| G. Grand Island Res. Hall West |
| H. *Glidden Hall |
| I. *Patterson Hall, Jeschke Fine Arts & Salsbury Science Centers |



A Christian Liberal Arts University

*Visitor Parking Spaces Available

