

ACADEMIC CATALOG 2017-2019



University of **Sioux Falls**

A CHRISTIAN LIBERAL ARTS UNIVERSITY



University of Sioux Falls

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Sioux Falls, SD 57105

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usiouxfalls.edu

The University of Sioux Falls is accredited by the Higher Learning Commission. USF is also accredited by: South Dakota Division of Education and the Council for the Accreditation of Educator Preparation (CAEP), Council on Social Work Education (CSWE), International Assembly for Collegiate Business Education (IACBE) and Commission on Collegiate Nursing Education (CCNE).



University of Sioux Falls

A CHRISTIAN LIBERAL ARTS UNIVERSITY

directory

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Campus Safety and Security	321-6400
Center for Professional Development	331-6781
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Degree Completion Program	331-6735
Financial Aid	331-6623
Fredrikson School of Education/Masters of Education	331-6710
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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.

Statements of Institutional Purpose

Environment

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

Curriculum

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

Faculty

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

Students

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

Goal Statements

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

From the Mission Statement

1. To foster academic excellence.
2. To assist students in becoming mature Christian persons.

3. To enable students to become servant leaders as a result of their education.

From the Statements of Institutional Purpose

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

USF — A Globally Oriented Christian Liberal Arts University

USF will equip students to be salt and light in the world—to be agents of God's global work of renewal—by building their awareness of living in a diverse but interdependent world and readying them for respectful, collaborative engagement across frontiers of ethnicity, economic status and religion to contribute to the well-being of human society.

USF will develop students to be intentional, fruitful participants in the worldwide endeavor of the following:

1. To bring reconciliation and justice in interpersonal, intercultural and international relationships.
2. To ensure access for all segments of society to the necessities of life and to marketplace opportunities for economic and social uplift.
3. To obtain freedom for all people from oppression, exploitation and servitude.
4. To understand and promote stewardship of the biosphere.
5. To apply scientific learning and creativity to the promotion of human well-being.
6. To appreciate and generate diverse expressions of beauty and excellence to the glory of God.

7. To present Christ in such a way that all have the opportunity to enter into the life lived with and for Him and empowered by Him.

Courses with  icon have been identified as globally oriented courses, as outlined by a definition of USF as a globally oriented Christian liberal arts university.

On This We Stand

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

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

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



A Caring Community

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

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

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

A Significant History

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

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

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

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

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

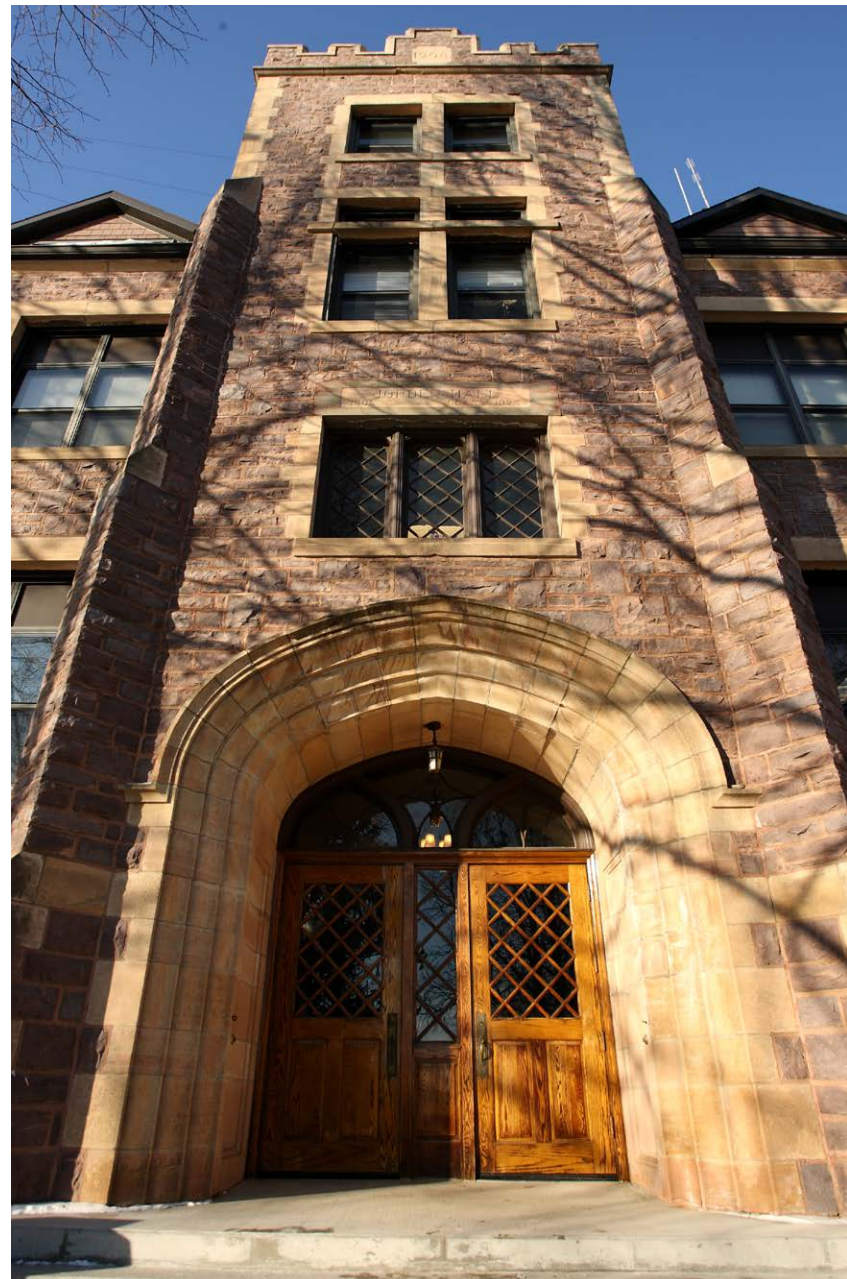
The most visible change during this time was the campus. Jeschke oversaw the building of Mears Library, Salsbury Student Union, Salsbury Science Center, Jeschke Fine Arts Center and three residence halls. In fact, Time magazine featured the College's growth in 1967. The caption read: "Seven Buildings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

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

Under the leadership of Dr. Mark Benedetto, the University's longest serving president (1997-2017), the institution witnessed record enrollment, increased fundraising, endowment growth, facility improvements, new academic programs and renewed partnerships within the City of Sioux Falls. In addition to ushering

in higher education's online era, in 2008, USF received a \$2 million Title III grant to establish the USF School of Nursing. Other academic programs established during this time include Exercise Science, Criminal Justice, Special Education and the Tom and Cindy Lillibridge Center for Entrepreneurial Leadership and Innovation. In addition, Dr. Benedetto successfully guided USF through the transition of its athletic programs from the NAIA to NCAA Division II.

In February 2017, the campus community welcomed Dr. Brett Bradfield as the institution's 23rd President. Dr. Bradfield's proven experience and innovative leadership in Christian higher education fits well with the University's vision to be a distinctively Christian institution driven by servant leadership and the development of students in all aspects of life. Academic excellence and the University's traditional motto of Culture for Serve remain centerpieces for the USF experience.





Accreditation and Affiliations

The University of Sioux Falls is accredited by The Higher Learning Commission.

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1413
800.621.7440

USF is also accredited by the following:

- CCNE - The baccalaureate degree in nursing at the University of Sioux Falls is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.
- SDBN - The baccalaureate degree in nursing at USF is approved by the South Dakota Board of Nursing.
- CSWE - Council on Social Work Education
- IACBE - International Assembly for Collegiate Business Education
- CAEP - The undergraduate and graduate teacher education programs in the Fredrikson School of Education are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and are approved by the South Dakota Department of Education.

The University also maintains membership in the following:

- American Association of Colleges for Teacher Education
- Council for Christian Colleges and Universities
- Council of Independent Colleges
- South Dakota Association of Independent Colleges
- South Dakota Foundation of Independent Colleges

University Environment

Welcome to USF!

USF holds the conviction that interpersonal relationships within its community should be conducted in accordance with the model of Christ's life and the enduring Christian commitment to human rights. The University is intolerant of any activity that intimidates, humiliates or demeans a member of its community and is committed to the development of mature Christian persons through the provision of opportunities and activities that nurture this development.

All members of the University community are responsible for the maintenance of this environment.

Any student or employee who violates University policies or state or federal laws will be subject to sanction by the appropriate authority.

Specific USF policies relating to the regulation of conduct within its community, and USF's compliance with applicable state and federal law, can be found in the Student Handbook which can be accessed through the USF website, the Faculty/Staff Handbook, which is available to employees, or by contacting the USF official responsible for the subject area. If additional information is required, students can check with the Student Development Office and the Vice President for Student Development. Employees should contact the Office of Human Resources. The University's Title IX Compliance Officer is the Vice President for Human Resources or designee.





City of Sioux Falls

With a population of 178,500 (MSA population is over 251,000), Sioux Falls is a regional destination consistently achieving top quality-of-life rankings. As South Dakota's largest city, Sioux Falls offers the amenities of a bigger city while still maintaining the friendliness of a small, Midwestern town.

- Sioux Falls offers more restaurants per-capita than any other city in the nation, with approximately 500 eclectic dining choices available.
- The Empire Mall and Empire East form the largest shopping complex between Minneapolis and Denver, and house 180 of the area's finest retail locations.
- Forbes' list of **Best Small Places for Business and Careers** ranked Sioux Falls No. 1 among thousands of cities.
- A network of more than 70 parks and greenways are found throughout the city, including a 20+ mile paved bike trail.
- Sioux Falls is home to major hospitals and a number of financial companies that welcome USF students into their internship programs.
- According to Farmer's Insurance group rankings, Sioux Falls is rated one of the safest cities in the nation, with a per-capita crime rate that's roughly half the United States average.
- Sioux Falls is the economic hub of South Dakota, the No. 1 most moved-to state in 2017.

Experiential education is an important aspect of students' USF education. Career Services helps students locate and apply for internships in a variety of fields locally, nationally and even internationally. Sioux Falls offers robust opportunities and is home to several Fortune 500 companies.

The Career Services staff networks with area business leaders and non-profit executives to stay current on internship availabilities. More than 3,500 internships and jobs are listed in Cougar Careers, a lifelong resource for your professional career. Students may also receive individual assistance from career coaches and advisors through the Academic Success Center.



University of Sioux Falls Campus

Jorden Hall

Jorden Hall was built in 1908 and is an historic landmark in Sioux Falls. It houses administrative services, classrooms and faculty offices. Major remodeling projects were completed in 1980 and again in 1994-95 to improve wiring, plumbing and air conditioning. Its iconic doorway is one of the University's most recognizable facades and its quartz construction is a nod to institutional history and pride.

Glidden-Martin Memorial Hall

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

John W. Kroske Hall

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

Grand Island Memorial Hall

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

Warren W. Burgess Residence

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

Norman B. Mears Library

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

Joseph E. Salsbury Science Center

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

Reuben P. Jeschke Fine Arts Center

Occupied in February 1971, the Jeschke Fine Arts Center includes the Bright Music Halls, Abbott Hall of Art, Bernice Stier Jones Studio Theatre and E. B. Meredith Auditorium. It houses studios, classrooms and rehearsal areas for art, music, speech and drama.

The Stewart Center

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

The Cleveland Professional Development Center

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

Mary Collier Baker Hall

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





Bill and Marian Sullivan Faith and Living Center

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

McDonald Center

Completed in 2007, the McDonald Center houses services at the center of student life. A central structure, named in honor of Barbara McDonald McMurchie and her late husband, Art McDonald, connects historic Pierce Hall (1923) and the Salisbury Student Union (1963). The center includes the University Welcome Center, Academic Success Center, Cougar Central, the campus mailroom, an expanded campus dining hall, Java City coffee house and offices for Admissions, Financial Aid, Student Development, Residence Life, coaching staff and Student Association/Activities. A television studio and two radio stations are also housed in the McDonald Center as part of the Media Studies program. The McDonald Center is home to a state-of-the-art Media Center with four editing suites using Mac Pro towers; an open editing room with several iMac computers; new broadcast studios for KCFS-FM, the campus student radio station; and KCSD-

FM, South Dakota Public Radio. The Media Center also includes a high definition video studio with dimmable LED lighting and a control room with a NewTek Tricaster 855 switcher that has live web streaming capability.

USF Sports Complex

Since 2009, The University of Sioux Falls Sports Complex is home to the state-of-the-art Bob Young Field (artificial turf), the Lillibridge Track (tartan polyurethane) and the USF Soccer Field (synthetic turf). The USF Strength and Fitness Center is also located at the complex and serves all USF student-athletes and teams. Students, alumni and friends and the Sioux Falls community pack the grandstands at events, and the complex is complete with a concourse, sky-boxes, media and hospitality areas, radio and television booths, locker rooms and ample parking.

New Residence Hall

This amenity-filled residence hall on the northeast corner of campus opened for students in Fall 2017. Connected to Mears Library, the hall features kitchens, an exercise area and a media lounge, and it houses 188 male and female residents in all years of study.





Admissions

Admissions

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 to evaluate acceptance into USF's undergraduate and graduate degree programs.

Undergraduate Admissions

Admissions will assist prospective students with campus visits, admission policies and procedures, visits and initial financial aid information. Full-time and part-time degree-seeking students (taking at least 6 credits) requesting financial assistance must submit an application if seeking acceptance as a first time freshman or transfer student into the University. For more information please contact Admissions at:

University of Sioux Falls
1101 West 22nd Street
Sioux Falls, SD 57105-1699
admissions@usioxfalls.edu
(605) 331-6600 • (800) 888-1047

Freshman Student Admission

To be considered for freshman admission, a student must have completed high school by the end of the current academic year. Students who complete college coursework during high school or the summer prior to starting their first semester at USF will be considered a first-time freshman for acceptance and academic scholarship decisions.

Applicants must submit the following materials:

1. Complete an application for admission online at usioxfalls-info.org/web
2. Submit a high school transcript any time after completing the junior year of high school. Final official high school transcripts reflecting graduation date must be received prior to the start of the semester.
 - a. It is strongly recommended that the student complete the following course of study in high school:
 - English (4 units)
 - Math (3 units or Algebra I or above)
 - Lab Science (3 units)
 - Social Studies (2 units)
 - Foreign Language (2 units) recommended
 - b. Earned a minimum of a 2.8 high school GPA based on a 4.0 scale (unweighted)
3. Earn a composite ACT score of at least 20 or equivalent SAT score. The USF code number for the ACT is 3920 and for the SAT is 6651. The Admissions Office will consider the best composite score if multiple scores are submitted for admission and scholarship decisions. Scores recorded on the official high school transcript are acceptable and will be considered official.

First-year students who have been out of high school more than three years are not required to submit an ACT or SAT test score. Students who have completed the General Education Development exam (GED) must submit their

official score report, presenting scores at or above the fiftieth percentile, as well as the results of the following standardized tests: ACT or SAT.

Transfer Student Admission

To be considered for transfer student admissions, a student must have attended a post-secondary institution after high school graduation and accumulated more than 12 semester credits.

Applicants must submit the following materials:

1. Complete an application for admission online at usioxfalls.info.org/transfer.
2. Official transcripts from all accredited post-secondary institutions attended must be sent directly to the admissions office. Students who have completed 12 credits or more and have a minimum grade point average of a 2.5 are fully admitted to the University. Students who have been dismissed from a previous institution will not be considered for admission at USF until they have been out of college for at least one fall or spring semester after being dismissed.
3. Official final high school transcript or GED certificate.

Transcript Information

High school and post-secondary transcripts faxed or photocopied while not official, may be used to provide an initial admission decision. Final official transcripts as well as advanced placement, CLEP and test scores must be mailed directly to the admissions office from the high school (including home school), college or test center in a sealed envelope prior to the start of the semester.

Transfer Credit

Upon acceptance into the University, a student's coursework will be reviewed for transferability by the Registrar's Office. In the process of evaluating potential transfer credits, the University of Sioux Falls places premium consideration on credits earned from regionally accredited institutions. However, transfer coursework from other institutions that are endorsed through accrediting bodies recognized by the U.S. Department of Education (D.O.E.)⁽¹⁾ may also be considered for acceptance on a case-by-case basis. In the event of coursework appearing on International transcripts, such courses must be evaluated and authenticated at the student's expense through World Education Services (WES)⁽²⁾ or Educational Credential Evaluators (ECE)⁽³⁾ prior to further consideration for transfer eligibility. In all cases of transfer credit eligibility, coursework must be evaluated through the prescribed process conducted under the auspices of the Registrar's Office. As deemed appropriate and necessary by the Registrar, consultation with specified academic areas will occur to ensure integrity of coursework being considered for transfer credit toward degree attainment. For all transferrable work, a student must have earned a grade of "D" or higher, or the applicable minimum grade required within specified undergraduate/graduate programs in order for it to count toward program requirements. Applicants must submit transcripts from all accredited institutions attended

following high school graduation.

(1) A list of D.O.E. recognized institutions can be found at <http://ope.ed.gov/accreditation>

(2) Western Education Services - <https://www.wes.org/>

(3) Educational Credential Evaluators - <https://www.ece.org/>

Transfer students must complete at least one half of the major and at least 30 semester hours in residence. Coursework and/or blanket credit electives may also be transferable from vocational technical institutions. In some cases, a completed two-year vocational program may be transferred in as 30 semester hours of elective credit or a completed one-year vocation program may be transferred in for 15 semester hours of elective credit. Remedial coursework will not be accepted.

Notification of Acceptance

The University will promptly review admission applications once all items are received to make an acceptance decision. Once accepted for admission, the student should submit a \$100 tuition deposit to the Admissions Office. This tuition deposit is applied toward the student's tuition and enables the student to register for classes.

If a student does not meet the credential for full acceptance, the University still encourages students to apply for admission. In some cases students who do not meet the admission requirements may be granted conditional acceptance with the opportunity to be fully accepted after the completion of one successful semester. The Admissions Review Committee considers students who may not fully meet the academic standards for admission at the University of Sioux Falls. The committee members make their judgments based on high school academic preparation, collegiate work, test scores and recommendations. Students who enter without the sufficient academic background may need to enroll in foundational courses to enhance their opportunities for success. The University reserves the right to deny admission to any person for any reason not prohibited by law.

Degree Completion Program (DCP) Admission

Admissions requirements for transfer students interested in completing a degree online or in the evening are located in the Degree Completion Program section in the catalog. Please contact the Degree Completion Program director at (605) 331-6735 or email dcp@usioxfalls.edu with questions about the program.

Former USF Students

Students formerly enrolled at the University are required to complete the Student Reactivate Application through the Admissions Office. Students who have attended another college since leaving USF must have official transcript of credits sent from that college prior to reactivation. The reactivation process includes clearance by Student Accounts, the Registrar, Financial Aid and Student Development. Reactivation is not automatic and does not guarantee eligibility for financial aid.

Students suspended or dismissed for any reason must present their plan for overcoming previous issues and commit to completing a semester with acceptable grades to the Academic Policy Committee. Students who are seeking reactivation from academic suspension will re-enter on academic probation, unless they have taken coursework at another institution and the new cumulative GPA is a minimum of 2.0 or above.

Non-degree Seeking Students

A special classification of visitor is provided for individuals who have no intent of pursuing a degree program but seek coursework for personal reasons. Students wanting to take courses as a visiting student at the University may register for courses through the Registrar's office and submit a \$100 tuition deposit. Students classified as a visiting student are not eligible for financial aid assistance. If the student later wishes to pursue a degree, they must apply for admission to the University.

Graduate Admissions

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

Information for International Students

Students seeking an undergraduate or graduate degree at the University of Sioux Falls from outside the United States are advised to begin the application process at least three months prior to their anticipated enrollment date. Applicants must follow their degree program's admissions requirements and present complete official, signed transcripts from secondary and post-secondary schools. International transcripts must be translated into English and authenticated at the student's expense.

Applicants whose native language is not English (including students with refugee status living in the United States or individuals from countries or provinces that do not exclusively speak English) are required to take the Test of English as a Foreign Language (TOEFL). Minimum scores of 537 for the paper-based test, 203 for the computer-based test or 75 for the Internet-based test are required for admission. A minimum IELTS score of 6 will be accepted in lieu of a TOEFL score.

The TOEFL requirement is waived if you hold a bachelor's degree from an accredited United States college or university. If you do not hold a bachelor's degree but have attended a United States college or university for at least two years, the TOEFL requirements may be waived if you have a cumulative GPA of 3.0 and have earned at least a B or its equivalent in two non-ESL English courses, although a waiver is not guaranteed. An ACT report with a minimum writing sub-score of 21 or an SAT report with a minimum sub-score of 500 on both the reading and writing sections (totaling 1000) may serve as evidence of English proficiency. The TOEFL or IELTS requirement is waived at the discretion of the Director of International Education.

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. Financial documents must be submitted and approved to demonstrate the student's ability to pay this amount. All financial documents must be translated into English at the student's expense.

When the application and all supporting document have been received and approved, an official I-20 form is provided, thereby permitting the student to apply for a visa to study in the United States. If you are an international student seeking admissions into the University and have questions, please contact the Director of International Education at (605) 575-2084.

Non-Discrimination Policy

The University of Sioux Falls accepts students without regard to race, religion, sex, disability, ethnicity or age. If you are a prospective student with a disability and need accommodations during the admissions process, please contact the Academic Success Center at ASC@usioxfalls.edu or (605) 331-6740.

Students disclosing a convicted felony charge on their application will be handled by the undergraduate and graduate admitting authority.

Transfer of Credit Agreements

Southeast Technical Institute, Lake Area Technical Institute, Western Dakota Technical Institute and Mitchell Technical Institute

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

USF will:

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

*Some programs may require additional coursework to meet competencies.

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

Northwest Iowa Community College (NCC)

Students who transfer from Northwest Iowa Community with an A.A. degree may transfer 64 semester hours and receive junior status at USF. The Registrar will evaluate any other courses for possible transfer.

Veteran Students

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



Financial Aid

Tuition and Fees

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

Tuition and fees vary according to the number and character of credit hours registered. A comprehensive tuition charge applies to all students who meet the criteria for full-time status. Full-time status is achieved by enrolling in 12 to 17 semester hours of coursework and entitles a student to receive up to four credit hours, taken during the interim period. Each semester hour exceeding 17 hours is considered overload and will be billed at a per credit hour rate.

Fees may be assessed based on individual circumstances. Such charges may include, but are not limited to, application fees, graduation fees, music lessons, nursing fees, rush transcript fees and fees to audit classes.

Residence costs vary depending on living situation and which meal plan a student has selected.

Graduate, DCP, RN-to-BSN and Accelerated Nursing students are charged according to a specialized tuition structure. These, as well as current costs for traditional undergraduate programs, can be viewed on the USF website by visiting the **Tuition** section of the Adult Learners page.

Health Insurance

The University of Sioux Falls requires all athletes to have major medical insurance coverage.

Athletes are automatically charged a fee for health insurance coverage each year by USF. Students who are covered under their family's health insurance may waive the University's insurance with proof of existing coverage. Students are encouraged to compare insurance coverage. The University is not responsible for injuries or medical charges from healthcare providers, nor is it responsible for what an insurance company does or does not cover for medical-related expenses.

Senior Citizen Tuition Waiver

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

Terms of Payment

Tuition, fees, room and board are payable in advance or at the time of validation. Registration as a student at USF generates an obligation to pay all charges associated with attendance. Overdue accounts are subject to a monthly \$50 late fee.

The academic year at the University of Sioux Falls consists of fall semester and spring semester



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

A student who is not enrolled on a full-time basis in the fall, but plans to enroll as a full-time student for the spring semester, will be charged interim tuition. In this case, tuition will be assessed on the part-time per semester hour rate. Interim tuition charged will be refunded as long as the student stays enrolled full time in the spring.

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

Institutional Refund Policy

For traditional undergraduates, refunds for institutional charges (i.e. tuition, fees) are calculated based on the class drop date as recorded in the Registrar's Office. Students are responsible for notifying the Registrar's Office when they intend to drop a class. Lack of attendance does not constitute a drop; drops are not processed automatically. Students must complete the University's official withdrawal process.

Census Day is defined as the last day to add/drop a course without record and can be found on the Academic Calendar.

Partial Withdrawal—Percentage Applied to Dropped Course(s)

When a student drops a course(s) but remains enrolled at the University, 100% of tuition for the course(s) is refunded until Census Day. After Census Day the student may be eligible for a partial refund based on the date the student drops the course.

Drop before Census Day	100% refund
Drop during 1st week (7 days) after Census Day	90% refund
Drop during 2nd week (14 days) after Census Day	50% refund
Drop more than 14 days after Census Day	0% refund

Complete Withdrawal When a student withdraws from the University during the enrollment period, 100% of tuition and fees are refunded until Census Day. Beginning the day after Census Day, tuition and fees will be recalculated on a prorated basis. The proration is determined by dividing the number of calendar days completed in the term by the total number of calendar days in the term. Weekends and holidays are included in the number of days, but breaks of five or more consecutive days are excluded.

Tuition and Fees	100% refund until Census Day, then prorated up to 60% of the semester. No refunds after 60%.
Institutional Aid	100% reduction until Census Day, then prorated up to 60% of the semester. No refunds after 60%.

Students Receiving Federal Aid

For students who begin attendance during a term and then withdraw or stop attending classes before completing 60% of

the term, a portion of the total federal aid received (excluding work study) will need to be returned. The amount which must be returned is determined by the Federal Formula for Return of Title IV Funds. The amount to be returned is determined by dividing the number of calendar days completed in the term by the total number of days in the term. Weekends and holidays are included in the number of days, but breaks of five or more consecutive days are excluded. This regulation also specifies the order in which funds are to be returned to the financial aid programs from which they were awarded.

Housing/M Meal Plan

Housing and meal plans are refunded (for students leaving in good standing) on a pro-rated basis by week through the first 10 weeks of the semester. After the 10th week, no refunds are provided.

Policy for National Guard and Reserves Called to Active Duty

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

1. Any student (or any student who is the spouse of a deployed service member who has a dependent child) 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. 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

Federal Financial Aid (Title IV Funds) is awarded to a student under the assumption that the student will attend for the entire period of enrollment for which the aid is awarded. If a recipient of Title IV funds withdraws or stops attending all courses after beginning attendance for any reason he or she may no longer be eligible for the full amount of Title IV Funds. A calculation is used to determine the percentage of Title IV aid earned by the student and the unearned portion that must be returned to the appropriate aid program. If a student completes more than 60% of the semester he or she is considered to have earned all of his or her federal aid and will not be required to return any funds. The student will be notified by mail of any returns the University is required to make to Federal Title IV programs. A school must return unearned funds for which it is responsible as soon as possible but no later than 45 days of the date it was determined the student withdrew.

Withdrawal Date

In order for the return of Title IV Funds to be calculated accurately a student must complete the official withdrawal process. The official withdrawal date is the date a student initiates the withdrawal. For undergraduate students, the withdrawal process begins with the Academic Success Center. For the Degree Completion Program, Accelerated Nursing and all graduate programs, official withdrawal notice must be given to the director of the respective program. Failure to withdraw officially will result in grades of "F." For a student who does not officially withdraw the last date of attendance as recorded by faculty will be used as the withdrawal date. If no date of withdrawal can be determined, USF will use the midpoint of the semester as the date of withdrawal.

How the Earned Financial Aid is Calculated

The amount which must be returned is determined by the Federal Formula for Return of Title IV funds. This calculation divides the number of calendar days completed in the term by the total number of days in the term. Weekends and holidays are included in the number of days, but breaks of five or more consecutive days are excluded. If a student completes more than 60% of the semester he or she is considered to have earned all of his or her federal aid and will not be required to return any funds.

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

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

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

Post Withdrawal Disbursements

If the amount of Title IV aid disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, he or she is eligible to receive a post-withdrawal disbursement of the earned aid that was not received. USF must offer any post-withdrawal disbursement of loan funds within 30 days of the date it was determined the student withdrew. USF must obtain confirmation from a student, or parent for a Direct Parent PLUS Loan, before making any disbursement of these loan funds. USF must disburse any loan funds the student accepts within 180 days of the date it was determined the student withdrew. Without obtaining a student's permission, Title IV grant funds from a post-withdrawal disbursement are credited to a student's account to pay for tuition, fees, and room and board. USF must disburse any Title IV grants funds a student is due within 45 days of the date it was determined the student withdrew. If a post-withdrawal disbursement is due to the student, the student will be notified by mail.

Financial Aid

The University of Sioux Falls offers a comprehensive financial aid program to provide students the opportunity to attend college. In addition to awarding monies from University scholarships and work opportunities, USF participates in federal financial aid programs and a variety of private programs funded by churches and other community-based organizations. 100 percent of first time, full-time USF students received some type of financial aid in 2016-17.

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 financial need. Financial need is determined when a student completes the Free Application for Federal Student

How to Apply for Aid

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

Aid (FAFSA). The result of the FAFSA is the Expected Family Contribution (EFC), which determines, in large part, which federal loans and grants each student is eligible for. Because of this, all students who are planning to enroll in at least six credit hours are encouraged to complete the FAFSA to apply for financial aid.

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

When to Apply

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

University of Sioux Falls scholarships and grants (called institutional financial aid) will be given only to full-time undergraduate students (12 or more credit hours per semester). To qualify for merit scholarships, incoming students must have a 17 composite score on the ACT and a minimum 2.0 high school GPA. Transfer students who have 12 hours completed must have at least a 2.5 cumulative GPA to be considered.

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

Students who have completed their first baccalaureate degree, whether at USF or elsewhere, are eligible for limited institutional aid. Students who have completed their first baccalaureate degree are eligible for federal Title IV financial aid if they pursue a new degree program. Most federal grants are only available to students seeking their first baccalaureate degree. Students seeking a new degree program may pursue any remaining federal loan eligibility available.

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.

It is important that students work with their academic advisor and/or the USF Registrar's Office in planning their academic coursework. Students wishing to receive financial assistance from the University or the Federal Government may only do so toward the courses required to receive their degree. Those courses

include required courses for their major/core requirements, elective requirements and their general education requirements to the point graduation/degree requirements are fulfilled. Coursework outside of these three areas are at the expense of the student.

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

Tuition Exchange Programs

The University of Sioux Falls is a participating member in three tuition exchange programs: Council for Christian Colleges and Universities, Council for Independent Colleges, and Tuition Exchange, Inc. Students eligible to participate in the tuition exchange programs are those whose parent works full-time at an institution that participates in any of these exchange programs. The school for which the parent works is considered the "host" school. Students complete an application for an exchange program through the host school which then submits the application to a participating school. Each school has its own application deadline and notification process. Tuition benefits at each participating institution vary. Students are encouraged to apply for programs early as space is limited at most institutions. Some tuition exchange programs require annual renewal.

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

Types of Aid Available

University of Sioux Falls—Scholarships and Grants

The Board of Trustees reserves the right to change or adjust institutional scholarships and grants presented in this document at any time. The following scholarship award amounts are for the 2017-2018 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 1.75 cumulative grade point average (CGPA) for freshmen (0-27 credits) and a 2.0 CGPA for all students with 28 or more credits for renewal unless otherwise noted. Some of the following institutional scholarships and grants require separate applications. Applications can be found at the USF website (usiouxfalls.edu) under the Financial Aid section. Paper applications are also available by contacting the USF Admissions or Financial Aid offices.

Institutional financial aid from USF is considered a last source of funding. It is the policy of the University that students receiving

funding from sources outside the University will have that funding applied first in a packaging order when determining financial aid awards. This includes federal grants, outside scholarships, employer benefits, military funding, vocational rehabilitation and any other outside funding. Institutional financial aid from USF would be added on last. If a student is awarded institutional financial aid and later reveals outside funding, University aid may be reduced.

Academic & Merit Scholarships

USF offers a comprehensive array of academic and merit based scholarships for first-time full-time students based on their ACT or SAT score and their cumulative grade point average (CGPA). To be eligible, students must meet all USF requirements for full admission for the fall or spring semesters. Transfer students with 12 completed college credits and a 3.0 CGPA or above may be eligible for an academic scholarship. There are limitations to the ability of students to receive additional University and performance-based scholarships in addition to the merit or academic scholarships.

National Merit Finalist Scholarship

USF offers a full-tuition scholarship to National Merit Finalists. The scholarship amount is set based on the tuition cost the first year students enroll. Students must submit documentation of their achievement from the National Merit Scholarship Corporation/Program. Students must maintain a 3.5 GPA in order to remain eligible.

Cougar Grant

The Cougar Grant is a need-based USF grant. In order to qualify students must complete the FAFSA. Amounts vary based on students' financial need and academic achievements.

Second Degree Scholarship

Students pursuing a second bachelor's degree within the traditional undergrad programs are eligible for \$7,000. Students must be enrolled full-time and have achieved a 2.5 CGPA from all previous collegiate course work in order to qualify.

Bradfield Avera Scholarship

The Bradfield Avera Scholarship is offered to full-time or part-time Avera employees and their dependent children and spouses who are enrolled in a degree-seeking program at USF. Employment verification must be completed each year. Full-time undergraduates can qualify for \$1,000 per year and adult learners can receive \$250 per year.

Phi Theta Kappa Scholarship

Students who have earned an associate's degree, are a member of Phi Theta Kappa, and enroll full-time at USF are eligible to

receive \$3,000. Students must submit a copy of their Phi Theta Kappa membership card and have achieved a 3.0 GPA while enrolled in the associate degree program.

Southeast Technical Institute Transfer Grant

Students who complete an associate degree from Southeast Technical Institute and enroll full-time at USF are eligible to receive \$3,000.

Lake Area Technical Institute Transfer Grant

Students who complete an associate degree from Lake Area Technical and enroll full-time at USF are eligible to receive \$3,000.

International Student Scholarship

Eligible students are citizens of a country outside of the United States. Students are required to show financial ability. Students receiving an International Student Scholarship are not eligible for additional university aid except performance scholarships. International students receiving an ACT score of 30 or above or an SAT score of 1330 or above may receive a Salsbury or Board of Trustee Academic Scholarship in place of the International Student Scholarship. International students receiving an athletic scholarship are not eligible for the International Student Scholarship, but may be eligible for one of the four academic scholarships (ACT or SAT required). Transfer international students receiving an athletic scholarship are not eligible for the International Student Scholarship, but may be eligible for one of the Transfer Academic Scholarships (3.0 or above CGPA required).

Yellow Ribbon Program & Veterans Educational Military Programs

USF is considered a military-friendly campus. Students are eligible to receive educational benefits through the Veterans Administration may use their benefits when seeking their degree(s) from USF. A certificate of eligibility (COE) and University application are required. USF offers a limited number of Yellow Ribbon Scholarships to students during the fall and spring semesters who are 100% eligible through the Post-9/11 G.I. Bill (Chapter 33) so early applications are encouraged. Students eligible for the Yellow Ribbon program or Chapter 31 Veterans Vocational Rehabilitation are not eligible for other institutional financial aid from USF. Students eligible for military educational benefits of 60% or more under any program have limited eligibility for institutional financial aid from USF. If a student is awarded institutional financial aid and later reveals or gains eligibility for military educational funding, any institutional financial aid awarded from USF may be reduced.

University of Sioux Falls Participation Scholarships

Participation scholarship recipients must meet all admission requirements of the University. Students awarded participation scholarships who later are unable to continue participation may in special circumstances have that scholarship replaced with other institutional financial aid.

Music Scholarship

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

Theatre Scholarship

The University of Sioux Falls offers a number of theatre participation scholarships to full-time undergraduate students with outstanding theatrical ability. Awards are given in performance and technical areas. These awards stipulate that recipients participate in every main stage production (acting or technical). Scholarship recipients must enroll in the *Participation*

in Theatre course each semester they receive the scholarship. Selections of recipients and award amounts are determined by an audition and application process which is completed by February 1 each year. Students may audition after February 1, but scholarship funds may be exhausted. Awards will be renewed automatically each year as long as requirements are met.

Art Scholarship

The University of Sioux Falls offers art scholarships to full-time undergraduate students who declare a major or a minor in art, show talent in the art field and complete an art class every semester. A portfolio is required to be submitted to the USF Art Department. Priority on scholarships is given to students who submit their portfolio by February 1. Scholarships may be available after February 1, but funds may be exhausted.

Athletic Scholarship

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



Endowed Scholarships

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

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

Glenna Rundell Endowed Scholarship
 Betty R. Rust Music Scholarship
 Elmer Rustad Athletic Scholarship
 Max and Lorraine Rysdon Trustee Scholarship
 Phil and Jimmie Rysdon Endowed Scholarship
 Salisbury Foundation Scholarships
 Paul Scaringi Endowed Scholarship for Religious Studies
 William and Shirley Schaper Endowed Music Scholarship
 Wayne and Lucile Schmitz Endowed Scholarship
 Fred and Mary Schwabenland Memorial Academic Scholarship
 Fred and Mary Schwabenland Memorial Trustee Scholarship
 John Freeman and Dorothy Burrow Shaw Endowed Scholarship
 George L. and Doris M. Shaw Memorial Scholarship
 Jeanie Sherman Memorial Scholarship
 Ray Sietsema Trust Scholarship
 Dorothy "Dot" Sikorski Endowed Scholarship
 Helen Beede Sill Scholarship for English
 Singer Speech and Theatre Scholarship
 Sioux City First Baptist Scholarship
 Sioux Falls Construction Endowed Scholarship
 Somerset-Minnesota Trustee Scholarship
 Lawrence J. Sonneman and Laurelle A. (Backer) Sonneman Endowed Memorial Scholarship
 Earl K. and Emma V. (Selken) Sorensen Endowed Scholarship
 H. Almeda Sorenson Memorial Scholarship
 Edna M. Spencer Scholarship
 Dr. Fred and Mary Stahmann Endowed Scholarship
 Dr. Ed Stevens Memorial Scholarship
 A. O. and Lillian Stewart Memorial Scholarship
 Florence E. Stewart Memorial Scholarship
 Doris Marie Strom Women's Musical Endowed Scholarship
 Everett Sugarbaker Memorial Scholarship
 Marian Sullivan Endowed Scholarship
 Ray and Margret Swift Memorial Scholarship
 Taylor-Perdue Endowed Scholarship
 Clara Terry Memorial Trustee Scholarship

Robert and Clara Terry Christian Ministry Scholarship
 Robert A. Thomason Endowed Scholarship
 Larry Terveen Memorial Endowed Scholarship
 Ralph and Kathleen Tingley Endowed Scholarship
 Fern E. Tolliver Memorial Scholarship
 M. Lucille Burgett Trautner Memorial Scholarship
 Trent Baptist Church Endowed Scholarship
 Merrill and Elizabeth Tronson Endowed Scholarship
 United Christian and Baptist Scholarship of Kalona, IA
 USF Alumni Scholarship
 USF Endowed Scholarship
 USF Vocational Ministry Scholarship
 Van Ausdall Memorial Scholarship
 Robert E. Van Demark Scholarship
 Mabel Van Wickle Memorial Scholarship
 Dr. Helen V. Van Zante Scholarship
 Fred and Ruth Bryan Venhauer Memorial Scholarship
 Karen and Robert Veninga Scholarship
 Rodney and Karen Vietor Endowed Scholarship
 Diane K. Voeller Memorial Nursing Scholarship
 John T. Vucurevich Scholarship
 Walker Adult Learner Endowed Scholarship
 James S. and Floretta M. Ward Endowed Scholarship
 Wear Family Endowed Scholarship
 Amos Weaver Memorial Scholarship
 Dr. Frank R. Weaver Pre-Med/Pre-Dentistry Endowed Scholarship
 Whisler Family Endowed Scholarship
 Barbara M. White Endowed Scholarship
 Nickolas and Emma Wik Memorial Scholarship
 Reynold M. Wik Endowed Scholarship
 Mary L. Wilkes-Hull Endowed Scholarship
 Wolitarsky Family Endowed Scholarship
 Sam and Lucille Woltzen Memorial Scholarship
 Fern Gray Wood Memorial Scholarship
 Merle Woodden Memorial Scholarship
 Karen Ann Yeager Drama Scholarship
 Thomas E. Zbornik Endowed Scholarship

Cash Scholarships

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

Mary L. Aden Cash Scholarship Fund
 American Baptist Women Ministries Scholarships
 Availability Employment Cash Scholarship
 Reno C. Bertsch Memorial Cash Science Scholarship
 Herb Blakely Memorial Scholarship Fund
 Earl and Betty Bonacker Cash Scholarship

Center for Women Scholarship
 Philip G. and Joan M. Clark Cash Scholarship
 Coldwell Banker Cash Scholarship
 Convencion Regional Bautista Dios Con Nostros Student Scholarship
 CorTrust Bank Scholarship
 Dacotah Bank Business Scholarship

Dakota Corps Cash Scholarship
 Barbara Hughes Dappen Memorial Cash Scholarship
 Daughters of the American Revolution (DAR) Scholarship
 Dell Rapids Cash Scholarship
 Mary Ann Dennis Cash Scholarship

Leonard and Irene DeSchepper Munson Cash Scholarship
 Edwards Family Cash Scholarship
 First Premier Bank Scholarship
 Gary and Dr. Donna Goldammer Family Cash Scholarship
 Jolaine Wollman Gerlach Cash Scholarship
 Tim and Glenda Glasser Cash Scholarship
 Faye Gowan Commitment to Service and Education Scholarship
 GRACO Foundation Cash Scholarship
 Jon E. Hansen Memorial Cash Scholarship
 Roger Harper Cash Scholarship
 HSBC Card Services Scholarship
 Humanitarian Cash Scholarship
 Bernice Stier Jones Communication Studies and Theatre Cash Scholarship

LAR Faculty Award for Liberal Thought and Expression
 Elvira G. Larson Scholarship
 Thomas R. "Dick" and Arlene Long Cash Scholarship
 Larry Lord Math Cash Scholarship
 Lost Boys of Sudan Scholarship
 Donald and Magdalene McCabe Memorial Cash Scholarship
 Tristen Larson Merriman Memorial Cash Scholarship
 Mid-American Baptist Area IV Cash Scholarship
 Adam Bruce Millikan Cash Scholarship
 Nelson and Nelson Accounting Cash Scholarship
 Gary Olson Athletic Leadership Award Cash Scholarship
 Perkins Family Restaurant Cash Scholarship

Promising Science/Math Student Scholarship
 Rotary Club of Sioux Falls Cash Scholarship
 Scheels Cash Scholarship
 Al Schoeneman Cash Scholarship
 South Dakota Bankers Association Cash Scholarship
 Marian Sullivan Youth Ministry Cash Scholarship
 Ray and Margaret Swift Athletic Scholarship Fund
 Merrill and Elizabeth Tronson Cash Scholarship
 USF Community Reinvestment Act Scholarship
 USF Freshman Business School Cash Scholarship
 USF Scholarship Fund
 Jakob Vietor Cash Scholarship
 Wells Fargo Financial Bank Scholarship
 Woods Fuller Smith P.C. Cash Scholarship
 Xcel Energy Scholarship for Math and Science

Foundations and Trusts

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

Sanford Brandom Memorial Scholarship
 Warren and Joyce Camp Endowed Scholarship
 Hatterscheidt Foundation Inc. Educational Scholarship
 Hayward Trust

Dorthea E. Howard Trust
 Lackey Trust Scholarship
 Sioux Falls Area Community Foundation
 Merrill and Elizabeth Tronson Endowed Scholarship

Jakob G. Vietor Family Scholarship
 University of Sioux Falls Foundation
 Walnut Street Baptist Church Trust

Federal Financial Aid

Federal Pell Grant

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

Federal Supplemental Educational Opportunity Grant (FSEOG)

The federal government allocates monies to institutions to award SEOG grants to exceptionally needy students. Priority is given to Pell Grant recipients. Since funds are limited, the federal aid application must be received by the federal processor prior to the January 1 priority deadline. Award amounts vary.

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

The TEACH program provides funds to students who are planning to complete coursework that is required to begin a career in teaching and who agree to teach full-time for at least four years. Students

must teach as a highly qualified teacher at a school serving low-income students and in a high-need field. Those four years of teaching must be completed within eight years after ceasing to be enrolled or graduating. This teaching requirement is known as a service obligation. Students must file a FAFSA in order to be eligible for the TEACH grant; however, the grant is not need-based. If students do not fulfill the service obligation, the grant turns into an Unsubsidized Direct Loan. Maximum awards are \$4,000 per year. Undergraduate and graduate students are eligible.

Federal Perkins Loan

This loan program is allocated to students who show financial need through the financial aid application process. The federal funds are loaned by the University of Sioux Falls. Interest and repayment begin nine months after the student ceases to be enrolled at least half-time. Funds are limited, and therefore, awarded to students who file the FAFSA to the federal processor prior to the January 1 priority deadline.

Federal Direct Subsidized Loan

The Direct Subsidized Loan Program is a

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

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

Freshman	\$3,500	(0-27 credits)
Sophomore	\$4,500	(28-59 credits)
Junior	\$5,500	(60-89 credits)
Senior	\$5,500	(90+ credits)

The total outstanding Federal Loan debt limit for a dependent undergraduate student is \$31,000 with no more than \$23,000 from Direct Subsidized loan(s). Graduate students are not eligible for Direct Subsidized loans.

Federal Direct Unsubsidized 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 terms are the same as the Federal Subsidized Loan with one noteworthy exception—interest begins to accrue as soon as the first disbursement

is made. Repayment of the loan begins six months after the student ceases to be at least a half-time student. The interest rate is adjusted every July 1. Graduate students may be eligible for a maximum of \$20,500 annually in Unsubsidized Loans.

Additional Federal Direct Unsubsidized Loan

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

Federal Direct Parent Loan for Undergraduate Students (PLUS Loan)

This is a non-need based loan taken out by the parent on behalf of the dependent undergraduate 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 adjusted every July 1. Repayment begins within 60 days of the final disbursement, however, deferment options are available upon request to the lender. Student are required to complete the FAFSA in order for a parent to borrow a PLUS loan.

Federal Direct Graduate PLUS Loan

Students in a graduate program of study may apply for loan funds through the Graduate PLUS Loan program. This is a non-need based loan taken out by the student on his or her own behalf. Students interested in this loan are required to fill out the FAFSA, complete a credit application, and be creditworthy. Loan amounts are limited to the cost of attendance, less any financial aid. Interest rates are adjusted every July 1. The same provisions apply as the Federal Parent PLUS Loan.

Federal Work-Study Program

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

Summer Financial Aid/Employment

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

Office to determine which options are most advantageous for you. Institutional financial aid is not available during the summer.

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 historical list of lenders is included on the USF website.

Off-Campus Employment

A large number of Sioux Falls businesses list part-time jobs with the USF Academic Success Center. In a city the size of Sioux Falls (an area population of over 251,000 people), USF students have numerous opportunities for employment.

Monthly Payment Plan

Many families prefer to pay by the month rather than by the semester. The University of Sioux Falls offers a few different monthly payment options through Nelnet Business Solutions (NBS). The payment plans do require a sign-up fee, but having a plan that covers your balance in full will waive the \$50 monthly late fee. Sign up and plan information is available online at the University website under the Student Account tab (usiouxfalls.edu).

Satisfactory Academic Progress Policy

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

Type and Frequency of Measurement

Satisfactory academic progress is reviewed at the end of each academic semester (fall, spring and summer) regardless of whether or not students received Title IV aid.

Satisfactory progress involves a measurement of students' performance through grade point average (qualitatively) and by pace of progression (quantitatively) through completion rate and maximum attempted credits. Satisfactory academic progress for financial aid eligibility is evaluated separately from USF's academic policies. Students who fail to maintain satisfactory academic progress can expect to have their financial aid suspended.

All students must maintain ALL THREE STANDARDS listed below in order to remain eligible for Title IV federal financial aid.

1. Grade Point Average: Students must maintain a minimum cumulative grade point average according to their current grade level:

Freshman	(0-27 credits)	1.75
Sophomore	(28-59 credits)	2.00
Junior	(60-89 credits)	2.00
Senior	(90+ credits)	2.00
Graduate		3.00

Financial Aid GPA includes all coursework including grades excluded by academic amnesty.

Pace of Progression

2. Completion Rate: Students must complete with a passing

grade (A, B, C, D or P) at least 67 percent of the cumulative credits attempted.

All credits attempted, including transfer hours, repeated hours and those for which students received no financial aid are included in the total. (Remedial coursework hours are excluded.) Grades of "F" (failure), "I" (incomplete), "W" (withdraw) and "N" (no credit) will count as credits attempted but not satisfactorily completed.

3. Maximum Attempted Credits: The maximum time frame for completion of the certificate or degree program must not exceed 150 percent of the published length of the program. All credits attempted, including transfer hours, repeated hours and those for which students received no financial aid are included in the total. (Remedial coursework hours are excluded.) Grades of "F" (failure), "I" (incomplete), "W" (withdraw) and "N" (no credit) will count as credits attempted. The maximum number of credits is based on the degree pursued.

Type of Degree Pursued	Maximum Credit Hours Attempted
Associate	96
Bachelor's	186
Master's	50

In order to meet these timeframes, (undergraduate) students must successfully complete a minimum of 21 credits per year.

Special Situations

Incompletes: The grade of "I," indicating incomplete work, may be given only to students who are unavoidably prevented from completing the work of the course. Until changed to an appropriate letter grade, the "I" counts as zero grade points and has the same impact on the grade point average as an "F." If the incomplete is changed to a letter grade, SAP for students will be recalculated.

Drops & Withdrawals: If students drop a course prior to the add/drop deadline for the term, the dropped units are not included as attempted when computing pace. If students withdraw after the add/drop deadline, they will receive a grade of "W" for the class and the credits for the course will be included as attempted but not completed credits when computing completion rate. A grade of "W" for a course will count as attempted credits toward the maximum attempted credits calculation.

Transfer Credits: All accepted transfer credits count as attempted and completed hours when calculating pace and are considered toward the GPA calculation. In cases when a transcript is received after SAP has been calculated for the term, transfer credits will be included in the next SAP evaluation.

Repeated Coursework: All repeated courses count as attempted credits for pace calculations, but only the highest grade is used for the GPA calculation.

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

Changes in Major or Pursuit of Second Degree: Students who change their majors or enroll in a second degree may be eligible for financial aid, but all previous undergraduate credits attempted/completed are included in the pace calculation, including coursework completed for prior degrees and majors. (Undergraduate credits do not count toward the completion rate for a graduate degree.)

Financial Aid Warning Status

Students are placed on financial aid warning for failing to meet the qualitative and/or quantitative measures of SAP, as outlined by the guidelines above. Students admitted on a probationary (limited) status are also placed on financial aid warning for their first semester of enrollment. If students are placed on financial aid warning, they may continue to receive Title IV aid during their semester or warning. No appeal is required.

If students who are on financial aid warning fail to make SAP at the end of the semester, they will be suspended and will lose Title IV aid the following semester unless they appeal and are approved to be placed on financial aid probation.

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. Reasons for appeal may include mitigating circumstances, such as illness, injury, death in the family and significant interpersonal issues. Appeals must include information regarding why students failed to make satisfactory academic progress, and what has changed in the students' situations that would allow them to demonstrate satisfactory progress at the next evaluation.

Students must submit an appeal by the deadline for that term. Appeals will be reviewed on an individual basis by the Financial Aid Appeals Committee. All students filing an appeal will be notified in writing of the committee's decision within 20 days of the appeals deadline.

Financial Aid Probation Status

If an appeal is granted, students will be placed on financial aid probation and will be required to sign an individualized academic plan called the "Terms of Agreement." Students who are on financial aid probation will remain eligible for Title IV funds and will have their progress evaluated at the end of each term. If students meet either the conditions of the academic plan as set forth, or the USF SAP standards, they are considered to be eligible for financial aid for the following term. If neither condition is met, students' financial aid will be suspended, and they may appeal. The number of appeals students may submit is not limited, unless prohibited by the students' Terms of Agreement.

Reinstatement of Eligibility

Students whose appeals are denied or who choose not to appeal can re-establish eligibility by enrolling at their own expense. Once the USF SAP standards have been achieved. Students should provide an academic transcript to the Financial Aid Office and a written request for reinstatement of aid eligibility.

Students who do not appeal a previous suspension by the original deadline may choose to submit a late appeal to be reviewed during the next Financial Aid Appeals Committee meeting. The Appeals Committee meets three times per year (January, June and August). Any financial aid that is reinstated is not retroactive and does not extend eligibility beyond previously established time limits.



Campus Life

Residence Life

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

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

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

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

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

All unmarried, full-time students are required to live on campus

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

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

If a person is not required to live in the residence halls but wishes to do so, that person must be an admitted student and be granted permission by the Student Development office. Should the number of requests to live on campus exceed available space, full-time students will be given priority for room assignments.

First- and second-year students living in residence halls are required to purchase a meal plan for eating on-campus. Any student may purchase a meal plan for food served in the Salsbury Dining Hall or Java City in the McDonald Student Center.

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

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





Campus Ministries

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

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

Past mission trips include travels to Central America, Africa, Denver, New Orleans, Jamaica, Haiti and Native American reservations. Summer internships in ministry organizations are often available.

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

Small groups meet throughout the week. Each group's purpose is to facilitate growth and development of students in their spiritual walk. These groups serve as a continuing means for training and equipping students to discover their own individual ministry.

Sioux Falls offers a strong church community that offer worship, fellowship and ministry opportunities for students from a variety of denominations.

Outreach and mission opportunities are an ongoing emphasis. Students serve the Sioux Falls community and beyond in a wide variety of contexts. At USF, service is considered an essential component of each person's spiritual growth.

The vision of USF is to empower students to make an impact on the world, therefore, students are always encouraged to initiate and lead ministry programs that benefit the USF campus and the community at large.

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



Student Life

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

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

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

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

Academic Advising

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

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

Academic Success Center

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

Academic Assistance

Academic coaching teaches students to structure their time, organize assignments, and utilize effective learning strategies. Tutoring is arranged in high-demand courses and available on a requested basis for all other courses. First year students enroll in *SDV 100: The USF Experience* which is a course designed to provide first-year students with opportunities for engagement, empowerment and exploration in their new role as a college student through exposure to information, resources and meaningful discussion that will help build the foundation for their own unique academic experience at the University of Sioux Falls.

Career Services

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

Counseling

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

stress management, children of divorced parents or loss and grief.

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

Learning Accessibility Services

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

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

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

Interest Groups

Athletics

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

Intramurals

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

Music

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

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

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

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

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

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

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

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

Radio and Television

The University of Sioux Falls Media Center, located in the lower level of the McDonald Center, includes four editing suites using Mac Pro towers, an open editing room with five iMacs and is home to two radio stations and a television production studio. One of those radio stations, KCSD, is part of the South Dakota Public Radio network. As an affiliate of National Public Radio, the station brings programming from the state network to Sioux Falls, and likewise, broadcasts cultural and public affairs programming

from Sioux Falls to the entire state. Qualified students may apply for employment at the public radio station.

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

The Media Studies high definition television lab also produces public affairs and sports programs regularly for broadcast on the media studies website. It has, on occasion, produced instructional materials for other University academic programs. Students may work as producers, directors, program hosts, camera operators, technical directors and in a variety of other capacities.

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

Theatre

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

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

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

The Communication Studies and Theatre program prides itself on creating opportunities with local venues including the Washington Pavilion of Arts and Science and hosting guest artists and lecturers who conduct master classes.

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 graduate programs in Business Administration (Master of Business/MBA) and Education (Master of Education/M.Ed. and Education Specialist/Ed.S). The University also offers a number of academic programs leading to Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing and Associate of Arts degrees in both liberal arts and professional fields.

To secure a Bachelor of Arts degree, students must complete a program of at least 124 semester hours of study with a minimum grade point average of 2.0. This must include the appropriate courses for completing the liberal arts core requirements of the University and those of a major program. The final 30 semester hours and at least half of the major are to be taken in residence, and no student will be granted a degree without having earned 30 semester hours of credit at the University of Sioux Falls.

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

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

Philosophy of the Bachelor's Degree Program

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

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

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

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

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

Associate of Arts Degree Program

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

The Associate of Arts degree requires a total of 64 semester hours. The study includes 32 semester hours from the liberal arts core and 32 additional semester hours chosen to give the student an

area of emphasis with 24 or more semester hours.

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

Liberal Arts Core Requirements

What is a Liberal Art?

What exactly is a liberal art? What makes a liberal arts education distinct? These are two questions any USF student should consider and be able to answer by the time they are juniors, no matter their major. On the one hand, students might think of the liberal arts as being a celebration of God's majestically creative mind. On the other, from a more earthly perspective, the liberal arts comprise the educational core of liberal arts colleges and universities, such as USF. The liberal arts have been around for about 1,000 years, and originally, there were seven: grammar, rhetoric and logic (called The Trivium), arithmetic, geometry, music and astronomy (called The Quadrivium). These were the arts—the disciplines—around which the first universities were built. They represented the core of learning. They were liberal in that they were free arts—students pursued them purely for the sake of knowledge, not to train for an occupation. Today, a liberal arts core, such as the one at USF, consists of more arts and contributes to a student's preparation for a career, but the goal is the same as it has been for hundreds of years: to foster versatile, creative, independent thinkers who have an awareness of and appreciation for the interrelatedness of all the arts and disciplines.

What are the liberal arts core requirements?

The liberal arts core requirements for the bachelor's degree are designed to help students develop basic competencies, knowledge and values characteristic of maturing, educated Christians. In other words, the core classes at the University of Sioux Falls are designed to help each student develop both skills and virtues. The skills developed in the liberal arts core are skills that you will need to get your first job once you graduate from college and will continue to need in order to get your fourth or fifth job. In other words, these are skills necessary for any job and they are transferable skills. These transferable skills include the following:

- Reading for comprehension

- Writing in order to be understood
- Thinking clearly and coherently
- Speaking in order to inform and/or persuade
- Collaborating with others

The virtues USF hopes to develop in the liberal arts core classes are character traits necessary to being a fully formed, mature human being and Christian. These virtues will not simply help you get a job (although they can certainly do that), but more importantly they will help you become the kind of person God intends for you to be, the kind that is conformed to the image of Jesus Christ. These virtues include such things as:

- Responsibility
- Integrity
- Self-control
- Faithfulness
- Kindness
- Justice
- Joy
- Peace

In order to help our students develop these skills and virtues, the faculty at the University of Sioux Falls believes their role is twofold. First, they aim to create a safe environment in which our students can learn, practice, grow and even fail in all these areas without fear of condemnation, judgment or ridicule. USF hopes that each student feels that he or she can ask questions, offer opinions and ideas, and practice skills in this classroom environment.

At the same time, the faculty also challenge our students to grow, think about new things and become more nuanced persons. While this can at times feel uncomfortable, it is in these moments that our students truly begin to experience the power of a liberal arts education. USF believes that our students can and will be transformed as they encounter and interact with the truly good and beautiful ideas inherent in the Liberal Arts.

Liberal Arts Core Mission

This mission of the Liberal Arts Core is to provide students with a foundation and global orientation in the arts, humanities and the natural and social sciences, thereby cultivating in students ability to reflect on truth, beauty, goodness and the Christian faith.

Liberal Arts Core Goals:

1. To develop students' rhetorical skills across the disciplines;
2. To develop students' capacity for quantitative thinking and scientific inquiry;
3. To develop students' information literacy and research skills and sensibilities;
4. To develop students' familiarity with and appreciation for the Social Sciences, Natural Sciences, Humanities and Fine Arts;
5. To equip students to develop into mature Christians.

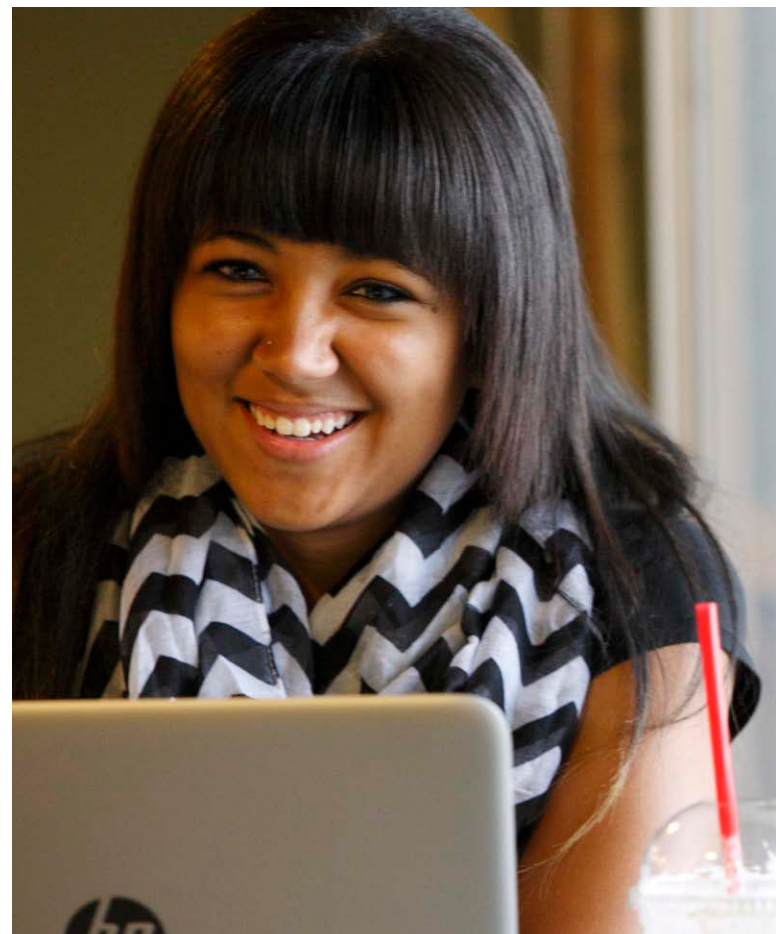
Assessment Program

Assessment is the central component in the process of continually improving the educational experience for students at the University of Sioux Falls. Diverse data are collected and analyzed to evaluate what students have learned and are capable

of accomplishing as a result of their educational experiences. The end result of this assessment process is changing the method or content of instruction, the institution's environment or other extracurricular factors in order to improve student learning and development inside and outside of the classroom.

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

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



Liberal Arts Core Requirements

Student Development		1 s.h.	☐ MUS165 Jazz Ensemble	1
☐ SDV100	USF Experience	1	☐ MUS169 Chamber Orchestra	1
Technology (choose one)		2-4 s.h.	☐ MUS170 Cougar Band	1
☐ COM104	Computer Solutions	2	Science	
☐ COM201	Introduction to Computer Science I	4	☐ BIO100	General Biology
☐ EDU240	Technology in Education	3	☐ BIO101	Environmental Biology
	(Recommended Education majors only)		☐ BIO102	Human Biology
☐ CHE111	General Chemistry I	4	☐ CHE121	Introduction to Chemistry
☐ CHE121	Introduction to Chemistry	4	☐ NSC110	Perspectives on the Natural Sciences
☐ NSC110	Perspectives on the Natural Sciences	4	☐ NSC120	Physical Science and
☐ NSC120	Physical Science and		☐ NSC121	Earth Science
☐ NSC121	Earth Science	2+2	☐ NSC140	Introduction to Astronomy
☐ NSC140	Introduction to Astronomy	4	☐ PHY101	Introductory College Physics
☐ PHY101	Introductory College Physics	4	☐ PHY201	University Physics
☐ PHY201	University Physics	4	Mathematics	
Communication		3 s.h.	☐ MAT112	College Algebra and Trigonometry
☐ CST100	Fundamentals of Communication		☐ MAT113	College Algebra and
Writing and Intellectual Traditions		6 s.h.	☐ MAT114	Functions
☐ LAR111	Writing and Intellectual Traditions I	3	☐ MAT151	Nature of Mathematics
☐ LAR112	Writing and Intellectual Traditions II	3	☐ MAT204	Calculus I
Theology		6 s.h.	☐ Any 4 s.h. Math course above MAT112	4
☐ THE140	Introduction to the Bible	3	☐ PSY233/SOC233	3
☐ THE240	Introduction to Christian Thought & Practice	3		(Recommended for majors and minors in social sciences. Must be paired with another qualifying course to earn at least 4 s.h.)
Fine Arts (choose one)		3 s.h.	Literature (choose one)	
☐ ART100	Introduction to Art	3	☐ ENG200	Introduction to Literature
☐ ART209	Art History: Prehistory–14th Century	3	☐ ENG220	Global Literature Survey
☐ ART210	Art History: 14th Century–Present	3	☐ ENG221	British Literature Survey I
☐ CST200	Introduction to Theatre	3	☐ ENG222	American Literature Survey I
☐ CST203	Introduction to Contemporary Drama	3	☐ ENG223	British Literature Survey II
☐ FA200	Humanities Through the Arts	3	☐ ENG224	American Literature Survey II
☐ MUS101	Foundations of Music Theory	3	☐ SPA301	Introduction to Hispanic Literature I
☐ MUS130	Introduction to Music	3	☐ SPA302	Introduction to Hispanic Literature II
☐ MUS202	History of Blues, Jazz and Rock	3	Exercise Science	
☐ MUS203	American Musical Styles	3	☐ EXS200	Dimensions of Wellness or
☐ MUS250	History of Music I: Ancient–18th Cent.	3	☐ NUR220	Health Promotion (Nursing majors only)
☐ MUS255	History of Music II: 18th Cent.–Present	3	Social Science	
Creative Arts (choose one)		1-3 s.h.	12 s.h.	
☐ Applied Music Lessons		1	History (choose one)	
☐ ART101	Drawing I	3	☐ HIS101	Modern European History 1150–Present
☐ ART120	Introduction to Design	3	☐ HIS102	Modern European History since 1815
☐ ART181	Digital Photography	3	☐ HIS104	World History 1450–Present
☐ FA215	K-8 Arts Integration (El. Ed. majors only)	3	☐ HIS120	United States History to 1877
☐ CST117	Participation in Theatre	1	☐ HIS121	United States History 1877–Present
☐ CST118	Theatre Lab: Technical	1	One course from each of three different disciplines, one of which must be Economics or Political Science :	
☐ CST209	Oral Interpretation of Literature	3		
☐ CST210	Theatre: Beginning Acting	3		
☐ CST260	Applied Theatre–Design	3		
☐ CST263	Costume Design	3		
☐ CST310	Directing	3		
☐ CST409	Special Topics in Communication Studies	3		
☐ ENG311	Creative Writing	3		
☐ MUS137	Guitar Class	1		
☐ MUS160	Wind Ensemble	1		
☐ MUS162	Collegiate Choir	1		
☐ MUS163	Concert Chorale	1		
☐ MUS164	Singing Camerata	1		

Economics		
❑ ECO212	Principles of Microeconomics	3
❑ ECO213	Principles of Macroeconomics	3
❑ ECO327	Consumer Behavior	3
English		
❑ ENG368	Language and Society	3
Geography		
❑ SSC205	World Geography	3
❑ SSC305	U.S. Geography	3
History—Any course in history		
Political Science		
❑ PSC211	American Federal Government	3
❑ PSC212	American State and Local Government	3
❑ PSC324	Political Philosophy	3
Psychology		
❑ PSY201	General Psychology	3
Sociology		
❑ SOC201	Fundamentals of Sociology	3
❑ SOC202	Social Problems	3
❑ SOC301	Family	3
❑ SOC306	Social Psychology	3

Each student is required to take a designated course for

Intercultural Awareness*

(For qualifying course options, please see below.)

*Intercultural Awareness requirement is waived for International Students on F1 Visa who participate in Orientation with the Director of International Education.

Intercultural Awareness

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

ART294	Art and Cultural Travel
BUS283	International Business Culture
BUS419	International Marketing
CRJ360	World Criminal Justice Systems
EDU231	Native American Studies for Educators
EDU373	Learning Communities of the World

ENG366	Evolving Canons
ENG367	Global Literature
GER101	Beginning German I
GER102	Beginning German II
GER201	Intermediate German I
GER202	Intermediate German II
HIS225	History of Latin America
HIS235	History of East Asia
HIS332	Modern Middle East
HIS245	History of Africa
HIS310	African American History
MUS293	Travel Course
NSC/SSC283	Travel: Experience Island Culture
NUR305	Cultural, Spiritual and Ethical Dimensions of Holistic Care
SDV293	Cross Cultural Experience
SOC230	Native American Studies
SOC/SWK302	Social Diversity
SPA101	First Semester Spanish
SPA102	Second Semester Spanish
SPA111 & 112	Poco a Poco I & II (both courses needed to fulfill intercultural awareness)
SPA201	Third Semester Spanish
SPA202	Fourth Semester Spanish
SPA220	Spanish Conversation
SPA230	Travel Abroad to the Novice
SPA301	Introduction to Hispanic Literature I
SPA302	Introduction to Hispanic Literature II
SPA330	Travel Abroad to Intermediate and Advanced Students in Spanish
SPA350	Spanish Composition
SPA401	Integrated Civilization and Literature: Mexico and the United States
SPA402	Integrated Civilization and Literature: Spain
SPA403	Integrated Civilization and Literature: Central America and the Caribbean
SPA404	Integrated Civilization and Literature: The Southern Cone of South America
SWK330	History of Native American and White Relations
THE296	Cross-cultural Service in Jamaica
THE313	Religions of the World

Note: Approved travel courses also qualify.

Honors Liberal Arts Core Requirements

Honors courses

- ☐ LAR211 University Honors Core I
- ☐ LAR212 University Honors Core II
- ☐ Honors course in the major
- ☐ LAR410 University Honors Seminar
- ☐ LAR495 University Honors Thesis

The University Honors Core course covers material in History, Literature and the Fine Arts. In order to fulfill the requirements of the liberal arts core, all Honors students are required to choose a **concentration**, taking one additional core course in one of these areas:

Choose one course:

- ☐ History (HIS 101, 102, 104, 120, 121)
- ☐ Literature (ENG 200, 220, 221, 222, 223, 224)
- ☐ Fine Arts (ART 100, 209, 210, CST 200, FA 200, MUS 130, 202, 203, 250, 255)

Social Science:

- ☐ ECO 212 or 213 or PSC 211 or 212

Choose an additional six semester hours from two different areas:

- ☐ Geography (SSC 205 or 305)
- ☐ Sociology (SOC 201 or 301 or 306)
- ☐ PSY201 General Psychology

Students who have transfer, Advanced Placement or CLEP credit should speak with the University Registrar or Honors Program Director with questions about how these credits will apply.

The remaining core requirements are the same as the Liberal Arts Core Requirements found on page 42.

- ☐ Technology
- ☐ Theology
- ☐ Science
- ☐ Mathematics
- ☐ Exercise Science
- ☐ Creative Arts
- ☐ Intercultural Awareness

General Requirements

Bachelor's degree candidates must complete 124 s.h., including all of the liberal arts core requirements listed above.

Associate's degree candidates must complete 64 s.h., including 32 s.h. from the liberal arts core requirements, which must include the technology and communication courses.

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

The Mathematics requirement must be taken within the student's first two years. Transfer students must complete these courses by the end of their first three semesters at USF.

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

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



University of Sioux Falls Degrees and Programs

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

	Page
Accounting	62
Applied Mathematics	64
Art	65
Biology	67
Business Administration	69
Chemistry	72
Communication Studies and Theatre	73
Computer Information Systems	75
Computer Science	76
Criminal Justice	77
Education	82
Educational Studies	84
English and Language Arts	86
Entrepreneurial Studies	89
Exercise Science	90
History	92
Interdisciplinary	94
Mathematics	96
Media Studies	98
Medical Laboratory Science	99
Music	101
Music Ministry	102
Nursing	103
Paramedic Technology	106
Professional Accounting & Business Administration	62
Psychology	111
Radiologic Technology	112
Social Science	113
Social Work	114
Sociology	115
Spanish	116
Sports Management	118
Theology and Biblical Studies	120
Theology and Youth Ministry	120
Majors available through USF's Degree Completion Program (DCP):	
Accounting	80
Business	80
Health Administration	80
Social Work	114

Associate of Arts Program

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

	Page
Business Administration	126
Child Development	127
Interdisciplinary	128
Paramedic Technology	129
Radiologic Technology	130
Social Science	131

Teacher Certification

Teacher Certification is available in the following majors or disciplines:

	Page
Art	65
Biology	67
Chemistry	72
Communication Studies and Theatre	74
English and Language Arts	87
History	93
Mathematics	96
Music	101
Spanish	116

Cross-Registration

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



Non-traditional Credit Options

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

Workshops/Seminars	6 s.h.	Test-Out	16 s.h.
CLEP	32 s.h.	Elected Pass/No Credit	up to 20 s.h.
Internships	12 s.h.	(1 course per semester, non-major or elective)	
APriL (Assessment of Prior Learning)	16 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.

CLEP Policies

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

The Academic Success Center administers the CLEP Testing Program on USF's campus.

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

CLEP	USF HUMANITIES	CR.	CLEP	USF NATURAL SCIENCE	CR.
American Literature	ENG 222: American Literature Survey I	3	General Biology	BIO 100: General Biology	4
English Literature	ENG 221: British Literature Survey I	3	General Chemistry	CHE 111: General Chemistry I	4
Analyzing and Interpreting Literature	ENG 200: Introduction to Literature	3	College Algebra	MAT 113: College Algebra	2
College French (Levels 1 and 2) (1 Exam)	Elementary French (French 101/102) Intermediate French (French 201/202)	8 6	Pre-Calculus	MAT 112: College Algebra and Trigonometry	4
College German (Levels 1 and 2) (1 Exam)	Beginning German (German 101/102) Intermediate German (German 201/202)	8 6	Calculus	MAT 204: Calculus I	4
College Spanish (Levels 1 and 2) (1 Exam)	SPA 101/102: First-year Spanish I/II SPA 201/202: Second-year Spanish I/II	8 6	CLEP	USF BUSINESS ADMINISTRATION	CR.
CLEP	USF SOCIAL SCIENCES	CR.	Financial Accounting	ACC 225: Principles of Accounting I ACC 226: Principles of Accounting II	3 3
American Government	PSC 211: American Federal Government	3	Introductory Business Law	BUS 320: Business Law	3
History of the U.S. I	HIS 120	3	Principles of Management	BUS 210: Principles of Management	3
History of the U.S. II	HIS 121	3	Principles of Marketing	BUS 307: Principles of Marketing	3
Introductory Psychology	PSY 201: General Psychology	3	Principles of Microeconomics	ECO 212: Principles of Microeconomics	3
Human Growth and Development	PSY 211: Human Development	3	Principles of Macroeconomics	ECO 213: Principles of Macroeconomics	3
Introductory Sociology	SOC 201: Fundamentals of Sociology	3			

Advanced Placement Program

The University of Sioux Falls participates in the College Board Advanced Placement Program, awarding credit in equivalent University courses for scores of 4 or 5.

International Baccalaureate Exams

Academic credit is granted on a course-by-course basis for International Baccalaureate Higher Level examinations in which the student earned a score of 4 or higher, at the discretion of the appropriate area of study.

Course Test-out

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



Air Force Reserve Officer Training Corps (AFROTC)

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

Assessment of Prior Learning

The APriL (Assessment of Prior Learning) program provides a means for students to receive college credit for learning gained through life experiences. People gain knowledge and competencies through a variety of experiences such as work, professional training, travel, hobbies, independent reading, volunteering and many other life experiences. This learning must be equivalent to college level work and documented in a portfolio that can be evaluated by appropriate faculty. An educational planning seminar or individual guidance is offered to assist persons with portfolio preparation. A total of 16 semester hours may be earned in this manner. APriL credits will be awarded and placed on the transcript following the completion of 3 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.

American Council on Education

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

Internships

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

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

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

Students interested in internship credit should contact the Academic Success Center.

Workshops

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

Transfer Credit

All transfer credit is determined on an individual basis by the Office of the Registrar. Please see the Admissions section on page 18 for more details.

USF Honors Program

Mission

The USF Honors Program strives 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. In doing so, the USF Honors Program seeks to further enhance the culture of scholarship and service at the University.

Program Goals and Scope

The USF Honors Program aims to foster student enthusiasm for and engagement with learning, in classroom situations and in nonacademic contexts. In particular, the Honors Program takes seriously the foundation of the liberal arts as a site of challenging questions and ideas. Honors coursework in the liberal arts core, in major fields of study, and in independent research reflect the breadth and depth of engagement and application available for students in all areas of the University. Students in the USF Honors Program come from all academic majors and routinely participate in all areas of campus life, including USF athletics, fine and performing arts, student government, campus ministry and residence life. The Honors Liberal Arts core requirements are listed on page 44.

Honors Designation

Students who maintain the required activity in the Honors Program events, who earn a C or higher in all Honors coursework and who graduate with a cumulative GPA of 3.2 will graduate as Honors Students. This designation, announced at graduation and indicated on the student's transcript, is distinct from and in addition to any traditional graduation honors of summa cum laude, magna cum laude and cum laude. USF Honors Students also have opportunity to register for coursework prior to classmates of the same academic rank and are permitted to carry an additional credit of coursework each semester at no additional cost.

Travel Grants for Study Abroad and Research Opportunities

The USF Honors Program is pleased to be able to offer a limited number of grants to address travel expenses for upper-level Honors students who are traveling to further their educational or research goals. These grants are available for upper-level Honors students who want to study abroad and/or carry out research that incurs additional travel cost. Each year, students will be invited to apply for these grants that are available to be used for domestic as well as international travel, including conferences at which students are presenting.

Co-curricular Activities

Each year, the Honors Committee strives to plan an engaging series of events that foster community and also allow for Honors students to interact with the larger world of culture, ideas and service. Annual events routinely include the fall annual banquet, academic conferences, special lectures, cultural events, films and discussion, service projects and Honors Forums that feature student research.

The Honors Program is also an active supporter of other academic and cultural events on campus, strongly encouraging our students to participate in and to attend guest lectures on campus, area and departmental presentations, music and theatre performances and art shows.

Eligibility/Application

Students interested in the USF Honors Program are invited to apply in the spring prior to their freshman year by submitting an application letter, reference information and a response to the essay question. ACT scores of 27 or above and high school GPAs of 3.2 and above are recommended for Honors Program eligibility, but all students seeking a challenging and creative curriculum are invited to apply for the Honors Program. Application deadlines and specific Honors registration information are available online.

Transfer into the USF Honors Program

The USF Honors Program is available to transfer students to the University in accordance with the following guidelines:

- Students transferring fewer than 12 credits to USF will be regarded as first-time freshmen and will be required to apply to the program and participate fully under those guidelines.
- Students transferring 12–30 credits will be required to take at least one semester of the LAR 211/212 sequence, and the distribution of that course will be determined by the Registrar in consultation with the Director of the Honors Program. They will also be required to complete six credits of Honors coursework that includes at least three credits in their major. In addition, students must complete the LAR 410 University Honors Seminar and the LAR 495 University Honors Thesis.
- Students transferring more than 30 credits will be required to complete 12 credits of Honors coursework that includes at least three credits in their major. In addition, students must complete LAR 410 the University Honors Seminar and the LAR 495 University Honors Thesis.
- All students must complete one year as a USF student before applying for the travel/research grants. All other benefits of the Honors program will be fully available to all students upon admission to the program.

Alternative Honors Program Admission Guidelines

Students who do not enter the USF Honors Program upon admittance to the University may still participate in the Honors Program under the following guidelines:

- Students who have completed at least 30 credits of coursework at the University with a CGPA of 3.2 or higher are invited to apply to the Honors Program. Students interested in applying should contact the Director of the Honors Program for information and due dates related to the application process.
- Students who are accepted into the program will be required to complete twelve credits of Honors coursework that includes at least three credits in their major field of study. In addition, students must complete LAR 410: University of Honors Seminar and LAR 495: University Honors Thesis
- All students must complete one year as an Honor student before receiving a travel/research grant. All other benefits and

requirements of the Honors program will be fully available to all students upon admission to the program.

Interdisciplinary Courses

Liberal Arts Courses

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

Student Development Courses

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

Special Academic Programs

January Interim

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

Students may initiate and design their own independent study programs during interim. It is also possible for students to attend interim at other

colleges. These arrangements are facilitated through mutual tuition waiver agreements.

Interim tuition and room and board for on-campus students are included in the fall and spring semester tuition and residence costs. Payment of tuition for fall or spring semester entitles a full-time student (excluding DCP and Accelerated Nursing) to an interim course (up to 4 semester hours) for free, unless there are extra costs for travel experiences or particular courses requiring special course fees.

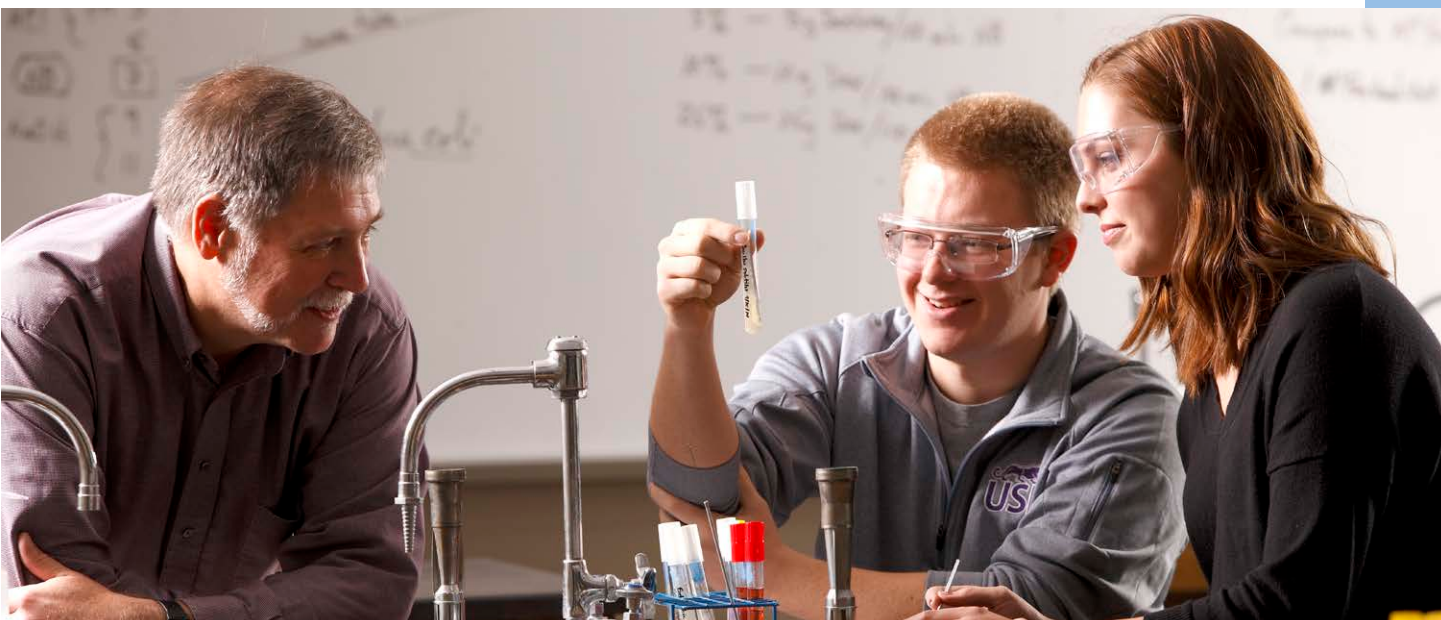
Full-time students enrolled in the Degree Completion Program who choose to enroll for an interim course will pay the part-time tuition fee as set by the University.

Summer School

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

Students attending summer school are eligible to receive federal financial aid as long as they are enrolled in at least 6 semester hours for undergraduate study or at least 4.5 semester hours for graduate study. The University defines summer sessions as a "leader" to the fall/spring semesters. Students receiving federal loan funds for the summer sessions will have their loan eligibility reduced during the following fall/spring semesters.

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



Degree Completion Program

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

The accelerated program meets one evening each week for four hours and leads to a Bachelor of Arts degree in Business, Accounting, Health Administration or Social Work. The Bachelor of Arts degree in Business is also offered in a fully online format. An academic background in business is helpful but not required. Students work in a variety of occupations including business, healthcare and administration, government, social service and agriculture. For admission criteria see the Degree Completion Program section.

Academic Policies

General

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

Credit Hour Policy

Summary

A credit hour is the unit of University academic credit representing approximately three Carnegie hours of work per week by a student throughout an approximate 15-week (fall, spring) semester or its equivalent in total work for shorter courses. Specifically, in accordance with the Department of Education Program Integrity rules, the University of Sioux Falls defines a credit hour as: An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than one Carnegie hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for an approximate 15-week semester or the equivalent learning activities over a different amount of time.

Policy

To ensure consistency throughout the University of Sioux Falls, the following definitions and practices apply in controlling the relationship between instruction, student engagement, and credit hours. These definitions constitute a formalization of current and historic policy. Courses may be composed of any combination of elements described, such as a lecture course having an additional requirement for supervised independent study or group studio activity. For the purposes of this policy, the terms "credit hour" and "semester hour" are synonymous.

A credit hour is normally granted for satisfactory completion of one 50-minute session of classroom instruction and a minimum

of two hours of out-of-class work per credit hour per week for an approximate 15-week semester. This basic measure may be adjusted proportionately to reflect modified academic calendars and formats of study. Credit hours are granted for various types of instruction as follows:

I. Lecture, Lecture with Laboratory, Seminar, or Discussion

A lecture, seminar, or discussion format course meets for one 50-minute session per week per credit hour with a minimum of two hours of out-of-class work per week per credit hour for an approximate 15-week semester, or its equivalent.

Lecture with laboratory courses include a concomitant weekly minimum of a 75-minute laboratory session per additional credit hour, or its equivalent. These laboratory sessions involve experiential learning in settings under direct supervision of a faculty member with students conducting laboratory experiments or studies in typically 100-minute (2 and 4 credit hour courses) or 150-minute (4 and 5 credit hour courses) in-laboratory sessions. The minimum out-of-class student preparation for a laboratory session is one hour per week for the entire semester.

II. Supervised Group Activity (workshop, group studio, ensemble, field trip)

A workshop, group studio, or ensemble course meets a minimum of one 50-minute session per week per credit hour over an approximate 15-week semester.

Fieldwork and travel courses involve experiential learning in a professional setting under direct supervision of faculty/fieldwork educators who serve as site supervisors and performance evaluators. The minimum contact time per credit hour for fieldwork or travel courses is 40 hours for the entire semester.

III. Diverse Modality Course

Courses delivered through diverse modalities – such as, distance, online, and hybrid – are reviewed by content experts who have taught the course on ground to ensure that the work load and academic engagement required of the student are equivalent to standard credit hours. Course developers are responsible for identifying the amount of work that is represented in intended learning outcomes established for the course and verified by student achievement. Student academic engagement may include seated or online seminars or small-group video meetings, threaded discussions, meeting with advisors, and additional independent work in lieu of class time. Conformity with the policy is also reinforced by a review of course content by the administrators of the academic programs. When the course is taught for the first time, it is also monitored for pedagogy to ensure conformity with the standard credit hour requirements.

IV. Supervised Individual Activity (independent study, directed study)

One credit hour for independent study (defined as study given initial guidance, criticism, review and final evaluation of student performance by a faculty member) will be awarded for a minimum one 50-minute session of student academic activity per week over an approximate 15-week semester, or its equivalent.

One credit hour for directed study (defined as study which is given initial faculty guidance followed by repeated, regularly scheduled individual student conferences with a faculty member, and periodic as well as final evaluation of student performance) will be awarded for a minimum of one 50-minute regularly

scheduled instructional session per week over an approximate 15-week semester, or its equivalent.

V. Full-time Independent Study (student teaching, practicums, internships, etc.)

If a student's academic activity is essentially full-time (as in student teaching, practicums, internships, etc.), one credit hour may be awarded for each week of work. The minimum number of hours a student must complete in a full-time independent study for each hour of academic credit is 40 hours or as stipulated by specialized accrediting agency requirements.

VI. Experiential Learning – Assessment of Prior Learning (APriL)

At its discretion, the University of Sioux Falls may award credit hours for learning acquired outside the institution which is an integral part of a program of study. When life, work experience, or continuing education experiences are to be credited as a concurrent portion of an academic program design, such as in an internship or continuing education experience, credit hours will be awarded for supervised academic activity that provides the learning. This is determined by USF's content area faculty.

VII. Credit by Examination

For purposes of providing minimum university-wide guarantees to all University students, students may apply at least 30 credit hours earned through published subject examinations, including those offered as transfer credit, toward fulfillment of degree requirements.

Credit for published examinations applies to the following test series, provided the specified minimum performance levels are met:

- College-Level Examination Program - Mean score obtained by persons from the standardization group who had earned a grade of C in a formal course.
- Advanced Placement Program - A score of 4 or higher within the scale of 5 points used for this program.
- International Baccalaureate Exams – Higher level exams with a score of 4 or higher.

At its discretion, USF's content area faculty may award credit hours for mastery demonstrated through credit-by-examination through university-constructed examinations. When such credit by examination is allowed, it may be used to satisfy degree requirements or to reduce the total number of remaining hours required for a degree.

VIII. Short Session

Credit hours may be earned in short sessions (accelerated, summer sessions, interim, etc.) proportionately to those earned for the equivalent activity during a regular term of the university, normally at no more than one credit hour per week of full-time study. Calculation of credit hours awarded for short sessions shall be verified by the academic administration.

IX. Oversight and Compliance

The faculty and academic program chairs have responsibility for developing, maintaining and evaluating the curricula comprising specific academic programs. Existing courses are evaluated for adherence to federal and state credit hour regulations on an annual basis. New courses are developed and approved at the

program level and are subsequently submitted to the Academic Policies Committee or the Graduate Policies Committee for approval or denial. The APC and GPC are responsible for certifying that all proposed new or revised courses conform to the federal and state credit-hour regulations. Syllabi submitted with proposals for new or revised courses are examined by the APC or GPC, verifying that the courses are aligned with the credit hour policy.

X. Appeal and Review

Academic areas or schools may appeal and present educational justification for departures from these policy provisions to the Academic Policies Committee or Graduate Policies Committee, which will be responsible for their interpretation. Credit hours to be earned in approved overseas academic programs will continue to be considered on an individual basis following established procedures.

Registration and Class Changes

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

The academic program of the University is offered in a 4-1-4 calendar supplemented by a summer program. The normal course load for a full-time student is 14-15 semester hours in the fall and spring terms and 3-4 semester hours in the January interim. Tuition paid by the full-time student (excluding DCP students) allows him or her to take up to 17 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 Registrar's Office.

Students are permitted to audit courses without credit or grade with permission of the Registrar and the instructor of the course. Audited courses are counted in the load of full-time students and are charged at the audit rate for part-time students.

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

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

If a student in good academic standing finds it necessary to withdraw from school because of extenuating circumstances,

he or she may petition the Vice President of Academic Affairs to withdraw from all classes after the published deadline. If the petition is granted, the student will receive a grade of "W" for all classes in which he or she is currently enrolled.

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

Classification

A student will be classified as a freshman prior to completing 27 semester hours of college work, as a sophomore prior to completing 60 semester hours, and as a junior prior to completing 90 semester hours. These classifications are defined in terms of credit earned and not length of time in residence. A student is considered a full-time student when he or she is registered for 12 or more semester hours during a fall or spring semester.

Application for Graduation

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

Candidates for degrees must be certified with the Registrar for graduation by their respective area chairpersons upon recommendation of the major program faculty. Competency of the student for graduation may be determined by special examinations, research papers, successful completion of designed courses, or other prescribed methods.

Graduation Honors

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

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

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

Most coursework in regular semesters is graded on a scale from "A" through "F," except where the student elects to take advantage of the Pass/No Credit grading option. A student who has successfully completed 24 semester hours may, during the first two calendar weeks of the semester, request the Registrar to record a grade of "P" (Pass) or "N" (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 "N" are not used in the calculation of grade point averages.

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

Midterm reporting at the University of Sioux Falls is an indicator of student academic progress in a course. The report of Satisfactory (SAT) or Unsatisfactory (UNS) is based upon many factors, but could include class attendance, work submitted, overall participation or engagement. It does not reflect a specific letter grade, but rather it serves as an overall indicator of whether satisfactory progress is being achieved in the course. The report functions as a communication tool to the student, advisor and other administrative staff. Midterm progress reports are not maintained as part of the student's permanent record and as such are not recorded on the official transcript.

Academic Probation Policy

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

Freshman	(0-27 credits)	1.75
Sophomore	(28-59 credits)	2.00
Junior	(60-89 credits)	2.00
Senior	(90+ credits)	2.00

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

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

Student Records Policy

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

Directory Information

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

Student Access to Records

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

Computer Use Policies

Every USF student (part or full time) will receive a computer account through the Information Technology office. This account is one of the official ways the University communicates with students and staff. Professors will use email for class announcements, and, at times, University offices will issue campus-wide notices of interest to students.

Use of the University of Sioux Falls computer resources is

a privilege, not a right. Computer and network resources are provided to our students, faculty and staff to further the educational goals of the university, increase productivity, and ensure better communication regarding university matters. These resources are to be used in a manner consistent with these goals.

ALL students and faculty MUST HAVE a network user account to use the labs.

Conduct

- No food or drinks are allowed in the computer labs.
- Please set your cell phones in a mute mode and be respectful to those using computers by keeping the noise level to a minimum.
- Users may not deliberately disrupt the performance of a computer system or a network, or attempt to "break" system security. This includes reconfiguring a computer system to make it unusable for others, or attempting to destroy or alter data or programs belonging to other users.
- If you are not using the computer for USF class work, you may be asked to vacate your machine if a student is waiting to use a computer. You may not suddenly start working. If you weren't working when the student entered the room, you will lose your rights to that computer.

Software

Do not install/download any software on the university-owned computers. If you need particular software for a class, approach your instructor with your request.

If any equipment is not working properly, please contact the IT Help Desk. (605-331-6674 | ITHelpDesk@usiouxfalls.edu)

Storage of Files

All local computer drivers are completely wiped on a regular basis. Do not save any important files on a local hard drive as they will be deleted. Instead, use your personal network drives that are backed up on a regular basis.

DO NOT STORE music, videos or any unnecessary files on your network drive. Files stored should be class or university related. Use a personal flash drive or burn your files to CD or DVD in order to store old projects and music/videos.

Inappropriate files may be moved offline by the Information Technology department without prior notice. You will be notified of how to retrieve these files if you can show good cause for having the files on your network drive.

Printing

Please use electronic copies of documents if possible. The lab printers are not for mass printing.

University of Sioux Falls 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 computer laboratories any software which 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 a University of Sioux Falls faculty member or staff person for the specific purpose of being used in the university's computer laboratories.
8. It is being written or has been developed by the user and that reasonable documentation exists to verify the user's ownership.

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

University Email Accounts

As a user, you will be held responsible for all activity which takes place in your account. Specific prohibitions include:

- Forgery of electronic mail messages.
- Reading, deleting, copying, or modifying the electronic mail of other users without their permission.
- Sending chain letters or unsolicited "for-profit" messages.
- Using computing resources for unapproved personal purposes.
- Sending obscene and/or other threatening electronic mail to another user; or messages that reasonably could have been foreseen to have the effect of harassing or offending.

Examples of forbidden transmissions include:

- Sexually-explicit messages, cartoons or jokes.
- Unwelcome propositions or love letters.
- Ethnic or racial slurs.
- Any other message that can be construed to be harassment or disparagement of others based on their sex, race, sexual orientation, age, national origin, religious beliefs, disability, marital status or other personal characteristics protected by law.

Users should exercise extreme caution in using email to communicate confidential or sensitive matters, and should not assume that email is private and confidential. It is especially important that users are careful to send messages only to the intended recipient(s).

Additional Policies

Sanction for Failure to Log-Off the Computer

If an individual fails to log-off the network, all subsequent activity (allowed or unallowed, e.g. an unacceptable email message is sent by another person) will remain the responsibility of the individual who failed to log off. This also includes potential fines and possible suspension of network privileges.

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.

Improper use includes but is not limited to:

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

Digital Copyright and File Sharing

The University of Sioux Falls requires that all users of our network comply with and respect U.S. copyright laws. The University of Sioux Falls complies with the Higher Education Opportunity Act (HEOA) concerning unauthorized downloading or distribution of copyrighted materials.

The law states that unauthorized downloading or distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students to civil and criminal liabilities as well as university sanctions. These digital materials may include music, movies, games, TV shows, and images often downloaded or distributed using a peer-to-peer (P2P) network.

What is P2P file sharing?

When a file-sharing application such as BitTorrent, LimeWire, or Kazaa is loaded on your computer, it becomes one of the clients or 'peers' of a network. Files on your computer can then be accessed and shared by the other clients or 'peers' on other computers. While sharing files on such a network is not necessarily illegal, sharing copyrighted material is against the law and may constitute a violation of federal, state, and University of Sioux Falls policies.

Summary of penalties for violation of Federal copyright laws:

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code.) These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a

copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Section 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

For more information, please see the Web site of the U.S. Copyright Office at www.copyright.gov, especially their FAQ's at www.copyright.gov/help/faq.

University of Sioux Falls Policy

Alongside the law, the University of Sioux Falls has policies in place that clearly stand on adhering to the law. University of Sioux Falls policies with respect to unauthorized peer-to-peer file sharing, including disciplinary actions that are taken against students who engage in illegal downloading or unauthorized distribution of copyrighted materials using the institution's information technology system are as follows below.

Disciplinary Actions

Peer to Peer file sharing is frequently a copyright violation, and, as such, violates University of Sioux Falls policies governing network and internet usage.

If the University of Sioux Falls discovers or learns of a peer-to-peer violation, there are consequences.

First-time Violation: A written warning will be sent to the person, requiring the person to complete education regarding peer-to-peer sharing, and signing an agreement that states the person will stop sharing activity and will delete the infringing material from all systems where it is stored.

Subsequent Violations: The matter will be referred to the judicial process.

Appeal Process: If the person feels they did not violate the policy, a written appeal can be filed claiming denial of the violation. This appeal will need to be sent to the Director of Information Technology within 2 weeks of the notice being sent.

Additional Information: If a settlement notice is received from the Recording Industry of America, Inc., the fee assessed will be passed on to the person committing the violation. This can result in a charge on a student's bill which can prevent the student from registering for future semesters or getting an official transcript.

Technical Deterrent

The university has implemented a hardware based solution to help control unlawful Peer-to-Peer (P2P) file distribution. That means programs such as Kazaa, Limewire, BitTorrent and Ares will not work over the internet. If you would like to remove this software from your PC and need assistance or have questions concerning these programs, please contact the IT helpdesk at 331-6674 or stop by our office on the lower level of Jorden Hall.

Attendance Policy

Faithful and consistent class attendance should be considered

the standard for coursework at the University of Sioux Falls. Such attendance is important both for the integrity of the course and the success of the student.

The USF community is committed to the principle of mutual respect and support regarding regularly scheduled classes and the extracurricular activities (including specially scheduled co-curricular activities) that it offers to the students. Recognizing that such activities can sometimes conflict with class time and that conflicts need to be limited, the University seeks balance and cooperation. To that end, students who will miss class as a result of participation in a University sponsored event (e.g. the season schedule of an athletic team, the performance schedule of an arts organization or a required out-of-class meeting) must understand the following guidelines:

- It is the student's responsibility to inform the instructor well in advance of any scheduled events that will cause an absence from class and to complete assigned coursework. If the activity schedule of the student will conflict with the attendance policy of the course, the student is advised to seek counsel from the instructor at the beginning of the term.
- The attendance policy of each course is at the discretion of the instructor. The student should adhere to the attendance policy to the best of his or her ability as it is described in the syllabus of the course. The student is responsible for their attendance and the consequences associated with excessive absences.

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, 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, the University hopes 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. Likewise, coercing or encouraging another person to assume the identity of a third party is similarly offensive to the integrity of the University as an academically and socially responsible community.

Improper Collaboration

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

Improper Use of Computers

See Computer Use Policies in Academic Information section.

Misrepresentation of Academic Records

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

Multiple Submission

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

Plagiarism

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

Right of Appeal on Academic Issues

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

1. Discussion with instructor.
2. Discussion with the area chairperson. In the event #1 is an area chairperson, then #2 becomes a second faculty person as assigned by the Chief Academic Officer (CAO).



3. Written complaint to the Chief Academic Officer (CAO). This complaint must be made within 30 days of the event causing the student complaint. The decision of the CAO Chief Academic Officer (CAO) shall be given to the student in writing and a written record of the decision and its basis maintained by such Vice President.
4. A student may appeal the decision of the Chief Academic Officer (CAO) by filing a written complaint to the Academic Policies Committee of the faculty. Such appeal must be made within 10 days of the written decision of the Chief Academic Officer (CAO). The decision of this appeal body shall be final.

Penalties

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



- Requiring a student to rewrite or redo an assignment
- Giving a grade of "F" on a project, test, or assignment
- Issuing a disciplinary warning
- Requiring a student to write a paper about the offense
- Giving a grade of "F" for a course
- Putting a student on disciplinary probation
- Requiring a student to make restitution for damaged data or equipment
- Canceling a student's campus computer privileges or access to the campus computer network

Eligibility for Activities and Organizations

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

Student Eligibility for Participation in Intercollegiate Athletic Competition

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

Academic Centers

Tom and Cindy Lillibridge Center for Entrepreneurial Leadership and Innovation

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

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

Center for Professional Development

The Center for Professional Development is committed to providing professional and personal development for business professionals, educators and health and human service providers. We offer high-quality courses, seminars, workshops and certificate programs to enhance the effectiveness and skills of busy adults. Courses may be delivered online and on the University of Sioux Falls campus. Customized training for companies and schools can also be provided directly on-site.

Fredrikson School of Education and Center for Christian Thought

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

John T. Vucurevich School of Business

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

Off-campus Programs

There are many opportunities for students to study and serve with off-campus programs. Students who wish to participate in off-campus programs must complete at least 40 credits with a minimum GPA of 2.5. In addition, students must complete the Application for Off-Campus or Study-Abroad Semester. Applications are available in the Office of International Education 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 by the Director of International Education. 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.

USF Exchange and International Study Programs

Deree—The American College of Greece

Located in the historically rich city of Athens, the Deree—American College of Greece boasts modern classrooms, an impressive library and Olympic-quality athletic facilities on the breathtaking edge of the city. ACG offers 21 majors, 32 minors and approximately 1,000 courses taught in English by accomplished scholars. Because approximately 90 percent of the student body is Greek, students will experience genuine cultural immersion.

Handong Global University

The University of Sioux Falls has an exchange program with Handong Global University in Pohang, South Korea. Handong is a Christian university with programs in the arts and sciences. Many courses are taught in English and are available to USF students. Students pay tuition at USF.

Universidad del Este

Located in San Juan, Puerto Rico, Universidad del Este is comprised of a 21-acre suburban campus featuring modern, spacious buildings and a student body of 21,700. Students may choose from 24 baccalaureate programs. Most courses are taught in Spanish. The university is known for its colorful Puerto Rican culture and island community.

Nelson Mandela Metropolitan University

NMMU is located in Port Elizabeth, South Africa, a lively city of 1.3 million people near the southern tip of the African continent. The campus consists of newly built classrooms and modern buildings, all of which are surrounded by spectacular beaches and indigenous forest land. At NMMU you will find a large number of academic programs. The school is particularly known for programs in art and design, building, accounting, engineering, health and environmental sciences, and information technology. There are 24 sports clubs on campus. More than 25,000 students from all over the world study at this campus.

Friedrich Schiller Universität Jena

Students in the Fredrikson School of Education at the University of Sioux Falls may study for one semester at Friedrich Schiller Universität in Jena, Germany. Although any education major may

apply, the program will be especially useful for students pursuing an ELL minor or endorsement.

The Teaching English as a Foreign/Second Language (TEFL/ TESL) program at Friedrich Schiller Universität focuses on foreign language acquisition in the ELL classroom. The program also places emphasis on the methods of teaching the literature(s) and culture(s) of many English-speaking countries, including not only the USA, the UK, Canada and Australia, but also South Africa and India. TEFL features four interrelated disciplines: language acquisition and learning, cultural studies and inter-/transcultural learning, theory and practice of teaching literature, and media studies. Other courses are available in linguistics, literary studies and cultural studies. All courses will be taught in English.

International Study Abroad (ISA)

The University of Sioux Falls has partnered with ISA to provide students with study abroad options in 29 countries representing Europe, Asia, Africa, Central America and South America. Semester, yearlong and summer programs are available. ISA also offers students its Veritas programs. The Veritas programs are similar to the traditional ISA programs but include a world missions component.

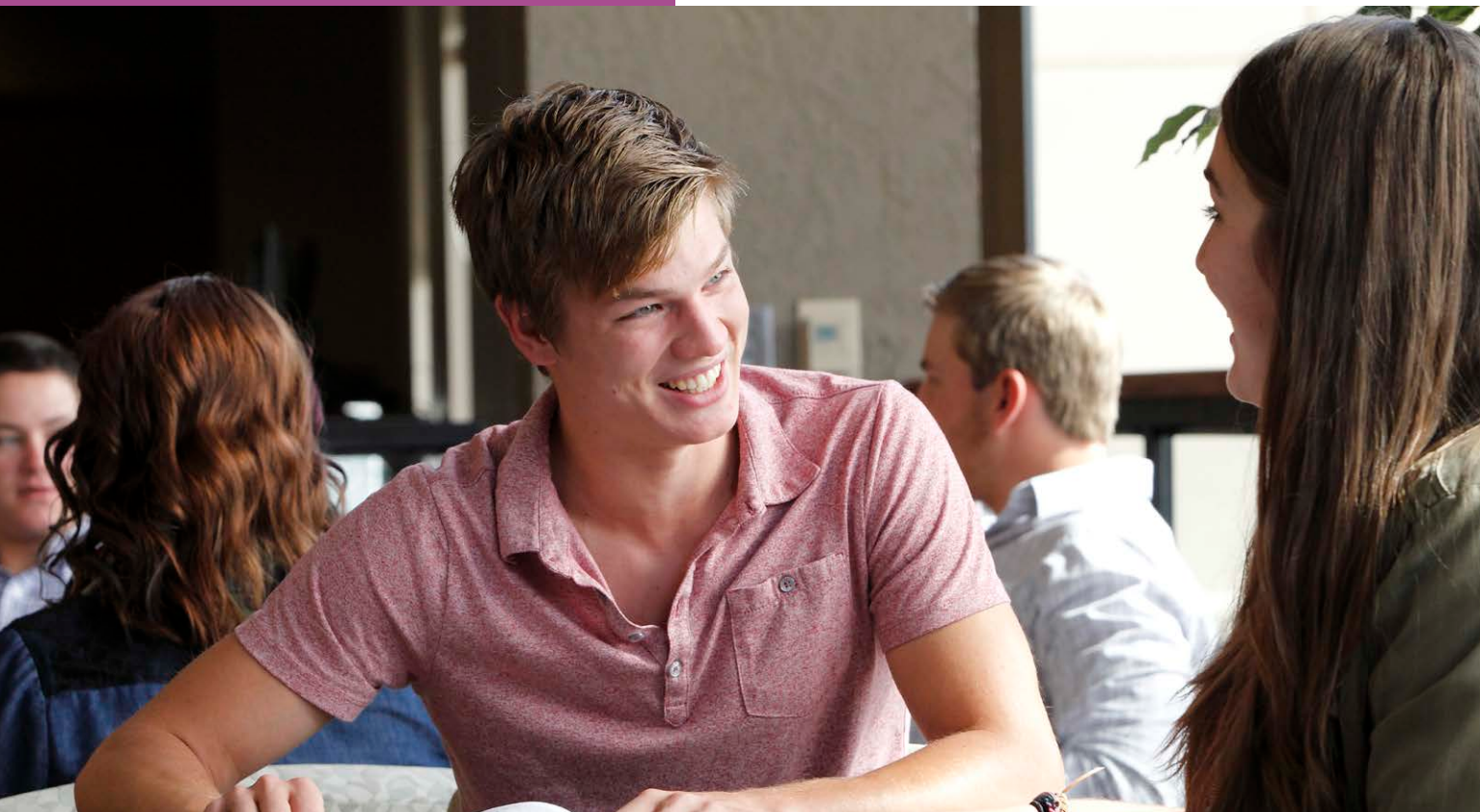
CAPA The Global Education Network

The University of Sioux Falls has partnered with CAPA to provide students with the opportunity to study abroad in six major world cities: Buenos Aires, Dublin, Florence, London, Shanghai and Sydney. CAPA's global cities locations provide vibrant multicultural environments in which students can learn and explore.

For more information regarding study abroad, contact the USF Office of International Education.

Telephone: (605) 575-2084

Email: International@usioxford.edu





Bachelor's Degree Programs

ACCOUNTING

Accounting (B.A.) and Professional Accounting and Business Administration (B.A.)

Vucurevich School of Business

The mission of the Vucurevich School of Business is to develop Christian leaders who advance ethical business practices and foster a spirit of innovation in a global society.

Program Goals:

1. Vucurevich School of Business graduates draw upon functional knowledge and multiple skills and perspectives to shape responses to business challenges and opportunities.
2. Vucurevich School of Business graduates exercise appropriate leadership, value diverse perspectives and skills, and work collaboratively to accomplish organizational goals in a changing global society.
3. Vucurevich School of Business graduates understand their sense of purpose, identity and context, and use this understanding to make ethical decisions that generate value for stakeholders and society.

Student Learning Outcomes:

1. Students will be able to apply major concepts in the functional areas of accounting, marketing, finance and management.
2. Students will be able to evaluate the legal, social, economics and global environments of business.
3. Students will be able to identify and discuss ethical issues and obligations of business using ethical-based frameworks.
4. Students will be able to apply decision-support tools to business decision-making.
5. Students will be able to construct and present effective oral and written forms of professional communication.

Vocational Applications: Graduates of this program find employment in public accounting firms, private industry, nonprofits and governmental organizations doing financial accounting, managerial accounting, auditing, tax preparation, forensic accounting and consulting. Graduates of the Professional Accounting and Business Administration major will have attained the number of semester hours required (150) in order to take the uniform CPA exam.

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

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

Accounting (B.A.)

The major consists of 124 s.h. and is designed for the individual interested in accounting as a career but is not pursuing the CPA certification and license.

Core Requirements:

- ☐ ACC225 Principles of Accounting I
- ☐ ACC226 Principles of Accounting II
- ☐ ACC250 Computerized Accounting
- ☐ ACC304 Individual Income Tax
- ☐ ACC317 Cost Management
- ☐ ACC323 Advanced Excel for Business Applications
- ☐ ACC325 Intermediate Accounting I
- ☐ ACC326 Intermediate Accounting II
- ☐ ACC401 Accounting Seminar
- ☐ ACC425 Advanced Accounting
- ☐ BUS305 Managerial Finance
- ☐ BUS320 Business Law
- ☐ BUS421 Business Ethics
- ☐ ECO212 Microeconomics
- ☐ ECO213 Principles of Macroeconomics
- ☐ MAT201/202 Finite Math/Calculus for Applications
- ☐ MAT233 Statistics

Accounting Electives:

Minimum of 6 s.h.

- ☐ ACC330 Accounting Information Systems
- ☐ ACC390 Special Topics in Accounting
- ☐ ACC395 Internship
- ☐ ACC400 Accounting Practicum
- ☐ ACC404 Organizational Tax
- ☐ ACC405 Governmental and Nonprofit Accounting
- ☐ ACC426 Auditing

Professional Accounting and Business Administration (B.A.)

This major consists of 150 s.h. and is designed for the individual that is pursuing the CPA certificate and license and is interested in a career in both accounting and business.

Core Requirements:

- ☐ ACC225 Principles of Accounting I
- ☐ ACC226 Principles of Accounting II
- ☐ ACC250 Computerized Accounting
- ☐ ACC323 Advanced Excel for Business Applications
- ☐ ACC325 Intermediate Accounting I
- ☐ ACC326 Intermediate Accounting II
- ☐ ACC317 Cost Management
- ☐ ACC304 Individual Income Tax
- ☐ ACC404 Organizational Tax
- ☐ ACC425 Advanced Accounting

- ☐ ACC426 Auditing
- ☐ ACC401 Accounting Seminar
- ☐ BUS307 Principles of Marketing
- ☐ BUS210 Principles of Management
- ☐ BUS305 Managerial Finance
- ☐ BUS320 Business Law
- ☐ BUS421 Business Ethics
- ☐ BUS427 Strategic Management
- ☐ ECO212 Principles of Microeconomics
- ☐ ECO213 Principles of Macroeconomics
- ☐ MAT201/202 Finite Math/Calculus for Applications
- ☐ MAT233 Statistics

18 s.h. of electives of upper level courses from ACC/BUS/ECO/ENT

Accounting Minor

Requirements: Students who meet the regular degree requirements of the University for a major in some other area may receive a minor in Accounting by completing 22-23 s.h. as follows:

- ☐ ACC225 Principles of Accounting I
- ☐ ACC226 Principles of Accounting II
- ☐ ACC325 Intermediate Accounting I
- ☐ ACC317 Cost Management
- ☐ ACC304 Individual Tax

Choose two courses from the following:

- ☐ ACC326 Intermediate Accounting II
- ☐ ACC404 Organizational Tax
- ☐ ACC425 Advanced Accounting
- ☐ ACC330 Accounting Information Systems
- ☐ ACC405 Governmental and Nonprofit Accounting
- ☐ ACC390 Special Topics in Accounting

APPLIED MATHEMATICS

Applied Mathematics (B.S.)

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

Student Learning Outcomes:

1. Students will demonstrate facility with axiomatic reasoning, including the ability to write clear, rigorous mathematical proofs.
2. Students will distinguish between syntax (the concrete) and semantics (the abstract) by writing programs in at least two different languages that perform the same function. These two programs should model mathematical structures, utilizing an object-oriented programming language.
3. Students will be able to design and use valid mathematical models and use them to solve realistic problems, employing techniques from physics, computer algorithms or mathematics.
4. Students will show the ability to engage in statistical reasoning, including the capacity to produce and interpret statistical information.
5. Students will be able to organize, connect and communicate mathematical or algorithmic ideas.
6. Students will acquire facility with several significant technological tools and use them effectively for computation, exploration and presentation.

Vocational Applications: This program is designed to train leaders in the many areas where abilities in mathematical analysis and problem solving, computer-aided mathematical modeling and simulation, and understanding the core disciplines of the physical sciences are requisite. Graduates may pursue advanced degrees in many areas of engineering and mathematics or a career in the computational sciences. Additional courses may be required for full admittance into a particular engineering program. Additional requirements depend on the field of study and the institute granting the postgraduate degree. Opportunities exist for undergraduate internships with engineering projects. The program emphasis is the cross-discipline application of the physical and computational sciences in ways that serve the community and fulfill the Christian responsibility of becoming a good steward.

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

- ☐ MAT204 Calculus I
- ☐ MAT205 Calculus II

- ☐ MAT310 Calculus III
- ☐ MAT311 Differential Equations
- ☐ CHE111 General Chemistry I
- ☐ CHE112 General Chemistry II
- ☐ COM201 Introduction to Computer Science I
- ☐ COM202 Introduction to Computer Science II
- ☐ COM/MAT300 Numerical Methods
- ☐ COM/MAT306 Discrete Mathematics
- ☐ COM/MAT481 Senior Seminar I
- ☐ COM/MAT482 Senior Seminar II
- ☐ NSC300 Colloquium (two semesters during the junior year; one presentation required)
- ☐ PHY201 University Physics I
- ☐ PHY202 University Physics II

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

ART

Art (B.A.)

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

Student Learning Outcomes:

1. Students will demonstrate knowledge of the interrelatedness of Christian faith, service and the visual arts.
2. Students will analyze, evaluate and interpret visual art in a clear and concise manner appropriate for a specific audience.
3. Students will communicate ideas satisfactorily in a variety of media and attain proficiency in at least one medium, as well as demonstrate design sensibilities and original expression in that medium.
4. Students will examine commonalities of visual arts evident across time and among cultural groups
5. Students will be prepared for additional study or careers that involve visual expression and creativity.

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

Pre-Art Therapy Vocational Applications: The pre-art therapy program is designed to prepare students for graduate school and certification in art therapy. Students who intend to go to graduate school in art therapy and gain certification are strongly encouraged to double major in art/psychology, with a mental health concentration.

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

Required core courses:	29 s.h.
☐ ART101 Drawing I	3
☐ ART120 Introduction to Design	3
☐ ART150 Introduction to Sculpture	3
☐ ART204 Painting I	3
☐ ART209 Art History: Prehistory–14th Century	3
☐ ART210 Art History: 14th Century–Present	3
☐ ART300 Communication Arts Colloquium	1
☐ ART310 Art History: Twentieth Century	3
☐ ART460 Senior Thesis	3

☐ FA220 Service in the Arts	1
☐ MED204 Electronic Media	3

Fine Arts Concentration 12 s.h.

☐ ART181 Digital Photography	3
☐ ART260 Printmaking I	3
☐ Level III competency in one area (6 s.h.)	
Drawing	
Painting	
Printmaking	

Graphic Design Concentration 12 s.h.

☐ ART221 Graphic Design: Layout	3
☐ ART331 Graphic Design: Imaging	3
☐ ART425 Advanced Graphic Design	3

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

☐ ART181 Digital Photography	3
☐ ART220 Graphic Design: Typography	3
☐ ART260 Printmaking I	3
☐ ART329 Web Design	3
☐ ART395 Internship in Art	1-4

Pre-Art Therapy Concentration 12 s.h.

☐ ART181 Digital Photography	3
☐ ART260 Printmaking I	3
☐ Level III competency in one area (6 s.h.)	
Drawing	
Painting	
Printmaking	

Art Education (B.A.)

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

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

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

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

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

a written evaluation and by participating in a discussion with the art faculty.

☐ ART101	Drawing I	3
☐ ART120	Introduction to Design	3
☐ ART150	Introduction to Sculpture	3
☐ ART181	Digital Photography	3
☐ ART204	Painting I	3
☐ ART209	Art History: Prehistory–14th Century	3
☐ ART210	Art History: 14th Century–Present	3
☐ ART260	Printmaking I	3
☐ ART300	Communication Arts Colloquium	1
☐ ART310	Art History: Twentieth Century	3
☐ ART355	K-12 Art Methods	3
☐ ART460	Senior Thesis	3
☐ FA220	Service in the Arts	1
☐ MED204	Electronic Media	3

Art Electives suggested from the following (3 s.h.)

☐ ART201	Drawing II	3
☐ ART221	Graphic Design: Layout	3
☐ ART241	Painting II	3
☐ ART261	Printmaking II	3
☐ ART329	Web Design	3
☐ ART331	Graphic Design: Imaging	3

Others as approved by advisor

- ☐ ART _____
- ☐ ART _____

Art Minor

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

☐ ART100	Introduction to Art or	3
ART209	Art History: Prehistory–14th Century or	3
ART210	Art History: 14th Century–Present or	3
ART310	Art History: Twentieth Century	3
☐ ART101	Drawing I	3
☐ ART120	Introduction to Design	3

Art electives (9 s.h.)

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

BIOLOGY

Biology (B.S.)

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

Student Learning Outcomes:

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

Vocational Applications: This program leads to employment opportunities in industry, research institutions or governmental agencies; non-governmental non-profit organizations; 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:

Biology Core Courses (16 s.h.)

- ☐ BIO100 General Biology
- ☐ BIO203 General Botany
- ☐ BIO204 General Zoology
- ☐ BIO222 Genetics

Biology electives (16 s.h. of 300 level and higher)

- ☐ BIO _____
- ☐ BIO _____
- ☐ BIO _____
- ☐ BIO _____

Chemistry Core Courses

- ☐ CHE111 General Chemistry I **or**
CHE121 Introduction to Chemistry
- ☐ CHE112 General Chemistry II **or**
CHE122 Introduction to Organic and Biochemistry
- ☐ NSC300 Colloquium (required during the four semesters of the junior and senior years; one presentation each year)

Two courses in physics

- ☐ PHY101 _____ **or**
PHY201 _____
- ☐ PHY102 _____ **or**
PHY202 _____

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

- ☐ _____

In addition to the elective courses in biology that complete the minimal requirements, students may supplement the program with Chemistry 211, 212, or 305. Students must have at least a

2.0 GPA in biology courses by the end of their sophomore year and must maintain that average until graduation. Majors must participate in program assessment activities.

Biology Minor

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

- ☐ BIO100 General Biology
- ☐ BIO203 General Botany
- ☐ BIO204 General Zoology
- ☐ BIO222 Genetics

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

- ☐ BIO _____
- ☐ NSC300 Colloquium (required two semesters; one presentation)

Biology Secondary Education Certification

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

Student Learning Outcomes: Students will

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

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

- ☐ BIO100 General Biology
- ☐ BIO203 General Botany
- ☐ BIO204 General Zoology
- ☐ BIO222 Genetics
- ☐ BIO302 Biology of Microorganisms **or**
BIO309 Cell Biology
- ☐ BIO314 Human Anatomy
- ☐ BIO315 Human Physiology
- ☐ BIO324 Ecology

- ☐ CHE111 General Chemistry I **or**
CHE121 Introduction to Chemistry
- ☐ CHE112 General Chemistry II **or**
CHE122 Introduction to Organic and Biochemistry

- ☐ NSC121 Earth Science
- ☐ NSC300 Colloquium (four semesters, beginning second semester of sophomore year to accommodate student teaching; two presentations required)
- ☐ NSC400 Secondary Methods in the Natural Sciences

Two courses in physics

- ☐ PHY101 and 102 Introduction to Physics **or**
PHY201 and 202 University Physics

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

☐ _____

Middle School Endorsements

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

BUSINESS ADMINISTRATION

Business Administration (B.A.)

Vucurevich School of Business

The mission of the Vucurevich School of Business is to develop Christian leaders who advance ethical business practices and foster a spirit of innovation in a global society.

Program Goals:

1. Vucurevich School of Business graduates draw upon functional knowledge and multiple skills and perspectives to shape responses to business challenges and opportunities.
2. Vucurevich School of Business graduates exercise appropriate leadership, value diverse perspectives and skills, and work collaboratively to accomplish organizational goals in a changing global society.
3. Vucurevich School of Business graduates understand their sense of purpose, identity, and context, and use this understanding to make ethical decisions that generate value for stakeholders and society.

Student Learning Outcomes:

1. Students will be able to apply major concepts in the functional areas of accounting, marketing, finance, and management.
2. Students will be able to evaluate the legal, social, economics, and global environments of business.
3. Students will be able to identify and discuss ethical issues and obligations of business using ethical-based frameworks.
4. Students will be able to apply decision-support tools to business decision-making.
5. Students will be able to construct and present effective oral and written forms of professional communication.

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

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

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

Business Administration Core

47 s.h.

- ☐ ACC225 Principles of Accounting I
- ☐ ACC226 Principles of Accounting II
- ☐ ACC317 Cost Management
- ☐ BUS305 Managerial Finance

- ☐ BUS210 Principles of Management
- ☐ BUS307 Principles of Marketing
- ☐ BUS320 Business Law
- ☐ BUS421 Business Ethics
- ☐ BUS427 Strategic Management
- ☐ BUS450 Senior Colloquium
- ☐ ECO212 Principles of Microeconomics
- ☐ ECO213 Principles of Macroeconomics
- ☐ ENG250 Business Research and Writing
- ☐ MAT112 College Algebra and Trigonometry
- ☐ MAT202 Finite Math **or**
- ☐ MAT201 Calculus for Applications **or**
- ☐ MAT204 Calculus I **or**
- ☐ BUS375 Quantitative Analysis **or**
- ☐ ECO391 Applied Economic Research*
- ☐ MAT233 Introduction to Statistics

*Note: Students who have already completed the equivalent of MAT 112 should take MAT 202, MAT 201, MAT 204, BUS375 or ECO391.

Accounting Minor

Requirements: Students who meet the regular degree requirements of the University for a major in some other area may receive a minor in Accounting by completing 22-23 s.h. as follows:

- ☐ ACC225 Principles of Accounting I
- ☐ ACC226 Principles of Accounting II
- ☐ ACC325 Intermediate Accounting I
- ☐ ACC317 Cost Management
- ☐ ACC304 Individual Tax

Choose two courses from the following:

- ☐ ACC326 Intermediate Accounting II
- ☐ ACC404 Organizational Tax
- ☐ ACC425 Advanced Accounting
- ☐ ACC330 Accounting Information Systems
- ☐ ACC405 Governmental and Nonprofit Accounting
- ☐ ACC390 Special Topics in Accounting

Economics Minor

24 s.h.

Students seeking to complete the economics minor will complete the following five courses and select three additional courses.

- ☐ ECO212 Microeconomics
- ☐ ECO213 Macroeconomics
- ☐ ECO320 Managerial Economics
- ☐ BUS327/ECO327 Consumer Behavior
- ☐ ECO425/BUS425 Financial Markets & Institutions

Choose three courses from the following:

- ☐ ECO349 Intermediate Microeconomics
- ☐ ECO350 Intermediate Macroeconomics
- ☐ ECO390 Special Topics
- ☐ ECO391 Applied Economic Research
- ☐ ECO395 Internship

- ☐ ECO405 Environmental Economics
- ☐ ECO451 Industrial Organization
- ☐ ECO452 International Economics
- ☐ ECO460 Sports Economics

Entrepreneurial Studies Minor

See page 87 for more details.

Finance Minor

18 s.h.

Students completing the finance minor must complete the following four courses and then select two additional courses. (Note: Prerequisites apply to several courses. See catalog descriptions for details).

- ☐ BUS405 Investments
- ☐ BUS417 Financial Management Applications
- ☐ BUS425 Financial Markets & Institutions
- ☐ ACC332/BUS332 Financial Statement Analysis and Reporting

Choose two courses from the following:

- ☐ ACC304 Individual Income Tax
- ☐ ACC404 Organizational Tax
- ☐ BUS395 Internship
- ☐ BUS430/ENT430 Business Plan Development
- ☐ ENT305 Entrepreneurial Financing

Health Services Minor

18 s.h.

Coursework offered in conjunction with Degree Completion Program, evening course offerings only.

- ☐ HAD201 Interdisciplinary Application of Health Care
- ☐ HAD202 Team Dynamics and Delivery
- ☐ HAD203 Critical Thinking and Decision Making
- ☐ HAD300 Basic Health System
- ☐ HAD310 Health Quality and Informatics
- ☐ HAD320 Health Law and Policy
- ☐ HAD400 Health Finance and Managerial Economics

Select minimum of 3 credits:

- ☐ EXS213 Medical Terminology
- ☐ HAD211 Gerontology
- ☐ HAD212 Health Insurance
- ☐ HAD213 Research
- ☐ HAD214 Ethics of Healthcare Technology
- ☐ HAD215 Global Systems

Interdisciplinary Minor

(Business Administration Majors Only)

In addition to meeting the University's Liberal Arts Core and the Business Administration major, students must complete at least 18 semester hours of coursework in two or more academic areas in an individually tailored program that creates a unique specialization that could not otherwise be created that will serve as fulfilling a minor requirement.

Students who are interested in pursuing an interdisciplinary minor must first consult with their advisor in the Vucurevich School of Business or the VSB chairperson to ensure this is the best course of action for the student and determine options are

not available to the student that align with their career goals. Students must then write a proposal stating:

1. The career goals that the interdisciplinary minor is intended to achieve;
2. The specific learning and skill objectives needed to realize their career goal;
3. The proposed courses in two or more disciplines that are required to accomplish the learning and skill objectives; and
4. The names of faculty member(s) who will assist in advising the student in the proposed academic disciplines.
5. The proposal should be signed by the advising faculty, the area chairperson, and the student.

A proposal for an interdisciplinary minor is then filed with the Registrar and becomes the student's intended course of study for the minor. It may be revised with the approval of the appropriate faculty members.

Interdisciplinary minors must be declared prior to earning 90 or more credits. All interdisciplinary minors must be completed with a grade of "C-" or better.

Leadership Minor

18 s.h.

Students seeking the Leadership minor will take the following courses: (Please see page 95 for further details on the requirements)

- LDR210 Leadership Foundations
- LDR260 Leadership Dynamics
- LDR320 Leadership for Innovation and Transformation

- LDR410 Ethical and Spiritual Challenges of Leadership
- LDR460 Leadership Portfolio

Select two elective courses from list on page 94.

Management Minor

21 s.h.

Students completing the Management Minor should complete the following four courses and then select three additional courses.

- ☐ BUS210 Principles of Management
- ☐ BUS351 Organizational Theory and Behavior
- ☐ BUS410 Supervisory Management
- ☐ BUS335 Operations Management

Select three courses from the following:

- ☐ BUS313 Retail Management
- ☐ BUS315 Human Resources Management
- ☐ BUS340 Introduction to Understanding and Managing Nonprofit Organizations
- ☐ BUS308 Persuasion: Process & Procedures
- ☐ BUS438 Project Management
- ☐ LDR210 Leadership Foundations
- ☐ LDR260 Leadership Dynamics

Marketing Minor

18 s.h.

Students completing the marketing minor must complete the following three courses and then select three additional course.

- ☐ BUS307 Principles of Marketing
- ☐ BUS327/ECO327 Consumer Behavior
- ☐ BUS408 Marketing Management

Choose three of the following:

- ☐ ART181 Digital Photography
- ☐ ART220 Graphic Design: Typography
- ☐ ART221 Graphic Design: Layout
- ☐ ART329 Web Design
- ☐ ART331 Graphic Design: Imaging
- ☐ ART372 Web Animation
- ☐ ART425 Graphic Design: Advanced Study
- ☐ BUS313 Retail Management
- ☐ BUS395 Internship
- ☐ BUS419 International Marketing
- ☐ BUS401 Marketing Research
- ☐ BUS411 Branding and Promotions
- ☐ ENG330 Communication, Language and Grammar
- ☐ ENT225 Innovation and Problem Solving
- ☐ ENT240 Entrepreneurial Sales and Marketing
- ☐ MED120 Introduction to Design
- ☐ MED121, 221, 321, 421 Print Production Lab
- ☐ MED122 E-Design
- ☐ MED204 Electronic Media
- ☐ MED206 Media Writing
- ☐ MED207 Media Survey
- ☐ MED308 Persuasion Process and Procedures
- ☐ MED324 Media Performance
- ☐ MED326 Digital Audio
- ☐ MED336 Desktop Video and Non-Linear Editing

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

- ☐ COM201 Introduction to Computer Science I
- ☐ COM202 Introduction to Computer Science II
- ☐ COM310 Information Systems Analysis
- ☐ COM318 Database Management Systems

Business Administration Minor **18 s.h.**

The Business Administration minor is designed for **non-business degree** seeking students. It takes a survey approach to the business disciplines of accounting, economics, marketing, management and finance. All coursework within the minor must be completed with a grade of C- or better.

- | | | |
|---------------------------------|-----------------------------|---|
| ☐ ACC225 | Principles of Accounting I | 3 |
| ☐ ACC226 | Principles of Accounting II | 3 |
| ☐ BUS210 | Principles of Management | 3 |
| ☐ BUS305 | Principles of Marketing | 3 |
| ☐ BUS307 | Managerial Finance | 3 |
| ☐ ECO212 | Microeconomics | 3 |
| <u>or</u> | ECO213 Macroeconomics | |

CHEMISTRY

Chemistry (B.S.)

Student Learning Outcomes:

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

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

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

Required Core Courses

- ☐ CHE111 General Chemistry I
- ☐ CHE112 General Chemistry II
- ☐ CHE211 Organic Chemistry I
- ☐ CHE212 Organic Chemistry II
- ☐ CHE290 Scientific Literature
- ☐ CHE305 Biochemistry
- ☐ CHE311 Physical Chemistry
- ☐ CHE332 Quantitative Analysis
- ☐ CHE403 Advanced Topics **or**
- ☐ CHE406 Bonding and Structure
- ☐ CHE411 Instrumental Analysis
- ☐ CHE491 Research in Chemistry
- ☐ MAT204 Calculus I
- ☐ MAT205 Calculus II
- ☐ NSC300 Colloquium (required during the four semesters of the junior and senior years; one presentation each year)
- ☐ PHY201 University Physics
- ☐ PHY202 University Physics

Recommended elective courses:

- ☐ BIO100 General Biology
- ☐ COM201 Introduction to Computer Science I

Chemistry Minor

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

- ☐ CHE111 General Chemistry I
- ☐ CHE112 General Chemistry II
- ☐ CHE211 Organic Chemistry I
- ☐ CHE305 Biochemistry
- ☐ CHE332 Quantitative Analysis

One chemistry course above the 300 level

- ☐ CHE _____

Chemistry Secondary Education Certification

Student Learning Outcomes: 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. 84), 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 General 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.

COMMUNICATION STUDIES AND THEATRE

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

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

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

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

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

Communication Studies and Theatre (B.A.)

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

Student Learning Outcomes:

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

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

Requirements: In addition to meeting the liberal arts core requirements of the University, the student must complete a minimum of 43 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 track of 24 s.h.

Required core courses

19 s.h.

- ☐ CST 100 Fundamentals of Communication*
- ☐ CST 200 Introduction to Theatre*
- ☐ CST 209 Oral Interpretation of Literature
- ☐ CST 210 Beginning Acting*
- ☐ CST 216 Thinking about the Arts
- ☐ LDR 210 Leadership Foundations
- ☐ CST 309 Business & Professional Communication
- ☐ CST 319 Public Presentations
- ☐ CST 460 Senior Project
- ☐ FA 220 Service in the Arts

*Liberal Arts Core Requirements

Performance Track

24 s.h.

- ☐ CST 203 Intro to Contemporary Drama
- ☐ CST 261 Theatre Production
- ☐ CST 265 Dance I
- ☐ CST 310 Directing
- ☐ CST 340 Intermediate Acting
- ☐ CST 305 Theatre History & Dramatic Literature I
- ☐ CST 306 Theatre History & Dramatic Literature II

Three semester hours of the following:

- ☐ CST118-418 Theatre Lab: Technical

Technical Track

24 s.h.

- ☐ CST 118 Theatre Lab X3
- ☐ CST 261 Theatre Production
- ☐ CST 264 Fundamentals Of Lighting Design
- ☐ CST 263 Fundamentals Of Costume Design
- ☐ CST 320 Stage Management
- ☐ CST 305 Theatre History & Dramatic Literature I
- ☐ CST 306 Theatre History & Dramatic Literature II
- ☐ 1 Course from Performance or Communication Track

Communication Track

24 s.h.

- ☐ ENG 250 Business Research & Writing
- ☐ CST 312 Leadership & Small Group Communication
- ☐ CST 308 Persuasion: Process & Procedures
- ☐ ENG 368 Language & Society
- ☐ ENG 330 Communication, Language and Grammar
- ☐ CST 373 Intercultural Communication

Related CST or ENG Electives (6 s.h. required)

- ☐ CST _____
- ☐ CST _____

Communication Studies and Theatre Minor

CST Minor in Communication

24 s.h.

- ☐ CST 100 Fund. Of Communication*
- ☐ CST 308 Persuasion: Process & Procedures

- ☐ CST 309 Business & Prof. Comm.
- ☐ CST 312 Leadership & Small Group
- ☐ CST 319 Public Presentations
- ☐ MED 206 Media Writing
- ☐ ENG 368 Language & Society

Related CST, MED, or ENG Electives (6 s.h. required)

- ☐ CST _____
- ☐ CST _____

*Liberal Arts Core Requirements

CST Minor in Theatre

23 s.h.

- ☐ CST200 Introduction to Theatre
- ☐ CST203 Introduction to Contemporary Drama
- ☐ CST210 Beginning Acting
- ☐ CST261 Theatre Production
- ☐ CST265 Dance
- ☐ CST310 Directing

Two semester hours of the following:

- ☐ CST118-418 Theatre Lab: Technical
 - ☐ Related CST Elective (3 s.h. required)
- CST _____

Communication Studies and Theatre Secondary Education Certification

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

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

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

Requirements: In addition to meeting the liberal arts core requirements of the University, the student will complete the CST major as well as the specific requirements of teacher certification (see Education in Bachelor's Degree Programs section). Also, the student will be required to participate in co-curricular experiences as they relate to their needs and goals. Teaching majors are strongly recommended to consider a minor or a second major in the field of English. The student must complete the required core courses and choose at least one concentration of at least 24 s.h., and complete CST325 Methods in Teaching Theatre and Speech.

COMPUTER INFORMATION SYSTEMS

Computer Information Systems (B.S.)

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

Student Learning Outcomes:

1. Students will demonstrate facility with principle computer applications used by IT and network administrators.
2. Students will demonstrate the ability to plan, implement and manage an IT project across a business environment.
3. Students will be able to design and use valid mathematical models and apply them to solve realistic problems involving business applications and computer algorithms.
4. Students will distinguish between syntax (the concrete) and semantics (the abstract) by writing programs in at least two different languages that perform the same function. These two programs should model mathematical structures utilizing an object-oriented programming language.
5. Students will show the ability to engage in statistical reasoning and the capacity to produce and interpret statistical information.

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

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

- ☐ COM201 Introduction to Computer Science I
- ☐ COM202 Introduction to Computer Science II
- ☐ COM303 Introduction to Networking
- ☐ COM310 Information Systems Analysis
- ☐ COM318 Database Management Systems

One computer science course 200 or above, 3 s.h.:

- ☐ COM _____

- ☐ ACC225 Principles of Accounting I
- ☐ ACC226 Principles of Accounting II
- ☐ ACC317 Cost Management
- ☐ BUS210 Principles of Management
- ☐ BUS335 Operations Management **or**
- ☐ BUS351 Organizational Theory and Behavior
- ☐ ECO212 Principles of Microeconomics

- ☐ MAT202 Finite Mathematics **or**
- ☐ MAT201 Applied Calculus **or**
- ☐ MAT204 Calculus I
- ☐ MAT233 Introduction to Statistics
- ☐ MAT/COM306 Discrete Mathematics
- ☐ NSC300 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 481/482 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.

- ☐ COM201 Introduction to Computer Science I
- ☐ COM202 Introduction to Computer Science II
- ☐ COM310 Information Systems Analysis
- ☐ COM318 Database Management Systems
- ☐ NSC300 Colloquium (1 s.h.)

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

- ☐ COM _____

COMPUTER SCIENCE

Computer Science (B.S.)

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

Student Learning Outcomes:

1. Students will demonstrate facility with axiomatic reasoning, including the ability to write clear, rigorous mathematical proofs.
2. Students will distinguish between syntax (the concrete) and semantics (the abstract) of programming languages and demonstrate a basic understanding of programming language implementation including control structures, names, and types.
3. Students will be able to design and use valid mathematical models and use them to solve realistic problems, employing techniques from physics, computer algorithms, or mathematics.
4. Students will be able to organize, connect, and communicate mathematical or algorithmic ideas.
5. Students will demonstrate an understanding of the abstraction between the hardware and application programs of an operating system. This includes common structures and the management of processes, memory and storage.
6. Students will demonstrate an understanding of the basic organization of computing systems and how that organization impacts computer arithmetic, the execution of code, as well as, information storage and retrieval.
7. Students will acquire facility in creating and managing relational databases, and apply the theory behind the various database models and query languages.
8. Students will acquire facility with several significant technological tools, and use them effectively for computation, exploration, and presentation.

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

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

- ☐ COM201 Introduction to Computer Science I
- ☐ COM202 Introduction to Computer Science II
- ☐ COM315 Organization of Programming Languages
- ☐ COM318 Database Management Systems
- ☐ COM320 Computer Architecture and Digital Logic
- ☐ COM322 Operating Systems
- ☐ COM340 Algorithms

- ☐ COM/MAT481 Senior Seminar I
- ☐ COM/MAT482 Senior Seminar II
- ☐ MAT204 Calculus I
- ☐ MAT/COM306 Discrete Mathematics

8 s.h. of either CHE111/112 or PHY201/202

- ☐ _____
- ☐ _____

3 s.h. of Computer Science above COM202

- ☐ _____

6 s.h. of Mathematics above MAT204

- ☐ _____
- ☐ _____

☐ NSC300 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:

- ☐ COM201 Introduction to Computer Science I
- ☐ COM202 Introduction to Computer Science II
- ☐ COM306 Discrete Mathematics
- ☐ COM340 Algorithms
- ☐ NSC300 Colloquium (required during two semesters of the junior or senior years; one presentation)

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

- ☐ COM _____

CRIMINAL JUSTICE

Criminal Justice (B.A.)

Student Learning Outcomes:

1. Students will acquire the knowledge and skills relative to the components and operation of the American criminal justice system.
2. Students will communicate in a manner that is articulate, professional and technically correct.
3. Students will demonstrate understanding of ethical standards required of criminal justice professionals in the work environment.
4. Students will examine their personal faith and values and the contributions to be made to the community through service.
5. Students will understand the changing nature of interactions between criminal justice institutions and individuals in a complex, global society.
6. Students will understand the contributions of law, history, theory and research to the foundation and development of the American criminal justice system.

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

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

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

Core Requirements: 21 s.h.

☐ CRJ203	Introduction to Criminal Justice	3
☐ CRJ220	Criminal Law and Procedure	3
☐ CRJ308	Ethics and the Law	3
☐ CRJ470	Practicum	3

☐ SOC310	Delinquency and Criminology	3
☐ SOC233	Statistics for the Behavioral Sciences	3
☐ SOC250	Methods of Research	3

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

☐ CRJ219	Service Learning–Mentoring	1
☐ CRJ305	Juvenile Justice	3
☐ CRJ310	Drugs and Crime	3
☐ CRJ312	Use of Force in Policing	3
☐ CRJ318	Issues in Current Research	1
☐ CRJ319	Trial Process	3
☐ CRJ320	The Science and Law of Evidence	3
☐ CRJ325	Advanced Criminal Procedure	3
☐ CRJ328	Evidence II	3
☐ CRJ360	World Criminal Justice Systems	3
☐ CRJ390	Special Topics	1-3
☐ CRJ403	White Collar Crime	3
☐ CRJ405	Constitutional Issues and Criminal Justice Cases	3
☐ CRJ420	Policing: Operations and Issues	3
☐ CRJ421	Policing II	3
☐ CRJ435	Institutional Corrections	3
☐ CRJ436	Community Corrections	3
☐ CRJ440	Capital Punishment	3
☐ CRJ491	Independent Study	3
☐ SOC302	Social Diversity	3
☐ SOC322	Deviant Behavior	3

Criminal Justice Minor

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

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

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

Required Courses 9 s.h.

☐ CRJ203	Introduction to Criminal Justice	3
☐ CRJ220	Criminal Law and Procedure	3
☐ CRJ308	Ethics and the Law	3

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

☐	_____	
☐	_____	
☐	_____	

DEGREE COMPLETION PROGRAM (DCP)

General Information

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

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

Students should have a minimum of two years of transferable college credit (48 s.h.) to begin the Degree Completion Program. For more information or to schedule an advising session about the Degree Completion Program, call (605) 331-6735 or (800) 888-1047.

Program Goals:

1. DCP graduates draw upon functional knowledge and multiple skills and perspectives to shape responses to business challenges and opportunities.
2. DCP graduates exercise appropriate leadership, value diverse perspectives and skills and work collaboratively to accomplish organizational goals in a changing global environment.
3. DCP graduates understand their sense of purpose, identity, and context and use this understanding to make ethical decisions that generate value for stakeholders and society.

Student Learning Outcomes:

1. Apply decision support tools to business decision-making.
2. Apply major concepts of the selected discipline to real-world applications.
3. Construct and present effective oral and written forms of professional communication.
4. Demonstrate competency in using critical, creative and integrative thinking.
5. Evaluate the legal, social and economic environments of business.
6. Identify ethical issues and obligations of business using ethical and faith-based frameworks.

The mission of the Vucurevich School of Business Degree Completion Program is to develop Christian leaders who advance ethical business practices and foster a spirit of innovation in a global society.

The Vucurevich School of Business regularly assesses its Degree Completion Program to determine how well it is accomplishing its educational learning outcomes. Majors in DCP must participate in program assessment activities.

Admission Requirements

1. An associate degree or a minimum of two years of transferable semester hours (48) with a cumulative grade point average of 2.0 or above from accredited colleges, universities or other post-secondary institutions. Additional credit may be earned for specialized training, military education, professional seminars, vocational experience or other professional credentials. Additional courses may be required for graduation.
2. At least three years of demonstrated work or volunteer experience.
3. Satisfactory completion of English Composition with a passing grade.
4. Completion of the Degree Completion Program application form.
5. An interview with an admissions representative in the Degree Completion Program.
6. Official high school and college transcripts.

The program features:

1. Current, integrative, comprehensive approach to organizational behavior, management, accounting, health administration, leadership, innovation, marketing and the liberal arts.
2. Flexible schedule, with evening classes offered on-campus as well as online. The Business, Accounting and Health Administration majors are also offered completely online.
3. Accelerated classes use special instructional techniques chosen for their ability to help students learn and retain large amounts of information. Students do much of their learning on their own, often on the job, so that required classroom time is shortened. Courses taught in an accelerated Degree Program meet for about half the amount of a traditional face-to-face class. This means that students complete a significant amount of work outside of the classroom. Study times vary from class to class and student to student. Normally, students can expect to spend approximately 15 to 20 hours a week outside of class, reading, working on class projects, or writing papers..
4. Opportunities to validate significant prior learning with college credit.

Financial Aid

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

reimbursement, veterans' benefits or vocational rehabilitation benefits. These types of aid require notification to the Financial Aid Office and completion of additional USF paper work.

Students may take additional coursework at the same time they are completing the program. As this may affect financial aid allocations, DCP students should notify the Financial Aid Office for assistance. Students who take additional coursework after completing the program are subject to traditional enrollment criteria for financial aid eligibility and may receive federal aid for the additional courses needed to fulfill graduation requirements. If a student is interested in receiving financial aid after the program, he or she needs to notify the Financial Aid Office of his or her planned enrollment in order to receive a financial aid package. If additional funding assistance is needed, a monthly payment plan or private alternative loan options may be available.

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

Degree Requirements

To graduate with a Bachelor of Arts degree in Business, Accounting, Health Administration or Social Work, students must do the following:

1. Complete a total of 124 semester hours of university-level work.
2. Complete the Degree Completion Program major with a grade point average of 2.0 or 2.5 for Health Administration.
3. Carry a cumulative grade point average of 2.0 or 2.5 for Health Administration.
4. Obtain a grade of C- or better in all major courses.
5. Satisfy the liberal arts core requirements for the DCP.
6. The last 30 credits of the degree must be completed through USF.

Liberal Arts Core Requirements–DCP 35 s.h.

Writing & Intellectual Traditions 6 s.h.

- ☐ LAR111 Writing & Intellectual Traditions I 3
- ☐ LAR112 Writing & Intellectual Traditions II 3

Theology 6 s.h.

- ☐ THE140 Introduction to the Bible 3
- (choose one)
- ☐ THE 240 Introduction to Christian Thought & Practice 3
- ☐ THE 376 Faith & World Views 3

Communication (choose one) 3 s.h.

- ☐ CST 100 Fundamentals of Communication
- ☐ CST 373 Intercultural Communication

Literature (choose one) 3 s.h.

- ☐ ENG200 Introduction to Literature 3
- ☐ ENG220 Global Literature Survey 3
- ☐ ENG221 British Literature Survey I 3
- ☐ ENG222 American Literature Survey I 3
- ☐ ENG223 British Literature Survey II 3
- ☐ ENG224 American Literature Survey II 3

☐ SPA 301 Survey of Peninsular Literature and Culture through the Golden Age

☐ SPA 302 Survey of Peninsular Literature and Culture: Golden Age to the Present

Fine Arts (choose one) 3 s.h.

- ☐ ART100 Introduction to Art 3
- ☐ ART209 Art History: Prehistory–14th Century 3
- ☐ ART210 Art History: 14th Century–Present 3
- ☐ CST200 Introduction to Theatre 3
- ☐ CST203 Introduction to Contemporary Drama 3
- ☐ FA200 Humanities Through the Arts 3
- ☐ MUS101 Foundations of Music Theory 3
- ☐ MUS130 Introduction to Music 3
- ☐ MUS202 History of Blues, Jazz and Rock 3
- ☐ MUS203 American Musical Styles 3
- ☐ MUS250 History of Music I: Ancient–18th Century 3
- ☐ MUS255 History of Music II: 18th Century–Present 3

Exercise Science (choose one) 1–2 s.h.

- ☐ EXS147 Wellness (weekend workshop) 1
- ☐ EXS200 Dimensions of Wellness 2

Mathematics

See curriculum for DCP Accounting, Business, Health Administration and Social Work Majors

Science (choose one) 4 s.h.

- ☐ BIO100 General Biology
- ☐ BIO101 Environmental Biology
- ☐ BIO102 Human Biology
- ☐ CHE111 General Chemistry I
- ☐ CHE121 Introduction to Chemistry
- ☐ NSC110 Perspectives on the Natural Sciences
- ☐ NSC120 Physical Science (2 s.h.) **and**
- ☐ NSC121 Earth Science (2 s.h.)
- ☐ NSC140 Introduction to Astronomy
- ☐ NSC220 Physics for Poets
- ☐ PHY101 Introductory College Physics
- ☐ PHY201 University Physics

Social Science 9 s.h.

History (choose one)

- ☐ HIS101 Modern European History 1500–1815 3
- ☐ HIS102 Modern European History Since 1815 3
- ☐ HIS120 United States History to 1877 3
- ☐ HIS121 United States History since 1877 3
- ☐ HIS104 World History 1450–Present 3

Choose Two—each from a different discipline:

Political Science

- ☐ PSC211 American Federal Government 3
- ☐ PSC212 American State and Local Government 3

Psychology

- ☐ PSY201 General Psychology 3

Geography

- ☐ SSC205 World Geography 3
- ☐ SSC305 US Geography 3

Sociology		
❑ SOC201	Fundamentals of Sociology	3
❑ SOC202	Social Problems	3
❑ SOC301	Family	3
❑ SOC306	Social Psychology	3

Accounting (B.A.) 53 s.h.

❑ ACC225	Principles of Accounting I	3 s.h.
❑ ACC226	Principles of Accounting II	3 s.h.
❑ ACC250	Computerized Accounting	2 s.h.
❑ ACC304	Individual Income Tax	3 s.h.
❑ ACC317	Cost Management	3 s.h.
❑ ACC323	Advanced Excel for Business Applications	2 s.h.
❑ ACC325	Intermediate Accounting I	4 s.h.
❑ ACC326	Intermediate Accounting II	4 s.h.
❑ ACC401	Accounting Seminar	2 s.h.
❑ ACC425	Advanced Accounting	3 s.h.
❑ BUS305	Managerial Finance	3 s.h.
❑ BUS320	Business Law	3 s.h.
❑ BUS421	Business Ethics	3 s.h.
❑ ECO212	Principles of Microeconomics	3 s.h.
❑ ECO213	Principles of Macroeconomics	3 s.h.
❑ MAT233	Introduction to Statistics	3 s.h.

Select minimum of 6 credits:

❑ ACC390	Special Topics in Accounting	3 s.h.
❑ ACC395	Internship	1-4 s.h.
❑ ACC400	Accounting Practicum	1-3 s.h.
❑ ACC404	Organizational Tax	3 s.h.
❑ ACC405	Government and Nonprofit Accounting	3 s.h.
❑ ACC426	Auditing	3 s.h.

Business (B.A.) 42 s.h.

❑ ACC225	Principles of Accounting I	3 s.h.
❑ ACC226	Principles of Accounting II	3 s.h.
❑ ACC317	Cost Management	3 s.h.
❑ BUS210	Principles of Management	3 s.h.
❑ BUS305	Managerial Finance	3 s.h.
❑ BUS307	Principles of Marketing	3 s.h.
❑ BUS320	Business Law	3 s.h.
❑ BUS351	Organizational Theory and Behavior	3 s.h.
❑ BUS417	Strategic Management	3 s.h.
❑ BUS420	Leadership in Organizations	3 s.h.
❑ BUS421	Business Ethics	3 s.h.
❑ ECO212	Principles of Microeconomics	3 s.h.
❑ ECO213	Principles of Macroeconomics	3 s.h.
❑ MAT233	Introduction to Statistics	3 s.h.

Health Administration (B.A.) 48 s.h.

❑ ACC225	Principles of Accounting I	3 s.h.
❑ ACC226	Principles of Accounting II	3 s.h.
❑ BUS315	Human Resource Management	3 s.h.
❑ BUS210	Principles of Management	3 s.h.
❑ BUS305	Managerial Finance	3 s.h.

❑ BUS307	Principles of Marketing	3 s.h.
❑ BUS351	Organizational Theory and Behavior	3 s.h.
❑ BUS427	Strategic Management	3 s.h.
❑ ECO212	Principles of Microeconomics	3 s.h.
❑ MAT233	Introduction to Statistics	3 s.h.
❑ HAD201	Interdisciplinary Application of Care	1 s.h.
❑ HAD202	Team Dynamics & Delivery	1 s.h.
❑ HAD203	Critical Thinking & Decision Making	1 s.h.
❑ HAD300	Basic Health System	3 s.h.
❑ HAD310	Health Quality & Informatics	3 s.h.
❑ HAD320	Health Law & Policy	3 s.h.
❑ HAD400	Health Finance & Managerial Econ.	3 s.h.
Select minimum of 3 credits:		
❑ EXS213	Medical Terminology	1 s.h.
❑ HAD211	Gerontology	1 s.h.
❑ HAD212	Health Insurance	1 s.h.
❑ HAD213	Research	1 s.h.
❑ HAD214	Ethics of Healthcare Technology	1 s.h.
❑ HAD215	Global Systems	1 s.h.

Social Work (B.A.)

See page 114 for curriculum.

Undergraduate Certificate Programs

Certificate programs allow students to learn specific career skills in order to obtain a job or specialize in their careers. Some students choose to obtain certification instead of obtaining a degree, while others take certificate programs to transfer the credits into a degree program.

ACCOUNTING SPECIALIST CERTIFICATE 12 s.h.

This certificate is for students new to accounting and will prepare them to enter the field of bookkeeping for a for-profit organization.

❑ ACC225	Principles of Accounting I	3 s.h.
❑ ACC226	Principles of Accounting II	3 s.h.
❑ ACC250	Computerized Accounting	2 s.h.
❑ ACC325	Intermediate Accounting I	4 s.h.

ACCOUNTING PROFESSIONAL CERTIFICATE 22 s.h.

This certificate is for students who wish to upgrade their basic accounting skills and provides necessary knowledge for many accounting fields including the CPA exam.

Prerequisites 6 s.h.

❑ ACC225	Principles of Accounting I	3 s.h.
❑ ACC226	Principles of Accounting II	3 s.h.

Required Core 10 s.h.

❑ ACC304	Individual Income Tax	3 s.h.
❑ ACC317	Cost Management	3 s.h.
❑ ACC325	Intermediate Accounting I	4 s.h.

Elective Core 6 s.h.

❑ ACC250	Computerized Accounting	2 s.h.
❑ ACC326	Intermediate Accounting II	4 s.h.
❑ ACC404	Organizational Tax	3 s.h.

❑ ACC425	Advanced Accounting	3 s.h.
❑ ACC426	Auditing	3 s.h.

BUSINESS CERTIFICATE 15 s.h.

This certificate gives students a broad foundation of business fundamentals. Upon completion of certificate requirements, students will apply foundational principles to real-world business issues and challenges.

Required Core 12 s.h.

❑ ACC225	Principles of Accounting I	3 s.h.
❑ BUS210	Principles of Management	3 s.h.
❑ BUS420	Leadership in Organizations	3 s.h.
❑ BUS427	Strategic Management	3 s.h.

Elective Core 3 s.h.

❑ ACC226	Principles of Accounting II	3 s.h.
❑ BUS320	Business Law	3 s.h.
❑ BUS351	Organizational Theory and Behavior	3 s.h.
❑ ECO212	Principles of Microeconomics or	3 s.h.
ECO213	Principles of Macroeconomics	3 s.h.

Credit Hour Definition

The evaluation and assignment of academic credit in the Degree Completion Program coursework is based on a combination of compressed class meetings and the completion of substantive outside class work designed to develop student competency on defined learning outcomes. This approach provides assurance that the semester credit hours awarded for Degree Completion Program coursework is equivalent to similar coursework offered in other bachelor-level academic programs. The class meetings may occur as face-to-face meetings or as facilitated online discussions. Further, substantial outside class work requires a significant amount of time to complete and submit research papers, applied summary papers, examinations, case studies, team projects, computer-assisted lessons and interactive tutorials. Students can expect to spend 10 to 15 hours per week on class work outside of the class meeting times. Classes meeting in a face-to-face format must adhere to the contact times set for the schedule. In other words, if a three-credit hour course is scheduled for five weeks from 5:30 to 9:30 p.m., every effort must be made to utilize all of that contact time. Hybrid or online classes must include substantive activities equivalent to the class contact time and work load of a face-to-face class.

The Degree Completion Program learning model is based on experiential learning. In this model, learning is grounded in the student's own experience and is developed through reflection, observation and application. The teacher acts as a facilitator of the learning process, which integrates instructional strategies, learning materials and technology resources designed to encourage a high level of student involvement and engagement. This learning process requires the students to integrate concrete experiences, reflection and observation through active experimentation, problem solving and applied learning activities to further advance themselves as learners and to demonstrate competency in achieving the learning outcomes for the individual courses and the program as whole.

EDUCATION

Fredrikson School of Education

The Fredrikson School of Education offers undergraduate majors in elementary education, secondary and K-12 education, special education and a graduate degree that leads to initial teacher certification. With its nationally accredited educator preparation programs, the Fredrikson School of Education embraces professional standards for quality initial teacher preparation, including knowledge of the learner and learner differences, content knowledge, instructional practice and professional responsibility.

Mission: The USF Roger and Ruth Fredrikson School of Education prepares educators with the knowledge, skills and dispositions requisite to achieve lifelong learning for all students.

Student Learning Outcomes for All Programs:

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

1. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas and designs and implements developmentally appropriate and challenging learning experiences.
2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning and self-motivation.
4. The teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving related to authentic local and global issues.
6. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress and to guide the teacher's and learner's decision making.
7. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as knowledge of learners and the community context.
8. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.
9. The teacher engages in ongoing professional learning and

uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals and the community) and adapts practice to meet the needs of each learner.

10. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals and community members to ensure learner growth and to advance the profession

Elementary Education Curriculum

The list below includes the liberal arts core, as well as courses required for SD certification. Teaching endorsements may be added to the major.

- ☐ BIO100 General Biology
- ☐ CST100 Fundamentals of Communication
- ☐ ENG Core Elective _____
- ☐ ENG300 Literature for Children and Adolescents
- ☐ EXS200 Dimensions of Wellness
- ☐ FA215 K-8 Arts Integration (Core Creative Arts)
- ☐ HIS120/121 US History to 1877 **or** US History Since 1877
- ☐ LAR111 Writing and Intellectual Traditions I
- ☐ LAR112 Writing and Intellectual Traditions II
- ☐ Fine Arts Core Elective _____
- ☐ MAT113 College Algebra
- ☐ MAT222 Mathematics for Elementary Teachers I
- ☐ MAT223 Mathematics for Elementary Teachers II
- ☐ NSC120 Physical Science
- ☐ NSC121 Earth Science
- ☐ PSC211 American Federal Government
- ☐ PSY201 General Psychology
- ☐ SSC205 World Geography
- ☐ THE140 Introduction to the Bible
- ☐ THE240 Introduction to Christian Thought and Practice

Elementary Education major courses:

- ☐ EDU201 Foundations of Education
- ☐ EDU202 Exceptional Students
- ☐ EDU218 Paraprofessional in Education
- ☐ EDU231 Native American Studies For Educators
- ☐ EDU240 Technology in Education
- ☐ EDU251 Human Relations
- ☐ EDU304 Assessment and Evaluation in the Classroom
- ☐ EDU314 K-8 Math Methods
- ☐ EDU315 K-8 Social Studies Methods
- ☐ EDU316 K-8 Science Methods
- ☐ EDU320 Literacy: Middle Level
- ☐ EDU323 Literacy: Early Reading Instruction
- ☐ EDU324 Developmental and Educational Psychology
- ☐ EDU326 Literacy: Writing Instruction
- ☐ EDU405 Instructional Management
- ☐ EDU406 Student Teaching: Elementary

- ❑ EDU410 Foundations of Middle School
- ❑ EXS205 First Aid/CPR
- ❑ HPE225 K-8 Movement Integration

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

Secondary and K-12 Curriculum

A secondary education major is approved for those students majoring in one of the following content areas: Biology, Chemistry, Communication Studies and Theatre, English, History, Language Arts Composite or Mathematics. A K-12 education major is approved for those students majoring in one of the following content areas: Art, Music, Spanish or Special Education. Candidates must fulfill major requirements in their chosen content, along with the secondary education requirements and the liberal arts core requirements of the University. Teaching endorsements may be added to the major.

- ❑ EDU201 Foundations of Education
- ❑ EDU202 Exceptional Students
- ❑ EDU218 Paraprofessional in Education
- ❑ EDU231 Native American Studies for Educators
- ❑ EDU240 Technology in Education (not required for Music Education but is recommended for Liberal Arts Core)
- ❑ EDU251 Human Relations
- ❑ EDU304 Assessment and Evaluation in the Classroom
- ❑ EDU311 Content Literacy for ELL and Struggling Readers
- ❑ EDU329 Secondary and Middle Level Methods
- ❑ EDU405 Instructional Management
- ❑ EDU410 Foundations of Middle School
- ❑ EDU412 Student Teaching: Secondary **or**
EDU414 Student Teaching: K-12
- ❑ EXS205 First Aid/CPR
- ❑ A methods course in major area of preparation

Variations of these required courses for standard secondary or K-12 teaching certification are permissible only with the approval of the Chair of the School of Education.

Certification Only

For those individuals with a previous baccalaureate degree, certification may be earned without completing an additional degree. A specific plan of study is developed by a faculty member and/or the certification officer, based upon a transcript analysis and a personal interview.

K-12 Special Education Curriculum

The Special Education major cannot be taken as a stand-alone program. It must be paired with the Elementary Education program as a double major.

- ❑ SED 220 Introduction to Cognitive, Learning and Emotional/Behavioral Disabilities
- ❑ EDU 250 Parent and Community Relations
- ❑ EDU 260 Language Development
- ❑ SED 322 Assessment in Special Education

- ❑ SED 340 Strategic Instruction for Cognitive Disabilities
- ❑ SED 342 Strategic Instruction for Learning and Emotional/Behavior Disabilities
- ❑ EDU 405 Instructional Management
- ❑ SED 402 Topics in Secondary Special Education
- ❑ SED 404 Classroom Interventions for Exceptional Students
- ❑ SED 416 Student Teaching: K-12 Special Education

Variations to these required courses for special education licensure are permissible only with the approval of the Chair of the School of Education.

Student Learning Outcomes for Special Education:

Student learning outcomes conform to the standards adopted by the Council for Exceptional Children (CEC), which are:

1. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
2. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions and self-determination.
3. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
4. Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
5. Beginning special education professionals select, adapt and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
6. Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning and to advance the profession.
7. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Birth-Preschool Endorsement

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

- ❑ EDU202 Exceptional Students
- ❑ EDU230 Foundations of Early Childhood/Kindergarten
- ❑ EDU235 Early Childhood/Kindergarten Methods
- ❑ EDU250 Parent and Community Relations
- ❑ EDU260 Language Development

- ☐ EDU300 Early Childhood Practicum
- ☐ EDU324 Developmental and Educational Psychology

Kindergarten Endorsement

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

- ☐ EDU235 Early Childhood/Kindergarten Methods
- ☐ EDU407 Kindergarten Experience **or**
Student teaching in Kindergarten

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

English Language Learners (ELL) Minor | English as a New Language (ENL) Endorsement

The coursework for this minor provides extended preparation for teaching English language learners, including practicum experience, for a total of 24 semester credits. For education Majors, completion of this minor fulfills requirements for the ENL endorsement form the SD Department of Education. This endorsement may be added to any education certification (Elementary, K-12 or Secondary).

- ☐ EDU260 Language Development
- ☐ EDU251 Human Relations
- ☐ EDU/ENG295 Second Language Acquisition
- ☐ EDU311 Content Literacy for ELL & Struggling Readers
- ☐ EDU324 Developmental and Educational Psychology
- ☐ EDU330 Literacy Practicum for ELL & Struggling Readers
- ☐ ENG330 Communication, Language & Grammar
- ☐ EDU335 Assessment of English Language Learners
- ☐ ENG368 Language and Society (suggested but not required)

Reading Minor

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

Choose two of the following:

- ☐ EDU260 Language Development in Early Childhood/Kindergarten
- ☐ EDU330 Literacy Practicum for ELL and Struggling Readers
- ☐ Other Reading Course _____

Admission to Teacher Education Program

All candidates must apply for and attain full admission status in the teacher education program. To qualify for full admission to the program, candidates must meet the following criteria:

1. Names of two references, including academic advisor and one other faculty member.
2. A 2.5 minimum grade point average for all post-secondary coursework.
3. A 2.6 minimum grade point average in the major.
4. Completion of the Praxis Core Exam in Reading (154), Writing

(154) and Math (142).

Students are allowed two chances to pass each exam. Students may appeal this limitation to the Teacher Ed Committee. (See instructions on appeal process.)

5. Foundations of Education (If transfer student, one 200-level education course at USF).
6. Favorable evaluation from EDU 218 Paraprofessional teacher, if applicable.
7. Completion of an admittance interview, if requested by the education faculty.

Candidates who have not been admitted to teacher education will be screened from taking 300 or 400 level courses.

Timeline for Admission to Residency (Student Teaching)

Requirements for admission to residency and deadlines for application must be met prior to placements being made. The application deadline for fall student teaching is approximately February 10 of the preceding academic year. The deadline for spring student teaching is approximately October 10 of the preceding semester. Elementary candidates are required to complete a year-long residency, which may include two separate placements. Exceptions to this requirement must be approved by the academic advisor and the Director of Field Experiences. Secondary and K-12 candidates are required to complete one semester of residency. All candidates must pass the Praxis II content test prior to the first day of residency.

In a few instances, candidates are allowed to do their residency within commuting distance from Sioux Falls. Requests for such an out-of-town placement should be submitted in written form to the Director of Field Experiences. Requests for placements outside of commuting distance are very seldom granted because attendance at on-campus seminars is required. Applications will be considered in extenuating circumstances only. An additional fee is charged, based on the distance of the placement and the availability of a qualified supervisor.

Admission to Residency and Program Completion Requirements

See the most recent Teacher Education Manual regarding specific criteria for admission to residency. The requirements for program completion, including a passing score on the Praxis II PLT, are also listed in the Teacher Education Manual.

Certification Requirements

In addition to completing the teacher education program, candidates must pass residency with a grade of B- or above. Approval of the Teacher Education Committee is required before licensure may be considered. All statements of teaching certification in this catalog are based upon South Dakota licensure laws in effect at the date of publication, thus certification rules are subject to change. Information regarding the certification process may be secured from the South Dakota Department of Education website at <http://doe.sd.gov/>.

Educational Studies (B.A.)

Educational Studies Curriculum

The coursework and requirements for the B.A. in Educational Studies are similar to the B.A. in Elementary Education. However,

students choosing this path will not be eligible for teacher certification/licensure. Acceptance into the teacher education program is a requirement, but students need not show passing scores on the Praxis II exams. An individualized plan of study will be created, based on interest and career goals and approved by the Chair of the School of Education.

ENGLISH AND LANGUAGE ARTS

English (B.A.)

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

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

Students completing a major in English should be able to:

1. Communicate for various audiences and purposes using effective speaking and writing;
2. Demonstrate familiarity with literary history and development, including writers, periods and historical and cultural contexts;
3. Demonstrate aesthetic appreciation for and critical engagement with literature and language;
4. Practice scholarly inquiry, including evaluating, engaging with and integrating sources in research writing; and
5. Recognize the relationships among religion, faith, language and literature.

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

Requirements: In addition to meeting the liberal arts core requirements of the University, the student must complete one track: the Language, Literature and Culture Track, the Writing and Rhetorics Track, or the English Secondary Education Certification Track. 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.

Language, Literature and Culture Track

☐ ENG110	Introduction to English Studies	1
☐ ENG330	Communication, Language and Grammar	3
☐ ENG360	Advanced Composition	3
☐ ENG450	English Major Colloquium	1

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

☐ ENG220	Global Literature Survey	3
☐ ENG221	British Literature Survey I	3
☐ ENG222	American Literature Survey I	3

☐ ENG223	British Literature Survey II	3
☐ ENG224	American Literature Survey II	3

Language Electives: (12-14 s.h.)

Two semesters in one foreign language

☐ _____

☐ _____

Six semester hours from the following:

☐ Other Language Courses	
☐ ENG368	Language and Society 3
☐ ENG423	Literary Criticism and Cultural Theory 3

Electives: (15 s.h.)

☐ ENG _____

☐ ENG _____

☐ ENG _____

☐ ENG _____

☐ ENG _____

Writing and Rhetorics Track

☐ ENG110	Introduction to English Studies	1
☐ ENG330	Communication, Language and Grammar	3
☐ ENG360	Advanced Composition	3
☐ ENG368	Language and Society	3
☐ ENG395	Internship in Writing	1-4
☐ ENG425	Digital Humanities	3
☐ ENG450	English Major Colloquium	1

Nine semester hours from one of the rhetorics listed below:
Business

☐ ENG250	Business Research and Writing	3
☐ BUS210	Principles of Management	3
☐ BUS307	Principles of Marketing	3

Creativity

☐ ENG311	Creative Writing	3
☐ ENG312	Creative Writing II	3
☐ ENG490	Special Topics (writing-focused)	3
☐ ENT225	Innovation and Problem Solving	3
☐ CST361	Playwriting	3

Media

☐ MED206	Media Writing	3
☐ MED207	Media Survey	3
☐ MED260	Media Issues	3

Public Rhetorics

☐ CST308	Persuasion	3
☐ CST319	Public Presentations	3
☐ EXS215	Ethical Issues in Sport	3
☐ HIS213	Contemporary World Events	3
☐ HIS220	Historical Writing	2
☐ PHI 341	Ethics	3
☐ PSC324	Political Philosophy	3

Teaching/Academic

☐ EDU201	Foundations of Education	3
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- ☐ ENG370 Practicum in Teaching English
- ☐ HIS220 Historical Writing

Visual Rhetoric

- ☐ MED 204 Electronic Media
- ☐ ART120 Introduction to Design
- ☐ ART329 Web Design
- ☐ ENG430 Visual Rhetoric and Film
- ☐ MED260 Media Issues

Electives: (12 s.h.)

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

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

- ☐ _____
- ☐ _____

English Secondary Education Certification

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

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

Requirements: In addition to meeting the liberal arts core requirements of the University, the student must complete a minimum of 32 semester hours of English courses, two semesters (6-8 s.h.) of one foreign language, six semester hours of oral communication and the courses and competencies required for secondary education certification (see Education in Bachelor's Degree Programs section).

- | | | |
|---------------------------------|---|---|
| ☐ ENG110 | Introduction to English Studies | 1 |
| ☐ ENG330 | Communication, Language and Grammar | 3 |
| ☐ ENG300 | Literature for Children and Adolescents | 3 |
| ☐ ENG360 | Advanced Composition | 3 |
| ☐ ENG366 | Evolving Canons | 3 |
| ☐ ENG403 | Teaching of English | 3 |
| ☐ ENG450 | English Major Colloquium | 1 |

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

- | | | |
|---------------------------------|-------------------------------|---|
| ☐ ENG221 | British Literature Survey I | 3 |
| ☐ ENG222 | American Literature Survey I | 3 |
| ☐ ENG223 | British Literature Survey II | 3 |
| ☐ ENG224 | American Literature Survey II | 3 |

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

- ☐ ENG _____
- ☐ ENG _____

Six semester hours in oral communication (CST 209, 308, 309, 311, 312, 319, 351 or 409)

- ☐ CST _____
- ☐ CST _____

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

- 2 ☐ _____
- ☐ _____

- 3 Students preparing to teach language arts are strongly encouraged to include in their program ENG 311 Creative Writing.
- 3 LAR 111, LAR 112 and ENG 200 do not count as English electives.
- 3 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.

Language Arts Composite Secondary Education Certification

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

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

Requirements: In addition to meeting the liberal arts core requirements of the University, the student must complete a minimum of 60 semester hours of Language Arts courses and the courses and competencies required for secondary education certification (see Education in Bachelor's Degree Programs section).

- | | | |
|---------------------------------|---|---|
| ☐ ENG110 | Introduction to English Studies | 1 |
| ☐ ENG330 | Communication, Language and Grammar | 3 |
| ☐ ENG300 | Literature for Children and Adolescents | 3 |
| ☐ ENG360 | Advanced Composition | 3 |
| ☐ ENG366 | Evolving Canons | 3 |
| ☐ ENG403 | Teaching of English | 3 |
| ☐ ENG450 | English Major Colloquium | 1 |
| ☐ MED206 | Media Writing | 3 |
| ☐ MED207 | Media Survey | 3 |
| ☐ CST260 | Applied Theatre—Design | 3 |
| ☐ CST261 | Theatre Production | 3 |
| ☐ CST310 | Directing | 3 |

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

- | | | |
|---------------------------------|-------------------------------|---|
| ☐ ENG221 | British Literature Survey I | 3 |
| ☐ ENG222 | American Literature Survey I | 3 |
| ☐ ENG223 | British Literature Survey II | 3 |
| ☐ ENG224 | American Literature Survey II | 3 |

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

- ☐ ENG _____
- ☐ ENG _____

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

☐ CST _____

☐ CST _____

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

☐ _____

☐ _____

LAR 111, LAR 112, and ENG 200 do not count as English electives. An overall GPA of 2.5 within the English Secondary Certification is required for graduation, as is successful completion of the English Major Writing Portfolio and the English Major Colloquium, both of which are completed during the student's senior year.

English Minor

Student Learning Outcomes:

1. Students will write effectively for various audiences and purposes and recognize and respond to multiple rhetorical situations.
2. Students will read and write about literary texts from both an aesthetic and a critical perspective.

Vocational Applications: The minor in English helps students develop a verbal and cultural literacy that prepares them for graduate study, positions in the field of communications or a wide variety of professional positions that demand logical thinking and exact, effective expression.

Requirements: In addition to meeting the regular degree requirements of the University (which includes one 200-level literature course), the student must take at least 15 semester hours of study that includes the following requirements:

Required Writing Course: (3 s.h.)

☐ ENG360 Advanced Composition 3

Required Literature Courses: (6 s.h.)

☐ 200-level literature courses, not ENG 200 or ENG 250

☐ ENG _____

☐ ENG _____

Electives: (6 s.h., not ENG200)

☐ ENG _____

☐ ENG _____

ENTREPRENEURIAL STUDIES

Entrepreneurial Studies (B.A.)

Vucurevich School of Business

The mission of the Vucurevich School of Business is to develop Christian leaders who advance ethical business practices and foster a spirit of innovation in a global society.

Program Goals:

1. Vucurevich School of Business graduates draw upon functional knowledge and multiple skills and perspectives to shape responses to business challenges and opportunities.
2. Vucurevich School of Business graduates exercise appropriate leadership, value diverse perspectives and skills, and work collaboratively to accomplish organizational goals in a changing global society.
3. Vucurevich School of Business graduates understand their sense of purpose, identity, and context, and use this understanding to make ethical decisions that generate value for stakeholders and society.

Student Learning Outcomes:

1. Students will be able to apply major concepts in the functional areas of accounting, marketing, finance, and management.
2. Students will be able to evaluate the legal, social, economics, and global environments of business.
3. Students will be able to identify and discuss ethical issues and obligations of business using ethical-based frameworks.
4. Students will be able to apply decision-support tools to business decision-making.
5. Students will be able to construct and present effective oral and written forms of professional communication.

Vocational Applications: (1) Media development, (2) opportunity identification, (3) marketing, (4) sales, (5) basic accounting, (6) management and (7) entrepreneurial plan development.

Requirements: Students must complete all courses listed below. All coursework completed in the Entrepreneurial Studies Major must receive a final grade of "C-" or better to qualify for the Entrepreneurial Studies Major.

❑ ACC225	Principles of Accounting I	3
❑ ACC226	Principles of Accounting II	3
❑ ACC250	Computerized Accounting	3
❑ BUS100	Business as a Profession	1
❑ BUS210	Principles of Management	3
❑ BUS307	Principles of Marketing	3
❑ BUS320	Business Law	3
❑ BUS327	Consumer Behavior	3
❑ BUS421	Business Ethics	3
❑ BUS427	Strategic Management	3
❑ BUS430	Business Plan Development	3
❑ BUS450	Senior Colloquium	1
❑ BUS***	Management Elective Course	3
❑ BUS***	Marketing Elective Course or	
	Media Studies Elective	3

❑ BUS401	Marketing Research	3
❑ ECO212	Principles of Microeconomics	3
❑ ENT225	Innovation and Problem Solving	3
❑ ENT235	Entrepreneurial Dynamics	3
❑ ENT240	Entrepreneurial Sales and Marketing	3
❑ ENT245	Entrepreneurial Management	3
❑ ENT250	Entrepreneurial Team Project	3
❑ ENT305	Entrepreneurial Financing	3
❑ LDR201	Leadership Foundations	3
❑ LDR***	Leadership Elective Course	3
❑ MAT112	College Algebra and Trigonometry or higher	4
❑ MAT233	Introduction to Statistics	3
❑ ENT395	Internship (optional)	1 - 3

Entrepreneurial Studies Minor

Requirements: Students must complete all six courses listed below. All coursework completed in the Entrepreneurial Studies Minor must receive a final grade of "C-" or better to qualify for the Entrepreneurial Studies Minor.

❑ ENT225	Innovation and Problem Solving
❑ ENT235	Entrepreneurial Dynamics
❑ ENT240	Entrepreneurial Sales and Marketing or
ENT245	Entrepreneurial Management
❑ ENT250	Entrepreneurial Team Project
❑ ENT305	Entrepreneurial Financing
❑ ENT430	Business Plan Development

EXERCISE SCIENCE

Exercise Science (B.S.)

Student Learning Outcomes:

1. Students will be able to apply and effectively communicate an understanding of basic exercise physiology and kinesiology to maximize sport performance and physical activity outcomes.
2. Students will be able to critically assess, evaluate, and modify health and fitness components and behaviors.

The exercise science degree program includes two major tracks: Pre-Professional and Health and Performance. In addition to meeting the liberal arts core and graduation requirements of the University, students in both exercise science concentrations must successfully complete the core requirements listed below. All courses in the core and the student's chosen concentration must be completed with a grade of "C-" or better. Majors must participate in program assessment activities.

Major Core

36 s.h.

☐ EXS100	Introduction to Exercise Science	3 s.h.
☐ EXS205	First Aid/CPR	1 s.h.
☐ EXS210	Care and Prevention of Injuries	2 s.h.
☐ EXS220	Nutrition	3 s.h.
☐ EXS225	Anatomical Kinesiology	2 s.h.
☐ EXS310	Exercise Physiology	4 s.h.
☐ EXS315	Fitness Assessment Methods	3 s.h.
☐ EXS325	Biomechanics	3 s.h.
☐ EXS340	Psychology of Sport and Exercise	3 s.h.
☐ EXS400	Exercise Prescription	3 s.h.
☐ EXS395	Internship	3-12 s.h.
☐ BIO314	Human Anatomy or	4 s.h.
BIO315	Human Physiology or	4 s.h.
EXS280	Anatomy and Physiology for the Exercise Professional	4 s.h.
☐ EXS495	Senior Seminar	1-2 s.h.*
☐ EXS319	Service Learning	1-2 s.h.**

*Student must be enrolled for at least two semesters and must give a presentation at least once.

**Student must be enrolled for at least one academic year (fall and spring), preferably completed in junior or senior year.

Pre-Professional Track

Goals: This track 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 Pre-Professional Track is designed to prepare students to enter graduate/professional education

programs and pursue general or specialized healthcare areas and movement-associated professional work in fields such as physical therapy, occupational therapy, cardiac rehabilitation, chiropractic medicine, physician assistants programs, nursing, exercise physiology, biomechanics, sports medicine and wellness.

Pre-Professional Track

22-24 s.h.

Two upper level EXS/BIO/CHE courses:

☐	_____	(3-4 s.h.)
☐	_____	(3-4 s.h.)
☐ EXS213	Medical Terminology	1 s.h.
☐ CHE111	General Chemistry I	4 s.h.
☐ CHE112	General Chemistry II	4 s.h.
☐ PHY101	Introductory College Physics or	4 s.h.
BIO302	Biology of Microorganisms	4 s.h.
☐ MAT233	Introduction to Statistics	3 s.h.

Recommended electives:

☐ BIO222	Genetics	4 s.h.
☐ BIO385	Histology	4 s.h.
☐ CHE211	Organic Chemistry I	4 s.h.
☐ CHE305	Biochemistry	4 s.h.
☐ EXS300	Practicum	1-3 s.h.
☐ EXS390	Special Topics	3 s.h.
☐ EXS410	Exercise Prescription II	3 s.h.
☐ PHY102	Introductory College Physics	4 s.h.
☐ PSY211	Human Development	3 s.h.
☐ PSY305	Abnormal Psychology	3 s.h.

Health and Performance Track

Goals: This track is designed to provide a basic foundation of theoretical knowledge and applied skills related to movement science as applied to healthy, diseased and athletic populations. Courses are intended to develop competencies in observing, analyzing, writing, and critical thinking that can be applied to the study of health promotion and athletic movement and functioning. A selection of undergraduate courses and experiences are offered that can prepare a student for admission to and successful completion of various graduate and professional programs as well as direct entry into a variety of health and athletic related positions. Coursework is intended to prepare students for various professional certifications, i.e., American College of Sports Medicine (ACSM) and National Strength and Conditioning Association (NSCA).

Vocational Applications: The Health and Performance Track prepares the graduate for a position in health promotion or sport enhancement in settings such as health clubs, hospital-based programs and corporate health and fitness centers as exercise leaders, personal trainers and health counselors. This track also prepares students for further graduate education in strength and conditioning, exercise science, biomechanics and sports medicine.

Health and Performance Track

Required:

- | | |
|---|--------|
| ☐ EXS305 Facilities and Programming | 3 s.h. |
| ☐ EXS326 Anaerobic Conditioning | 4 s.h. |
| ☐ EXS410 Exercise Prescription II: Special Populations | 3 s.h. |
| ☐ EXS490 Seminar in Spirituality and Wellness | 2 s.h. |

Electives (choose a minimum of nine semester hours from the following):

- ☐ 100-level or above Physics courses
- ☐ 200-level or above courses in Exercise Science, Psychology, Chemistry or Biology
- ☐ MAT233 Introduction to Statistics **or**
PSY233 Statistics for Behavioral Sciences
- ☐ Select courses in Business, Leadership, Communication Studies, Sociology and Social Work, pending departmental approval.

Coaching Concentration

The coaching concentration is intended to provide a theoretical and practical foundation for students interested in coaching in a school, club or recreational setting. The coaching concentration does not fulfill the degree requirements for any major at USF. It is intended to enhance students' resumes and employability. Students can pursue the coaching concentration in combination with any major. Each state and sport organization establishes its own specific coaching endorsement criteria, which may differ from this program. Therefore, students should investigate individual state and organizational requirements.

Candidates for a coaching concentration must earn a minimum of 12 semester hours, including the following required courses:

- | | |
|--|--------|
| ☐ EXS205 First Aid/CPR | 1 s.h. |
| ☐ EXS210 Care and Prevention of Injuries | 2 s.h. |
| ☐ EXS215 Ethical Issues in Sport | 3 s.h. |
| ☐ EXS217 Science of Coaching | 3 s.h. |
| ☐ EXS340 Psychology of Sport and Exercise | 3 s.h. |

For students needing a sport-specific course, EXS301 Practicum in Sport, can be personalized to fulfill this role.

21 s.h. Sports Medicine Concentration

The sports medicine concentration is intended to provide a theoretical and practical foundation for students interested in athletic training, physical therapy, or medicine. The sports medicine concentration does not fulfill the degree requirements for any major at USF. It is intended to expose students to the acute injury environment as well as enhance students' resumes and employability. Students will gain experience identifying, treating, and rehabilitating injuries as well as assist with the daily operations of the training room. Students can pursue the sports medicine concentration in combination with any major.

Candidates for a sports medicine concentration must complete both the content and practical components of the program. Requirements:

Content (9-12 s.h.)

- | | |
|---|--------|
| ☐ EXS210 Care and Prevention of Injuries | 2 s.h. |
| ☐ EXS225 Anatomical Kinesiology or
BIO314 Anatomy | 4 s.h. |
| ☐ EXS217 Science of Coaching or
EXS310 Exercise Physiology | 4 s.h. |
| ☐ ENT225 Entrepreneurial Studies—Innovation and Problem Solving | 3 s.h. |

Practical (0-24 s.h.)*

- | | |
|--|----------|
| ☐ EXS160 Practicum in Sports Medicine I | 0-6 s.h. |
| ☐ EXS260 Practicum in Sports Medicine II | 0-6 s.h. |
| ☐ EXS360 Practicum in Sports Medicine III | 0-6 s.h. |
| ☐ EXS460 Practicum in Sports Medicine IV | 0-6 s.h. |

*Students must complete a minimum of 4 semesters or 8 semester hours of practicum.

*Students may register for a maximum of 3 semester hours per semester.

*1 semester hour = 40 contact hours

HISTORY

History (B.A.)

The mission of the History Program is to cultivate a globally aware and informed perspective on the past while developing analytical and communication skills that are integral for many career paths. History is a cornerstone of the liberal arts. History majors go on to become lawyers, teachers, librarians, archivists, businesspersons, writers and politicians.

A degree in history provides valuable tools appropriate to a multitude of professional situations. At USF, history students will learn to write effectively and persuasively, to synthesize large amounts of evidence in a logical manner and to conduct advanced research independently. Employers from a wide variety of fields seek these skills.

But the value of a history degree is not just about career prospects. History teaches us about our past, about who we are as a society and provides the thinking skills necessary to become an informed and responsible citizen in a democracy.

Student Learning Outcomes:

1. Students in history will be able to communicate their historical knowledge in both oral and written forms.
2. Students in history will master advanced knowledge of the main events, trends and actors in at least two subfields of history, and the relation of these subfields to wider fields of global knowledge.
3. Students in history will be able to analyze, evaluate, and synthesize information from primary and secondary sources to produce historically accurate interpretations of the past.
4. Students in history will be able to compare historical perspectives from different cultures and describe the contributions of these historical perspectives.
5. Students in history will be able to evaluate the trustworthiness of evidence using the critical method.
6. Students in history will be able to assess various historiographical interpretations of major events in the past, and understand the nature of historical causality.

Requirements: In addition to meeting the liberal arts core requirement of the University, the student must complete the history courses listed below and one of the concentration areas: History and Teaching; History and Research; or Government, Law and Society.

Core Major Requirements

At least nine semester hours from:

- ☐ HIS101 Modern European History 1500-1815
- ☐ HIS102 Modern European History Since 1815
- ☐ HIS104 World History 1450-Present
- ☐ HIS120 United States History to 1877
- ☐ HIS121 United States History Since 1877

At least three semester hours of 300 or 400 Level History Courses in American History:

(Choose from courses like those listed below, this is not an exhaustive list)

- ☐ HIS310 African American History

- ☐ HIS311 United States Diplomatic History
- ☐ HIS315 South Dakota History
- ☐ HIS321 Constitutional History of the United States
- ☐ HIS390 Special Topics
- ☐ HIS405 The Global Cold War
- ☐ HIS412 The United States West

At least three semester hours of 300 or 400 Level History Courses in European History:

(Choose from courses like those listed below, this is not an exhaustive list)

- ☐ HIS304 Medieval History
- ☐ HIS320 History of Modern Russia
- ☐ HIS331 Modern British History
- ☐ HIS390 Special Topics
- ☐ HIS405 The Global Cold War
- ☐ HIS414 The Reformation

At least three semester hours of 300 or 400 Level History Courses in World/Transnational History:

(Choose from courses like those listed below, this is not an exhaustive list)

- ☐ HIS303 Ancient History
- ☐ HIS305 International Economics Relations
- ☐ HIS213 Contemporary World Events
- ☐ HIS325 History of Latin America
- ☐ HIS332 Modern Middle East
- ☐ HIS390 Special Topics
- ☐ HIS405 The Global Cold War

Required:

- ☐ HIS220 Historical Writing
- ☐ HIS400 History Colloquium (two semester hours required)

By the end of their sophomore year, students will choose from one of the following three concentrations in History:

Concentration: History and Teaching 15 s.h.

- ☐ At least 6 semester hours in Pre-modern History.
- ☐ At least 9 Additional semester hours of 300 or 400 Level History Courses.

Concentration: History and Research 15 s.h. + 6-8 s.h. of foreign language requirement

- ☐ At least six semester hours in Pre-modern History
- ☐ HIS 303 Ancient History
- ☐ HIS 304 Medieval History
- ☐ At least nine additional semester hours of upper division History courses (not already applied within core major category)
- ☐ At least two courses in a foreign language.

Concentration: Government, Law, and Society 18 s.h.

- ☐ PSC 211 American Federal Government
- ☐ PSC 324 Political Philosophy

Pick two from (6 semester hours):

- ☐ HIS311 United States Diplomatic History
- ☐ HIS 321 Constitutional History of the United States
- ☐ PSC 212 American State and Local Government
- ☐ HIS 213 Contemporary World Events
- ☐ PSC 214 International Relations
- ☐ PSC 402 Comparative Politics

Pick two from (6 semester hours):

- ☐ PHI 207 Intro to Philosophy
- ☐ PHI 341 Ethics
- ☐ HIS 305 International Economic Relations
- ☐ ECO212 Principles of Microeconomics
- ☐ ECO213 Principles of Macroeconomics

History Minor

Student Learning Outcomes:

1. Students with a minor in History will be able to communicate their historical knowledge in both oral and written forms.
2. Master advanced knowledge of the main events, trends and actors in at least two subfields of history and the relation of these subfields to wider fields of global knowledge.
3. Analyze, evaluate and synthesize information from primary and secondary sources to produce historically accurate interpretations of the past.
4. Evaluate the trustworthiness of evidence using the critical method.

Requirements: In addition to meeting the regular degree requirements of the University, the student must take a minimum of 18 semester hours of study in history that includes the classes listed below. All coursework completed for the History Minor must receive a final grade of C- or better to qualify for the Minor.

- ☐ Three semester hours in U.S. History
- ☐ Three semester hours in the history of modern Europe
- ☐ Three semester hours in pre-modern history (303 or 304)
- ☐ Three semester hours in world history
- ☐ 6 semester hours of history electives

Students Preparing to Teach History at the High School or Middle School Level

High School: Students seeking to teach history at the high school level must complete the Secondary Education Major, a methods class: SSC 403 Teaching of the Social Sciences, in addition to the History Major and must pass the Praxis II exam. See Education requirements in Secondary Education in the Bachelor's Degree Programs section (page 83).

Middle School: Students who wish to receive a middle school endorsement to teach history must pass the Praxis II Content Exam for Middle School, Number 0089, in Social Studies.

INTERDISCIPLINARY

Interdisciplinary (B.A.)

The goal of this major is to enable students to combine two or more academic disciplines into a coherent program that meets specific career objectives.

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

Students who are interested in pursuing an interdisciplinary degree must first consult with their advisor or an area chairperson in one of the proposed disciplines. Students must then write a detailed proposal stating: (1) the career goals that the interdisciplinary major is intended to achieve; (2) the specific learning and skill objectives needed to realize the career goals; (3) the proposed courses in two or more disciplines that are required to accomplish the learning and skill objectives; and (4) the names of the faculty members who will assist in advising the student in the proposed academic disciplines. The proposal should be signed by the advising faculty, the chairpersons of the areas involved, the Registrar and the student.

A proposal for an interdisciplinary major is then filed with the Registrar and becomes the student's intended course of study. It may be revised with the approval of the appropriate faculty members.

Interdisciplinary proposals are normally filed during a student's junior year. The following limitations and requirements apply to all interdisciplinary majors at the University (except the pre-seminary interdisciplinary major): (1) at the time of filing a proposal, a student must have a minimum GPA of 2.5; (2) a proposal may not be approved until the student has completed 32 semester hours; (3) a student who has completed more than 96 semester hours may not file a proposal for an interdisciplinary major; (4) no course may count toward an interdisciplinary major if the grade is lower than a "C."

Students interested in the pre-seminary interdisciplinary major should see the program described in Theology and Biblical Studies in the Bachelor's Degree Programs section.

LEADERSHIP MINOR

Leadership Minor (18 s.h.)

This program is designed to inspire and prepare students to become socially responsible Christian servant leaders. Students will explore leadership as a dynamic human experience, an applied set of theories, concepts and practices, a force for change and innovation, as well as an ethical and spiritual challenge. In so doing they will develop their identity as a leader and begin to build the knowledge, skills and abilities needed to serve as leaders in their chosen professions and communities.

Course content draws upon the arts, sciences, social sciences and theology, as well as the professions in order to help students recognize that leadership can be learned and that anyone can choose to lead, or be called upon to lead. An emphasis on Christian and servant leadership principles are embedded throughout the program. A required service and experiential learning component provides students the opportunity to observe and practice leading. The program concludes with students developing a portfolio that includes a statement of leadership purpose, a personal development plan and a leadership code of ethics.

Student Learning Outcomes:

1. Students will understand leadership as a dynamic social process and shared human experience.
2. Students will gain knowledge of leadership theories, concepts and practices.
3. Students will develop their leadership ability and gain applied leadership skills.
4. Students will understand the ethical challenges facing leaders.
5. Students will increase their capacity to act with moral courage in the face of pressure to abandon personal or organizational integrity.
6. Students will understand what it means to be a Christian servant leader in a diverse and global society.
7. Students will increase their awareness of who they are as leaders.
8. Students will know their development needs as they enter their chosen professions.

Vocational Applications: Leadership is a critical competency needed within all organization and communities. The knowledge, skill and abilities gained from the leadership minor can be applied within careers in agriculture, business, education, health care, politics, sports management, government and non-government agencies, not for profit and faith-based organizations and more.

Leadership Minor Eligibility

All students regardless of major may pursue the Leadership Minor. To begin the program, students must be of sophomore standing and have completed LAR 111, THE 140 and 240.

Leadership Minor Requirements

In addition to completing the requirements for the major, students will need to complete the requirements for the Leadership minor that include 19 semester hours of coursework and an internship/service learning experience. All coursework must be completed with a grade of C- or better.

Leadership Core:

☐ LDR210	Leadership Foundations	3 s.h.
☐ LDR260	Leadership Dynamics	3 s.h.
☐ LDR320	Leadership for Innovation and Transformation	3 s.h.
☐ LDR410	Ethical and Spiritual Challenges of Leadership	3 s.h.
☐ LDR460	Leadership Portfolio	1 s.h.

Electives, select two:

☐ CST308	Persuasion, Process and Procedures
☐ BUS410	Supervisory Management
☐ ENT225	Innovation and Problem Solving
☐ BUS351	Organizational Theory and Behavior*
☐ PSY/SOC306	Social Psychology**
☐ PSY422	Motivation and Emotion**
☐ SOC302	Social Diversity
☐ THE372	Youth Ministry Leadership and Communication***
☐ XXX390	Special Topics (<i>by permission from the program coordinator</i>)

**BUS 210 prerequisite*

***PSY 201 prerequisite*

****THE 261 prerequisite*

Service and Experiential Learning

Through the service and experiential learning activities, students will develop and practice their leadership capabilities. Options include the following:

- Engaging in a community service project and leading volunteers
- Working as a leadership intern
- Joining the USF Chapter of the National Society of Leadership and Success and serving on the Executive Board

MATHEMATICS

Mathematics (B.S.)

This program seeks to provide students with (1) effective skills in analytical thought and logical argument; (2) understanding of the processes of abstraction, modeling, and application; (3) sound awareness of the characteristics and contributions of various areas of mathematical study; (4) a mature appreciation of the place of mathematics in the context of human thought and inquiry; and (5) the ability to clearly and effectively communicate mathematical ideas.

Student Learning Outcomes:

1. Students will demonstrate facility with axiomatic reasoning, including the ability to write clear, rigorous mathematical proofs.
2. Students will be able to design and use valid mathematical models and use them to solve realistic problems, employing techniques from physics, computer algorithms or mathematics.
3. Students will show the ability to engage in statistical reasoning, including the capacity to produce and interpret statistical information.
4. Students will be able to organize, connect, and communicate mathematical or algorithmic ideas.
5. Students will acquire facility with several significant technological tools, and use them effectively for computation, exploration and presentation.

Vocational Applications: Students majoring in mathematics are well positioned to enter a wide range of careers in the public or private sector, especially by combining expertise in mathematics with interests in other fields, such as computer science, engineering, natural science, business, or social science. Graduate study in mathematics or a related field is encouraged for students seeking careers in pure mathematics or statistics.

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

- ☐ MAT204 Calculus I
- ☐ MAT205 Calculus II
- ☐ MAT302 Probability and Statistics
- ☐ MAT304 Linear Algebra
- ☐ MAT305 Abstract Algebra
- ☐ MAT310 Calculus III
- ☐ MAT311 Differential Equations
- ☐ MAT320 Introduction to Real Analysis
- ☐ COM/MAT481 Senior Seminar I
- ☐ COM/MAT482 Senior Seminar II (a two-semester sequence during the senior year)
- ☐ CHE111/112 General Chemistry **or**
PHY201/202 University Physics
- ☐ COM201 Introduction to Computer Science I

- ☐ COM202 Introduction to Computer Science II **or**
MAT/COM306 Discrete Mathematics
- ☐ NSC300 Colloquium (two semesters; one presentation required)

Two electives in mathematics numbered above 204

- ☐ _____
- ☐ _____

Mathematics Minor

Requirements: Students who meet the regular degree requirements of the University for a major in some other program may receive a minor in mathematics by completing 18 s.h. of math courses, which must include MAT 204 and MAT 205, but may not include a course numbered below 150. Two semesters of science colloquium (NSC 300), including one presentation, must also be taken for credit.

Mathematics Secondary Education Certification

In addition to the outcomes of the regular mathematics major, this program is designed to acquaint the student with the high school mathematics program, provide the student with pedagogical awareness and practical educational experience, and prepare the student for teaching mathematics at the secondary school level. Completion of this program leads to a Bachelor of Science degree in Mathematics and certification for teaching at the secondary level.

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

Requirements: The requirements are the same as those for the regular mathematics major, but in addition, the student must complete the courses required for the secondary education major. (See Education in Bachelor's Degree Programs section.) Students are expected to take MAT 303 and MAT 406 for their electives to fulfill the education requirements. Also, education students are encouraged to present their science colloquium on a topic related to the field of math education. In addition to the courses listed below, majors must participate in program assessment activities. For graduation, a major must have a minimum 2.5 GPA in all Natural Sciences Area courses counting toward the major for student teaching eligibility.

- ☐ MAT204 Calculus I
- ☐ MAT205 Calculus II
- ☐ MAT302 Probability and Statistics
- ☐ MAT303 Foundations of Geometry
- ☐ MAT304 Linear Algebra
- ☐ MAT305 Abstract Algebra
- ☐ MAT310 Calculus III
- ☐ MAT311 Differential Equations
- ☐ MAT320 Introduction to Real Analysis
- ☐ MAT406 Teaching High School Mathematics
- ☐ COM/MAT481 Senior Seminar I
- ☐ COM/MAT482 Senior Seminar II (a two-semester sequence during the senior year)

- ☐ CHE111/112 General Chemistry **or**
PHY201/202 University Physics
- ☐ COM201 Introduction to Computer Science I
- ☐ COM202 Introduction to Computer Science II **or**
MAT/COM306 Discrete Mathematics
- ☐ NSC300 Colloquium (two semesters; one presentation
required)

MEDIA STUDIES

Media Studies (B.A.)

The primary goal of the media studies major is to encourage new ways of thinking about communication, technology, and democracy within the context of a Christian worldview. The major seeks for its students a broad awareness of the media's place within a social structure that appears more concerned with consumptive patterns of behavior rather than democratic discourse.

Student Learning Outcomes:

1. Students will be able to think critically about issues, work, and ideas related to the media studies field.
2. Students will develop competent writing skills for the media studies discipline.
3. Students will be able to understand the major theoretical perspectives in their discipline.
4. Students will be able to produce appropriate material for their concentrations.
5. Students will develop a philosophical position on the place of communication in culture. Specifically, students will be able to link media systems, communication, technology, and democracy within the context of a Christian worldview.

Vocational Applications: This program is designed to allow students the flexibility to apply what they have learned in professional career opportunities or in more advanced study in fields such as journalism, advertising, multi-media production, broadcasting, and the law.

Requirements: In addition to meeting the liberal arts core requirements of the University, the student must complete 40-43 semester hours of media studies courses and graduate with at least a 2.5 GPA in the major field.

All students must take the common media studies core of courses consisting of 25 semester hours. In addition, each student must select one of five concentrations within the major consisting of 18 semester hours each. The concentrations are Multi-Media Production, Journalism, Media Marketing, Media Management and Media Research. The Media Research concentration is designed for those students who expect to continue their studies at the graduate level.

Students may count a total of eight semester hours of media labs for graduation. Media studies majors in Multi-Media Production and Journalism are required to take three semester hours of lab work in their respective concentrations. All media studies majors are strongly advised to arrange internships during their junior or senior years.

The following is a description of the requirements for the media studies core and five corresponding concentrations.

Media Core Courses

25 s.h.

- ❑ ART120 Introduction to Design
- ❑ ART181 Digital Photography
- ❑ MED204 Electronic Media
- ❑ MED206 Media Writing
- ❑ MED207 Media Survey

- ❑ MED260 Media Issues
- ❑ MED300 Communication Arts Colloquium
- ❑ MED330 Media Theory
- ❑ MED420 Media Law

Multi-Media Production Concentration

- ❑ ART221 Graphic Design: Layout
- ❑ MED326 Digital Audio
- ❑ MED336 Desktop Video and Non-linear Editing
- ❑ MED415 Live Studio Production and Videography
- ❑ MED121-421 Print Production Lab
- ❑ MED131-431 Radio Production Lab
- ❑ MED132-432 TV Production Lab

Journalism Concentration

- ❑ ART221 Graphic Design: Layout
- ❑ MED290 Photojournalism
- ❑ MED307 Reporting
- ❑ MED324 Media Performance
- ❑ MED410 Advanced Reporting
- ❑ MED121-421 Print Production Lab
- ❑ MED131-431 Radio Production Lab
- ❑ MED433-438 TV News Lab

Media Marketing Concentration

- ❑ ART221 Graphic Design: Layout
- ❑ BUS307 Principles of Marketing
- ❑ BUS408 Marketing Management
- ❑ BUS411 Branding and Promotions
- ❑ MED308 Persuasion: Process and Procedures
- ❑ MED311 Media Programming

Media Management Concentration

- ❑ ECO212 Principles of Microeconomics
- ❑ BUS210 Principles of Management
- ❑ BUS330 Business Plan Development
- ❑ BUS351 Organizational Theory and Behavior
- ❑ MED308 Persuasion: Process and Procedures **or**
- ❑ MED309 Business and Professional Communication
- ❑ MED311 Media Programming

Media Research/Graduate School Track Concentration

- ❑ MAT233 Introduction to Statistics
- ❑ PHI207 Introduction to Philosophy
- ❑ PHI341 Ethics
- ❑ PSC324 Political Philosophy
- ❑ PSY250 Research Methods
- ❑ SOC350 Sociological Theory

MEDICAL LABORATORY SCIENCE

Medical Laboratory Science (B.S.)

This program is designed to provide the requisite course background to allow students to pursue acceptance into an accredited school of medical laboratory scientist (during the student's fourth year) and successful completion thereof.

Student Learning Outcomes:

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

Vocational Applications: This program of study is appropriate for students who desire a medical laboratory scientist position in a hospital or clinical laboratory.

Requirements: Students who wish to become medical laboratory scientists pursue a minimum of three years at USF prior to entering the clinical year in a hospital's accredited school of medical laboratory science. College credit equivalent to one full calendar year (40 semester hours) will be granted to students who successfully complete the professional (clinical) year's program in an accredited hospital. This credit is awarded in the form of the courses described below. A bachelor of science degree in medical laboratory science will be conferred provided all other course requirements have been satisfied. Majors must participate in program assessment activities.

Some students elect to complete a four-year major in Biology or Chemistry before applying for the professional year experience. The University has an affiliation agreement with Sanford Health in Sioux Falls; however, students may elect to attend any other accredited professional program if successful in gaining admission.

In addition to the liberal arts core requirements, the three-year program at USF should include the following courses:

- ☐ BIO100 General Biology
- ☐ BIO302 Biology of Microorganisms
- ☐ BIO314 Human Anatomy
- ☐ BIO315 Human Physiology
- ☐ BIO380 Immunology
- ☐ CHE111 General Chemistry I
- ☐ CHE112 General Chemistry II
- ☐ CHE211 Organic Chemistry I
- ☐ CHE305 Biochemistry
- ☐ CHE332 Quantitative Analysis
- ☐ MAT233 Introduction to Statistics
- ☐ NSC300 Colloquium (required during both semesters of the junior year; one presentation is required)

Two courses in physics

- ☐ PHY _____
- ☐ PHY _____

Additional courses recommended are Biology 204, 222, and 309;

Chemistry 212; Business Administration 210 and/or 241, and any computer science course(s).

Students should maintain a GPA of 3.0 (2.8 is required for application to some professional programs) to assure consideration for admittance into an approved school of medical technology for their fourth or fifth year.

The following is a course breakdown of the 40 semester hours of credit awarded by USF upon successful completion of the clinical year at an approved medical laboratory science program.*

MLS 301 Medical Laboratory Science Orientation

An introduction to the field of medical laboratory science. (1 s.h.)

MLS 302 Hematology

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

MLS 303 Immunohematology

Immunology as applied to cellular elements of the blood with emphasis on red cell antigens. Includes antibody identification, components, preparation, compatibility testing, blood donor selection, quality control, auto-immune and newborn hemolytic disease problems, and various screening procedures. Prerequisites: Clinical year acceptance and status in college. (2-3 s.h.)

MLS 304 Clinical Immunology

The study of the theoretical aspects of antigen antibody reactions with emphasis on clinical laboratory practice including quality control. Prerequisites: Clinical year acceptance and status in college. (2-3 s.h.)

MLS 305 Clinical Microbiology

Includes Virology, Parasitology, and Mycology. Theory and techniques of cultivation, isolation, and identification of bacteria, parasites, and viruses; determination of sensitivity to antimicrobial agents; clinical correlation to disease status; principles of asepsis; and environmental monitoring and quality control. Prerequisites: Clinical year acceptance and status. (8-12 s.h.)

MLS 306 Clinical Microscopy (Urinology)

Study of the chemical constituents and formed elements of urine. Includes normal and abnormal kidney function, principles and techniques of procedures used in diagnosis of urine and other body fluids, and quality control. Prerequisites: Clinical year acceptance and status. (2-3 s.h.)

MLS 307 Clinical Chemistry

Includes instrumentation. Medically-oriented biochemistry with emphasis on the procedural aspects and the interpretation of diagnostic tests, including the principles of operation of instruments used in the clinical laboratory and quality control. Prerequisites: Clinical year acceptance and status. (9-12 s.h.)

MLS 308 Introduction to Administration

The study of the theoretical and practical aspects of laboratory supervision and management and/or problem-solving in the

field of medical laboratory science. Prerequisites: Clinical year acceptance and status. (0-1 s.h.)

MLS 309 Introduction to Education

The study of the principles of medical laboratory science education. Includes didactic and practical evaluations, methods of instruction, and objective writing. Prerequisites: Clinical year acceptance and status. (0-1 s.h.)

MLS 310 Introduction to Research

Directed study and/or projects in specific area(s) of medical laboratory science. Prerequisites: Clinical year acceptance and status. (0-1 s.h.)

*NOTE: The variability reflected in the semester hours awarded for various courses of the clinical year allows the University transcript to accurately reflect the content of the clinical year of each individual hospital-based medical laboratory science program. The total semester hours awarded will always be 40.

MUSIC

Music (B.A.)

Student Learning Outcomes:

1. Students will become familiar with music of various styles, cultures and historical eras and will understand how music contributes to diverse academic disciplines.
2. Students will receive quality instrumental and/or vocal training and coursework that meets the highest possible standards, leading to high achievement in preparation for a successful musical career.
3. Students will be able to engage competently with the elements of music in a theoretical and historical perspective, demonstrating cognitive understanding and critical thinking.
4. Students will see how music can be used for service in their collegiate career and in their professional, civic and Christian life.

Vocational Applications: The course of study for music majors is intended to assist each student in achieving a high degree of performance ability, artistic growth, and significant development toward the student's musical career goals.

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

- ☐ MUS150 Theory I
- ☐ MUS155 Theory II
- ☐ MUS209 Theory III
- ☐ MUS250 History of Music I: Ancient-18th Century
- ☐ MUS255 History of Music II: 18th Century-Present
- ☐ MUS318 Music Computer Applications
- ☐ MUS323 Conducting I
- ☐ MUS324 Conducting II
- ☐ MUS210 Analysis and Performance
- ☐ FA220 Service in the Arts
- ☐ MUS300 Recital
- ☐ MUS400 Colloquium/Senior Recital

4 elective credits (any MUS course 200 or higher)

- ☐ MUS _____
- ☐ MUS _____
- ☐ MUS _____
- ☐ MUS _____

All music majors are required to:

- participate in a USF large music ensemble each semester;
- pass a piano proficiency examination (by the end of sophomore year);
- receive approval to continue as a music major during annual evaluations;
- take applied lessons each semester when not taking MUS300 or MUS400 (applied lessons may be taken for no credit, but MUS300/400 must be taken for credit);
- maintain acceptable attendance at concerts, recitals and community events (10 per semester);
- take MUS100 Music Seminar each semester; and
- perform in at least one departmental recital per semester.

Music Education (B.A.)

Student Learning Outcomes:

1. Students will become familiar with music of various styles, cultures and historical eras and will understand how music contributes to diverse academic disciplines.
2. Students will receive quality instrumental and/or vocal training and coursework that meets the highest possible standards, leading to high achievement in preparation for a successful musical career.
3. Students will be able to engage competently with the elements of music in a theoretical and historical perspective, demonstrating cognitive understanding and critical thinking.
4. Students will see how music can be used for service in their collegiate career and in their professional, civic and Christian life.

Vocational Applications: This program provides the specialization required by the teaching profession for teaching at different levels, i.e., general music education for grades K-12 or instrumental and/or vocal teaching for elementary and secondary schools.

Requirements: In addition to meeting the liberal arts core requirements of the University, students must complete the requirements for secondary education certification, with EDU240 fulfilling the Liberal Arts Core technology requirement (see Education in Bachelor's Degree Programs section), and take the following core courses:

- ☐ MUS150 Theory I
- ☐ MUS155 Theory II
- ☐ MUS209 Theory III
- ☐ MUS250 History of Music I: Ancient-18th Century
- ☐ MUS255 History of Music II: 18th Century-Present
- ☐ MUS318 Music Computer Applications
- ☐ MUS323 Conducting I
- ☐ MUS324 Conducting II
- ☐ MUS213 Music Education Methods—Elementary
- ☐ FA220 Service in the Arts
- ☐ MUS300 Recital

Instrumental majors

- ☐ MUS227 Instrument Techniques: Woodwinds
- ☐ MUS326 Instrumental Techniques: Brass and Percussion
- ☐ MUS314 Music Education Methods –Instrumental

Choral/Vocal majors

- ☐ MUS214 Diction/Literature
- ☐ MUS316 Vocal Pedagogy
- ☐ MUS313 Music Education Methods—Choral

All music education majors are required to:

- participate in a USF large music ensemble each semester (excluding student teaching semester);
- pass a piano proficiency examination (by the end of sophomore year);
- receive approval to continue as a music education major during annual evaluations;

- take applied lessons each semester when not taking MUS300 (applied lessons may be taken for no credit, but MUS300 must be taken for credit);
- maintain acceptable attendance at concerts, recitals and community events (10 per semester);
- take MUS100 Music Seminar each semester; and
- perform in at least one departmental recital per semester.

Music Ministry (B.A.)

This major combines coursework in the area of Music and Theology, with some Media Studies. The Music Ministry Major is 43 credit hours.

Student Learning Outcomes:

1. Students will become familiar with church music of various styles, cultures and historical eras and will understand how music contributes to diverse worship settings.
2. Students will receive quality instrumental and vocal training and coursework that meets the highest possible standards, leading to high achievement in preparation for a career in a local church or parachurch organization and providing an understanding of the musical and the theological perspectives needed to lead a congregation from a Christian perspective, communicating ideas coherently and applying them responsibly.
3. Students will be able to engage competently with the elements of music in a theoretical and historical perspective, demonstrating cognitive understanding and critical thinking.
4. Students will see how music can be used for service in their collegiate career and in their professional, civic and Christian life.

Vocational Applications: Graduates of this program will possess the necessary musical abilities and knowledge of the Word of God to work as ministers of worship and music in local churches, and with supplementary training will be equipped to serve in the pastorate, Christian education, missionary service, campus ministry, media and arts ministry or institutional chaplaincy.

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

☐ FA220	Service in the Arts	1 s.h.
☐ MED204	Electronic Media	3 s.h.
☐ MUS150	Theory I	3 s.h.
☐ MUS155	Theory II	3 s.h.
☐ MUS209	Theory III	3 s.h.
☐ MUS229	Worship Leadership	3 s.h.
☐ MUS230	Church Music Literature I	2 s.h.
☐ MUS240	Church Music Literature II	2 s.h.
☐ MUS250	Music History I	3 s.h.
☐ MUS318	Music Computer Applications	3 s.h.
☐ MUS323	Conducting I	3 s.h.
☐ MUS395	Internship in Music	1-4 s.h.
☐ THE303	History of Christianity	3 s.h.
☐ THE317	Jesus and the Gospels or	
THE318	Letters of Paul	3 s.h.
☐ THE381	Foundations of Professional Ministry	3 s.h.

☐ THE413 Christianity and Culture 3 s.h.

All music majors are required to do the following:

- participate in a USF large music ensemble each semester;
- receive approval to continue as a music ministry major during annual evaluations;
- take applied lessons each semester (these courses may be taken for no credit);
- maintain acceptable attendance at concerts, recitals and community events (10 per semester); and
- take MUS100 Music Seminar each semester.

Music Minor

Student Learning Outcomes: Students in the music minor will be provided with a broad understanding and appreciation of music as an integral part of the liberal arts in collaboration with their chosen major field of study.

Student Learning Outcomes:

1. Students will recognize the connections between the musical arts, service to others and the community as well as the church and their personal faith.
2. Students will recognize the importance of music in relation to other liberal arts.
3. Students will gain a broad understanding on the components of music including the theoretical aspects, historical correlations, and performance mediums.
4. Students will experience positive interaction within a large group setting as well as the personal one on one interaction experienced in lessons.

Vocational Applications: The study of music and participation in music ensembles prepare the student for future leadership and service in church and community music organizations.

Requirements: In addition to meeting the regular degree requirements of the University, the student must take the following courses:

- ☐ MUS150 Theory I
- ☐ MUS155 Theory II
- ☐ MUS250 History of Music I: Ancient-18th Century
- ☐ MUS255 History of Music II: 18th Century-Present
- ☐ MUS323 Conducting I
- ☐ FA220 Service in the Arts
- ☐ 2 elective credits (any MUS 200 course or higher)

All music minors are required to:

- participate in a USF large music ensemble for four semesters;
- take applied lessons with jury for four semesters;
- maintain acceptable attendance at concerts, recitals and community events (10 per semester);
- take MUS100 Music Seminar for four semesters; and
- perform in at least one departmental recital per semester (when enrolled in applied lessons).

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

NURSING

Nursing (B.S.N.)

CCNE—The baccalaureate degree in nursing at the University of Sioux Falls is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.

SDBN—The baccalaureate degree in nursing at the University of Sioux Falls is fully approved by the South Dakota Board of Nursing (SDBN).

The nursing major has three tracks, all leading to a Bachelor of Science in Nursing degree. Following are the student learning outcomes and a brief description of each track.

Student Learning Outcomes:

1. Actualize the Christian values of love, compassion and servant leadership in nursing practice and in life.
2. Utilize the highest quality evidence within an ethical framework to guide patient care building on a foundation of the arts and sciences.
3. Demonstrate clinical judgment to recognize salient changes in a clinical situation, to interpret the meaning of these changes, to respond appropriately and to reflect on the actions.
4. Integrate interprofessional collaboration and communication into nursing practice.
5. Demonstrate a commitment to life-long learning in order to respond to a changing and complex healthcare delivery system.
6. Apply nursing knowledge within different settings of increasing complexity.
7. Promote health without bias across the lifespan
8. Model and appreciate the role of the nurse leader within the profession of nursing.

Traditional Bachelor of Science in Nursing Degree

The traditional option is designed primarily for students who have no nursing background and do not have a previous bachelor's degree. Students may register at the University and designate pre-nursing as their major once meeting the GPA and ACT admission requirements below.

Upon completion of the program students will be eligible to take the National Council Licensure Examination (NCLEX-RN®) to become licensed as a registered nurse.

Admission Requirements:

1. Admission to University of Sioux Falls (must be admitted before applying to the nursing program).
2. Application to the Nursing Program (traditionally occurs after the fall semester of sophomore year).
 - a. School of Nursing application
 - b. Three essay questions
 - c. Three professional references
 - d. An approved background check
 - e. Minimum cumulative high school GPA of 2.75

- f. Minimum cumulative college GPA of 2.75
- g. Minimum ACT score of 20; Preferred ACT score of 22
- h. Personal interview if requested
- i. Successful completion (minimum grade of C-) of the following college level science prerequisite courses within the past seven years:
 - Human Anatomy with lab
 - Human Physiology with lab
 - General Chemistry with lab
 - Organic or Biochemistry with lab
 - Microbiology with lab
- j. Successful completion (minimum grade of B-) of the following pre-nursing courses:
 - Health Promotion and Disease Prevention
 - Applied Pathophysiology

Early Admission Policy:

Students admitted to the University of Sioux Falls for their freshman year may apply and be admitted to the nursing program at the same time as they are admitted to USF if they meet the following criteria:

- a. Minimum high school cumulative GPA of 3.5
- b. Minimum ACT score of 24

Successful completion of the five prerequisite science courses (minimum grade of C-), two pre-nursing courses (minimum grade of B-) and a minimum cumulative GPA of 2.75 must be attained at the end of the fall semester of the sophomore year in order to enter the program spring semester of the sophomore year.

Major Requirements:

Pre-nursing Courses (7 s.h.)

- ☐ NUR220 Health Promotion and Disease Prevention
- ☐ NUR323 Applied Pathophysiology

Nursing Core Courses (50 s.h.)

- ☐ NUR231 Fundamentals of Nursing*
- ☐ NUR327 Pharmacology for Nurses
- ☐ NUR305 Cultural, Spiritual and Ethical Dimensions of Holistic Care
- ☐ NUR342 Medical-Surgical Nursing*
- ☐ NUR354 Evidence-Based Nursing Practice
- ☐ NUR333 Gerontological Nursing
- ☐ NUR432 Mental Health Nursing*
- ☐ NUR424 Public Health Nursing*
- ☐ NUR446 Maternal Newborn Nursing*
- ☐ NUR447 Pediatric Nursing*
- ☐ NUR441 High Acuity Nursing*
- ☐ NUR451 Management, Leadership and Professional Issues
- ☐ NUR431 Nursing Capstone*

Nursing Supportive Courses (29 s.h.)

- ❑ EXS220 Nutrition
- ❑ PSY201 General Psychology**
- ❑ PSY211 Human Development
- ❑ BIO302 Microbiology with lab***
- ❑ BIO314 Human Anatomy with lab***
- ❑ BIO315 Human Physiology with lab***
- ❑ CHE121 General Chemistry with lab***
- ❑ CHE122 Organic or Biochemistry with lab***

* Course includes a lab or clinical.

** Meets one Social Science Liberal Arts core requirement.

*** Any of the above science courses will meet the Science Liberal Arts core requirement.

Students must successfully complete all nursing courses with a minimum grade of a B- to progress in the nursing program.

Accelerated Bachelor of Science in Nursing Degree (Second Degree Option)

The accelerated track is designed for students who currently have a bachelor's degree in a field other than nursing. It is an intense program with courses offered in a compressed four-semester timeframe as compared to the more traditional eight-semester program.

Upon completion of the program students will be eligible to take the National Council Licensure Examination (NCLEX-RN®) to become licensed as a registered nurse.

Admission Requirements:

1. School of Nursing application
2. Three essay questions
3. Three professional references
4. An approved background check
5. Minimum cumulative college GPA of 2.75
6. Minimum of 2.75 GPA in the required Accelerated Nursing Program prerequisite courses
7. Personal interview if requested
8. Successful completion (minimum grade of C-) of the following college level science prerequisite courses:
 - Human Anatomy with lab
 - Human Physiology with lab
 - General Chemistry with lab
 - General Chemistry II with lab or Organic/Biochemistry with lab
 - Microbiology with lab
 - General Psychology
 - Human Development or Family Development Course
 - Nutrition

Major Requirements:

Nursing Core Courses (57 s.h.)

- ❑ NUR220 Health Promotion and Disease Prevention
- ❑ NUR323 Applied Pathophysiology
- ❑ NUR231 Fundamentals of Nursing*

- ❑ NUR327 Pharmacology for Nurses
- ❑ NUR305 Cultural, Spiritual and Ethical Dimensions of Holistic Care
- ❑ NUR342 Medical-Surgical Nursing*
- ❑ NUR354 Evidence-Based Nursing Practice
- ❑ NUR333 Gerontological Nursing
- ❑ NUR432 Mental Health Nursing*
- ❑ NUR424 Public Health Nursing*
- ❑ NUR446 Maternal Newborn Nursing*
- ❑ NUR447 Pediatric Nursing*
- ❑ NUR441 High Acuity Nursing*
- ❑ NUR451 Management, Leadership and Professional Issues
- ❑ NUR431 Nursing Capstone*

* Course includes a lab or clinical.

Students must successfully complete all nursing courses with a minimum grade of a B- to progress in the nursing program.

Financial Aid

Accelerated Nursing students may be eligible to receive federal financial aid if they are enrolled in at least 6 credit hours of required coursework each term. As the Accelerated Nursing degree requires students to possess a bachelor's degree in order to enter the program, this degree is a subsequent baccalaureate degree and federal financial aid consists of any federal loan eligibility the student may have remaining following previous undergraduate coursework.

Accelerated Nursing students interested in federal financial aid must be accepted into the nursing program and file the Free Application for Federal Student Aid (FAFSA). A monthly payment plan or private alternative loan options may be available for students needing funding assistance. Other sources of financial assistance may include employer tuition assistance/reimbursement, veterans' benefits or outside scholarships if eligible. Students receiving these types of assistance need to notify the Financial Aid Office and complete additional USF paperwork. Accelerated Nursing students are not eligible to receive institutional aid from the University. Payment is due on or before the first day of each term. The FAFSA application, employer paperwork, loan applications or payment plans must be prepared and submitted in advance.

For additional information about financial aid for the Accelerated Nursing Program, contact the USF Financial Aid Office at (605) 331-6623.

Registered Nurse to Bachelor of Science in Nursing Degree (RN-to-BSN)

The RN-to-BSN option is designed for registered nurses who have an associate degree or diploma in nursing and want to complete requirements for a Bachelor of Science in Nursing degree. The curriculum for this 25-credit track will build on previous nursing education.

Admission Requirements:

1. School of Nursing application
2. One essay question
3. Three professional references

4. An approved background check
5. Minimum cumulative college GPA of 2.75
6. Active unencumbered Registered Nurse License
7. Personal interview if requested

Major Requirements:

Nursing Core Courses (25 s.h.)

- ☐ NUR315 Pathways to Baccalaureate Nursing Education**
- ☐ NUR220 Health Promotion and Disease Prevention
- ☐ NUR305 Cultural, Spiritual and Ethical Dimensions of Holistic Care
- ☐ NUR321 Applied Pathophysiology I
- ☐ NUR322 Applied Pathophysiology II
- ☐ NUR354 Evidence-Based Nursing Practice
- ☐ NUR424 Public Health Nursing*
- ☐ NUR451 Management, Leadership and Professional Issues

* Course includes a clinical.

** This course must be taken during the first semester of the nursing program.

Students must successfully complete all nursing courses with a minimum grade of a B- to progress in the nursing program.

Liberal Arts Core Requirements—RN-to-BSN (28 s.h.)

- ☐ Writing & Intellectual Traditions 3 s.h.
- ☐ Theology 3 s.h.
- ☐ Literature 3 s.h.
- ☐ Fine Arts 3 s.h.
- ☐ Science 4 s.h.
- ☐ History 3 s.h.
- ☐ Social Sciences 6 s.h.
- ☐ Mathematics 3 s.h.

In order to meet graduation requirements students are required to earn a total of 124 semester hours. 40 of those semester hours must come from a four-year institution and 25 semester hours must come from the University of Sioux Falls to establish residency.

PARAMEDIC TECHNOLOGY

Paramedic Technology (B.S.)

This program is designed to provide the requisite course background prior to entrance into a Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP)/Commission on Accreditation of Allied Health Education Programs (CAAHEP)-approved program in Emergency Medical Technician (EMT)-Paramedic Technology and to promote the successful completion of that program. Likewise, this program is constructed to enable EMT-Paramedics who complete a significant (see below) amount of university work to obtain university credit for their clinical program and to earn a B.S. degree in Paramedic Technology.

Student Learning Outcomes:

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

Vocational Applications: This program of study is appropriate for students who desire an EMT-Paramedic position and a liberal arts education.

Requirements: In order to obtain a degree from the University of Sioux Falls, a student must complete a CoAEMSP/CAAHEP-approved EMT-Paramedic Program (and its prerequisite EMT Program), complete a total of at least 124 semester hours (including 44 semester hours of blanket credit), and pass the National Registry Examination. Upon successful completion of the EMT-Paramedic program, the required University courses, and presentation of appropriate proof of passage of the National Registry Exam to the USF Registrar, 44 semester hours of blanket credit in Paramedic Technology will be transcribed and the degree awarded. In addition to meeting the liberal arts core requirements of the University, students must complete the courses listed below. Majors must participate in program assessment activities.

- ☐ BIO100 General Biology
- ☐ BIO302 Biology of Microorganisms
- ☐ BIO314 Human Anatomy
- ☐ BIO315 Human Physiology
- ☐ CHE111 and 112 General Chemistry I and II **or**
CHE121 and 122 Introduction to Chemistry and
Organic and Biochemistry **or**
PHY101 and 102 Introductory College Physics **or**
PHY201 and 202 University Physics
- ☐ EXS213 Medical Terminology
- ☐ NSC300 Science Colloquium (2 semesters)
- 8 s.h. hours of elective courses
- ☐ _____
- ☐ _____

The requirement of 30 semester hours in residence at the University of Sioux Falls is not waived for students in the B.S. Program in Paramedic Technology.

The University of Sioux Falls is affiliated with the Avera McKennan EMT-Paramedic program. Although we cannot guarantee admittance to any CoAEMSP/CAAHEP-approved program as each individual program has its own requirements and standards which must be met by the student. However, students who successfully complete USF program will be in a competitive position with regard to most EMT-Paramedic programs.

An individual who is already a certified EMT-Paramedic may receive the appropriate blanket credit in EMT-Paramedic Technology after satisfying all the requirements listed above to receive the degree.

PHILOSOPHY

Philosophy Minor

The philosophy minor is offered for those students who would like to expand their philosophical studies beyond the opportunities within the Liberal Arts Core and their major. Students who complete a philosophy minor will gain a greater appreciation for the history of philosophy and increased facility in identifying and evaluating the explicit and implicit judgments behind their own thoughts and the thoughts of others. A philosophy minor will enhance students' readiness for law school or graduate studies in any aspect of the humanities.

Requirements: To earn a philosophy minor, students must take 15 credits of coursework in philosophy from among the following choices. For Theology and Biblical Studies majors and Theology and Youth Ministry majors, only Introduction to Philosophy may count toward both their major and a philosophy minor.

Philosophy Courses:

- ☐ PHI207 Intro to Philosophy
- ☐ PHI216 Thinking about the Arts
- ☐ PHI341 Ethics
- ☐ PHI324 Political Philosophy
- ☐ PHI350 Philosophy of Religion
- ☐ PHI390 Special Topics in Philosophy
- ☐ PHI491/2 Independent Study in Philosophy
- ☐ ENG423 Literary Criticism
- ☐ MAT390 Special Topics in Mathematics (when listed as "Philosophy of Mathematics")

PRE-PROFESSIONAL PROGRAMS

Pre-Professional Program in Chiropractic Science

This program is designed (1) to provide students with the pre-professional background for successful entrance into and completion of a professional chiropractic program, and (2) to foster the development of humanistic practitioners of chiropractic arts.

Vocational Application: This program prepares students to pursue further study leading to the career of a chiropractor.

Recommendations: Since specific entrance requirements vary by program and school, students are advised to become aware of the entrance requirements of his or her prospective professional school and, in consultation with his or her academic advisor, choose specific courses to fulfill those requirements. Most students choose to major in biology and/or chemistry, and although graduation is not always required for entry into the professional program, many students choose to do so.

The following courses are generally considered mandatory: Biology 100 and 204; Chemistry 111 or 121, 112 or 122, 211, and 212; two courses in physics; Psychology 201; and Liberal Arts 111. In addition to the above requirements, most professional programs require a varying number of hours in English, the humanities, the behavioral sciences, and the social sciences.

Pre-Professional Program in Mortuary Science

This program seeks to guide students in the selection of prerequisites which will provide the pre-professional background and experiences for admission to a school of embalming accredited by the State Board of Funeral Service.

Vocational Applications: This program is designed to provide a pre-professional education for students planning to acquire a license in funeral service.

Recommendations: The guidelines for this program are generally in accord with the recommendations of the South Dakota Board of Funeral Service, which is governed by the Department of Commerce and Regulation. Since this is not a degree-granting program, students must only satisfy the state's educational requirements and a professional school's prerequisites for admission.

South Dakota's educational requirements involve approximately two academic years of university instruction with a minimum of 60 semester hours, including nine semester hours of communications courses, specifically CST 100 and LAR 111; 12 semester hours of social science including SOC 201 and PSY 201; 15 semester hours of natural science including CHE 111 or CHE 121, BIO 100, 302, and 314; nine semester hours of business including ACC 225, BUS 210, and BUS 320; and 14 semester hours of electives. Recommended elective courses include BIO 315; CHE 112 or 122; CST 308, 309, or 312; and BUS 351, 421, and/or 307.

Individual professional school programs may have additional requirements and may be more specific; therefore, students are advised to check the catalog of the specific school they wish to attend.

Following two years of undergraduate academic work, students

must complete a one-year course of instruction in a school of embalming accredited by the American Board of Funeral Service Education, Inc. and one year of internship in order to be eligible to take the license examination.

Chemistry Pre-Medical, Pre-Dental or Pre-Veterinary

As a result of meeting the course requirements for the Chemistry Pre-Medical, Pre-Dental or Pre-Veterinary major, students will obtain the following:

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

Vocational Applications: This chemistry program is an attempt to integrate the major concepts of chemistry and biology into a course of study which will most adequately prepare a graduate for further training in a medically or biologically-related field. Students who intend to seek admission into postgraduate medical or dental programs will benefit the most from the comprehensive nature of the curriculum. Although the program understandably stresses chemistry and biology courses, it provides sufficient flexibility to allow the student full access to the liberal arts program in order to produce the well-rounded individual sought by the medical profession.

Requirements: In addition to meeting the liberal arts core requirements of the University, the student must take the courses listed below. Students who plan to seek admission to a postgraduate program (e.g. medical, dental, or veterinary school) should maintain an overall 3.0 or higher GPA in recognition of the stringent entrance requirements imposed by such programs. Majors must participate in program assessment activities.

Required courses:

- ☐ CHE111 General Chemistry I
- ☐ CHE112 General Chemistry II
- ☐ CHE211 Organic Chemistry I
- ☐ CHE212 Organic Chemistry II
- ☐ CHE290 Scientific Literature
- ☐ CHE305 Biochemistry
- ☐ CHE311 Physical Chemistry
- ☐ CHE332 Quantitative Analysis

- ☐ CHE403 Advanced Topics **or**
- ☐ CHE406 Bonding and Structure
- ☐ CHE411 Instrumental Analysis

Also, students must either complete all requirements for a biology major or take the following biology courses:

- ☐ BIO100 General Biology
- ☐ BIO222 Genetics
- ☐ BIO302 Biology of Microorganisms
- ☐ BIO314 Human Anatomy
- ☐ BIO315 Human Physiology

One additional biology course above the 300 level:

- ☐ BIO _____
- ☐ MAT204 Calculus I
- ☐ NSC300 Colloquium (required during the four semesters of the junior and senior years; one presentation each year)

Two courses in physics are also required:

- ☐ PHY _____
- ☐ PHY _____

Recommended elective course:

- ☐ COM 201 Introduction to Computer Science I

Biology Pre-Medical, Pre-Dental, or Pre-Veterinary

This program is designed to provide the pre-professional courses and experimental background required for successful entrance into and completion of a professional program in medicine, dentistry, or veterinary science.

Vocational Applications: This program is an attempt to integrate the major concepts of chemistry and biology into a course of study which will most adequately prepare a graduate for further training in a medically or biologically-related field. Students who intend to seek admission into post-graduate medical, dental or veterinary professional programs will benefit to the greatest extent from the comprehensive nature of the curriculum. Although the program understandably stresses chemistry and biology courses, it provides full access to the liberal arts program of the University in order to produce the well-rounded individual sought by the medical profession.

Requirements: In addition to meeting the liberal arts core requirements of the University, the student must take the courses listed below. Students who plan to seek admission to a post-graduate professional program (e.g. medical, dental or veterinary school) should maintain an overall 3.0 or higher GPA in recognition of the stringent entrance requirements imposed by such programs.

Required courses:

- ☐ BIO100 General Biology
- ☐ BIO204 General Zoology
- ☐ BIO222 Genetics
- ☐ BIO302 Biology of Microorganisms
- ☐ BIO314 Human Anatomy
- ☐ BIO315 Human Physiology
- ☐ CHE111 General Chemistry I
- ☐ CHE112 General Chemistry II

- ☐ CHE211 Organic Chemistry I
- ☐ CHE212 Organic Chemistry II
- ☐ CHE305 Biochemistry
- ☐ CHE332 Quantitative Analysis

Two courses selected from among Biology 324, 380, 385, 402, and Chemistry 311:

- ☐ _____
- ☐ _____

Two courses in physics:

- ☐ PHY _____
- ☐ PHY _____

- ☐ MAT204 Calculus I
- ☐ COM201 Introduction to Computer Science I
- ☐ NSC300 Colloquium (required during all four semesters of the junior and senior years; one presentation is required each year)

Pre-Professional Program in Physical Therapy

This program seeks to (1) guide students in the selection of undergraduate courses that will provide the pre-professional background and experiences necessary for admission to and successful completion of a doctorate or master's degree in physical therapy, and (2) foster the development of humanistic practitioners of the medical arts.

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

Requirements: Most physical therapy programs require a bachelor's degree for unconditional acceptance. Biology or exercise science degrees are common but not required. Since course requirements vary from program to program, students are advised to make themselves aware of the specific requirements of each program they intend to apply to. In general, the guidelines that follow are in accord with the recommendations of most professional physical therapy schools offering doctor or master's programs. Specifically, they satisfy the University of South Dakota's prerequisites for admission to its accredited doctor of physical therapy program.

Students must complete a regular or interdisciplinary major. The recommended courses include the following:

- ☐ BIO100 General Biology
- ☐ BIO204 General Zoology
- ☐ BIO314 Human Anatomy
- ☐ BIO315 Human Physiology
- ☐ CHE111 General Chemistry I
- ☐ CHE112 General Chemistry II (**or** CHE 121 and CHE 122)
- ☐ MAT233 Introduction to Statistics
- ☐ PHY101 Introductory College Physics
- ☐ PHY102 Introductory College Physics (**or** PHY 201 and PHY 202)
- ☐ PSY201 General Psychology
- ☐ PSY211 Human Development
- ☐ PSY305 Abnormal Psychology

Observation or work experience in clinical physical therapy

is highly recommended and required as a prerequisite to many professional physical therapy schools. Volunteer work in rehabilitation or with the physically handicapped—such as at LifeScape, Avera McKennan Hospital, or Sanford Hospital—can be arranged as paraprofessional experience.

Students pursuing physical therapy careers must recognize the highly competitive nature of the professional program. Competitive applicants to a professional graduate program need to maintain a minimum undergraduate CGPA of 3.0.

Pre-Law

Law schools have traditionally recommended a broadly-based, high-quality program for students who are preparing to study law. While most law schools do not recommend any specific major or set of “pre-law” courses, the Association of American Law Schools has suggested that pre-law students choose courses that develop basic skills (e.g., thinking, reading, writing, speaking, and researching) and provide insight into human institutions and values.

Admissions committees are usually impressed by applicants whose programs show evidence of high purpose and significant intellectual effort. Students are often advised to choose courses in the humanities, literature, political science, history, economics, statistics, philosophy, logic, accounting, and computer science because courses in these disciplines are thought to be especially relevant to a lawyer’s work.

Students planning to apply for admission to law school should visit the Academic Success Center at the beginning of their junior year for information about the Law School Admission Test (LSAT) and to obtain the schedule of test dates.

PSYCHOLOGY

Psychology (B.A.)

The psychology faculty at the University of Sioux Falls regard psychology as the scientific study of behavior, with a particular interest in the cognitive processes that behavior often reflects. This definition provides a disciplined, yet flexible, guide to studying humans and other species and allows the use of a variety of perspectives. An empirical, research-oriented approach allows us to seek answers to questions about how and why we behave as we do rather than to simply speculate. While research may be interesting in and of itself, we are committed to the application of our research outcomes to the problems of everyday life. As Christians, we also seek to understand the relationship between our studies and our faith in God.

The scientific study of behavior involves both discipline and creativity. We must think precisely while finding new ways to study and interpret behavior, especially in a world where the context of behavior sometimes changes rapidly with new inventions or social movements. It is our hope that our students will join us in finding both excitement and challenge in the study of psychology.

Student Learning Outcomes:

1. Psychology majors will develop an understanding of foundational assumptions, central theoretical perspectives and dominant criticisms within specific content areas.
2. Students will articulate how psychological principles can be applied to their own lives and/or explain social issues and inform public policy.
3. Students will critically evaluate information by using empirical evidence and other ways of knowing.
4. Students will design and conduct basic studies to address psychological questions using appropriate research methods.
5. Students will effectively articulate their personal understanding of the relationship between psychology and Christian faith, or other worldviews.
6. Students will effectively present their research and the research of others in writing in formats typical to psychology (e.g. research proposals, completed research reports) and follow the guidelines of the American Psychological Association.
7. Students will effectively present their research orally (e.g. poster sessions, paper presentations) and follow guidelines of the American Psychological Association.
8. Students will flow the APA Code of Ethics in the treatment of human and nonhuman participants in the design, data collection, interpretation and reporting of psychological research.

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 or BIO 102, 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:

- | | |
|---------------------------------|--|
| ☐ BIO100 | General Biology or |
| ☐ BIO102 | Human Biology |
| ☐ PSY201 | General Psychology |
| ☐ PSY233 | Statistics for the Behavioral Sciences |
| ☐ PSY250 | Methods of Research |
| ☐ PSY405 | Experimental Psychology |
| ☐ PSY408 | Biological Psychology |
| ☐ PSY411 | Child Psychology |

Applied Science Concentration

- | | |
|---------------------------------|------------------------|
| ☐ PSY341 | Learning and Behavior |
| ☐ PSY422 | Motivation and Emotion |
| ☐ PSY431 | Cognitive Psychology |

Six semester hours of Psychology Electives:

- | | |
|------------------------------|-------|
| ☐ PSY | _____ |
| ☐ PSY | _____ |

Mental Health Concentration

- | | |
|---------------------------------|---------------------------|
| ☐ PSY305 | Abnormal Psychology |
| ☐ PSY403 | Psychology of Personality |
| ☐ PSY407 | Counseling |

Six semester hours of Psychology Electives:

- | | |
|------------------------------|-------|
| ☐ PSY | _____ |
| ☐ PSY | _____ |

Psychology Minor

Requirements: In addition to meeting the regular degree requirements of the University, students can earn a Psychology minor by taking 21 psychology credits, including the following:

Required Courses: 9 semester hours

- | | | |
|---------------------------------|--|--------|
| ☐ PSY201 | General Psychology | 3 s.h. |
| ☐ PSY233 | Statistics of the Behavioral Sciences | 3 s.h. |
| ☐ PSY250 | Research Methods or | 3 s.h. |
| NUR354 | Evidence-based Nursing Practice
(Nursing majors only) | 3 s.h. |

4 Psychology elective courses of student's choice: 12 semester hours

- | | |
|------------------------------|-------|
| ☐ PSY | _____ |
| ☐ PSY | _____ |
| ☐ PSY | _____ |
| ☐ PSY | _____ |

RADIOLOGIC TECHNOLOGY

Radiologic Technology (B.S.)

This program is designed to provide the requisite course background prior to entrance into a Joint Review Committee on Education in Radiologic Technology (JRCERT)-approved school of radiologic technology (during the student's third and fourth years) and successful completion thereof. Likewise, this program is constructed to provide a mechanism for a certified radiologic technologist who has completed a JRCERT-accredited program without university credit, to apply that study toward attaining university credit and a B.S. degree.

Student Learning Outcomes:

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

Vocational Application: This program of study is appropriate for a student who desires a radiologic technologist position in a hospital or clinical facility.

Requirements: In order to obtain a degree from the University of Sioux Falls, a student must complete a total of at least 68 semester hours of university work, complete a 24-month JRCERT-approved program in radiologic technology and pass the American Registry Examination. Upon successful completion of the Radiologic Technology program and passing of the board examination, 60 semester hours of blanket credit in Radiologic Technology are transcribed and the degree awarded. Majors must participate in program assessment activities.

USF's program includes all liberal arts core requirements and the following Natural Science offerings:

- ☐ BIO100 General Biology
- ☐ BIO314 Human Anatomy
- ☐ BIO315 Human Physiology
- ☐ CHE111 General Chemistry I
- ☐ CHE112 General Chemistry II (**or** CHE 121 Introduction to Chemistry and CHE 122 Introduction to Organic and Biochemistry)

Two math courses

- ☐ MAT112 College Algebra and Trigonometry
- ☐ MAT _____

One course in physics

- ☐ PHY101 Introductory College Physics **or**
- ☐ PHY201 University Physics **or** equivalent
- ☐ NSC300 Colloquium (two semesters required, including one presentation)

The requirement of 30 semester hours in residence at the University of Sioux Falls is not waived for students in the Radiologic Technology program.

The University is not officially affiliated with any hospital radiologic technology program and cannot guarantee admittance to any JRCERT-approved program as each individual program has its own requirements and standards which must be met by the

student. However, a student successfully completing the USF's program will be in a competitive position with regard to most radiologic technology programs.

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

SOCIAL SCIENCE

Social Science (B.A.)

A comprehensive Social Science program is designed to meet the needs of the student who desires to study more broadly in the social sciences than is permitted under a single major. In order to meet the objectives of the Social Science program, the University regularly assesses how well it realizes these and other goals and its methods to achieve them.

Student Learning Outcomes:

1. Students will be able to demonstrate an awareness of the historical, institutional and cultural contexts in which they live.
2. Students will be able to live in such a way as to convey a broad understanding of the economic and political systems of the United States and be responsible citizens.
3. Students will be able to demonstrate an understanding of the reciprocal influence of social scientific thinking and Christian faith.

Vocational Applications: This major may be chosen by students who plan on graduate professional education in such fields as law or ministry, where knowledge of several social sciences may be important.

Requirements: The major consists of 45 semester hours in the Social Sciences. At least 21 of these must be in one field, called the field of concentration. Students must take at least nine semester hours in each of two supporting fields. Supporting fields may be chosen from the following disciplines: criminal justice, economics, geography, history, political science, psychology, social work or sociology. Supporting fields and the field of concentration must each be selected from different academic disciplines; however, electives may be chosen from any Social Science discipline, including those designated as supporting fields or the field of concentration. Students must maintain a minimum GPA of 2.0 in courses within the major.

Field of Concentration (21 s.h.)

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

First Supporting Field (9 s.h.)

- ☐ _____
- ☐ _____
- ☐ _____

Second Supporting Field (9 s.h.)

- ☐ _____
- ☐ _____
- ☐ _____

Electives (6 s.h.)

- ☐ _____
- ☐ _____

SOCIAL WORK

Student Learning Outcomes: The Social Work program prepares students for generalist professional practice. Social Work is rooted in Christian service principles and guided by the National Association of Social Worker's professional ethics. Students develop competency in nine areas mandated by the Council on Social Work Accreditation:

1. Demonstrates Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Economic Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Vocational Application: Generalist social work practice includes a diverse array of positions in mental health, disabilities, work with elderly, medical social work, corrections, family and children's services, case management, human resources, church ministry, community planning and many other areas. The majority of social work professionals complete an MSW degree.

Admission to the Program: Students may declare a social work major to the USF registrar's office at any time. In addition to a major declaration with the registrar, accreditation standards require a formal major application and screening process after the following conditions are met:

1. The student has completed SWK130 Intro to Social Work, SWK230 Interviewing and Documentation Skills, and SWK341 Human Behavior and Social Environment I.
2. Social Work requires excellent verbal and written skills, therefore students must complete LAR 111, LAR 112 and CST 100 with a minimum grade of C.
3. The student has completed 45 credit hours of liberal arts requirements with a minimum GPA of 2.0

Social Work major applications should be submitted to the SW Program Director by October 31 in fall semester or March 31 in spring semester. Transfer students from other schools, or students declaring a SW major late in their academic career will need to address the application process immediately with their social work academic advisor avoid delay of Field Instruction or graduation.

Field Instruction: All social work majors will complete a minimum of 400 clock hours of supervised field instruction. Application for field instruction must be completed one semester in advance of enrolling in field. There are no substitutions for the field practicum requirement. Field instructions occur during the students last spring semester. In order to be eligible for field placement, a student must have completed all required course work, a GPA of 2.0 and evidence of personal readiness to begin field (appropriate

personal conduct, free from substance abuse, not engaging in behavior harmful to others, self-awareness and the ability to separate personal and professional issues). Students are welcome to seek out-of-state field placements that meet their professional interests. The process for approving a remote agency within the United States for field placement generally requires a lead time of at least six months. All the policies in the USF Field Manual will apply. Students are responsible for arranging and paying for their own room and board. Specific programs may have additional costs and are the responsibility of the student. Students will need to negotiate a process with the Field Instruction Coordinator to participate in the USF Field Seminar using remote technology or alternately participate in the Field Seminar of a CSWE approved social work program near the remote field placement.

Social Work (B.A.)

Requirements: In addition to meeting the liberal arts core requirement of the University, students must complete 55 s.h. in social work courses as listed below. All Social Work courses must be completed with a grade of "C" or better.

Social Work Program Requirements:

☐ SWK130	Introduction to Social Work	3 s.h.
☐ SWK230	Interviewing and Documentation Skills	3 s.h.
☐ SWK302	Social Diversity	3 s.h.
☐ SWK341	Human Behavior & the Social Environment I	3 s.h.
☐ SWK342	Human Behavior & the Social Environment II	3 s.h.
☐ SWK309	Social Work Policy Analysis	3 s.h.
☐ SWK362	Social Work Practice: Individuals & Families	3 s.h.
☐ SWK363	Practice with Groups	3 s.h.
☐ SWK364	Social Work Practice: Organizations and Communities	3 s.h.
☐ SWK430	Field Instruction	12 s.h.
	3 s.h. of social work or upper level relevant electives	
☐		3 s.h.

Supporting Course Requirements:

☐ PSY201	General Psychology	3 s.h.
☐ PSY233	Statistics for the Behavioral Sciences	3 s.h.
☐ PSY250	Methods of Research	3 s.h.
☐ BIO102	Human Biology	4 s.h.

Degree Completion Program (DCP) in Social Work

Students who have an AA degree, or generally 2 years of college, are eligible for admission to the Social Work DCP program. This is an accelerated study program designed for working students. Students cover the same coursework as the day program in eight modules (of eight-week duration) over two academic years. Classes meet one afternoon and one evening per week. See the Degree Completion Program section of the catalog for more details.

SOCIOLOGY

Sociology (B.A.)

Student Learning Outcomes:

1. The student will understand the basic principles, theories, and research methods used by sociologists
2. The student will use critical thinking skills in the analysis of issues related to sociology.
3. The student will relate issues in sociology to a Christian worldview.
4. The student will actively participate in the community and the broader society.

Vocational Application: A degree in Sociology provides a valuable background for professional training in a variety of human service occupations such as ministry, law, social work, law enforcement, rehabilitation counseling and related fields. A degree in Sociology is also an entry-level qualification for many public and human service employment opportunities. In addition, it provides the preparation needed for graduate study in sociology or anthropology leading to careers in college teaching or research.

Requirements: In addition to meeting the liberal arts core requirements of the University, the student must earn a minimum of 30 semester hours including the courses listed below. The student must maintain a minimum GPA of 2.0 in the major courses, and no course will count toward the major if the grade is lower than "C-".

- ☐ SOC201 Fundamentals of Sociology
- ☐ SOC202 Social Problems
- ☐ SOC233 Statistics for the Behavioral Sciences
- ☐ SOC250 Methods of Research
- ☐ SOC350 Sociological Theory

15 s.h. selected from other sociology courses:

- ☐ SOC _____
- ☐ SOC _____
- ☐ SOC _____
- ☐ SOC _____
- ☐ SOC _____

Sociology Minor

In addition to meeting the regular degree requirements of the university, the student must take at least 18 semester hours of sociology courses, including SOC 201, Fundamentals of Sociology. The student must maintain a minimum GPA of 2.0 in the minor courses, and no course will count toward the minor if the grade is lower than C-.

SPANISH

Spanish (B.A.)

The overarching mission of the University of Sioux Falls is to educate and prepare students for mature Christian service in the world. The Spanish program supports this mission by enhancing learners' awareness of global diversity and preparing them for interaction in an increasingly interconnected world. The department of Spanish at the University of Sioux Falls embraces a proficiency-based model of language acquisition in which students develop skills in interpersonal, interpretive, and presentational communication. Students prepare to use these skills in the world by simultaneously developing understanding of the cultures and language studied.

The following degree programs are available in Spanish: the Spanish Major, the Spanish Minor and the Spanish-Education Major. Within all of these degree programs, the Spanish department encourages experiential learning through study abroad and will work with students to develop the short-term or longer-term study abroad programs that best suit their purposes.

Vocational Applications: At over 17 percent of our total population, Hispanics represent the largest and fastest-growing minority in the United States. Spanish language ability will be crucial in every conceivable public and private enterprise in the future—teachers, interpreters, translators, healthcare workers, law enforcement, members of the judicial system, workers for church missions and social justice... the list is endless.

Student Learning Outcomes:

1. Students communicate effectively in Spanish in order to function in a variety of situations or for multiple purposes.
2. Students interact with cultural competence and understanding.
3. Students develop insight into the nature of language

Spanish Major

In addition to meeting the total credit and liberal arts requirements of the University, students must complete 30 semester hours of Spanish coursework at the 200 level or above, plus SPA450 (1 s.h.) (31 s.h. total). A placement exam will determine entry point into the major. The outcome of the placement exam may result in the student having to complete SPA101 and/or 102 prior to beginning the major.

Choose from among the following (or as prescribed by the placement exam):

☐ SPA201	Third Semester Spanish	3 s.h.
☐ SPA202	Fourth Semester Spanish	3 s.h.
☐ SPA301	Survey of Peninsular Literature and Cultures Through the Golden Age	3 s.h.
☐ SPA302	Survey of Peninsular Literature and Cultures: Golden Age to present day	3 s.h.
☐ SPA303	Survey of Latin American Literature and Cultures Through the 19th Century	3 s.h.
☐ SPA304	Survey of Latin American Literature and Cultures: 19th Century to present day	3 s.h.
☐ SPA305	Special Topics in Spanish Literature or Culture	3 s.h.

☐ SPA 325	K-12 Content Methods for Teaching World Languages	3 s.h.
☐ SPA340	Introduction to Hispanic Linguistics	3 s.h.
☐ SPA341	Spanish Phonetics and Phonology	3 s.h.
☐ SPA345	Special Topics in Hispanic Linguistics	3 s.h.
☐ SPA360	Introduction to Translation	3 s.h.
☐ SPA361	Spanish for the Professions	3 s.h.

Required Capstone Project:

☐ SPA 450	Senior Capstone Project	1 s.h.
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Total Major credits: 31 s.h.

Spanish Minor

The Spanish Minor is an attractive option for those students who would like to build some basic Spanish proficiency in conjunction with another degree program.

The minor consists of a minimum of 15 semester hours of SPA coursework at the 200 level or above. A placement exam will determine entry point into the minor. The outcome of the placement exam may result in the student having to complete SPA101 and/or 102 prior to beginning the minor.

☐ SPA201	Third Semester Spanish	3 s.h.
☐ SPA202	Fourth Semester Spanish	3 s.h.
☐ SPA301	Survey of Peninsular Literature and Cultures Through the Golden Age	3 s.h.
☐ SPA302	Survey of Peninsular Literature and Cultures: Golden Age to present day	3 s.h.
☐ SPA303	Survey of Latin American Literature and Cultures Through the 19th Century	3 s.h.
☐ SPA304	Survey of Latin American Literature and Cultures: 19th Century to present day	3 s.h.
☐ SPA305	Special Topics in Spanish Literature or Culture	3 s.h.
☐ SPA 325	K-12 Content Methods for Teaching World Languages	3 s.h.
☐ SPA340	Introduction to Hispanic Linguistics	3 s.h.
☐ SPA341	Spanish Phonetics and Phonology	3 s.h.
☐ SPA345	Special Topics in Hispanic Linguistics	3 s.h.
☐ SPA360	Introduction to Translation	3 s.h.
☐ SPA361	Spanish for the Professions	3 s.h.

Advanced Placement Opportunities in Spanish

All students with more than 1 year of high school Spanish must take the USF Spanish Placement exam before registering for Spanish courses.

The University of Sioux Falls accepts both the Spanish CLEP and Advanced Placement (AP) exams for credit toward a Spanish degree.

Please speak with a Spanish Professor if you would like additional placement advice.

Spanish Education (B.A.)

The Spanish Education major combines the study of Spanish with extensive preparation for teaching. Because of the breadth of the

program, students should identify their interest in certification for K-12 Spanish teaching as early as possible and take advantage of any advanced placement opportunities available to them in Spanish. Working closely with your advisors in both the Spanish and Education departments is recommended to ensure timely completion of all degree requirements.

Student Learning outcomes combine both the outcomes for the Spanish B.A. and Education Majors.

Vocational Applications: The Spanish Education major is designed to prepare students to meet the certification requirements for K-12 Spanish Teaching in the State of South Dakota.

In addition to meeting the total credit and liberal arts requirements of the University, students must complete 30 semester of SPA at the 200 level or above in addition to the requirements for Secondary Education (Education requirements page 83).

These hours must include SPA325 K-12 Content Methods for Teaching World Languages. A placement exam will determine entry point into the major. The outcome of the placement exam may result in the student having to complete SPA101 and/or 102 prior to beginning the major.

Choose from among the following (or as prescribed by the placement exam):

- | | | |
|----------------------------------|--|---------------|
| ☐ SPA201 | Third Semester Spanish | 3 s.h. |
| ☐ SPA202 | Fourth Semester Spanish | 3 s.h. |
| ☐ SPA301 | Survey of Penninsular Literature and Cultures
Through the Golden Age | 3 s.h. |
| ☐ SPA302 | Survey of Penninsular Literature and Cultures:
Golden Age to present day | 3 s.h. |
| ☐ SPA303 | Survey of Latin American Literature and Cultures
Through the 19th Century | 3 s.h. |
| ☐ SPA304 | Survey of Latin American Literature and
Cultures: 19th Century to present day | 3 s.h. |
| ☐ SPA305 | Special Topics in Spanish Literature or
Culture | 3 s.h. |
| ☐ SPA 325 | K-12 Content Methods for Teaching World
Languages (REQUIRED) | 3 s.h. |
| ☐ SPA340 | Introduction to Hispanic Linguistics | 3 s.h. |
| ☐ SPA341 | Spanish Phonetics and Phonology | 3 s.h. |
| ☐ SPA345 | Special Topics in Hispanic Linguistics | 3 s.h. |
| ☐ SPA360 | Introduction to Translation | 3 s.h. |
| ☐ SPA361 | Spanish for the Professions | 3 s.h. |

Total Required Spanish credits: 30 s.h.

SPORTS MANAGEMENT

Sports Management (B.A.)

Vucurevich School of Business

The mission of the Vucurevich School of Business is to develop Christian leaders who advance ethical business practices and foster a spirit of innovation in a global society.

Program Goals:

1. Vucurevich School of Business graduates draw upon functional knowledge and multiple skills and perspectives to shape responses to business challenges and opportunities.
2. Vucurevich School of Business graduates exercise appropriate leadership, value diverse perspectives and skills, and work collaboratively to accomplish organizational goals in a changing global society.
3. Vucurevich School of Business graduates understand their sense of purpose, identity, and context, and use this understanding to make ethical decisions that generate value for stakeholders and society.

Student Learning Outcomes:

1. Students will be able to apply major concepts in the functional areas of accounting, marketing, finance, and management.
2. Students will be able to evaluate the legal, social, economics, and global environments of business.
3. Students will be able to identify and discuss ethical issues and obligations of business using ethical-based frameworks.
4. Students will be able to apply decision-support tools to business decision-making.
5. Students will be able to construct and present effective oral and written forms of professional communication.

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

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

Sports Management Core

46 s.h.

- ❑ ACC225 Principles of Accounting I
- ❑ ACC226 Principles of Accounting II
- ❑ BUS210 Principles of Management
- ❑ ECO212 Principles of Microeconomics
- ❑ ECO213 Principles of Macroeconomics
- ❑ EXS215 Ethical Issues in Sport

- ❑ ENT225 Innovation and Problem Solving
- ❑ MED206 Media Writing
- ❑ MAT112 College Algebra and Trigonometry
- ❑ MAT233 Statistics (or PSY/SOC233)
- ❑ EXS335 Sociology of Sport **or**
EXS340 Psychology of Sport
- ❑ SPM305 Sport Finance and Budgeting
- ❑ SPM307 Principles of Sports Marketing
- ❑ SPM313 Event and Facilities Management
- ❑ SPM320 Legal Environment of Sport

Business Concentration

15 s.h.

Required courses:

- ❑ MAT202 Finite Math **or**
MAT201 Calculus for Applications **or**
MAT204 Calculus I **or**
BUS375 Quantitative Analysis **or**
ECO391 Applied Economic Research
- ❑ ECO460 Economics of Sport

Management emphasis electives:

- ❑ BUS315 Human Resources Management
- ❑ BUS335 Operations Management
- ❑ BUS351 Organizational Theory and Behavior

Marketing emphasis electives:

- ❑ BUS385 Promotions Management
- ❑ BUS401 Marketing Research
- ❑ BUS408 Marketing Management

Entrepreneurial Studies Minor

18 s.h.

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

- ❑ ENT225 Innovation and Problem-solving
- ❑ ENT235 Entrepreneurial Dynamics
- ❑ ENT250 Entrepreneurial Team Project
- ❑ ENT305 Entrepreneurial Financing
- ❑ ENT430 Business Plan Development

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

- ❑ ENT240 Entrepreneurial Sales and Marketing
- ❑ ENT245 Entrepreneurial Management

Media Marketing Concentration

18 s.h.

- ❑ ART221 Graphic Design: Layout
- ❑ MED308 Persuasion: Process and Procedures
- ❑ MED311 Media Programming
- ❑ MED385/BUS385 Promotions Management
- ❑ BUS307 Principles of Marketing
- ❑ BUS408 Marketing Management

Coaching Concentration

12 s.h.

(For non-exercise science majors)

- ❑ EXS205 First Aid/CPR
- ❑ EXS210 Care and Prevention of Injuries
- ❑ EXS215 Ethical Issues in Sport

- ❑ EXS217 Science of Coaching
- ❑ EXS340 Psychology of Sport and Exercise

For students needing a sport-specific course, EXS301 Practicum in Sport can be personalized to fulfill this role.

Sports Medicine Concentration

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

Content component (9-12 s.h.)

- ❑ EXS210 Care and Prevention of Injuries
- ❑ EXS225 Anatomical Kinesiology **or**
BIO314 Anatomy
- ❑ EXS217 Science of Coaching **or**
EXS310 Exercise Physiology
- ❑ ENT225 Innovation and Problem Solving

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

THEOLOGY

Theology and Biblical Studies (B.A.)

Student Learning Outcomes:

1. Students will become proficient in the disciplines of Biblical Studies, Theology, Church History and Philosophy.
2. Students will be prepared for seminary or graduate study and trained sufficiently in theology and goals of Christian ministry to serve effectively in apprentice-level ministry.
3. Students will demonstrate both Christian commitment to serve others and increasing maturity in character and faith.

Vocational Applications: The Theology and Biblical Studies major can be a foundation for graduate and professional training leading to careers in pastoral and youth ministry, Christian education, missionary service, campus ministry, institutional chaplaincy, parachurch ministry and teaching.

Requirements: In addition to meeting the liberal arts core requirements of the University (which include THE 140 and 240), the student must take at least 36 semester hours of study that include the following courses. An overall GPA of 2.5 within the major is required for graduation.

- ☐ THE303 History of Christianity
- ☐ THE317 Jesus and the Gospels
- ☐ THE318 Letters of Paul
- ☐ THE351 Old Testament Elective
- ☐ THE319 Hebrews to Revelation **or**
- THE351 (another) OT Elective **or**
- THE361 NT Elective **or**
- THE394 Issues in Biblical Studies
- ☐ THE411 Christianity in America **or**
- THE413 Christianity and Culture
- ☐ THE490 Senior Seminar
- ☐ PHI207 Introduction to Philosophy
- ☐ PHI341 Ethics **or**
- PHI350 Philosophy of Religion **or**
- THE313 World Religions

Nine elective semester hours from Theology or Philosophy courses or History 304.

- ☐ _____
- ☐ _____
- ☐ _____

Theology and Youth Ministry (B.A.)

Student Learning Outcomes:

1. Students will become proficient in the disciplines of Biblical Studies, Theology, Church History and Philosophy.
2. Students will be prepared for seminary study and trained sufficiently in theological ideas and goals of Christian youth ministry to serve effectively in a staff position in youth ministry at a local church or parachurch agency.
3. Students will demonstrate both Christian commitment to serve others and increasing maturity in character and faith.

Vocational Applications: Graduates of the program will work as youth ministers in local churches or in parachurch organizations

and will have a foundation for graduate training for the pastorate, Christian education, missionary service, campus ministry, parachurch ministry or institutional chaplaincy.

Requirements: In addition to meeting the liberal arts core requirements of the University (which include THE 140 and 240), the student must take at least 42 semester hours of study which include the courses listed below. No single course may be used by a student to fulfill more than one category within the major, though some of these courses may simultaneously fulfill liberal arts core requirements. An overall GPA of 2.5 within the major is required for graduation.

Biblical Studies 6 s.h.

Choose two courses, one of which must be 317 or 318

- THE317 Jesus and the Gospels
- THE318 Letters of Paul
- THE319 Hebrews to Revelation
- THE351 Old Testament Elective
- THE361 New Testament Elective
- THE394 Issues in Biblical Studies

- ☐ _____
- ☐ _____

Church History 3 s.h.

- ☐ THE303 History of Christianity

Philosophy 3 s.h.

- ☐ PHI207 Introduction to Philosophy

Interface with the Non-Christian World 3 s.h.

- THE313 Religions of the World
- THE320 World Missions
- THE413 Christianity and Culture

- ☐ _____

Theology/Philosophy Elective 3 s.h.

THE 309, 317, 318, 319, 351, 361 or 394—Any upper division Biblical Studies course

- THE313 Religions of the World
- THE320 World Missions
- THE330 Sociology of Religion
- THE390 Special Topics
- THE411 Christianity in America
- THE413 Christianity and Culture
- THE414 Reformation
- THE491 Independent Study

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

- ☐ _____

Theology Capstone Course 3 s.h.

- ☐ THE490 Senior Seminar

Youth Ministry 15 s.h.

- ☐ THE261 Introduction to Youth Ministry
- ☐ THE371 Youth Ministry Discipleship and Evangelism
- ☐ THE372 Youth Ministry Leadership and Communication

- ☐ THE381 Foundations of Professional Ministry
- ☐ THE396 Youth Ministry Internship (3-4 s.h.)

Adolescent Development	3 s.h.
PSY412 Adolescent Psychology (recommended)	
PSY/SOC306 Social Psychology	
SOC301 Family	
☐ _____	

Issues Related to Youth Ministry	3 s.h.
BUS210 Principles of Management	
CRJ305 Juvenile Justice	
PSY/SOC306 Social Psychology	
SOC202 Social Problems	
SOC301 Family	
THE320 World Missions	
THE340 Christian Spiritual Formation	
THE391 Special Topics in Ministry	
THE411 Christianity in America	
THE413 Christianity and Culture	
☐ _____	

Music Ministry (B.A.)

See page 102.

Theology Minor

The goals of the Theology minor are to provide students a broad understanding of theology in its biblical, historical, theological, and philosophical aspects and to present students with the opportunity to develop a Christian worldview.

Vocational Applications: The Theology minor can be a foundation for graduate and professional training leading to careers in pastoral ministry, Christian education, missionary service, campus ministry, institutional chaplaincy, parachurch ministry, and teaching.

Requirements: In addition to meeting the regular degree requirements of the University (which include THE 140 and 240), the student must take at least 15 semester hours of study that include at least one course in biblical studies, one course in historical studies, and two courses in theological or philosophical studies or world religions. The remaining three semester hours may be selected from any other Theology or Philosophy courses. No more than two Philosophy courses can count toward the minor (see the Philosophy minor, page 105, as an alternative). The Theology minor is open to any student not already majoring in Theology and Biblical Studies or Theology and Youth Ministry.

Biblical Studies Minor

The Biblical Studies minor aims to provide students with deeper understanding of the Bible and its interpretation. Students will develop greater familiarity with the contents of the Bible and the world in which the writings that form the Bible were composed. They will develop familiarity with methods of exegesis (interpretation) and hermeneutics (application) and will grow in understanding of how the ancient scriptures inform theology and Christian living today.

Vocational Applications: The Biblical Studies minor can be a foundation for graduate and professional training leading to

careers in pastoral ministry, Christian education, missionary service, campus ministry, institutional chaplaincy, parachurch ministry, and teaching.

Requirements: In addition to meeting the regular degree requirements of the University (which include THE 140 and 240), the student must take five 3 s.h. courses from upper division Biblical Studies: THE 309, 310, 317, 318, 319, 351, 361 and 394; or four such courses plus THE 303. This minor is open to any student not already majoring in Theology and Biblical Studies or Theology and Youth Ministry.

Joint Bachelor of Arts and Master of Arts between the University of Sioux Falls and Sioux Falls Seminary – The 3-2 Program

The combined B.A./M.A. degree program offered by the University of Sioux Falls and Sioux Falls Seminary is known as the 3-2 Program because it involves three years of study at the University of Sioux Falls and two years of study at Sioux Falls Seminary. The 3-2 Program is an accelerated program for students of noteworthy ability.

After three years (93 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 (31 semester hours applicable toward the M.A. in Christian Leadership degree, Youth Ministries Specialization), he or she receives a Bachelor of Arts degree with a major in Theology and Youth Ministry from the University of Sioux Falls. At the end of the fifth year, that is, upon completion of the remaining semester hours of required studies, he or she receives the Master of Arts in Christian Leadership degree from Sioux Falls Seminary.

A student registering for the joint program must apply for pre-enrollment in the Seminary and must achieve a 3.25 cumulative GPA in his or her undergraduate coursework by the end of the three years at USF to remain in the program.

Undergraduate Courses for the 3-2 Program

English	9 s.h.
☐ LAR111 Writing and Intellectual Traditions I	
☐ LAR112 Writing and Intellectual Traditions II	
Choose one of the following:	
ENG200 Introduction to Literature	
ENG220 Global Literature Survey	
ENG221 British Literature Survey I	
ENG222 American Literature Survey I	
☐ _____	
Communication	4-6 s.h.
☐ CST100 Fundamentals of Communication	
One elective in Communication Studies	
☐ CST _____	
Fine Arts (choose one)	3 s.h.
ART100 Introduction to Art	3 s.h.
ART209 Art History: Prehistory–14th Century	3 s.h.
ART210 Art History: 14th Century–Present	3 s.h.
CST200 Introduction to Theatre	3 s.h.

CST203	Introduction to Contemporary Drama	3 s.h.	English		
FA200	Humanities Through the Arts	3 s.h.	☐ ENG368	Language and Society	3 s.h.
MUS101	Foundations of Music Theory	3 s.h.	Geography		
MUS130	Introduction to Music	3 s.h.	☐ SSC205	World Geography	3 s.h.
MUS202	History of Blues, Jazz and Rock	3 s.h.	☐ SSC305	U.S. Geography	3 s.h.
MUS203	American Musical Styles	3 s.h.	History		6 s.h.
MUS250	History of Music I: Ancient-18th Cent.	3 s.h.	Choose any two courses, one of which must be HIS 103, 120 or 121.		
MUS255	History of Music II: 18th Cent.-Present	3 s.h.	☐ HIS _____		
☐ _____			☐ HIS _____		
Creative Arts (choose one)		1-3 s.h.	Political Science		
Applied Music Lessons		1 s.h.	☐ PSC211	American Federal Government	3 s.h.
ART101	Drawing I	3 s.h.	☐ PSC212	American State and Local Government	3 s.h.
ART120	Introduction to Design	3 s.h.	☐ PSC324	Political Philosophy	3 s.h.
ART181	Digital Photography	3 s.h.	Psychology		
FA215	K-8 Arts Integration (El. Ed. majors only)	3 s.h.	☐ PSY201	General Psychology	3 s.h.
CST117	Participation in Theatre	1 s.h.	Sociology		
CST118	Theatre Lab: Technical	1 s.h.	☐ SOC201	Fundamentals of Sociology	3 s.h.
CST209	Oral Interpretation of Literature	3 s.h.	☐ SOC202	Social Problems	3 s.h.
CST210	Theatre: Beginning Acting	3 s.h.	☐ SOC301	Family	3 s.h.
CST260	Applied Theatre-Design	3 s.h.	☐ SOC306	Social Psychology	3 s.h.
CST263	Costume Design	3 s.h.	Human Development (choose 2)		6 s.h.
CST310	Directing	3 s.h.	CRJ305	Juvenile Justice	
CST409	Special Topics in Communication Studies	3 s.h.	PSY/SOC306	Social Psychology	
ENG311	Creative Writing	3 s.h.	PSY412	Adolescent Psychology (recommended)	
MUS137	Guitar Class	1 s.h.	SOC301	Family	
MUS160	Wind Ensemble	1 s.h.	☐ _____		
MUS162	Collegiate Choir	1 s.h.	☐ _____		
MUS163	Concert Chorale	1 s.h.	Theology		12 s.h.
MUS164	Singing Camerata	1 s.h.	☐ THE140	Introduction to the Bible	
MUS165	Jazz Ensemble	1 s.h.	☐ THE240	Introduction to Christian Thought and Practice	
MUS169	Chamber Orchestra	1 s.h.	☐ THE261	Introduction to Youth Ministry	
MUS170	Cougar Band	1 s.h.	☐ THE313	Religions of the World or	
☐ _____			THE413	Christianity and Culture	
Mathematics		4 s.h.	Philosophy		3 s.h.
☐ MAT112	College Algebra and Trigonometry (or higher)		☐ PHI207	Introduction to Philosophy	
Natural Science		4 s.h.	Exercise Science		2 s.h.
Choose any lab course in Natural Science, Chemistry, Biology or Physics			☐ EXS 200	Dimensions of Wellness	
☐ _____			Electives		22-25 s.h.
Technology		2-4 s.h.	Select enough courses to complete 93 s.h. at USF. No more than 9 s.h. of the elective courses may be in Theology (not including New Testament Greek) and one course must fulfill the intercultural awareness core requirement.		
☐ COM104	Computer Solutions or				
COM201	Introduction to Computer Science I				
Social Science		9 s.h.			
One course from each of three different disciplines, one of which must be Economics or Political Science:					
Economics					
☐ ECO212	Principles of Microeconomics	3 s.h.			
☐ ECO213	Principles of Macroeconomics	3 s.h.			
☐ ECO327	Consumer Behavior	3 s.h.			

Joint Bachelor of Arts and Master of Divinity between the University of Sioux Falls and Sioux Falls Seminary – The 3-3 Program

The combined B.A./M.Div. degree program offered by the University of Sioux Falls and Sioux Falls Seminary is known as the 3-3 Program because it involves three years of study at the University of Sioux Falls and three years of study at Sioux Falls Seminary. The 3-3 Program is an accelerated program for students of noteworthy ability. It reduces by one year the time required to complete university and seminary training. After three years (93 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 (31 semester hours applicable toward the M.Div. degree), he or she receives the Bachelor of Arts degree with a major in Theology and Biblical Studies from the University of Sioux Falls. At the end of the sixth year, that is, upon completion of the remaining semester hours of the seminary's M.Div. program, he or she receives the Master of Divinity degree from Sioux Falls Seminary.

A student registering for the joint program must apply for pre-enrollment in the seminary and must achieve a 3.25 cumulative GPA in his or her undergraduate coursework by the end of the three years at USF to remain in the program.

Undergraduate Courses for the 3-3 Program

English	11 s.h.
☐ LAR111 Writing and Intellectual Traditions I	
☐ LAR112 Writing and Intellectual Traditions II	
Choose one from the following:	
ENG200 Introduction to Literature	3 s.h.
ENG220 Global Literature Survey	3 s.h.
ENG221 British Literature Survey I	3 s.h.
ENG222 American Literature Survey I	3 s.h.
☐ _____	
Communication	4-6 s.h.
☐ CST100 Fundamentals of Communication	
One elective in Communication Studies	
☐ CST _____	
Fine Arts (choose one)	3 s.h.
Refer to previous page for course list.	
☐ _____	
Creative Arts (choose one)	1-3 s.h.
Refer to previous page for course list.	
☐ _____	
Mathematics	4 s.h.
☐ MAT112 College Algebra and Trigonometry (or higher)	
Natural Science	4 s.h.
Choose any lab course in Natural Science, Chemistry, Biology or Physics	
☐ _____	
Technology	2-4 s.h.
☐ COM104 Computer Solutions or	
COM201 Introduction to Computer Science I	

Social Science	9 s.h.
Choose one course in each of the following discipline Economics, English, Geography, Political Science Psychology or Sociology. Refer to previous page for course list.	
☐ _____	
☐ _____	
☐ _____	
☐ _____	
☐ _____	
☐ _____	
☐ _____	
History	6 s.h.
Choose two courses in History; one of which must be HIS 103, 120 or 121.	
☐ HIS _____	
☐ HIS _____	
Greek	6 s.h.
☐ THE309 New Testament Greek I	
☐ THE310 New Testament Greek II	
Theology	9 s.h.
☐ THE140 Introduction to the Bible	
☐ THE240 Introduction to Christian Thought and Practice	
☐ THE313 Religions of the World	
Philosophy	3 s.h.
☐ PHI207 Introduction to Philosophy	
Exercise Science	2 s.h.
☐ EXS200 Dimensions of Wellness	
Electives	25-28 s.h.
Select enough courses to complete 93 s.h. at USF. No more than 12 s.h. of the elective courses may be in Theology.	

WORLD LANGUAGES MINOR

World Languages Minor

The World Languages minor is designed for students who would like to increase their understanding of languages, cultures and the complexity of global diversity.

Requirements:

1. Students must earn at least 20 semester hours in world language courses.
2. Students may select courses in Spanish, German and/or ancient Koine Greek.
3. Students must study at least two languages.
4. Students may earn no fewer than 6 semester hours in any one language.
5. At least 6 semester hours must be earned in courses designated as 200 or higher.
6. At least half of the minor must be completed at USF.
7. Transfer credits may reflect the study of world languages other than those offered at the University of Sioux Falls. Credits transfer at the discretion of the registrar.
8. Students whose native language is not English may transfer 6 semester hours of ELL/ESL/ENL courses to the minor if those courses transfer to USF with a numerical designation of 100 or higher. Credits transfer at the discretion of the registrar.
9. A student whose native language is Spanish or German will be required to study languages other than his or her own. Heritage speakers, however, will be considered case-by-case, with placement being made at the respective professor's discretion.
10. Students majoring in Spanish may apply a maximum of 6 semester hours of Spanish courses to the minor.
11. Any language course grade lower than C- will not be applied to the minor.

World Language Courses:

- ☐ GER101 Beginning German I
- ☐ GER102 Beginning German II
- ☐ GER201 Intermediate German I
- ☐ GER202 Intermediate German II
- ☐ SPA101 First Semester Spanish
- ☐ SPA102 Second Semester Spanish
- ☐ SPA111 Poco a Poco Spanish I
- ☐ SPA112 Poco a Poco Spanish II
- ☐ SPA113 Poco a Poco Spanish III
- ☐ SPA201 Third Semester Spanish
- ☐ SPA202 Fourth Semester Spanish
- ☐ SPA210 Spanish for Medical Professionals
- ☐ SPA220 Spanish Conversation
- ☐ SPA301 Survey of Peninsular Literature and Cultures through the Golden Age
- ☐ SPA302 Survey of Peninsular Literature and Cultures Golden Age to the Present

- ☐ SPA330 Travel Abroad for the Intermediate and Advanced Students in Spanish
- ☐ SPA350 Spanish Composition
- ☐ SPA390 Special Topics in Spanish
- ☐ SPA401 Integrated Civilization and Literature: Mexico and the United States
- ☐ SPA402 Integrated Civilization and Literature: Spain
- ☐ SPA 403 Integrated Civilization and Literature: Central America and the Caribbean
- ☐ SPA404 Integrated Civilization and Literature: The Northern Peoples of South America
- ☐ SPA405 Integrated Civilization and Literature: The Southern Cone of South America
- ☐ SPA491,492 Independent Study
- ☐ THE309 New Testament Greek I
- ☐ THE310 New Testament Greek II
- ☐ THE311 New Testament Greek Reading



Associate's Degree Programs

BUSINESS ADMINISTRATION

Business Administration (A.A.)

John T. Vucurevich School of Business Mission

The mission of the Vucurevich School of Business is to develop Christian leaders who advance ethical business practices and foster a spirit of innovation in a global society.

The goals of the Business Administration Associate of Arts degree are to provide basic knowledge in the core areas of business and to serve as a base for further study in a four-year program.

Student Learning Outcomes:

1. Students will be able to describe introductory concepts in accounting, economics, management and marketing.
2. Students will be able to communicate effectively in oral and written forms.

Requirements: As a part of the regular University A.A. degree requirements, students must complete the courses in the first group below. The Business Administration A.A. major courses are named in the second group. All coursework in accounting, business, and economics must be completed with a grade of "C-" or better.

Associate requirements:

- ☐ CST100 Fundamentals of Communication
- ☐ ECO212 Principles of Microeconomics
- ☐ ECO213 Principles of Macroeconomics
- ☐ LAR111 Writing and Intellectual Traditions I
- ☐ MAT112 College Algebra and Trigonometry **or**
MAT202 Finite Math
- ☐ PSY201 General Psychology **or**
SOC201 Fundamentals of Sociology

Business Administration requirements:

- ☐ ACC225 Principles of Accounting I
- ☐ BUS210 Principles of Management
- ☐ BUS307 Principles of Marketing
- ☐ BUS320 Business Law

At least four additional courses selected from accounting, economics, entrepreneurship, management, marketing or management information systems.

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

CHILD DEVELOPMENT

Child Development (A.A.)

To liberally educate students in foundations of early childhood education that prepares them for (1) careers in family home daycare, group day care, preschool teaching, and administration; and (2) advanced professional study.

Student Learning Outcomes:

NAEYC Standards for Early Childhood Professional Preparation Programs:

1. Promoting Child Development and Learning—Students use their understanding of young children's characteristics and needs and of the multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.
2. Building Family and Community Relationships—They know about, understand, and value the importance and complex characteristics of children's families and communities.
3. Observing, Documenting, and Assessing to Support Young Children and Families—They know about and understand the goals, benefits, and uses of assessment.
4. Using Developmentally Effective Approaches to Connect with Children and Families—Students know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.
5. Using Content Knowledge to Build Meaningful Curriculum—They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding.
6. Becoming a Professional—Students know and use ethical guidelines and other professional standards related to early childhood practice.

Goals: The goals of the child development A.A. degree are to provide theory and practical experience for the preparation of childcare providers. Attention is given to the business and management aspects of starting a childcare business.

Requirements: In meeting the University's requirements for the Associate of Arts degree, students should choose from the following liberal arts core courses to fulfill their required 32 semester hours. This will enable students to continue studies in elementary education at the bachelor's degree level if desired.

- ☐ THE140 Introduction to the Bible
- ☐ HIS120 History of U.S. to 1877 **or**
 - HIS121 History of U.S. since 1877
- ☐ ENG200 Introduction to Literature
- ☐ BIO100 General Biology **or**
 - NSC120 Physical Science **and**
 - NSC121 Earth Science
- ☐ CST100 Fundamentals of Communication
- ☐ LAR111 Writing and Intellectual Traditions I
- ☐ LAR112 Writing and Intellectual Traditions II
- ☐ MAT113 College Algebra

- ☐ COM104 Computer Solutions
- ☐ FA215 K-8 Arts Integration

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

- ☐ ENG300 Literature for Children and Adolescents
- ☐ ENT225 Innovation and Problem Solving
- ☐ ENT235 Entrepreneurial Dynamics
- ☐ EDU202 Exceptional Students
- ☐ EDU230 Foundations of ECE/Kindergarten
- ☐ EDU235 ECE/Kindergarten Methods
- ☐ EDU250 Parent and Community Relations
- ☐ EDU260 Language Development in ECE/Kindergarten
- ☐ EDU300 Practicum in Early Childhood Education *
(Prerequisite: EDU 235)
- ☐ EDU324 Educational and Developmental Psychology*

*To be accepted into classes at the 300 level or higher, students must complete an application for the child development major.

At least one additional course should be taken. Suggested course areas include education or entrepreneurship.

☐ _____

Birth-Preschool Endorsement

Requirements: Preparation for teaching in preschools and day care centers. Candidates must have a Bachelor's degree in Elementary Education and have completed the following courses. A supervised practicum is also required. To receive an endorsement through the State of South Dakota, completion of a Praxis exam is required.

- ☐ EDU202 Exceptional Students
- ☐ EDU230 Foundations of Early Childhood/Kindergarten
- ☐ EDU235 Early Childhood/Kindergarten Methods
- ☐ EDU250 Parent and Community Relations
- ☐ EDU260 Language Development in Early Childhood/Kindergarten
- ☐ EDU300 Early Childhood Practicum
- ☐ EDU324 Developmental and Educational Psychology

INTERDISCIPLINARY

Interdisciplinary (A.A.)

This program meets the needs of the student whose goals can best be accomplished in a course of study different from any of the specific Associate of Arts degrees offered by the University.

Requirements: In addition to meeting the regular University requirements for the Associate of Arts degree, the student must complete approximately 32 semester hours of coursework in an individually tailored major concentration. Interested students should consult with their advisor or the area chairperson in the academic discipline. The student is expected to take the initiative in designing a unified course of study defined by clear objectives. The resulting program must receive signatures of approval from one faculty member from each discipline in which a significant amount of coursework is taken. These persons comprise the student's advisory committee. When it is filed with the Registrar, the approved course of study becomes the student's degree program. The student must design, obtain approval for, and file this Interdisciplinary course of study no later than the end of the second semester in residence.

PARAMEDIC TECHNOLOGY

Paramedic Technology (A.A.)

This program is designed to provide the requisite course background prior to entrance into a Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP)/Commission on Accreditation of Allied Health Education Programs (CAAHEP)-approved program in EMT-Paramedic and to promote the successful completion of that program. Likewise, this program is constructed to enable an EMT-Paramedic who completes a significant (see below) amount of university work to obtain university credit for their clinical program and earn either an A.A. or B.S. in Paramedic Technology.

Student Learning Outcomes:

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

Vocational Applications: This program of study is appropriate for a student who desires an EMT-Paramedic position and a liberal arts education.

Requirements: In order to obtain a degree from the University of Sioux Falls, a student must complete a CoAEMSP/CAAHEP-approved EMT-Paramedic Program (and its prerequisite EMT Program), complete a total of at least 68 semester hours, and pass the National Registry Examination. Upon successful completion of the EMT-Paramedic Program, the required University courses, and presentation of appropriate proof of passage of the National Registry Exam to the USF Registrar, 44 semester hours of blanket credit in Paramedic Technology will be transcribed and the appropriate degree awarded. The specific requirements are as follows:

- ☐ BIO314 Human Anatomy
- ☐ BIO315 Human Physiology
- ☐ COM104 Computer Solutions **or**
- ☐ COM201 Introduction to Computer Science I
- ☐ CST100 Fundamentals of Communication
- ☐ LAR111 Writing and Intellectual Traditions I
- ☐ MAT112 College Algebra and Trigonometry (or higher)

12 s.h. from the liberal arts core, not including MAT 112 or LAR 111.

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

The requirement of 30 semester hours in residence at the University of Sioux Falls is not waived for students in the A.A. Program in Paramedic Technology.

The University of Sioux Falls is not officially affiliated with any EMT-Paramedic program and cannot guarantee admittance to any CoAEMSP/CAAHEP-approved program, since each individual program has its own requirements and standards which must be met by the student. However, a student successfully completing the University of Sioux Falls program will be in a competitive position with regard to most EMT-Paramedic programs.

RADIOLOGIC TECHNOLOGY

Radiologic Technology (A.A.)

This program is designed to provide requisite course background prior to admission into a Joint Review Committee on Education in Radiologic Technology (JRCERT)-approved school of radiologic technology (during the student's third and fourth years) and successful completion thereof. Likewise, this program is constructed to provide the appropriate academic credentials to allow students to participate in the American Registry of Radiologic Technologists (ARRT) Certification Examination at the completion of the clinical radiologic technology program. Additionally, this program serves an entry point for a B.S. in Radiologic Technology.

Student Learning Outcomes:

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

Vocational Application: This program of study is appropriate for students who desire a radiologic technologist position in a hospital or clinical facility.

Requirements: In order to obtain an A.A. degree from the University of Sioux Falls, a student must complete a total of at least 64 semester hours. The specific requirements are as follows:

- ☐ BIO100 General Biology
- ☐ BIO314 Human Anatomy
- ☐ BIO315 Human Physiology
- ☐ CHE111 General Chemistry I **or**
CHE121 Introduction to Chemistry
- ☐ COM104 Computer Solutions **or**
COM201 Introduction to Computer Science
- ☐ CST100 Fundamentals of Communication
- ☐ LAR111 Writing and Intellectual Traditions I
- ☐ MAT112 College Algebra and Trigonometry (or higher)

15 s.h. from the liberal arts core (e.g., THE 140 Introduction to the Bible, SOC 201 Sociology, PSY 201 General Psychology, etc.), not including those listed above as specific requirements.

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Electives (19 s.h.)

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

The requirement of 32 semester hours in residence at the University is not waived for students in the A.A. program in Radiologic Technology.

USF is not officially affiliated with any radiologic technology program and cannot guarantee admittance to any JRCERT-approved program, since each individual program has its own requirements and standards which must be met by the student. However, a student successfully completing the University of Sioux Falls program will be in a competitive position with regard to most radiologic technology programs.

SOCIAL SCIENCE

Social Science (A.A.)

Student Learning Outcomes:

1. Students will be able to possess an appreciation for the Social Sciences, including a working knowledge of how each Social Science is unique and how it relates to the other Social Sciences.
2. Students will be able to demonstrate a broad understanding of concepts in the Social Sciences and an ability to relate these concepts to the contemporary world.

Requirements: In addition to meeting the regular University requirements for the Associate of Arts degree, the student must complete 30 semester hours of study in the Social Sciences. The student should concentrate in three Social Science fields, taking a minimum of two courses in each field.

First Field

- ☐ _____
- ☐ _____

Second Field

- ☐ _____
- ☐ _____

Third Field

- ☐ _____
- ☐ _____

Electives

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____





Graduate Programs

MASTER OF BUSINESS ADMINISTRATION (MBA)

General Information

The MBA Program at the University of Sioux Falls is a broad-based management program with an emphasis on practical application. The USF MBA program is designed to meet the professional development needs of working professionals.

Learning Outcomes

MBA students at the University are expected to demonstrate competency in:

1. Problem recognition
2. Identification of optimal alternatives
3. Use of primary and secondary data to support decision processes
4. Strategic analysis and integration
5. Application of quantitative methods to real-world business situations
6. Effective communication to relevant stakeholders in written and oral forms, including one-on-one or business presentation situations
7. Teamwork and collaboration

The undergraduate and graduate degree programs in the Vucurevich School of Business are accredited by the International Assembly for Collegiate Business Education (www.iacbe.org).

Admission Requirements

1. Evidence of academic ability (3.0 undergraduate GPA)
2. Three recommendations testifying to capabilities and promise of future success.
3. Evidence of competency through undergraduate coursework in accounting, finance, economics and statistics.

Admissions Procedures

A student desiring to apply for admission into the MBA program must submit to the Director of the MBA program:

1. a formal application;
2. official transcripts of all undergraduate and graduate work;
3. three personal recommendations and supportive data; and
4. a current resume.

International applicants must submit acceptable scores (550 or above) on the Test of English as a Foreign Language (TOEFL) before admission to the graduate program can be granted. Applicants are responsible for all expenses related to the test.

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

Admission Requirements and Expectations

Admission to the University's MBA program is competitive. Prospective students should consider their previous academic

experiences, their work experience, age, and maturity when assessing their readiness for graduate work.

An application for admission is evaluated in terms of the applicant's undergraduate GPA, three personal recommendations, a current resume and other supporting documents. Previous course preparation must include knowledge of microeconomics, accounting, managerial finance, and statistics.

Applicants who don't meet the course pre-requisites and/or with undergraduate GPAs less than 3.0 may be admitted with provisional matriculation. If a student's GPA is less than the required 3.0 grade point average in undergraduate work, a typed statement must be submitted to the MBA director which addresses the circumstances that affected previous academic experiences, the student's maturity level, and experiences or other circumstances under which the student may be deemed capable of high-quality graduate study. (If the GMAT has been taken, scores may be submitted to demonstrate support for current aptitude for graduate work.) Provisionally-admitted candidates must maintain a GPA of 3.0 or greater during the first three MBA courses and complete the competency course requirement(s) before enrolling in the MBA core course in that subject.

In addition to demonstrating competency in the courses described above, students are also expected to be proficient in the use of Microsoft application software such as Word, Excel and PowerPoint. Students are expected to demonstrate strong written and oral communication skills, critical thinking skills and analytical skills. Further, students will be expected to demonstrate leadership and collaboration skills in a wide range of team-based projects.

MBA Quick Start

Undergraduate students that meet the following requirements will be allowed to take MBA classes before completion of their bachelor's degree.

- Completion of 100 hours of undergraduate coursework before taking an MBA class.
- Completion of all prerequisite classes (Accounting, Micro Economics, Managerial Finance and Statistics) before taking an MBA class.
- Minimum 3.4 GPA in undergraduate classes.

Students meeting these requirements can complete up to 9 semester hours of MBA classes before completing their bachelor's degree. If the student wants to apply these credits towards completion of an MBA degree, the student must apply for admissions into the MBA program upon completion of their bachelor's degree.

If a student has a GPA below 3.0 on the up to 9 semester hours of credits taken before earning their bachelor's degree, the student will start the MBA program on probation.

For billing, the credits for undergraduate and graduate semester hours will not be combined. The student will be billed appropriate amount for undergraduate credits and the appropriate amount

for graduate credits.

No financial aid or institutional aid will be awarded for MBA classes for these students, as they have not been accepted into the program. Students can receive aid after their bachelor's degree is completed and they are accepted in the MBA program.

Financial Aid

Graduate students may be eligible to receive federal financial aid if they are enrolled in at least 4.5 credit hours of required coursework per term. Some M.B.A. groups will encounter terms when only 3 credit hours are available, nullifying the eligibility for aid. A monthly payment plan or private alternative loan options are available for students during these times.

Graduate students interested in federal financial aid must be accepted for admission into the USF M.B.A. program and file the Free Application for Federal Student Aid (FAFSA). Other sources of financial assistance may include employer tuition assistance/reimbursement and veterans' benefits. Students receiving these types of assistance need to notify the Financial Aid Office and complete additional USF paperwork. Graduate students are not eligible to receive institutional aid from the University. Payment is due on or before the first day of each term. The FAFSA application, employer paperwork, loan applications or payment plans must be prepared and submitted in advance.

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 accredited degree-granting institutions may be transferred into a graduate program at the University of Sioux Falls.

Time Limit

All work to fulfill the requirements of a master's degree is to be completed within seven years from the date of the first course after being accepted into the program.

Minimum GPA

A minimum grade point average of 3.0 is required for all work included in the master's degree program.

Application for Graduation and Commencement

All MBA students must apply for graduation when nearing completion of their program requirements. Applicants for May graduation must file an application for graduation prior to January 31 of the academic year. Graduation for advanced degree candidates takes place at the University's spring commencement ceremony.

Auditing

Students may enroll in any course for non-credit by registering, paying the designated audit fee, and obtaining the consent of the instructor. Audited courses will not count toward graduation or financial aid eligibility.

Right of Appeal on Academic Issues

Students who have complaints about an instructor, course, or other academic issues should discuss these with the instructor involved. If this does not lead to a satisfactory resolution of the

issue, the student should discuss the matter with the Director of Graduate Studies in their respective program. If that also fails to resolve the issue, the student should consult with the Vice President for Academic Affairs.

In a case in which the student finds the resulting decision of the Vice President unacceptable, an appeal may be made to the Graduate Policies Committee of the faculty. Such an appeal should be submitted in written form to the Chairperson of the Graduate Policies Committee.

Repeating Courses

Any course in which the student has received a grade of "C" or below may be repeated. Both enrollments will be recorded on the student's official transcript, with the second final grade used in calculating the GPA.

Incompletes

A student who has completed a substantial portion of the requirements for a course and is earning a grade of "C" or above may receive an Incomplete for that course. The student will have a limit of one year to remove the Incomplete by finishing the requirements for the course. If an Incomplete is not removed within this time limit, the Registrar will record a grade of "F" for that course. The University's policy regarding incompletes does not apply to thesis credit.

Satisfactory Progress

Students are expected to maintain a 3.0 GPA in a master's program. Probationary status will be assigned for one semester or course period if the GPA falls below the minimum. A graduate student will not be allowed to continue in the program if the GPA remains below the required level after the probationary period. A student on academic probation who raises his or her GPA above stated minimum will be automatically released from probationary status.

Graduate students must maintain a minimum 3.0 cumulative GPA and successfully complete 70 percent of attempted to be eligible for financial aid. Satisfactory academic progress for financial aid eligibility is evaluated separately from academic policies.

John T. Vucurevich School of Business Mission

This mission of the Vucurevich School of Business is to develop Christian leaders who advance ethical business practices and foster a spirit of innovation in a global society.

Program Goals

The goals of the Master of Business Administration program are to (1) provide mastery of knowledge and competency in the MBA core and in the chosen concentration; (2) develop the strategic/critical thinking skills encompassing the ability to link data, knowledge, and insight from within the business environment; and (3) facilitate an understanding of the relationship between ethics, leadership, and personal faith.

Master of Business Administration Degree Requirements

All students must show evidence of completing all competency coursework for full admission into the MBA program. If the competency coursework was completed more than seven years

prior to enrollment in the MBA program, students may be required to repeat this coursework or may be offered the opportunity to demonstrate competency in any or all competency coursework through challenge exams administered by the MBA program.

Competency Courses

☐ Financial Accounting or equivalent	3 s.h.
☐ Microeconomics or equivalent	3 s.h.
☐ Managerial or Business Finance	3 s.h.
☐ Statistics	3 s.h.

The MBA program includes a minimum of 36 semester hours. Students will complete the set of courses listed under **Core MBA Courses**. In addition to the core courses, students will select appropriate electives to meet the minimum 36 semester-hour requirement for the program. The MBA core comprises of 24 of the required 36 semester hours. Students must select a concentration (healthcare, business innovation and marketing, management or organizational leadership) and complete a minimum of 12 semester credits from elective coursework to complete the total 36-hour requirement of the degree.

Degree Plan

All MBA students must develop a degree plan in consultation with the MBA director. This degree plan is viewed as a cooperative effort between the student and the MBA director. This plan is an important tool for future planning in regard to registration and for use as an auditing tool to monitor progression toward completion of the MBA degree. This degree plan must be completed in the MBA opening residency before the student begins any coursework in the MBA program. Any subsequent revisions require formal approval from the MBA director.

Core M.B.A. Courses

24 s.h.

☐ BUS510	Managerial Communications
☐ BUS520	Managing Organizational Dynamics
☐ BUS524	Marketing Management
☐ BUS530	Leadership and Ethical Management
☐ BUS535	Cost Management or
☐ BUS545	Healthcare Cost Management**
☐ BUS550	Managerial Economics
☐ BUS554	Financial Planning and Control
☐ BUS560	Strategic Management

**Students who select the Healthcare Concentration must enroll in BUS545 Healthcare Cost Management.

MBA Electives:

Healthcare Concentration

12 s.h.

☐ BUS518	Healthcare Systems
☐ BUS532	Legal and Regulatory Issues in Healthcare
☐ BUS515	Human Resources Management
☐ BUS556	Healthcare Colloquium

Business Innovation and Marketing

12 s.h.

☐ BUS525	Marketing Research
☐ BUS528	Innovation and Problem Solving
☐ BUS533	Sales Management
☐ BUS553	Business Plan Development

Management Concentration

12 s.h.

☐ BUS515	Human Resources Management
☐ BUS538	Project Management
☐ BUS562	Commercial Law
☐ BUS564	Negotiations
☐ BUS580	MBA Colloquium
☐ BUS595	Management Internship/Fellowship

Organizational Leadership Concentration 12 s.h.

☐ BUS531	Empowering Others
☐ BUS536	Leading by Serving
☐ BUS541	Leading Change
☐ BUS543	Leading Innovation

Recommended Sequence for Healthcare Concentration Students:

Year 1:

☐ BUS510	Managerial Communications
☐ BUS518	Healthcare Systems
☐ BUS520	Management of Organizational Dynamics
☐ BUS524	Marketing Management
☐ BUS545	Healthcare Cost Management
☐ BUS550	Managerial Economics

Year 2:

☐ BUS556	Healthcare Colloquium
☐ BUS515	Human Resources Management
☐ BUS530	Leadership and Ethical Management
☐ BUS532	Legal and Regulatory Issues In Healthcare
☐ BUS554	Financial Planning and Controls
☐ BUS560	Strategic Management

Recommended Sequence for Business Innovation and Marketing Concentration Students:

Year 1:

☐ BUS510	Managerial Communications
☐ BUS520	Management of Organization Dynamics
☐ BUS524	Marketing Management
☐ BUS535	Cost Management
☐ BUS550	Managerial Economics

Year 2:

☐ BUS530	Leadership and Ethical Management
☐ BUS554	Financial Planning and Controls
☐ BUS560	Strategic Management
☐ BUS528	Innovation and Problem Solving
☐ BUS525	Marketing Research
☐ BUS533	Sales Management
☐ BUS553	Business Plan Development

Recommended Sequence for Management Concentration Students:

Year 1:

☐ BUS510	Managerial Communications
☐ BUS520	Management of Organizational Development

- ☐ BUS524 Marketing Management
- ☐ BUS530 Leadership and Ethical Management
- ☐ BUS535 Cost Management
- ☐ BUS550 Managerial Economics

Year 2:

- ☐ Concentration Course _____
- ☐ Concentration Course _____
- ☐ Concentration Course _____
- ☐ Concentration Course _____
- ☐ BUS554 Financial Planning and Controls
- ☐ BUS560 Strategic Management

Recommended Sequence for Organizational Leadership Concentration Students:

Year 1:

- ☐ BUS510 Managerial Communications
- ☐ BUS520 Management of Organizational Development
- ☐ BUS524 Marketing Management
- ☐ BUS530 Leadership and Ethical Management
- ☐ BUS535 Cost Management
- ☐ BUS550 Managerial Economics

Year 2:

- ☐ BUS531 Empowering Others
- ☐ BUS536 Leading by Serving
- ☐ BUS541 Leading Change
- ☐ BUS543 Leading Innovation
- ☐ BUS 554 Financial Planning and Controls
- ☐ BUS560 Strategic Management

MBA 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 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 the U.S. health care system 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 a marketing strategy. (3 s.h.)

BUS 525 Marketing Research

This course encompasses the process of investigation and problem analysis through research and integration of marketing statistics, management, and communications. This course culminates in the execution, interpretation, and presentation of marketing research. Prerequisite: BUS 524 Marketing Management (3 s.h.)

BUS 528 Innovation and Problem Solving

An innovation is a new concept. A successful entrepreneur develops that new concept into a product, service or organization. This skill set requires an understanding of innovation development and making innovations operational. Innovation and entrepreneurship are processes occurring in the context of social and cultural organizations. The history of entrepreneurship and the nature of innovation and how it is expressed socially, politically and economically will be explored. Networking, communication, and relationship-building skills will also be addressed. (3 s.h.)

BUS 530 Leadership and Ethical Management

This course explores the major theories and research on leadership effectiveness in formal organizations and the unique ethical challenges faced by leaders. Ethical leadership is considered from a Christian worldview and students are encouraged to integrate their faith beliefs into the practice of leadership. Readings, case studies, applied activities and self-reflection provide students with the opportunity to gain practical leadership knowledge, develop leadership skills, build ethical capacity and formulate a personal leadership philosophy and purpose. (3 s.h.)

BUS 531 Empowering Others

This course features and applied approach for empowering individuals within an organization. Through the use of case studies and assessments, students will be exposed to various tools and concepts that are available to a leader that aid in developing individuals to achieve high levels of performance. Students will explore the practical application of concepts and theories that relate to communication, motivation, and decision-making. (3 s.h.)

BUS 532 Legal and 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 533 Sales Management

The goal of the Sales Management course is to examine the elements of an effective sales force as a key component of the organization's total marketing effort. The course will extend student's understanding of marketing's reach and potential impact in achieving its overarching goals. Course objectives include understanding the sales process, the relationship between sales and marketing, sales force structure, customer relationship management (CRM), use of technology to improve sales force effectiveness and issues in recruiting, selecting, training, motivating, compensating and retaining salespeople. Students learn to apply the discussion topics through an interactive project worked on throughout the course. (3 s.h.)

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. Prerequisite: Undergraduate Financial Accounting or Principles of Accounting I (3 s.h.)

BUS 536 Leading by Serving

This course is taught through an applied approach by examining the leader as a guide through the lens of servant leadership (i.e., conceptualizing, emotional healing, putting followers first, helping followers grow and succeed, behaving ethically, showing empowerment, and creating value for the community). Students will examine case studies, experience leadership assessments, along with analyzing the writings of Robert Greenleaf and others to aid in affirming, developing, and expressing our innate desire to serve others by taking on the role of a servant leader. (3 s.h.)

BUS 538 Project Management

This course investigates the increasing use of projects to accomplish important organizational goals and the unique style of administration required to manage such projects. Topics addressed include the selection and role of the project manager; organization and planning, budgeting and cost estimation; scheduling and resource allocation among multiple projects; and monitoring, controlling, auditing and terminating projects. Emphasis will be placed on the role that project management can play in accomplishing strategic objectives of the organization. Project management software will be used as a tool to track and report on assigned projects and case studies. Prerequisites: BUS 520 Management of Organizational Dynamics and BUS 535 Cost Management (3 s.h.)

BUS 541 Leading Change

This course is an examination of the impact of change on an organization and its stakeholders. Various leadership theories will be explored to assist in organizational change efforts along with how to conduct an organizational diagnosis and implement

a successful intervention. The course reviews the literature for the best practices relating to organizational change and organizational learning. Students will experience an applied approach regarding change the use of case studies, experiential activities, and assessments. (3 s.h.)

BUS 543 Leading Innovation

This course is an examination of the impact that leaders have on an organization through the use of various leadership theories like visionary leadership and transformational leadership. An in-depth review is also conducted exploring concepts like creativity, innovation, problem-solving, visioning, and divine empowerment of individuals who contributed significantly to organizational growth. Students will experience an applied approach to understanding innovation and its effect on people through the use of case studies, experiential activities, and assessments. (3 s.h.)

BUS 545 Health Care Cost Management

This course focuses on the essentials of measurement and control of costs from the perspective of a health care organization. The concepts and cost management applications will encompass hospitals, nursing homes, physician practices, managed care organizations, clinics, and a range of other health care organizations. Additionally, 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. Prerequisite: Undergraduate Financial Accounting or Principles of Accounting I (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. Prerequisite: Undergraduate microeconomics. (3 s.h.)

BUS 553 Business Plan Development

Designed to provide an understanding of the environments within which small businesses develop and function. The areas covered include starting a business, marketing products, operating a business, establishing financial and administrative controls and future concerns. In addition, each colleague will create an actual business plan and have the opportunity of experiencing the many phases of business development as the business plan is implemented. (3 s.h.)

BUS 554 Financial Planning and Control

This course provides an understanding of financial principles and the application of financial techniques in decision making. The topics covered include methods and tools of financial analysis, planning and control, working capital management, valuation, capital budgeting, cost of capital and methods of short- and long-term financing. The goal is to help managers develop the analytical thinking and financial judgment necessary for making sound, ethical business decisions. Prerequisite: Undergraduate Business or Managerial Finance. (3 s.h.)

BUS 556 Health Care Colloquium

This course will provide the platform for the in-depth pursuit of topics or concepts addressed in previous classes and/or topics or concepts absent directly or indirectly from the core curriculum. In order to fully appreciate and understand the complexities of health care issues, a scholar must be able to analyze issues through multiple lenses—multiple perspectives. Thus, each issue selected will be analyzed and discussed by using a multiple-perspective approach to include, but not limited to, perspectives from the following domains: political, economic, technological, societal and spiritual. (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 562 Commercial Law

After reviewing foundational concepts related to business relations, including contracts; agency employment; negotiable instruments; and personal property; this course treats in greater detail Articles 2, 3, 4 and 9 of the Uniform Commercial Code and laws governing antitrust, labor, real property, and the environment. (3 s.h.)

BUS 564 Negotiations

Bargaining is an essential skill in the day-to-day competition for scarce resources. After introducing the art and science of negotiation and reviewing the conduct and outcomes of some actual negotiations, this course engages students in simulated negotiations ranging from simple, single-interest discussions to complicated, multiple-party dispute resolutions. Prerequisites: BUS 510 Managerial Communications, BUS 515 Human Resource Management and BUS 520 Management of Organizational Dynamics (3 s.h.).

BUS 580 MBA Colloquium

This course will provide the platform for the in-depth pursuit of topics or concepts addressed in previous classes and/or topics or concepts absent directly or indirectly from the core curriculum. In order to fully appreciate and understand the complexities of organization-based issues, a scholar must be able to analyze issues through multiple lenses—multiple perspectives. Thus, each issue selected will be analyzed and discussed by using a multiple perspective approach to include, but not limited to, perspectives from the following domains: political, economic, technological, societal and spiritual. (3 s.h.)

BUS 595 Management Internship/Fellowship

An internship is a culminating activity designed to provide practical and applied work within a business. The internship will provide an experiential learning activity for MBA students by providing realistic insight into the challenges and issues faced by businesses, and allow students to understand work requirements, risks, complex problems, planning and management issues. The

internship experience would qualify as a CPT experience for international students. (1-4 s.h.)

Certificate Programs

Certificate programs allow students to learn specific career skills in order to obtain a job or specialize in their careers. Some students choose to obtain certification instead of obtaining a degree, while others take certificate programs to transfer the credits into a degree program. Application and admission to the MBA program is required.

Certificate in Business Innovation and Marketing 12 s.h.

- ☐ BUS 533 Sales Management
- ☐ BUS 525 Marketing Research
- ☐ BUS 528 Innovation and Problem Solving
- ☐ BUS 553 Business Plan Development

Certificate in Healthcare Management 12 s.h.

- ☐ BUS 518 Healthcare Systems
- ☐ BUS 545 Healthcare Cost Management
- ☐ BUS 532 Legal and Regulatory Issues in Health Services
- ☐ BUS 556 Healthcare Colloquium

Certificate in Management 12 s.h.

- ☐ BUS 515 Human Resource Management
- ☐ BUS 564 Negotiations
- ☐ BUS 562 Commercial Law
- ☐ BUS 538 Project Management

FREDRIKSON SCHOOL OF EDUCATION

GRADUATE PROGRAMS

General Information

The Fredrikson School of Education is nationally accredited through the Higher Learning Commission and Council for the Accreditation of Educator Preparation (CAEP) to offer graduate educator preparation programs leading to the Master of Education (M.Ed.) degree with six major areas of concentration and the Education Specialist (Ed.S.) degree with two major areas of concentration. Additionally, the Fredrikson School of Education offers an extensive workshop program focused on professional development for K-12 educators.

Mission

The USF Roger and Ruth Fredrikson School of Education prepares educators with the knowledge, skills and dispositions requisite to achieve lifelong learning for all students.

Admission Procedures

Students who desire to apply for admission into a graduate program must submit the following items to the Director of Graduate Programs in Education:

- a formal application;
- official transcripts of all undergraduate and graduate work;
- recommendation forms from three professional and personal references; and
- supporting data as designated within the application form.

If a student does not meet the minimum criteria for acceptance, an application may be submitted to the Director of Graduate Programs in Education for consideration to be admitted with provisional matriculation. Inquiries regarding this process should be addressed to the Director of Graduate Programs in Education. International applicants must submit verification of approved and acceptable visa status. For individuals seeking student visa status, acceptable scores on the Test of English as a Foreign Language (TOEFL) are required before admission to the Graduate Program is granted. Visa information and processes will be completed through the USF Admissions and Financial Aid offices. All expenses of taking the test and obtaining a visa are to be borne by the applicant. USF does not discriminate against qualified students on the basis of sex, race, color, national or ethnic origin, physical handicap or age.

Financial Aid

Graduate students may be eligible to receive federal financial aid if they are enrolled in at least 4.5 credit hours of required coursework per term. During fall and spring semesters, some degree plans are set up for only 2-3 credit hours; therefore, students may not be eligible for aid during those semesters. A monthly payment plan or private alternative loan options may be available for students during those times.

Graduate students interested in federal financial aid must be accepted into a USF graduate education program and file the Free Application for Federal Student Aid (FAFSA). Other sources of financial assistance may include employer tuition

assistance/reimbursement and veterans' benefits if eligible. Students receiving these types of assistance need to notify the Financial Aid Office and complete additional USF paperwork. Payment is due on or before the first day of each term. The FAFSA application, employer paperwork, loan applications or payment plans must be prepared and submitted in advance.

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 degree-granting institutions may be transferred into a graduate program at the University of Sioux Falls. However, the Director of Graduate Programs in Education must analyze official transcripts and make the final determination of course transfer eligibility. In some cases, due to course replication or redundancy there may be an exception to the nine semester hour limitation of transfer credits.

In using transfer credits for reading specialization, additional and ongoing supporting coursework is expected to ensure up-to-date knowledge of effective practices in reading instruction. The Director will make determinations based on program requirements as aligned to accreditation standards and in keeping with the University's program characteristics and integrity. Specific questions regarding transfer credits should be addressed to the Director of Graduate Programs in Education. Transfer allowances are determined on a case-by-case basis and may reflect changes in the catalog, state or university requirements, and /or updated curriculum specifications.

Commencement

Graduate students who anticipate completing their program(s) in spring or summer must submit an application to the Registrar in late January or early February (see graduation information on Registrar webpage for specific date) to be eligible for graduation in May. Commencement ceremonies are only held in the spring at which time diplomas are awarded publicly. Those who anticipate finishing all coursework at the end of fall semester and who would like to have a conferred degree noted on their transcripts prior to the spring commencement, must apply in early September (see graduation information on Registrar webpage for specific date) for graduation in December (even though no ceremony will be held at that time).

Students must file an application for graduation with the Office of the Registrar and will be billed for fees related to graduation processes and documents. Students who will complete their last classes in the summer semester may participate in commencement ceremonies, but will not receive transcripts or documents indicating that they have graduated until all official coursework and requirements are completed.

Auditing

Students may enroll in any course for non-credit by registering, paying the designated audit fee, and obtaining the consent of the instructor. Audited courses will not count toward graduation or financial aid eligibility.

Right of Appeal on Academic Issues

Students with a grievance about an instructor, course or other academic issues should discuss the grievance with the instructor involved. If this does not lead to a satisfactory resolution of the issue, the student should discuss the matter with the Director of Graduate Programs in Education (or the chair of Fredrikson School of Education if the situation of concern involves the Director as part of the issue). If that also fails to resolve the issue, the student should submit a written appeal to the Graduate Policies Committee of the faculty. Such an appeal should be submitted in written form to the Chair of the Graduate Policies Committee.

Repeating Courses

Any course in which the student has received a grade of "C" may be repeated. If a student receives below a "C," the course must be repeated. Both enrollments will be recorded on the student's official transcript, with the second final grade used in calculating the GPA.

Incompletes

A student who has completed a substantial portion of the requirements for a course and is earning a grade of "C" or above may receive an Incomplete for that course. The student will have a limit of one year to remove the Incomplete by finishing the requirements for the course. If an Incomplete is not removed within this time limit, the Registrar will record a grade of "F" for that course. The Incomplete Policy does not apply to Capstone project course credit, which is set up on a variable credit basis so that the course can be repeated. A failing grade for a 1st semester capstone course requires the student to delay the spring semester segment of the capstone course and repeat the course the following fall. This allows the student to reestablish an academic focus for the study so that the student's subsequent achievement leads to success during the spring course and Capstone project completion at an acceptable level.

Satisfactory Progress

Students are expected to maintain a minimum 3.0 GPA in a master's program and a 3.5 in the Educational Specialist degree program. Probationary status will be assigned for one semester or course period if the GPA falls below the minimum established level. A graduate student will not be allowed to continue in the program if the GPA remains below the required level after the probationary period. A student on academic probation who raises his or her GPA above stated minimums will automatically be released from probationary status.

Graduate students must maintain a minimum 3.0 cumulative GPA and successfully complete 70% of attempted credits each term to be eligible for financial aid. Satisfactory academic progress for financial aid eligibility is evaluated separately from academic policies.

MASTER OF EDUCATION(M.ED.) IN READING, EDUCATIONAL LEADERSHIP, TECHNOLOGY, AND TECHNOLOGY AND CUSTOMIZED LEARNING

The Master of Education program seeks "...to enable students to become servant-leaders as a result of their education." This program is designed to prepare graduates to serve their school communities in the areas of reading, educational leadership and educational technology.

Admission Requirements

To be eligible for these M.Ed. programs, applicants must have the following:

- a bachelor's degree from an accredited, degree-granting institution;
- a minimum 3.0 grade point average*;
- a valid teaching certificate*;
- a minimum of one year teaching experience*; and
- three completed recommendation forms that address the applicant's potential as a leader in reading, schools, or school technology.

Those holding graduate degrees or having performed satisfactorily in another graduate program are also eligible to apply. Applicants for admission are evaluated in terms of their undergraduate, and their graduate GPA (if applicable), recommendations, and other supporting documents. Graduate Record Examination or Miller Analogy Examination scores may be submitted in support of an application but are not required. Senior-level undergraduates with a GPA of 3.0 may register for elective graduate courses and workshops with permission of their advisor and the Director of Graduate Programs in Education. Courses may not be applied to both undergraduate and graduate programs.

****Provisional matriculation may be allowed if this requirement has not been met at the time of application to a program. Provisional admission is determined by the Director of Graduate Programs in Education. Students will be advised of any certification limitations or additional requirements.***

Time Limit

A student has seven years to complete a program from the date of the first course accepted in the program, which includes any transfer work. It should be noted that some programs are offered with courses scheduled specifically for a 2-year plan of study. Students who decide to delay their program completion are advised that course scheduling is not guaranteed beyond the initial plan of study. However, USF graduate program faculty are committed to seeing students succeed and will assist in program planning and determining what options will be available when circumstances require a student to delay program completion. In some cases, where transfer or earlier coursework ages beyond the allowed range, a limited extension may be granted by the Director of Graduate Programs in Education. In cases where program coursework has aged in excess of a year beyond the

allowed range, students must submit a written request to the Graduate Policies Committee for determination of program continuation. If program continuation is granted, students will be advised of requirements that reflect current program requirements and additional provisions set by the committee.

General Degree Requirements

These M.Ed. programs include a minimum of 33 semester hours, with the following course distribution:

1. six semester hours of core courses;
2. twenty-five semester hours in the area of professional specialization in reading and technology;
3. twenty-seven semester hours in leadership and technology and customized learning;
4. two hours of electives for the reading and technology programs; and
5. successful completion of the capstone project or additional designated coursework.

For certification requirements in addition to the course requirements, students participating in some advanced programs must provide evidence of three years of experience on a valid certificate in an accredited K-12 school, one year of which includes classroom teaching experience or direct services to students.

Workshop Credits

No more than two semester hours of graduate credit received as workshop credit may be applied to the M.Ed. in Reading and M.Ed. in Technology programs. Such credit must be approved by the Director of Graduate Programs in Education. The workshops accepted must be conducted under the auspices of an accredited, degree-granting institution and must be at the graduate level.

Capstone Project

The capstone project is completed during two courses that are the final practicum experiences of the degree program. Students receive instruction in basic research techniques and are required to apply and synthesize learning from the entire program in a research project designed to address the impact of leadership on student achievement. The project must benefit the school/district; requires a synthesis of knowledge, skills, and dispositions set forth in the USF Educator as Developing Professional Curriculum Model and program standards; and presents a review of current literature relevant to the topic. In addition, the project should be focused on creating positive change in the school leading to increased student achievement, as well as providing valid recommendations for future research. A Capstone Project proposal is presented by the student to the project advisor and must 1) be approved prior to the collection

of data and 2) must hold to the highest ethical standards of research as designated by the USF Institutional Review Board. The project is presented according to the specific procedures outlined in the *Graduate Education Handbook*. Satisfactory completion of a Capstone Project or designated coursework is required to complete the degree programs in leadership, reading, technology and technology and customized learning.

Second Major

For those students who have already completed a master's degree in reading, educational leadership or technology from the University, a second major may be earned by completing the remaining 21-22 semester hours required for the second major. 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.

Course Requirements

Core Courses

☐ EDU501	Professional and Ethical Leadership	3 s.h.
☐ EDU585	Research Methods	3 s.h.

M.Ed. in Reading

The 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.

☐ EDU517	Constructive Literacy Assessment	3 s.h.
☐ EDU518	Practicum: Teaching Diverse Literacy Learners	3 s.h.
☐ EDU519	Writing Instruction	3 s.h.
☐ EDU536	Adolescent Literacy	3 s.h.
☐ EDU537	Foundations of Literacy	3 s.h.
☐ EDU538	Practicum: Literacy (K-12)	3 s.h.
☐ EDU551	Professional, Student and Staff Development	3 s.h.
☐ EDU588	Practicum: Qualitative Inquiry in Literacy Learning (fall and spring)	2/2 s.h.
☐ Electives		2 s.h.

Student Learning Outcomes (IRA/ILA Standards):

1. Candidates understand the theoretical and evidence – based foundations of reading and writing processes and instruction.
2. Candidates use instructional approaches, materials and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
3. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
4. Candidates create and emerge their students in literacy practices that develop awareness, understanding, respect and a valuing of differences in our society.

5. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials and the appropriate use of assessments.
6. Candidates recognize the importance of, demonstrate and facilitate professional learning and leadership as a career-long effort and responsibility.

M.Ed. in Educational Leadership

The educational leadership concentration prepares educators to assume administrative and leadership roles in implementing and stewarding a vision for effective schools, developing and assessing curriculum, providing for a positive school culture, managing resources and schools in a professional and ethical manner, and collaborating with families and communities within the larger context of education. Students enrolled in this M.Ed. program will complete internship experience requirements in the practicum courses. This concentration meets USF, state and national standards for preparation of principals. Students completing this concentration who wish to be school principals may apply for a South Dakota administrator's certificate provided they have completed a minimum of three years of teaching experience on a valid certificate in an accredited K-12 school. One of those years must be as a classroom teacher or in another position that provides direct services to students.

☐ EDU521	Curriculum Development and Design	3 s.h.
☐ EDU522	Practicum: Curriculum Development and Design-Elementary Internship or	3 s.h.
☐ EDU530	Curriculum Development and Design-Secondary Internship	3 s.h.
☐ EDU531	Legal Foundations of Education	3 s.h.
☐ EDU532	School Law Applications for Student Discipline and Staff Development/ Internship	3 s.h.
☐ EDU551	Professional, Student and Staff Development	3 s.h.
☐ EDU561	Management of School and Community Resources	3 s.h.
☐ EDU562	Diversity Issues in Education	3 s.h.
☐ EDU566	Site-Based Fiscal Administration	2 s.h.
☐ EDU589	Critical Issues Research Seminar/Internship (fall and spring)	2+2 s.h.

Student Learning Outcomes (ELCC Building-Level Standards):

1. Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.
2. Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration,

trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

3. Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.
4. Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.
5. Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.
6. Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context through advocating for school students, families and caregivers; acting to influence local, district, state and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.
7. Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

M.Ed. in Technology

The M.Ed. in Technology online degree program prepares educators for effective and innovative uses of technology in K-12 education settings. This concentration meets USF, state, and national standards. In addition to supporting students' development of educational technologies and technology literacy, the program builds on technology knowledge and skills to improve learning and teaching. This concentration prepares educators to assume leadership roles in implementing, supervising, and managing technology resources at the school level. Graduates of this program can become local experts and change agents for technology in their schools as technology integrationists.

□ EDU504	Telecommunications in Education	3 s.h.
□ EDU514	Teaching and Learning with Technology	3 s.h.
□ EDU521	Curriculum Development and Design	3 s.h.
□ EDU531	Legal Foundations of Education	3 s.h.
□ EDU535	Practicum: Applying Educational Technology	3 s.h.
□ EDU554	Leadership Issues in Ed. Technology	3 s.h.
□ EDU564	Multimedia/Hypermedia Applications in Education	3 s.h.
□ EDU587	Technology Planning and Implementation (fall and spring)	2/2 s.h.
□ Electives		2 s.h.

Student Learning Outcomes (ISTE Standards):

1. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
2. Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards for Students.
3. Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
4. Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
5. Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

M.Ed. in Technology and Customized Learning

The M.Ed. in Technology and Customized Learning online degree program, in collaboration with SD Technology & Innovation in Education (TIE), prepares educators for teaching in customized/ personalized learning settings with effective and innovative technology to meet the learning needs of every learner. Graduates of this program qualify for the SD K-12 classroom technology endorsement.

□ EDU507	The Changing Role of the Teacher	3 s.h.
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❑ EDU504	Telecommunications in Education	3 s.h.
❑ EDU514	Teaching and Learning with Technology	3 s.h.
❑ EDU520	Instructional Approaches to Customized Learning	3 s.h.
❑ EDU535	Applying Educational Technology	3 s.h.
❑ EDU559	Learner Agency	3 s.h.
❑ EDU565	Competency-Based Curriculum and Assessment	3 s.h.
❑ EDU570	Digital Literacy	2 s.h.
❑ EDU587	Technology Planning and Implementation (fall and spring)	2/2 s.h.

Student Learning Outcomes (ISTE Standards):

1. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
2. Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards for Students.
3. Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
4. Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
5. Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

MASTER OF EDUCATION (M.ED.) IN EDUCATIONAL ADMINISTRATION/ADULT AND HIGHER EDUCATION

Program Description

The M.Ed. in Educational Administration/Adult and Higher Education degree program provides a broad understanding of postsecondary education from historical, philosophical, social and developmental perspectives. The two-year, 33-credit degree program also develops understanding of leadership and organization issues as they relate to theory and practice. Culminating in an individualized internship designed to provide career experience, this program prepares professionals to work in contexts such as adult learning organizations, higher education institutions, business and industry.

Admission Requirements

To be eligible for the M.Ed. in Educational Administration/Adult and Higher Education program applicants must have the following:

- A bachelor's degree from an accredited, degree-granting institution
- A minimum of a 3.0 grade point average for full admission; 2.6 for provisional admission
- Three references on USF recommendation forms that address the applicant's potential as a master's degree candidate

Time Limit

A student has seven years to complete a program from the state of the first course accepted in the program, which includes any transfer work. Students who decide to delay their program completion are advised that course scheduling is not guaranteed beyond the initial plan of study. However, USF graduate program faculty are committed to seeing students succeed and will assist in program planning and determining what options will be available when circumstances require a student to delay program completion. In some cases, where transfer or earlier coursework ages beyond the allowed range, a limited extension may be granted by the Director of Graduate Programs in Education. In cases where program coursework has aged in excess of a year beyond the allowed range, students must submit a written request to the Graduate Policies Committee for determination of program continuation. If program continuation is granted, students will be advised of requirements that reflect current program requirements and additional provisions set by the committee.

Required Courses:

□ EDU501	Professional and Ethical Leadership	3 s.h.
□ BUS520	Managing Organizational Dynamics	3 s.h.
□ AHE510	Introduction to Adult Learning	3 s.h.
□ BUS548	Organization Development and Change	3 s.h.
□ AHE512	Foundations of Post-Secondary Education	3 s.h.
□ EDU585	Research Methods	3 s.h.

□ AHE516	Sociology of Adult Education	3 s.h.
□ BUS558	Current Issues in Management	3 s.h.
□ AHE520	Higher Education Administration	3 s.h.
□ AHE524	Quality Assurance in Higher Education	3 s.h.
□ AHE534	Internship in Adult and Higher Education	3 s.h.

Upon completion of the 33 semester hours, students must complete a professional comprehensive portfolio containing artifacts from coursework projects that demonstrate degree competencies.

Student learning outcomes:

1. Students will demonstrate an understanding of historical, social, and political factors that have influenced the development of American postsecondary education.
2. Students will demonstrate an understanding of adult learning and developmental theory.
3. Students will interpret research literature.
4. Students will analyze organizational development and management issues.
5. Students will demonstrate an understanding of administrative practices in real-world adult and/or higher education settings.
6. Students will analyze governance structures in higher education.
7. Students will evaluate opportunities and challenges of a career in higher education administration.
8. Students will demonstrate an understanding of quality assurance in higher education, including Federal compliance and institutional assessment and accreditation.

Partnership with Bethel University

The University of Sioux Falls has partnered with Bethel University to provide the following scholarship opportunity and course options to graduates of the M.Ed. in Educational Administration/Adult and Higher Ed program who are accepted into the Ed.D. in Leadership in Higher Education program at Bethel University.

- A University Partnership Scholarship to eligible students, up to \$400 per semester (maximum \$1,200 per year). The scholarship is not based on financial need.
- Possibly two required courses waived. Depending on the courses completed at the University of Sioux Falls, Bethel Ed.D. faculty will provide additional course options as replacements for the waived courses.

MASTER OF EDUCATION (M.ED.) IN TEACHING

Program Description

The purpose of this program is to provide qualified candidates an additional route to teacher certification. This graduate-level course of study is for those candidates who currently hold a non-teaching baccalaureate degree, who desire teaching certification at the secondary level in their major or related area, and who wish to simultaneously pursue a Master of Education degree. The coursework includes online and evening delivery, allowing candidates to continue full-time employment until the final professional semester of the program. During the final semester the student must attend full time to complete a semester of student teaching experience.

Admission Requirements

To be eligible for the M.Ed. in Teaching program, students must meet the following established criteria:

- baccalaureate degree with an academic major that aligns with those currently offered at the University or, for those who hold a degree in a related area, demonstrated competency by an appropriate Praxis score;
- minimum 2.6 grade point average or appropriate disposition and demonstrated knowledge and skill in a related field for provisional entrance;
- 3.0 grade point average for unconditional entrance; and
- three completed recommendation forms that address the applicant's disposition as a teacher/leader in the classroom

Time Limit

Although students have seven years to complete the program from the date of the first course accepted into the program, it is expected that the work be completed within two years. The student teaching semester requires full-time student status and participation.

Student Learning Outcomes

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

1. **Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. **Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. **Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning and self motivation.

4. **Content Knowledge.** The teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. **Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving related to authentic local and global issues.
6. **Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress and to guide the teacher's and learner's decision making.
7. **Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as knowledge of learners and the community context.
8. **Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.
9. **Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner.
10. **Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals and community members to ensure learner growth, and to advance the profession.

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/K-12 Content Methods**, EDU 555 **Research and Instructional Management** and EDU 556 **Secondary Student Teaching**. Candidates are required to successfully complete the Praxis II (Content) exam for their content major(s) within the first nine semester hours of graduate work. Additional teaching endorsements require a passing Praxis II score. Prior to applying for South Dakota certification, candidates must meet South Dakota DOE minimum requirements for both the Praxis II Content and the Principles of Learning and Teaching exams.

M.Ed. in Teaching required courses:

□ EDU505 Human Relations

3 s.h.

❑ EDU506	Foundations of Education	3 s.h.
❑ EDU508	Pedagogy for Middle- and Secondary-Level Educators	3 s.h.
❑ EDU557	Literacy Across the Curriculum for Middle Level and ELL Learners	3 s.h.
❑ EDU514	Teaching and Learning with Technology	3 s.h.
❑ EDU515	Exceptional Students	3 s.h.
❑ EDU525	Secondary/K-12 Content Methods	2-3 s.h.
❑ EDU526	Educational Psychology and Evaluation	3 s.h.
❑ EDU533	Native American Studies	3 s.h.
❑ EDU555	Research and Instructional Management	3 s.h.
❑ EDU556	Secondary Student Teaching	5 s.h.

given to ethical reasoning and moral development within the framework of an open Christian worldview. (3 s.h.)

EDU 504 Telecommunications in Education

This course will cover a variety of ways to use technology to communicate in education environments. Students will gain experience with using wikis, blogs, webpages, podcasts, social networking, chat rooms, virtual worlds and other forms of communication used on the Web. (3 s.h.)

EDU 505 Human Relations

This course equips educators with the tools necessary to manage diversity by examining how best to teach students from social situations different from their own and how to reduce prejudice and promote harmony among groups. This course meets the South Dakota requirement for certification. (3 s.h.)

EDU 506 Foundations of Education

This course is an introduction to the history, philosophy, and purposes of American Schools. It explores teacher roles, as well as the historical, philosophical, political and sociological foundations of education. (3 s.h.)

EDU 507 The Changing Role of the Teacher

This course provides insight into how the teacher's role in the classroom changes as the classroom moves towards a more student-centered environment. Students will examine the role of cognitive coaching, mindsets and habits of mind and their effect on the interaction between teachers and students in the classroom. (3 s.h.)

EDU 508 Pedagogy for Middle- and Secondary-Level Educators

(M.Ed. in Teaching cohort participants only.) The purpose of this course is to familiarize participants with insights and strategies necessary for working effectively as middle-level and secondary teachers. Students will have the opportunity to construct, teach, and analyze a short lesson. Emphasis will be placed on lesson design, adolescent psychology, and the special needs of students who are considered "at-risk." (3 s.h.)

EDU 514 Teaching and Learning with Technology

This course focuses on the integration of technology into the school curriculum. It explores educational and management software, productivity tools, emerging technologies, instructional strategies, trouble-shooting and key issues and trends related to technology in the teaching and learning environment. (3 s.h.)

EDU 515 Exceptional Students

An introductory study of the history, philosophy, and legal implications of educating exceptional children, this course includes identification and classification of various exceptionalities and the identification of effective educational strategies within an inclusive classroom setting. Course experiences provide opportunities for interaction with community resource persons. (3 s.h.)

EDU 517 Constructive Literacy Assessment

This course centers on the constructive review of a variety of formal and informal assessments. The assessments provide the basis for professional decision-making practices needed by literacy specialists to interpret, plan, and evaluate effective instruction

M.Ed. Courses

AHE 510 Introduction to Adult Learning

This course provides an understanding of adult learning theories and models upon which adult education is based. Students will also examine factors that influence adult learning and development as well as contemporary issues facing the adult learner. (3 s.h.)

AHE 512 Foundations of Post-Secondary Education

This course provides an overview of the historical, social, economic, cultural and political factors that have influenced the development of American postsecondary education. Students will also examine teaching and learning practices that affect higher education. (3 s.h.)

AHE 516 Sociology of Adult Education

This course provides an overview of social issues that affect adult learning such as gender, race/ethnicity and class. Students will also examine historical perspectives on the changing character of adult education and experiential effects on adult learning. (3 s.h.)

AHE 520 Higher Education Administration

This course provides an introduction to administrative and governance structures of higher education. Students will also be introduced to concepts and practices of higher education administration. (3 s.h.)

AHE 524 Quality Assurance in Higher Education

This course is an examination of institutional effectiveness and quality assurance in higher education in the United States. Regional and program accreditations, federal compliance and assessment processes are included. (3 s.h.)

AHE 534 Internship in Adult and Higher Education

The individualized internship provides career experience under faculty supervision and is designed to introduce the student to practical application of adult learning and developmental theory within an environment in which professional practice takes place. (3 s.h.)

EDU 501 Professional and Ethical Leadership

This course is a study of leadership theories and principles as applied in educational settings. Various leadership definitions, leadership styles, characteristics and skills are explored and tested in class and in students' workplace environments. Attention is

for readers and writers of all ability levels and backgrounds. Class participants will develop an understanding of benchmarks and standards for proficient reading and writing. A balance of objective evaluation and student-centered observation will provide a strong basis for monitoring literacy achievement at both an individual and a school level. Emphasis will be placed on effective communication of assessment information to various audiences. The concepts presented will emphasize the teacher as evaluator, manager, and communicator. (3 s.h.)

EDU 518 Practicum: Teaching Diverse Literacy Learners

This course requires educators to use a variety of assessment tools and practices to interpret, plan and provide effective reading instruction for readers and writers of varied ability levels and backgrounds. Particular emphasis will be placed on the special needs of struggling readers and English Language Learners (ELL). Current research in brain-based learning principles is examined along with strategies for meeting the literacy needs of all students in today's diverse populations. Educators will participate in an inquiry-based study of specific student needs. Emphasis will be placed on communication of assessment information to various audiences. The concepts presented will emphasize the teacher as evaluator, servant leader, cognitive mediator, manager, researcher and communicator. Prerequisite: Successful completion of EDU 517. (3 s.h.)

EDU 519 Writing Instruction

A course for K-12 teachers with emphasis on teaching the writing process in persuasive, narrative and expository writing; evaluation of student writing; development of appropriate curricular sequences; and research in the writing process. (3 s.h.)

EDU 520 Instructional Approaches to Customized Learning

This course provides an understanding of online and blended learning, flipped instruction, and project-based learning to promote problem solving and interactive, multidisciplinary instruction. (3 s.h.)

EDU 521 Curriculum Development and Design

The central intent of this course is to provide students with the knowledge and skills necessary to exercise leadership in curricular decisions. 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 Curriculum Development and Design-Elementary Internship

Graduate students will demonstrate leadership through a focus on curriculum and its centrality to student success. Following USF EDPCM and ELCC standards, candidates will complete 80 hours of internship experiences at their respective school sites to develop knowledge, skills and dispositions to implement and steward a vision for effective schools with positive cultures. Students will synthesize prior learning from EDU 521 to gain a leadership perspective in understanding the larger context of schools and districts as influenced by professional and ethical leaders in collaboration with families, school staff and communities. (3 s.h.) Prerequisite: EDU 521 or equivalent course.

EDU 525 Secondary/K-12 Content Methods

Students will receive specific methods relative to their content area in this course, which will prepare students to use and adapt effective instructional methods by introducing the major methods used by classroom teachers. Topics covered are curriculum materials, teaching methods, communication strategies, motivation and evaluation techniques. Students seeking certification in a K-12 area will be required to take the additional credit in order to meet methods requirements for both elementary and secondary instruction. (2-3 s.h.)

EDU 526 Educational Psychology and Evaluation

This course focuses on the application of psychology to educational practice, emphasizing psychological foundations of learning. It includes an overview of evaluation processes such as the development of instructional objectives, test construction, portfolio assessment, and grading. The content of this course has obvious potential value for the student who is preparing to enter the teaching profession. The activities, reading, writing, discussion, and reflection are designed to increase understanding of learners at all levels, learning theories, instructional models and assessment. Focus is on the processes by which information, skills, values and attitudes are exchanged between teachers and students. (3 s.h.)

EDU 530 Curriculum Development and Design-Secondary Internship

Graduate students will demonstrate leadership through a focus on curriculum and its centrality to student success. Following USF EDPCM and ELCC standards, candidates will complete 80 hours of internship experiences at their respective school sites to develop knowledge, skills and dispositions to implement and steward a vision for effective schools with positive cultures. Students will synthesize prior learning from EDU 521 to gain a leadership perspective in understanding the larger context of schools and districts as influenced by professional and ethical leaders in collaboration with families, school staff and communities. (3 s.h.) Prerequisite: EDU 521 or equivalent course.

EDU 531 Legal Foundations of Education

By building an awareness and understanding of legal provisions, statutory requirements, and regulatory standards, students will gain knowledge and skills in managing school/district organizations. Students will consider policy development, ethical responsibility in educational political systems and involvement of citizens and board members in order to exercise professional and ethical decision making in view of the larger context of education. (3 s.h.)

EDU 532 School Law Applications for Student Discipline and Staff Development/Internship

This course enables students to demonstrate application of knowledge, skills and dispositions necessary to successfully meet legal requirements; write and apply appropriate policies; and practice ethical responsibility in either an elementary, middle or secondary school. Specifically, students will apply knowledge to situations involving student discipline, staff development, staff evaluation and special education by completing 80 hours of internship experiences that demonstrate competency in these areas. Graduate students will provide effective professional development, evaluate certified and non-certified staff and

develop and apply policies that promote a positive school culture and a safe learning environment. Included in the requirements as a shadowing experience and development of a final vision paper. Consideration will be given to moral and ethical implications of policies and regulations. (3 s.h.) Prerequisites: EDU 531 and EDU 551.

EDU 533 Native American Studies

Gaining understanding of the backgrounds and ways of life of Native American peoples, especially of those in America, is a fundamental aspect of the course experience. The course includes the study of methods and techniques to enhance the learning opportunities for Native American children in the K-12 classroom. This course fulfills the requirement for South Dakota teacher certification. (3 s.h.)

EDU 535 Practicum: Applying Educational Technology

This practicum will focus on observing and integrating technology into K-12 classes. Students will develop a portfolio as evidence of the growth in theory, practice and application of instructional technology. (3 s.h.)

EDU 536 Adolescent Literacy

The unique needs of the adolescent literacy learner are examined in this course. Foundational principles based on current research provide an opportunity to develop understanding of workshop approaches for reading and writing designed to provide rigor and relevance for students in grades 4-8. (3 s.h.)

EDU 537 Foundations of Literacy

This course explores the foundational knowledge about reading and writing processes, instructional practices, and curriculum materials needed by literacy specialists to support the creation of effective literacy environments that support all readers and writers. The course explores theoretical principles and practices based on current research with an emphasis on early literacy acquisition. The role of language and cognitive development in learning to read forms the foundation for study. Emergent and early instructional approaches provide a theory to practice experience. The concepts presented will emphasize the teacher as cognitive mediator, evaluator, manager, communicator and researcher. (3 s.h.)

EDU 538 Practicum: Literacy (K-12)

This course includes the application of literacy curricula from developmental reading and writing programs. Students apply research-based knowledge of strategies for phonemic awareness, word identification, vocabulary and background knowledge, fluency, comprehension strategies and motivation used in fluent reading. Students will also demonstrate the application of skills required by literacy specialists that show support for readers and writers of all abilities and backgrounds, knowledge of children's and adolescent literature, application of leadership skills, integration of technology into the curriculum, development of classroom study aids, and program adaptations that support the development of an effective literacy environment. The concepts presented will emphasize the teacher as cognitive mediator, servant-leader, evaluator, communicator and researcher. Prerequisites: EDU 537 (3 s.h.).

EDU 551 Professional, Student and Staff Development

Graduate students will add to their vision of effective schools

by gaining knowledge, skills and dispositions associated with supervision of classroom and school instruction that builds positive school cultures. Students learn to plan and implement direct assistance to teachers and non-instructional staff, to plan and evaluate staff development programs, and to research exemplary school-wide discipline models. Participants will understand the importance of leadership influence toward managing human and professional development resources to promote student success and build collaboration with stakeholders. (3 s.h.)

EDU 554 Leadership Issues in Educational Technology

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

EDU 555 Research and Instructional Management

This class gives prospective teachers information and strategies regarding the organization and management of teaching. (3 s.h.)

EDU 556 Secondary/K-12 Student Teaching

This course involves teaching in the secondary or K-12 school environment under the direction and supervision of classroom and university teachers. A portfolio is required as part of the application process, which is completed the semester prior to student teaching. (5 s.h.)

EDU 557 Literacy Across the Curriculum for Middle Level and ELL Learners

Application of literacy strategies across all curricular areas and in a variety of contexts is the focus of this course. The use of children's and adolescent literature integrated throughout the disciplines will provide strategic use of a variety of text features and structures. Attention is given to the needs of English Language Learners and reading in the middle school. (3 s.h.)

EDU 559 Learner Agency

In the course, educators will explore the four stages of self-directed learning and compare those stages to the instructional framework of the gradual release of responsibility model. Participants will consider how technology supports students in the classroom to own their learning and work collaboratively with others. Participants will also analyze their own and their school's approaches to motivating students, explore research around student motivation, and develop goals and approaches for beginning the shift from problematic external motivational approaches to teaching and learning that comes from within. (3 s.h.)

EDU 561 Management of School and Community Resources

During this course, students will cast a clearer vision of how best to utilize leadership skills based on integrity, ethical behavior, and servanthood in order to manage a school's financial and other resources. Additional focus will be given to collaboration among families, school, and community service providers in order to offer needed programs and services for students. Students will also consider use of technology and information systems to enhance management and develop an effective community relations program. (3 s.h.)

EDU 562 Diversity Issues in Education

This course will prepare school leaders with the background necessary to work with a broad spectrum of people from the school and community to reduce barriers to student learning. The course will increase the student's understanding of diversity issues in special education, religion, literacy, poverty, gender and culture. (3 s.h.)

EDU 564 Multimedia/HyperMedia Applications in Education

This course will focus on the use of interactive multimedia and hypermedia for instruction. Topics addressed include the use of digital video editing, scanners, digital cameras, presentation software, presentation equipment, K-12 multimedia software and research on the uses of multimedia/hypermedia in education. (3 s.h.)

EDU 565 Competency-Based Curriculum and Assessment

This course provides an understanding of Webb's Depth of Knowledge framework and of methods used to develop deeper levels of thinking within learners. Students will also build towards a mastery approach and evaluate assessments. (3 s.h.)

EDU 566 Site-Based Fiscal Administration

This course will prepare building-level school leaders to use problem-solving skills in responsible fiscal planning, budgeting, allocating and monitoring of resources to promote student learning. Candidates will examine the various resources available to generate additional revenue and will design a long-range fiscal plan. Course focus will comprise fiscal, human and material resources as well as student learning, safety, curriculum and instruction. (2 s.h.)

EDU 570 Digital Literacy

The course incorporates five phases to help with implementing Digital Literacy in the classroom. As education evolves toward customized learning, digital literacy skills become absolutely critical. Candidates will examine the importance of students acquiring vital digital literacy skills for better problem solving, as well as implications for using these tools in a customized environment. (2 s.h.)

EDU 585 Research Methods

An introduction to the basics of research, including principles of behavioral studies, research terminology, structure of research reports, measurement and interpretation of statistics, types of research and planning a research project. Emphasis will be on enabling the practicing professional to evaluate and implement research effectively and ethically. (3 s.h.)

EDU 587 Technology Planning and Implementation

(Formerly EDU 574) Students will design, implement and evaluate a technology project that will benefit the faculty and/or students in their school or school district. In this course, students will engage in the process of completing a school technology project required for degree completion. Special note: This capstone course continues throughout a full school year. Students register for the two-credit course in the fall semester and again in the spring semester. Credits are repeatable. (4 s.h., two earned each semester) Prerequisite: EDU 585.

EDU 588 Practicum: Qualitative Inquiry in Literacy Learning

(Formerly EDU 598) The practicum Qualitative Inquiry in Literacy Learning (QuILL) provides opportunities for students to engage in action research, a reflective process of problem solving during which reading specialists demonstrate their leadership in making curriculum decisions. Students will develop a qualitative action research study. The ensuing research will serve as a synthesis and capstone aligned to the International Reading Association *Standards for Reading Professionals*. Prerequisite: EDU 585 and EDU 558 K-12. Special note: The research project continues throughout a full school year. Students register for the two-credit course in the fall semester and again in the spring semester. Credits are repeatable. (4 s.h., two earned each semester)

EDU 589 Critical Issues Research Seminar/Internship

(Formerly EDU 592) This course provides students with information and a variety of experiences that will benefit them as new administrators. Students will complete a final leadership project based on the course information and their own research. A written document will be submitted, and students will make an oral presentation to an audience of their peers and selected others in a symposium format. Students will be evaluated on the basis of class participation and completion of assignments/activity log in addition to the quality of their written and oral presentation. Special note: This capstone course continues throughout a full school year and includes 60 hours of internship experiences. Students register for the two-credit course in the fall semester and again in the spring semester. Credits are repeatable. (4 s.h., two earned each semester) Prerequisite: EDU 585.

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.)

EDUCATION SPECIALIST (ED.S.) IN EDUCATIONAL ADMINISTRATION— PRINCIPAL OR SUPERINTENDENT

The purpose of the education specialist degree programs is to prepare graduates to effectively lead schools and school districts in ways that will ensure successful student achievement. These programs meet USF, state and national standards for preparation of superintendents and principals.

The education specialist degree programs are designed for school administrators who have full-time jobs. Students will take coursework in a prescribed sequence. Class sessions occur during both the academic year and summer term and include supervised internship experiences. Courses offered during the academic year are delivered through a combination of Saturday classes on the USF campus along with online components for off-campus participation between class sessions and, in some cases, evening classes and condensed courses.

Admission Criteria

- Three years of verified experience on a valid certificate in an accredited K-12 school, one year of which includes classroom teaching experience or direct services to students.*
- Master's degree from an accredited college or university.
- Minimum 3.5 G.P.A. from master's degree work.*
- Three completed USF recommendation forms that address the applicant's potential as a leader of a school district.

*Provisional matriculation may be allowed if the asterisked requirements above are not met at the time of application to a program. Provisional admission is determined by the Director of Graduate Programs in Education and students will be advised of any certification limitations and additional requirements.

Degree Requirements for the Ed.S. in Educational Administration/Superintendent Program

To earn the advanced degree, the student must successfully complete coursework, submit a professional portfolio and complete internship requirements. While the education specialist degree is intended to be completed as a cohort within a two-year timeframe, the actual completion of the program will depend on the student entry date, coursework offerings and the student's personal and professional schedules.

Required courses:

❑ EDU 600	Introduction to District-Level Leadership	3 s.h.
❑ EDU 615	Technology Applications for Districts	3 s.h.
❑ EDU 640	Curriculum and Assessment	3 s.h.
❑ EDU 625	Intergovernmental Relationships	3 s.h.
❑ EDU 620	School Finance	3 s.h.
❑ EDU 645	Administration of Special Education	3 s.h.
❑ EDU 650	Educational Statistics	3 s.h.
❑ BUS 510	Managerial Communications	3 s.h.
❑ BUS 520	Managing Organizational Dynamics	3 s.h.

❑ BUS 558 Current Issues in Management 3 s.h.

Total 30 semester hour program for degree completion.

Upon completion of the 30 semester hours (s.h.), students must complete a professional portfolio containing artifacts from coursework projects that demonstrate competencies for the position of school superintendent as aligned to FSoE and program standards. After successful completion of all program requirements, students become eligible to apply for the School Superintendent certification as specified in Administrative Rules of SD.

Student learning outcomes (ELCC District-Level Standards):

1. Standard 1.0: A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.
2. Standard 2.0: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.
3. Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district's organization, operation and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.
4. Standard 4.0: A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district's educational environment; promoting an understanding, appreciation and use of the community's diverse cultural, social and intellectual resources throughout

the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.

5. Standard 5.0: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness and in an ethical manner to ensure a district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.
6. Standard 6.0: A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to and influencing the larger political, social, economic, legal and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.
7. Standard 7.0: A district-level education leader applies knowledge that promotes the success of every student in a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor.

Degree Requirements for the Ed.S. in Educational Administration/Principal Program

A candidate's achievement of school-based leadership competencies is demonstrated through successful completion of coursework and internship experiences.

Required courses for Ed.S. degree:

- ☐ EDU531 Legal Foundations of Education
- ☐ EDU615 Tech Applications for School Districts
- ☐ EDU523 Practicum: Curriculum Development and Design/K-12 Internship
- ☐ EDU532 School Law Applications for Student Discipline and Staff Development/ Internship
- ☐ EDU625 Intergovernmental Relations
- ☐ EDU566 Site-based Fiscal Administration
- ☐ BUS520 Organizational Dynamics
- ☐ EDU589 Practicum: Critical Issues Research Seminar/ Internship
- ☐ EDU645 Administration of Special Education
- ☐ BUS558 Current Issues in Management

Student learning outcomes (ELCC Building-Level Standards):

1. Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.
2. Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.
3. Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.
4. Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation and use of the diverse cultural, social and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

5. Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.
6. Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to and influencing the larger political, social, economic, legal and cultural context through advocating for school students, families and caregivers; acting to influence local, district, state and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.
7. Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

Time Limit

Though students are expected to complete the program according to the usual plan of study over a two-year period, USF acknowledges that occasionally unforeseen circumstances require a delay. Students have seven years to complete a program from the date of the first course accepted in the program, which includes any transfer work. It should be noted that the Ed. S. program is offered with courses specifically scheduled for a two-year plan of study. Courses in the Ed.S. program for superintendent licensure are offered on an every-other-year basis so the attainment of course completion for the initial 10-year certification as a superintendent in South Dakota is dependent on course offerings and the student's semester of entry into the program. Students who decide to delay their program completion are advised that course scheduling is not guaranteed beyond the initial plan of study. However, USF graduate program faculty are committed to advising students and will assist in program planning and determining what options will be available when circumstances require a student to delay program completion. In some cases, where transfer or earlier coursework ages beyond the allowed range, a limited extension may be granted by the Director of Graduate Programs in Education. In cases where program coursework has aged in excess of a year beyond the allowed range, students must submit a written request to the Graduate Policies Committee for determination of program continuation. If program continuation is granted, students will be advised of requirements that reflect current program requirements and additional provisions set by the Committee.

Education Specialist (Ed.S.) Degree

BUS 510 Managerial Communications

This course focuses on increasing understanding of the role and value of communication in organizations. In addition, students will be exposed to proficient use of executive communication skills including nonverbal communication, formal presentations, group discussions, and interpersonal and intercultural communication. (3 s.h.)

BUS 520 Managing Organizational Dynamics

This course will examine the development of organizational theory along with the application of behavioral science concepts to understanding individual and group behavior in organizations. Students will develop the analytical skills necessary to interpret research findings in the area of study. The purpose of this course is to provide a general understanding of possible managerial approaches to particular problems and introduce ways to analyze the various social costs and benefits associated with any given approach. (3 s.h.)

BUS 530 Leadership and Ethical Management

Various leadership theories are studied for this theoretical foundation and for practical application. The concept of "transformational leadership" is contrasted with "transactional leadership." Characteristics of ethical and effective management, including an assessment of leadership styles within the context of a Christian value system, are stressed. Ethical reasoning is developed and applied to a variety of organizational situations through practical case studies and on-the-job examples for real life insight. (3 s.h.)

BUS 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.)

EDU 522 Curriculum Development and Design-Elementary Internship

Graduate students will demonstrate leadership through a focus on curriculum and its centrality to student success. Following USF EDPCM and ELCC standards, candidates will complete 80 hours of internship experiences at their respective school sites to develop knowledge, skills and dispositions to implement and steward a vision for effective schools with positive cultures. Students will synthesize prior learning from EDU 521 to gain a leadership perspective in understanding the larger context of schools and districts as influenced by professional and ethical leaders in collaboration with families, school staff and communities. (3 s.h.) Prerequisite: EDU 521 or equivalent course.

EDU 530 Curriculum Development and Design/Secondary Internship

Graduate students will demonstrate leadership through a focus on curriculum and its centrality to student success. Following USF EDPCM and ELCC standards, candidates will complete 80 hours of internship experiences at their respective school sites to develop knowledge, skills and dispositions to implement and steward a vision for effective schools with positive cultures. Students will

synthesize prior learning from EDU 521 to gain a leadership perspective in understanding the larger context of schools and districts as influenced by professional and ethical leaders in collaboration with families, school staff and communities. (3 s.h.) Prerequisite: EDU 521 or equivalent course.

EDU 531 Legal Foundations of Education

By building an awareness and understanding of legal provisions, statutory requirements, and regulatory standards, students will gain knowledge and skills in managing school/district organizations. Students will consider policy development, ethical responsibility in educational political systems, and involvement of citizens and board members in order to exercise professional and ethical decision making in view of the larger context of education. (3 s.h.)

EDU 532 School Law Applications for Student Discipline and Staff Development/Internship

This course enables students to demonstrate application of knowledge, skills and dispositions necessary to successfully meet legal requirements; write and apply appropriate policies; and practice ethical responsibility in either an elementary, middle or secondary school. Specifically, students will apply knowledge to situations involving student discipline, staff development, staff evaluation and special education by completing internship experiences that demonstrate competency in these areas. Graduate students will provide effective professional development, evaluate certified and non-certified staff and develop and apply policies that promote a positive school culture and a safe learning environment. Included in the requirements as a shadowing experience and development of a final vision paper. Consideration will be given to moral and ethical implications of policies and regulations. (3 s.h.) Prerequisites: EDU 531 and EDU 551.

EDU 566 Site-Based Fiscal Administration

This course will prepare building-level school leaders to use problem-solving skills in responsible fiscal planning, budgeting, allocating, and monitoring of resources to promote student learning. Candidates will examine the various resources available to generate additional revenue and will design a long-range fiscal plan. Course focus will comprise fiscal, human, and material resources as well as student learning, safety, curriculum and instruction. (2 s.h.)

EDU 589 Critical Issues Research Seminar/Internship

(Formerly EDU 592) This course provides students with information and a variety of experiences that will benefit them as new administrators. Students will complete a final leadership project based on the course information and their own research. A written document will be submitted, and students will make an oral presentation to an audience of their peers and selected others in a symposium format. Students will be evaluated on the basis of class participation and completion of assignments/activity log in addition to the quality of their written and oral presentation. Special note: This capstone course continues throughout a full school year and includes 60 hours of internship experiences. Students register for the two-credit course in the fall semester and again in the spring semester. Credits are repeatable. (4 s.h., two earned each semester) Prerequisite: EDU 585.

EDU 600 Introduction to District-Level Leadership

This course provides an overall understanding and knowledge of school district-level administration. Information in this course will help the participants prepare for successful district-level leadership. (3 s.h.)

EDU 615 Technology Applications for Districts

This course will prepare administrators to take full advantage of technology to improve personal productivity and to maximize school district management and communication toward increased student achievement. Administrators will gain leadership skills and experiences that will help them position technology appropriately in their school districts, enabling schools to utilize new and emerging technologies to better serve their students and communities. (3 s.h.)

EDU 620 School Finance

School finance introduces district-level leaders to principles of fiscal planning, budgeting, allocating, and monitoring resources according to district priorities and governmental regulations. Course instruction includes ways to enhance a positive district culture through collective bargaining between school board members and staff. Founded on professional and ethical leadership, students will learn different approaches to allocating resources to schools. Students will gain expertise in negotiation and decision-making skills along with increasing their understanding of conflict resolution. (3 s.h.)

EDU 625 Intergovernmental Relationships

This course is designed to enhance the knowledge, skills, and dispositions necessary to establish and maintain effective working relationships with the local governing board state and federal legislators, and government agencies. Students are introduced to different approaches of educational politics and policy making including macro- and micro-politics. Strategies are studied and practiced to influence and relate public policy initiatives to student welfare and the district's vision, mission and priorities in the larger contexts of education. (3 s.h.)

EDU 640 Curriculum and Assessment

This course builds leadership knowledge, skills and dispositions in PK-12 curricula development and assessment. District-level leadership should carry the vision for the primary responsibility schools have toward a guaranteed and viable curriculum. Leadership in PK-12 curricula includes strategic planning for curriculum impact, writing school board policies and regulations, applying decision-making skills to curricular issues in light of historical and regulatory influences, budgeting for curricula relevance and change, managing staff development, assessing curricula effectiveness and preparing leaders to integrate faith in learning. This course emphasizes all components of the USF "Educator as Developing Professional Curriculum Model" as the roles relate to effective curriculum and instruction. (3 s.h.)

EDU 645 Administration of Special Education

This course includes a study of federal and state laws and regulations mandating the provision of special education and related services to children with disabilities. District leaders are responsible for guaranteeing access to designated curriculum and providing equitable opportunity for all children to learn. Candidates will gain knowledge, skills and dispositions needed for complying with Section 504, ADA, and other significant

state and federal laws addressing student rights to a free and appropriate public education along with the processes needed for the delivery of services for exceptional needs at the school district level. (3 s.h.)

EDU 650 Educational Statistics

In this course statistical techniques will be treated as tools that are used not only to analyze and organize information but to make inferences from the data. The course will assist the participant in organizing 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.)

NOTES





Undergraduate Course Descriptions

Courses with  icon have been identified as globally oriented courses, as outlined by a definition of USF as a globally oriented Christian liberal arts university. Read more on page 8 of this catalog.

Accounting (ACC)

ACC 225 Principles of Accounting I

Accounting is the language of business. This course concentrates on basic accounting concepts beginning with the accounting equation and includes the development and analysis of financial statements. The emphasis is on the use of financial information for decision-making purposes. (3 s.h.)

ACC 226 Principles of Accounting II

The course emphasizes the use of accounting data by management. It examines budgeting, costing systems, cost-volume-profit relationships and performance evaluation measures. Prerequisite: ACC 225. (3 s.h.)

ACC 250 Computerized Accounting

This is a computerized simulation in basic accounting that focuses on journalizing, posting, adjusting, ledgers worksheets and financial statement preparation. Prerequisite: ACC 225. (2 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 323 Advanced Excel for Business Applications

This course is designed for students who desire to learn advanced Excel skills for a greater competitive edge and improved analysis of business decisions. The content will include how to use formulas, functions, charts, graphs and tables in a variety of business applications, specifically related to case studies and business scenarios. In addition, the student will learn advanced

functions and perform financial analysis and what-if analysis (sensitivity analysis). Prerequisite: basic Excel knowledge or COM104. (2 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 226. (4 s.h.)

ACC 326 Intermediate Accounting II

A continuation of *Intermediate Accounting I* with emphasis on equities and problem-solving techniques. Prerequisite: ACC 325. (4 s.h.)

ACC 330 Accounting Information Systems

Accounting Information Systems is concerned with the way information systems impact how accounting data is captured, processed and communicated. The course introduces you to the people, technology and operation of accounting information systems and concentrates on evaluating and developing effective internal controls for these systems. Prerequisite: ACC 250, ACC 325 (3 s.h.)

ACC 332 Financial Statement Analysis and Reporting

This course emphasizes the importance the financial statement analysis and reporting to all business decision makers. The course presents an overview of financial reporting and financial statement analysis, from both an accounting and a finance perspective. The accounting perspective includes an analysis of financing activities, investing activities and operating activities. Financial analysis includes cash flow analysis, analyzing return on invested capital, credit analysis and equity analysis and valuation. Students will be required to apply course concepts through the analysis of case studies. Prerequisites: ACC 226 and COM 104 (3 s.h.)

ACC 390 Special Topics in Accounting

This course addresses special topics related to the accounting discipline and profession. Prerequisite: Instructor approval. (1-4 s.h.)

ACC 395 Internship

(1-4 s.h.)
ACC 400 Accounting Practicum
This course will use accounting field experiences such as the Volunteer Income Tax Assistance (VITA) program to broaden

the educational experience through real world accounting client assistance and problem solving. (1-4 s.h.)

ACC 401 Accounting Seminar

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

ACC 404 Organizational Tax

Taxation of corporations, partnerships, estates, and trusts. Prerequisite: ACC 304. (3 s.h.)

ACC 405 Governmental and Non-Profit Accounting

This course is designed to cover fund accounting, budget and control issues, revenue and expense recognition and issues of reporting for both governmental and non-profit entities. Prerequisite: ACC 326 or instructor approval (3 s.h.)

ACC 425 Advanced Accounting

Accounting problems in business acquisitions, consolidated statements, non-profit and governmental entities. Prerequisite: ACC 326. (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.)

Air Force ROTC (AIR)

AIR 101 Aerospace Studies

An overview of the importance of professional appearance, customs and courtesies, officership and core values and basic communication. This course also outlines officer opportunities and benefits and Air Force installations. Co-requisite: AIR 101L. (1 s.h.)

AIR 102 Aerospace Studies

Emphasizing interpersonal and oral communication, this course provides a survey of the U.S. military's history, Air Force organizations and its chain of command, and addresses group leadership problems. Co-requisite: AIR 102L. (1 s.h.)

AIR 201 Aerospace Studies

A study of air power from its infancy as balloons and dirigibles through 1947. Also includes Air Force mission, concepts, doctrine and use of air power. Co-requisite: AIR 201L. (1 s.h.)

AIR 202 Aerospace Studies

History of air power from 1947 to present and its effect on Air Force relief missions and civic action programs in the late 1960s. Co-requisite: AIR 202L. (1 s.h.)

AIR 301 Aerospace Studies

Analysis of the individual motivational and behavioral processes that affect individuals as it relates to the leadership and group dynamics that provide a foundation for developing the professional skills necessary to become an Air Force officer. Course includes speaking and writing. Air Force quality concepts and techniques. Co-requisite: AIR 301L. (3 s.h.)

AIR 302 Aerospace Studies

Basic management processes of planning, organizing, decision-making, controlling and using analytical aids. The manager's world of power, politics, strategy, tactics, and value conflicts will be discussed within the context of the military organization. Co-requisite: AIR 302L. (3 s.h.)

AIR 401 Aerospace Studies

The complex interaction between military and civilian society will be examined, along with the theory and workings of the National Defense Policy, roles and mission of the Air Force, and commissioned military service as a profession. Co-requisite: 401L. (3 s.h.)

AIR 402 Aerospace Studies

Evolution of defense strategy and the methods of managing conflict. Students will analyze the system of military justice. Co-requisite: 402L. (3 s.h.)

Art (ART)

ART 100 Introduction to Art

This course is an investigation of the nature of the visual arts. It will explore the relationship between art and culture, the manner in which art is created, the different media used to make art, and art and architecture from different times and places. (Satisfies the liberal arts core requirement in fine arts for non-Art majors.) (3 s.h.)

ART 101 Drawing I

This studio course offers direct experience in a variety of drawing approaches including contour, value, volume and wash drawings. Project assignments are designed to sharpen perception, stimulate the imagination and increase students' ability to see and interpret the world. (3 s.h.)

ART 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. Prerequisite: a grade of "C" or higher in ART 120. (3 s.h.)

ART 150 Introduction to Sculpture

This course is an introduction into the sculptural process. Classes are highly structured with a definite sequence of problems and exercises. Each assignment is designed to introduce basic sculptural ideas and principles with specific media and skills. The basic principles of modeling, casting, carving, and assembling will be covered in this course. Prerequisite: ART 101, ART 120, or instructor approval. (3 s.h.)

ART 181 Digital Photography

This course is designed to introduce the technical, conceptual, and historical aspects of photography. Techniques and applications of acquiring, manipulating, and outputting digitized photographic images will be explored. For the processing and enhancement of digital photographs, students will learn the basics of Photoshop. These digital skills and tools for the making of photographs will be taught within the context of the aesthetics of photography. Students must have their own SLR (single lens reflex) digital cameras with adjustable exposure and focus and ability to capture in "camera RAW," a new file format in digital photography. (3 s.h.)

ART 201 Drawing II

Covers theory and practice in the elements of drawing with emphasis upon the human figure. Prerequisite: a grade of "C" or higher in ART 101. (3 s.h.)

ART 204 Painting I

This is a fundamental level course designed to introduce various aspects of painting—materials, techniques, form, and content. The primary learning activity in painting is

direct experience. Project assignments are designed to sharpen perception, stimulate imagination and increase students' ability to see and interpret their world. Students will begin to develop a philosophical awareness that leads to their own personal artistic style. Prerequisite: a grade of "C" or higher in ART 101, 120, or instructor approval. (3 s.h.)

ART 209 Art History: Prehistory–14th Century

This course surveys art history from prehistoric times to the fourteenth century. It identifies themes of human experiences, especially spirituality, as they are depicted in a particular culture's art and architecture, and emphasizes the relationship of art and architecture to its culture. Prerequisite LAR 112, Honors LAR or instructor approval. (3 s.h.)

ART 210 Art History: 14th Century–Present

This course surveys art history from the fourteenth century to the present. It identifies themes of human experiences as they are depicted in a particular culture's art and architecture, and emphasizes the relationship of art and architecture to its culture. Prerequisite LAR 112, Honors LAR or instructor approval. (3 s.h.)

ART 216 Thinking About The Arts

See PHI 216.

ART 220 Graphic Design: Typography

Introduction to the study of type and letterforms as a vital aspect of graphic design. The course focuses on printed and digital media. Prerequisites: a grade of "C" or higher in ART 120 and MED 204. (3 s.h.)

ART 221 Graphic Design: Layout

Theory and practice of design as it applies to various commercially printed media. Emphasis is given to study and design of word/image relationships. Computer graphics using Adobe InDesign are explored further. Prerequisite: a grade of "C" or higher in ART 331. (3 s.h.)

ART 241 Painting II

The primary learning activity in Painting II is direct experience. Students will study color theory and its application by contemporary and traditional masters. Project assignments are designed to sharpen perception, stimulate the imagination and increase students' ability to see and interpret their world. Students will continue developing a philosophical awareness that leads to their

own personal artistic style. Prerequisite: a grade of "C" or higher in ART 204. (3 s.h.)

ART 250 Sculpture II

Continued study in sculpture. Prerequisite: a grade of "C" or higher in ART 150. (3 s.h.)

ART 260 Printmaking I

This introductory studio course offers direct experience in a variety of printmaking processes. Project assignments are chosen from the following: monotypes, wood and linoleum blocks, embossments, collagraphs and screenprints. 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 or instructor approval. (3 s.h.)

ART 261 Printmaking II

This studio course offers direct experience at a more advanced level than Printmaking I. Project assignments include some intaglio processes and advanced work in any of those listed in Printmaking I. Prerequisite: A grade of "C" or higher in ART 260 or instructor approval. (3 s.h.)

ART 300 Communication Arts Colloquium

This one semester hour course enables senior art majors to prepare for their senior art exhibit. Students will finish exhibition artwork, prepare it for public display, design and distribute advertising material for the exhibit, organize a reception to occur during the exhibition timeframe, give an oral presentation to the USF community and the public at the reception, and attend the presentations of the other students in the course. Course meeting times vary depending upon the needs of the students. Prerequisite: Senior art major classification. (Pass/no credit) (1 s.h.)

ART 301 Drawing III

Drawing from nature and the human figure. A continuation of Drawing II. Prerequisite: a grade of "C" or higher in ART 201. (3 s.h.)

ART 302 Drawing IV

Course offers advanced study from nature and the model. Prerequisite: a grade of "C" or higher in ART 301. (3 s.h.)

ART 310 Art History: Twentieth Century

This course surveys twentieth century art history by examining modern art and architecture—its sources, origins, many manifestations, alternatives and reactions

toward it. As complex and contradictory as twentieth century art may appear, students will learn that it is still soundly based on the art of the past. Class lectures, discussions, readings, and occasional visits to galleries will reveal that the visual arts serve many purposes and can be approached in a number of ways ranging from the reflection of historical events to complex visual and symbolic meanings. Prerequisite: LAR112, Honors LAR or instructor approval. (3 s.h.)

ART 329 Web Design

An introduction to the tools and techniques associated with building webpages and sites using professional-level software. Prerequisite: a grade of "C" or higher in MED 204 and ART 120. (3 s.h.)

ART 331 Graphic Design: Imaging

An introduction to computer manipulation of raster and vector images with an emphasis on creative solutions utilizing Adobe Photoshop and Adobe Illustrator. Prerequisite: A grade of C or higher in ART 120. (3 s.h.)

ART 340 Painting III

Further study in painting for the advanced student. Prerequisite: a grade of "C" or higher in ART 241. (3 s.h.)

ART 341 Painting IV

Advanced creative study in painting. Requires working with the instructor one-on-one. Prerequisite: a grade of "C" or higher in ART 340. (3 s.h.)

ART 355 K-12 Art Methods

A study of the theories and techniques required to teach art in grades K-12. Fulfills state requirements for art specialists. Includes the presentation and application of basic art concepts. Presents philosophy, methods and principles of art education along with hands-on art experiments. (3 s.h.)

ART 362 Printmaking III

This course offers direct experience in printmaking processes at a more advanced level than Printmaking II. Prerequisite: ART 261 (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 MED 204 and ART 120. ART 329 is recommended, but not required. (3 s.h.)

ART 395 Internship in Art

Individually-designed work plan adapted to each student's interest and skills. Approximately 40 hours on the job are required per credit, as certified by work and faculty supervisors. Prerequisites: Junior or senior standing and instructor approval. (1-4 s.h.)

ART 425 Advanced Graphic Design

Advanced study and design of printed media. Centers on individual study in actual production situations. Prerequisites: a grade of "C" or higher in ART 323 and instructor approval. (3 s.h.)

ART 460 Senior Thesis

This course is designed to provide a "capstone" experience for students majoring in art. This course will allow students to develop their own conceptual basis and creative independence, as well as provide a studio setting for polishing a final portfolio for the thesis exhibition, artist's statement and colloquium presentation. It will also involve the student in a critical examination of contemporary problems, trends in the field of art and the role of Christianity in today's art world. Prerequisite: Instructor approval. (3 s.h.)

ART 491, 492 Independent Study

Guided independent study and research for honors-level students in art. Prerequisites: 3.0 GPA and approval of the art department. (1-6 s.h.)

Biology (BIO)

BIO 100 General 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 101 Environmental Biology

An introduction to major concepts of the biological sciences and methods of scientific inquiry with an environmental biology approach. The interrelated and interdependent principles and concepts of biology will be presented as an intellectual discipline that will provide a familiar framework to which students can related their biological experiences of their future. The complementarity of the organism and its environment will serve in the study of the following major themes and issues: science as investigation and inquiry, structure and function of biological systems, diversity

of type and unit of pattern, evolution of organism, genetic continuity, regulation and homeostasis, and the biological basis of behavior. This course satisfies the natural science requirement for graduation unless otherwise specified by academic major requirements. Laboratory (4 s.h.)

BIO 102 Human Biology

As an introduction to the structural and functional aspects of human biology, this course emphasizes science as being a dynamic body of knowledge, as well as processes for acquiring new knowledge. Unifying themes of homeostasis, evolution and societal issues are used in the examination of biology as it pertains to human life. Topics that traverse the content include molecular up through biosphere levels of organization; genetics; reproduction, differentiation and development; aging; disease; and biotechnology and bioethics. This course satisfies the natural science requirement for graduation unless otherwise specified by academic major requirements. Laboratory. (4 s.h.)

BIO 203 General Botany

An introduction to the biology of major plant groups, including their structure, function, reproduction, classification and relationships. Laboratory. Prerequisite: BIO 100. (4 s.h.)

BIO 204 General Zoology

A comparative survey of the animal kingdom emphasizing morphology, physiology and taxonomy of major groups. Laboratory. Prerequisite: BIO 100. (4 s.h.)

BIO 222 Genetics

Studies the principles governing inheritance in plants, animals, and humans. An attempt is made to integrate the whole of life into a unity based upon the common use of DNA as an informational molecule. Laboratory. Prerequisite: BIO 100. (4 s.h.)

BIO 302 Biology of Microorganisms

An introduction to the study of microorganisms with emphasis on those affecting human health. The structure, function and pathogenicity of representative bacteria, fungi and viruses are emphasized, as well as techniques for their isolation, culture, destruction and identification. Laboratory. Prerequisite: BIO 100. (4 s.h.)

BIO 309 Cell Biology

Study of cellular fine structure and

physiology, including the nature, operation, and regulation of cell organelles and the chemical and physical nature of living cytoplasm. Laboratory. Prerequisites: BIO 100 and CHE 211 and 305 or instructor approval. (4 s.h.)

BIO 314 Human Anatomy

Study of the gross anatomy, histology, and selected ultra-structure of organs in the human body. Major systems are explored by dissection in the laboratory. Prerequisite: BIO 100 or instructor approval. (4 s.h.)

BIO 315 Human Physiology

Study of the physiology of human cells, tissues, organs, systems and multiple system homeostatic mechanisms. Laboratory. Prerequisite: BIO 314. (4 s.h.)

BIO 324 Ecology

Study of the relationship between organisms and environments with interrelationships of species, populations and communities. Laboratory and field trips. Prerequisites: BIO 203 and 204. (4 s.h.)

BIO 380 Immunology

A general survey of the field of immunology through examination of the foundations of immunology, immunity, serology and immunopathology. Discussion session. Prerequisites: BIO 100 and CHE 111 and 112. (4 s.h.)

BIO 385 Histology

A study of the cells and tissues of the human body. Lectures address basic histochemistry, organelles, cellular ultrastructure, tissues and organs of the human body. Labs involve an extensive examination of microscope slides of human and animal tissues. Prerequisites: BIO 100 and 314 or instructor approval. (4 s.h.)

BIO 402 Developmental Biology

Study of developmental processes as they occur in selected plants and animals with greatest attention given to the vertebrates. Laboratory. Prerequisite: BIO 222. (4 s.h.)

BIO 490 Advanced Topics in Biology

A seminar, laboratory or field course suited to the interest of junior and senior majors

in Biology. Prerequisite: Instructor approval. (2-4 s.h.)

Examples include

- A. Systematic Biology
- B. Field Invertebrate Zoology
- C. Aquatic Entomology
- D. Aquatic Vascular Plants
- E. Neuroanatomy
- F. Evolution

BIO 491, 492 Independent Study

Guided independent research. Prerequisite: Instructor approval. (1-4 s.h.)

Business (BUS)

BUS 100 Business as a Profession

This course is designed to introduce the student to the multiple roles and responsibilities of business organizations in society. It examines briefly the various functions of business and explores the implications of viewing business as a calling and/or vocation. (1 s.h.)

BUS 108 Personal Financial Planning

A study of managing one's income, making consumer decisions, safeguarding resources and investing for the future. Does not apply to the business administration major. (3 s.h.)

BUS 180 Introduction to Business

Covers the broad concepts of business to provide a foundation for understanding the inter-relationships of various business functions. Prerequisite: Freshman or sophomore standing. Does not apply to the business administration major. (3 s.h.)

BUS 207 Media Survey

See MED 207 in the media studies section. (3 s.h.)

BUS 210 Principles of Management

This course is an introductory course on the theories and practices of managers in organizational settings. The operational and functional aspects of management will be addressed. The management functions covered include organizing, planning, leading, and controlling. Students will be expected to apply their knowledge to realistic organizational problems. Prerequisite: sophomore standing. (3 s.h.)

BUS 255 Business Engagement and Development

This course addresses special topics related to the discipline and profession of business. May be taken up to six times. Prerequisite: Instructor approval. (1 s.h.)

BUS 283 International Business Cultures

This course is directed toward both those who travel for broader life experiences and toward members of the business community who wish to turn foreign cultural differences into competitive advantage. Today, the general world traveler and business person increasingly find themselves living and working in multi-cultural environments, dealing with real differences in everything from communication styles to social etiquette to core values. This course will address why cross-cultural knowledge and understanding are important. The business world is littered with international projects and opportunities that failed to overcome cultural barriers. An attempt to minimize such incidents and to nurture a more meaningful understanding of the ways of life around the world will be overriding objectives of this course. Course satisfies intercultural awareness requirement. (3 s.h.)

BUS 305 Managerial Finance

This course introduces the theory and concepts of corporate finance. Topics covered are risk and return, the time value of money, bond and stock valuation, the cost of capital, capital budgeting and capital structure. Prerequisites: ACC 225 and 226; ECO 212 and 213; and MAT 112, 201, or 204. (3 s.h.)

BUS 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. Prerequisite: sophomore standing (3 s.h.)

BUS 308 Persuasion: Process and Procedures

See description under CST 308 in the communication studies and theatre section. (3 s.h.)

BUS 309 Business and Professional Communication

See description under CST 309 in the communication studies and theatre section. (3 s.h.)

BUS 312 Leadership and Small Group Communication

See description under CST 312 in the communication studies and theatre section. (3 s.h.)

BUS 313 Retail Management

An introductory course in the field of retail, presenting the basic principles of store design, location of facilities, structure of the retail organization, retail personnel management, buying and pricing of merchandise, sales promotion, customer services and retail store control. Prerequisite: BUS 307. (3 s.h.)

BUS 315 Human Resources Management

An in-depth study of the principles and methods of recruiting, selecting, training, evaluating, motivating and rewarding personnel. Prerequisite: BUS 210 (3 s.h.)

BUS 316 Personal Selling and Sales Management

An introductory study of the marketing promotion mix focusing specifically on sales and the sales management function. Includes customer relations, consumer buying motives, sales presentation methods, social and ethical responsibilities of the salesperson and selection and training of salespeople. Prerequisite: BUS 307. (3 s.h.)

BUS 319 International Business

Provides an understanding of the various components involved in conducting international business. The areas covered include the study of cultural, political, legal, and economic environments, trade theory, the foreign exchange system, country evaluation and selection, marketing, export and import concerns, and overall global strategies. (3 s.h.)

BUS 320 Business Law

Legal principles underlying business relations, including contracts, agency and employment, negotiable instruments, personal property, bailments and sales. Prerequisite: BUS 210 and junior standing (3 s.h.)

BUS 323 Advanced Excel for Business Applications

This course is designed for students who desire to learn advanced Excel skills for a greater competitive edge and improved analysis of business decisions. The content will include how to use formulas, functions, charts, graphs and tables in a variety of business applications, specifically related to case studies and business scenarios. In addition, the student will learn advanced functions and perform financial analysis and what-if analysis (sensitivity analysis).

Prerequisite: basic Excel knowledge or COM104. (2 s.h.)

BUS 327 Consumer Behavior

Consumer behavior is the study of how consumers think, feel, reason and select between alternatives. This includes a review of the consumer's present and historical role in a market; explore how our understanding of their role is evolving in response to research in behavioral economics; and consider how market forces and regulations influence consumer decisions. Prerequisites: ECO 212, BUS 307 (3 s.h.)

BUS 332 Financial Statement Analysis and Reporting

This course emphasizes the importance the financial statement analysis and reporting to all business decision makers. The course presents an overview of financial reporting and financial statement analysis, from both an accounting and a finance perspective. The accounting perspective includes an analysis of financing activities, investing activities and operating activities. Financial analysis includes cash flow analysis, analyzing return on invested capital, credit analysis and equity analysis and valuation. Students will be required to apply course concepts through the analysis of case studies. Prerequisites: ACC 226 and COM 104 (3 s.h.)

BUS 335 Operations Management

An introductory study of operations management as a major functional area of manufacturing and service industries. The course covers the major decision areas of process, capacity, inventory, work force, and quality through the application of management concepts and quantitative analysis. Prerequisites: BUS 210 and MAT 112, 201, or 204. (3 s.h.)

BUS 340 Introduction to Understanding and Managing Non-Profit Organizations

This course is designed for students who desire to learn more about the structure, organizational requirements, and management of non-profit organizations such as churches, service organizations, youth ministry organizations, social service agencies, or any other organizations that operate with nonprofit status. The content will include defining and maintaining nonprofit status, budgeting and financial reporting, fundraising and donor issues, marketing in the nonprofit environment, and nonprofit governance, including

working with boards of directors and nonprofit bylaws. (3 s.h.)

BUS 351 Organizational Theory and Behavior

This course explores the dynamics of individual and group behavior in organizational settings. Topics include culture and diversity, personality, perception and attribution, motivation, engagement, working in groups and teams, decision making, negotiation and conflict management, creativity and innovation, and organization power and politics. These concepts are studied and applied through the use of case studies and experiential activities. Prerequisite: BUS 210 (3 s.h.)

BUS375 Quantitative Analysis

In this course, students will learn the uses and abuses of the most commonly utilized forms of quantitative analysis, and perform various types of quantitative analysis in various computerized applications. This will build to a final written project involving the use of multiple publicly available datasets. Prerequisite: MAT233. (3 s.h.)

BUS 390 Selected Topics (1-4 s.h.)

BUS 395 Internship

The internship in this course is considered Curricular Practical Training (CPT) for international students. (1-4 s.h.)

BUS 401 Marketing Research

The process of investigation and problem analysis through research and integration of marketing statistics, management and communications. Prerequisites: BUS 307 and MAT 233. (3 s.h.)

BUS 405 Investments

This course introduces concepts and models of investments. Topics covered are stock markets, valuations, portfolio management and options and futures. Prerequisite: BUS 305. (3 s.h.)

BUS 408 Marketing Management

A managerial approach to application of basic marketing concepts. Many marketing concepts are explored in-depth through the use of publication and case studies. Prerequisite: BUS 307. (3 s.h.)

BUS 410 Supervisory Management

Designed to present the basic concepts and skills necessary for effective supervision of people at work. Includes the role and environments of supervision, the basic functions and techniques of effective

supervision, and the human relations of effective supervision. Prerequisite: BUS 210 and BUS 315 or instructor approval. (3 s.h.)

BUS 411 Branding and Promotions

A study of advertising, public relations, social media as well as other forms of promotion to develop effective marketing strategies. Concepts of organizing marketing activities around the use of promotion, optimization of brands and assessing an organization's brand portfolio provide a foundational understanding of leveraging an organization's intellectual properties. By understanding the concepts of building brand equity, students gain a valuable perspective that will allow them to interpret the effectiveness and tradeoffs for various strategies and tactics. Students will design and present an integrated marketing communications plan and conduct a brand audit. Prerequisites: BUS 307 and BUS 408 or instructor approval. (3 s.h.)

BUS 417 Financial Management Applications

This course is an in-depth analysis of the theory and concepts of corporate finance. Topics covered are financial analysis and planning, valuations, capital budgeting, capital structure and dividend policy. Prerequisite: BUS 305. (3 s.h.)

BUS 419 International Marketing

Provides an analysis of world markets, their respective consumers and environments, and the marketing management required to meet the demands of real world markets in a dynamic and ever-changing setting. Course satisfies intercultural awareness requirement. Prerequisite: BUS 307. (3 s.h.)

BUS 421 Business Ethics

Provides students the opportunity to carefully investigate current ethical issues that exist in the business environment, to apply critical thinking techniques to the opinions and statements that they read and hear, to debate various points of view in a classroom setting and to promote personal resolution of each ethical issue. Prerequisite: Senior standing. (3 s.h.)

BUS 425 Financial Markets and Institutions

This course introduces the overview of financial markets and management of financial institutions. Topics covered are financial markets, depository and non-depository institutions and risk

management in financial institutions. Prerequisites: BUS 305. (3 s.h.)

BUS 427 Strategic Management

Integrates all of the business functions through a process involving strategic management and analysis, implementation and evaluation. This will assist students in developing the comprehensive understanding necessary to make sound business decisions. The areas covered include development of mission statements, analysis of internal and external environments, formulation of strategic plans and methods of implementation. Prerequisite: Senior standing. (3 s.h.)

BUS 430 Business Plan Development

Designed to provide an understanding of the environments within which small businesses develop and function. The areas covered include starting a business, marketing products, operating a business, establishing financial and administrative controls, and future concerns. In addition, students will create an actual business plan and have the opportunity to experience the many phases of business development as their plan is implemented. Prerequisites: BUS 225, ENT 235, ENT 305 or instructor approval. (3 s.h.)

BUS 438 Project Management

This course investigates the increasing use of projects to accomplish important organizational goals and the unique style of administration required to manage such projects. Topics addressed include the selection and role of the project manager; organization and planning; budgeting and cost estimation; scheduling and resource allocation among multiple projects; and monitoring, controlling, auditing and terminating projects. Current software tools will be used to track and report on assigned projects. Prerequisite: BUS 210 (3 s.h.)

BUS 450 Senior Colloquium

Prerequisite: Senior standing. (1 s.h.)

BUS 491, BUS 492 Independent Study Instructor approval. (1-4 s.h. each)

Chemistry (CHE)

CHE 111 General Chemistry I

A survey of general chemistry including measurement, atomic structure, bonding, reaction, stoichiometry and states of matter. Suitable for all Natural Science Area majors. Three lectures and one 2-hour

lab per week. Prerequisite: High school chemistry and algebra. (4 s.h.)

CHE 112 General Chemistry II

Continuation of the survey of general chemistry including solutions, acids and bases, equilibrium and electrochemistry. Three lectures and one 2-hour lab per week. Prerequisite: CHE 111. (4 s.h.)

CHE 121 Introduction to Chemistry

A brief survey of general chemistry. Suitable for students who need to satisfy the University's liberal arts science requirement or for students who do not intend to take any additional chemistry courses beyond CHE 122. This course cannot be applied to a chemistry major or minor. Three lectures and one 2-hour lab per week. Prerequisite: Algebra or consent of instructor. (4 s.h.)

CHE 122 Introduction to Organic and Biochemistry

A brief survey of organic chemistry and biochemistry, including classes of organic compounds, biomolecules and intermediary metabolism. Suitable for students in allied health fields. This course cannot be applied toward a chemistry major or minor. Three lectures and one 2-hour lab per week. Prerequisite: CHE 121 or CHE 112. (4 s.h.)

CHE 211 Organic Chemistry I

A study of the structure, identification and behavior of carbon compounds by applying the principles of bonding and mechanisms of reaction. Three lectures and one 3-hour lab per week. Prerequisite: CHE 112. (4 s.h.)

CHE 212 Organic Chemistry II

A study of the structure, identification, and behavior of carbon compounds emphasizing the use of UV, IR, NMR, and mass spectroscopy theory and technique. Three lectures and one 3-hour lab per week. Prerequisite: CHE 211. (4 s.h.)

CHE 290 Scientific Literature

An introduction to using scientific literature to find and evaluate information and to construct a research paper. Types of sources will be evaluated critically as to content, relevance and reliability. Writing in the "scientific" style recommended for communicating clearly through a scientific paper will be practiced. Prerequisite: CHE 211. (2 s.h.)

CHE 305 Biochemistry

A study of the chemistry of life processes,

including classes of biomolecules, enzymes and intermediary metabolism. Three lectures and one 3-hour lab per week. Prerequisite: CHE 211. (4 s.h.)

CHE 311 Physical Chemistry

A study of behavior of chemical systems, emphasizing gas behavior and classical thermodynamics. Three lectures and one 3-hour lab per week. Prerequisites: CHE 112 and MAT 204. (4 s.h.)

CHE 332 Quantitative Analysis

A study of the theory and practice of gravimetric and volumetric analysis, including potentiometric and spectrophotometric methods. Three lectures and one 3-hour lab per week. Prerequisite: CHE 112. (4 s.h.)

CHE 400 Laboratory Management

A study of the techniques and skills of laboratory practice and management, including organization and maintenance of supplies, collection and disposal of hazardous substances, setting up laboratory experiments, supervising students in a laboratory situation and evaluating laboratory reports. Prerequisites: Two courses in chemistry. (1-3 s.h.)

CHE 403 Advanced Topics

Discourse on selected advanced topics in chemistry. May be repeated with change of topic. No laboratory. Prerequisite: CHE 212. (3 s.h.)

CHE 406 Bonding and Structure

Advanced inorganic and organic chemistry, emphasizing elementary quantum mechanics, including molecular orbital theory, ligand field theory and group theoretical methods. No lab. Prerequisite: CHE 212 and MAT 204. (3 s.h.)

CHE 411 Instrumental Analysis

A study of the theory and practice of instrumental analysis including spectrophotometric, chromatographic and potentiometric methods. Three lectures and one 3-hour lab per week. Prerequisite: CHE 332. (4 s.h.)

CHE 491, 492 Research in Chemistry

Individual research in all fields of chemistry. Students investigate a problem through combined library and laboratory work. (2-4 s.h.)

Communication Studies and Theatre (CST)

CST 100 Fundamentals of Communication

A theoretical and practical introduction to the process of communication. Students study a variety of subjects such as communication models, interpersonal communication, group communication, nonverbal communication and public speaking. (3 s.h.)

CST 113, 213, 313, 413 Practicum in Communication Studies

A theoretical and practical study of the process of oral communication. The course is specifically tailored to each individual student and designed to introduce concepts involved in the communication process across a number of communication situations. As enrollment is limited, registration is by permission of the instructor. Prerequisite: CST 100. (1 s.h. each)

CST 117, 217, 317, 417 Participation in Theatre

Preparation for and participation in various theatrical presentations. One credit may be obtained for each year in which a student is an active contributor to the main productions of the University. Limited to four credits. Recommendation of the Communication Studies and Theatre Department is required. (1 s.h. each)

CST 118, 218, 318, 418 Theatre Lab: Technical

Practical experience in building, painting, and designing scenery for campus productions. Credit may also be obtained for costuming, stage lighting, house management, and promotion. 40 hours of participation are required. May be repeated four times for credit during a student's university career. (1 s.h. each)

CST 200 Introduction to Theatre

A survey of the techniques, practice, criticism, and literature of the theatre for all students interested in the dramatic arts. (3 s.h.)

CST 201 Musical Theatre Workshop

This class is a study of musical theatre resulting in actual performance. History, musical direction, choreography, audience analysis and specific musical theatre performance techniques will be addressed. (3 s.h.)

CST 203 Introduction to Contemporary Drama

This course is a survey of contemporary,

award winning plays and their playwrights. While American playwrights are the focus, the class is designed to give a global perspective of current issues as expressed through playwriting. Class time is devoted to analysis and discussion of the dramatic elements and themes of each play. (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 216 Thinking About The Arts

See PHI 216.

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.)

CST263 Fundamentals of Costume Design

This course is designed to introduce students to the discipline of costume design, including character and script analysis, research, rendering, and

production values. Students will explore techniques of basic sewing and design and learn how to incorporate these techniques into actual designs for USF main stage productions and other in-class projects. (3 s.h.)

CST 264 Lighting Design

Students will be introduced to the basics of theatrical lighting design. Students will learn the how to design lights for the theatre, how to use color and intensity to achieve a desired effect, how to design a plot, and how to hang, focus, and program lighting instruments. Fulfills the creative arts component of the Liberal Arts Core. (3 s.h.)

CST 265 Dance I

This course introduces students to basic methods of dance. The semester will focus on one particular form of dance and will be listed in the catalogue with that form. Forms can include ballet, jazz, modern or tap, among others. Students will learn the basic functions of human anatomy as it relates to dance and also learn the beginning techniques of the form. Fulfills the creative arts component of the Liberal Arts Core. (3 s.h.)

CST 300 Colloquium and Practical Training

This course provides an opportunity for students to devise workshops and other theatre related activities to be presented and shared with members of the community at large. Half of the class time is devoted to collaborative devising and rehearsal of workshops and the other half is devoted to presenting workshops at various locations in Sioux Falls and beyond. Prerequisite: Junior or Senior classification. (1 s.h.)

CST 305 Theatre History I

This course surveys the evolution of theatre, from Ancient Greece through the French Neoclassical Theatre. The course will examine the various social, political, religious, cultural and aesthetic functions of ritual and theatre as they relate to the history of the stage, the evolution of stagecraft, performance conventions and acting techniques. We will study scripts, not so much as dramatic literature, but as they exemplify ideas about the purpose of theatre within their particular historical moments. (3 s.h.)

CST 306 Theatre History II

This course surveys the evolution of

theatre, from the English Restoration to Contemporary Theatre. The course will examine the various social, political, religious, cultural, and aesthetic functions of ritual and theatre as they relate to the history of the stage, the evolution of stagecraft, performance conventions and acting techniques. We will study scripts, not so much as dramatic literature, but as they exemplify ideas about the purpose of theatre within their particular historical moments. (3 s.h.)

CST 308 Persuasion: Process and Procedures

The study of theories and principles related to the use of communication as a means to achieve change. Emphasis will be placed on understanding the factors, processes and message strategies associated with persuasion and motivational analysis in interpersonal and public communication situations. (3 s.h.)

CST 309 Business and Professional Communication

The productivity of organizations depends on effective oral communication between people. This course takes a developmental approach by combining theory, research, and applications for improving interpersonal and public effectiveness in organizations. Prerequisite: CST 100. (3 s.h.)

CST 310 Directing

A study of the principles and techniques of directing plays. Course includes student investigation of play selection, casting, the rehearsal, process, character, development, production elements, performance mounting and actor-director relationship. (3 s.h.)

CST 311 Argumentation

This course is designed to provide students with a practical understanding of argument and debate. Study focuses on an integration of formal and informal logic and fallacies and arguments in a theoretical and practical format. This course incorporates the standards for school and public debating. Prerequisite: CST 100 and CST 309. (3 s.h.)

CST 312 Leadership and Small Group Communication

The study of the theory and practice of interaction and communication of small groups. Emphasis will be placed on group dynamics, leadership theory and skills, decision-making and problem-solving, conflict management, critical thinking and

the task dimension of groups. Prerequisite: CST 100. (3 s.h.)

CST 319 Public Presentations

Students will explore the foundations and fundamentals of public discourse—audience analysis and adaptation, speech preparation and organization, support material and technological aids to presentational speaking. The course will also address ethics in communication, communication apprehension and critical listening and thinking skills. To demonstrate mastery of the knowledge and skills, students will prepare and deliver informative, persuasive, argumentative, and special occasion speeches in a variety of presentational formats, including extemporaneous, impromptu and manuscript delivery. Prerequisite: CST 100. (3 s.h.)

CST 320 Stage Management

This course is a study of the responsibilities, organization, and methods used in the operations of the stage manager. The course offers a study of special problems and consideration of stage management in and out of rehearsals and the boardroom. This course requires implementation of communication theory to be used in production team and global managerial meetings. (3 s.h.)

CST 321 Shakespeare and the Early Renaissance

See description under ENG 321 in the English section. (3 s.h.)

CST 325 Methods in Teaching Theatre and Speech Communication

This course introduces the major methods used by the classroom teacher. Topics covered are curricular materials, teaching methods, communication strategies, classroom management models and evaluation techniques. (3 s.h.)

CST 340 Intermediate Acting

A continuation of CST 210 *Theatre: Beginning Acting* which includes in-depth textual and character analysis. This course continues the exploration of method-based acting, with a focus on the techniques of Cohen, Bogart and Hagen, through rigorous monologue and scene work from modern and contemporary drama. Prerequisite: CST 210. (3 s.h.)

CST 351 Communication and the Classroom Teacher

This course provides the prospective

teacher with an overview of the principles of classroom communication and shows how those principles can be applied to the face-to-face interactions of the classroom setting. It is designed with both the theoretical and pragmatic, providing students with the rationale for using certain communication strategies and the practical means to utilize those strategies in the classroom. Prerequisite: CST 100. (3 s.h.)

CST 361 Playwriting

An introductory course focusing on the techniques, styles and conventions of writing for the stage and screen. Students will develop skills and gain experience in composing scripts and will work on several projects throughout the course. (3 s.h.)

CST 373 Intercultural Communication



The course provides a theoretical and practical approach to improve communication with people from other cultures, emphasizing the styles and roles that family, history and religion play in intercultural communication. Focus is on many elements involved in sending and receiving messages in cross-cultural contents. (3 s.h.)

CST 409 Special Topics in Communication Studies and Theatre

Advanced study to meet the needs and interests of the students. Potential course topics include dramatic literature, religion and theatre, children's theatre, speech composition, creative performance, intercultural communication and contemporary theatre. (1-3 s.h.)

CST 460 Senior Project

During the senior year, all communication studies and theatre majors are required to present or complete a project in their area of specialization. Projects are required to be cleared in advance with department faculty early in the student's senior year. (3 s.h.)

CST 491, 492 Independent Study

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

Computer Science (COM)

COM 104 Computer Solutions for Information Problems



Students will enhance their abilities to

manage, analyze and present information using modern computer technologies. Emphasis will be put on problem definition and building skills for appropriate problem solving methodologies. Laboratory work will include principal types of computer application: databases for management of information, spreadsheets and other programs for information analysis, and presentation software. Other topics include information security issues including firewalls and antivirus programs, and the societal effects of information technologies. This course satisfies the University's liberal arts core requirement in Technology. (2 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 programming language used provides an accessible introduction to structured and object-oriented programming. COM 201 is prerequisite to all higher courses in computer science and computer information systems and familiarizes students of mathematics, other sciences and business with the techniques of information processing and mathematical modeling. No previous programming experience is expected. Satisfies the University's liberal arts core requirement in computer science. Prerequisite: MAT 112 or its equivalent. (4 s.h.)

COM 202 Introduction to Computer Science II

The second semester of a general introduction to computer science emphasizing computer programming. The course continues the development of object-oriented programming techniques from COM 201 and includes introductions to algorithm analysis and data structures including stacks, queues, linked lists, and trees. Other topics include discussion and implementation of elementary searching and sorting algorithms. We conclude with an introduction to the use of programming tools such as the Standard Template Library. Prerequisite: COM 201 or equivalent. (4 s.h.)

COM 300 Numerical Methods

Mathematical techniques most needed by those engaged in computational mathematics. Topics include number representation, numerical integration and differentiation, optimization, polynomial approximation, matrix inversion and

approximate solutions to boundary value problems. Prerequisites: COM 202 and MAT 205 with MAT 304 recommended. (3 s.h.)

COM 303 Introduction to Networking

Covers the fundamental concepts used in computer networking such as architecture including the OSI and TCP/IP models, data flow, design and protocol configuration including wireless network protocols. The course incorporates both lectures and labs in which students work with both physical and logical IP addressing schemes in a TCP/IP network. The course is essential for mastery of basic networking concepts and communication between computers. Prerequisites: COM 202. (3 s.h.)

COM 306 Discrete 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; and Boolean algebra. Prerequisite: MAT 204 or equivalent. (3 s.h.)

COM 310 Information Systems Analysis

This first course in object-oriented systems analysis introduces a development approach known as the Uniform Process. Students participate in all phases of systems and software development during the major term project. Modeling with the Unified Modeling Language, along with project development and management, prepare students for managing and developing information systems. Prerequisites: COM 202, with COM 318 recommended. (3 s.h.)

COM 315 Organization of Programming Languages

This course is an introduction to concepts in programming languages. The course covers a range of programming paradigms including procedural, functional, logic-based and object-oriented languages. The course will examine and survey topics in language design and implementation. The course provides hands-on experience using a variety of languages through programming assignments. Prerequisites: COM 202 and COM/MAT 306. (3 s.h.)

COM 318 Database Management Systems

The study of database management systems introduces the theory of the relational model, entity-relationship

diagrams, functional dependencies, and normalization. A term project requires students to design and implement a database. Students will write SQL for database definition and for efficient information retrieval. Other topics may include stored procedures, database assertions, database programming, transaction processing and database recovery and security. This course provides the theoretical understanding for making informed design decisions as well as the practical skills needed for the management of or participation in the development of database information systems. Prerequisites: COM 202. (3 s.h.)

COM 320 Computer Organization and Digital Logic

The course introduces the concepts of the design and implementation of digital circuits. Labs will be used to reinforce theoretical concepts introduced in lecture and for opportunity to work with microcontrollers. Topics include number systems, combinational and sequential circuit design and analysis, finite state machines, arithmetic circuits, memory arrays, assembly language using the MIPS architecture and memory systems. Hardware definition languages will be introduced if time permits. Prerequisites: COM 202 and COM/MAT 306. (4 s.h.)

COM 322 Operating Systems

This course will provide an introduction to operating system design and implementation. The operating system is responsible for allowing resources to be shared, providing common services needed by many different programs, and protecting individual programs from one another. Emphasis will be given to four major OS subsystems: process management, memory management, file systems, and operating system support for distributed systems. (3 s.h.)

COM 340 Algorithms

The course serves as an introduction to the design and analysis of computer algorithms. The course focuses on techniques for constructing correct and efficient algorithms, and the tools to reason about them. Design paradigms covered include divide-and-conquer, dynamic programming, and greedy algorithms. Material will also include major algorithms and data structures for searching and sorting, graphs, optimization techniques and computational intractability.

Prerequisites: COM 202 and COM/MAT 306. (3 s.h.)

COM 390 Special Topics in Computer Application

Provides experience in all areas of computing. Students participate in solving a significant information processing problem. Interested students should contact the instructor for specific topics for that term. May be repeated with change in topic. Prerequisites: COM 202 and COM/MAT 306. (3 s.h.)

COM 395 Internship

A phase of practical on-the-job training. Students may acquire experience in applying their learning in the areas of either computer hardware or software at local firms that use computers as a major computing tool. Prerequisites: COM 202, COM/MAT 306 and approval of a computer science faculty member and the student's academic advisor. (2-4 s.h.)

COM 481 Senior Seminar I

A capstone experience drawing on skills and understanding developed throughout the undergraduate program. Significant attention is given to refining students' researching, 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. (2 s.h.)

COM 482 Senior Seminar II

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. The second semester of this two-semester sequence focuses on the completion of a polished scholarly paper, exercise of effective presentation skills, and reflection on learning and growth that have accrued through the course of the student's studies in mathematics and/or computer science. Prerequisite: MAT/COM 481. (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 219 Service Learning–Mentoring

An opportunity for students to serve as a mentor to a child from Terry Redlin Elementary School. Through working with a child, students will learn about the many factors in children's lives which can place them at risk for future problems. Students will mentor on a weekly basis at Terry Redlin and will also participate in special activities with the USF Criminal Justice Department. (1 s.h.)

CRJ 220 Criminal Law and Procedure

A study of criminal responsibility as it relates to substantive law, contributing and limiting conditions and criminal defenses. Topics include various types of crime, the elements necessary for an action to become a crime, the mental states of offenders, defenses based on reduced or impaired capacity and procedural rights or requirements. Prerequisite: CRJ 203 or instructor approval. (3 s.h.)

CRJ 305 Juvenile Justice

A survey of juvenile crimes, laws, prosecution, defense, courts, procedures, correctional strategies, rehabilitation and prevention. Emphases include the rights, protections and needs of minors; use of force; and both formal and informal interventions. Prerequisite: CRJ 203 or instructor approval. (3 s.h.)

CRJ 308 Ethics and the Law

Students will study and discuss the role of ethics and morality as these subjects relate to various components of the criminal justice system, namely, defense attorney, prosecutor, police work, judicial system, probation and parole officials and victims' rights. Prerequisite: CRJ 203 or instructor approval. (3 s.h.)

CRJ 310 Drugs and Crime in Modern Society

This course will serve as an overview and analysis of drugs and crime in the modern day United States, the influence on one another and the impact felt by the core components of the criminal justice system and society. This systematic review of observations from various social science disciplines will lead to an increased understanding of social and institutional issues regarding drugs and crime. Further analysis will focus on historical contexts

and drug policy development. Prerequisite: CRJ 203. (3 s.h.)

CRJ 312 Use of Force in Policing

This course explores modes of policing, the 4th and 14th Amendments and predominantly, 42 U.S.C. 1983 and introduces law enforcement survival principles. Course material focuses on the pre-conviction stages of the criminal justice system, but will as necessary expose the student to cases discussing the standards for post-conviction use of force. Prerequisite: CRJ 203 (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 319 Trial Process

This course surveys relevant evidentiary and procedural rules in criminal courts and exposes students to the art of courtroom communication through hands-on experience. Prerequisite: CRJ 203 (3 s.h.)

CRJ 320 The Science and Law of Evidence I

This course will explore the growing number of circumstances where science and the law interact in the field of evidence. Students will be expected to learn about evidence law and the federal and state rules of evidence which govern the admissibility of evidence at trial. Students will also utilize a laboratory format to learn about the various types of forensic evidence as well as the processes for collecting and analyzing such evidence. Prerequisite: CRJ 203 or instructor approval. (3 s.h.)

CRJ 325 Advanced Criminal Procedure

This course builds on concepts introduced in CRJ 203 and CRJ 220, offering an in-depth study of the 6th Amendment guarantees and relevant evidentiary rules. Prerequisites: CRJ 203 and CRJ 220 (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 355 Forensic Psychology

See PSY 355 course description.

CRJ 360 World Criminal Justice Systems

A comparative analysis of crime and criminal justice systems in select countries around the world. This course focuses on various legal traditions, issues of enforcement, prosecution, courts and prisons with emphasis on critical comparisons with similar institutions in the United States. Additional focus is placed on issues such as genocide, human trafficking and other crimes against humanity as defined by the United Nations and other international conventions. Prerequisite: CRJ 203 or instructor approval. (3 s.h.) Fulfills the intercultural awareness core requirement.

CRJ 390 Special Topics

An exploration of topics of current interest or those not covered in other courses. (1-3 s.h.)

CRJ 403 White Collar Crime

Intensive analysis of white collar, corporate, and occupational crime from a historical, sociological and legal perspective. Case study analysis of the cost, description, extent, distribution, causes, history, and prosecutorial issues regarding these crimes. Prerequisites: CRJ 203 or instructor approval. (3 s.h.)

CRJ 405 Constitutional Issues and Criminal Justice Cases

A comprehensive study of constitutional principles governing law enforcement, corrections policies and the rights of individuals. Emphases include criminal conduct, search and seizure, interrogation of suspects, incarceration and the use of force, appeals, death penalty and rules of evidence. Special attention will be given

to recent cases and trends. Prerequisites: CRJ 203 and CRJ 220 or instructor approval. (3 s.h.)

CRJ 420 Policing: Operations and Issues

A survey of police responsibilities, techniques, practice and issues. Includes study of patrol functions, crime prevention and control, investigations, civil disorders, emergencies, community relations, coping with stress, managing resources and professional ethics. Prerequisite: CRJ 203 or instructor approval. (3 s.h.)

CRJ 421 Policing II

An overview of the police system in America and its component parts after the terrorist attacks on September 11, 2001. The course will address different roles in society, patrol, organization, constitutionality, discretion, prevention, communication, cooperation, recruitment and retention, the rule of law, investigations and policing in selected foreign countries. It will also include the full and complete study of the Patriot Act and its origin and impact on police procedures. Prerequisite: CRJ 420 or instructor approval. (3 s.h.)

CRJ 435 Institutional Corrections

The study and analysis of policies, practices, research and trends within institutional corrections in America. This includes the various types of incarceration, prisoner classification, housing and assessment, institutional rehabilitation, inmate life and institutional security and management. This course will evaluate the effectiveness of incarceration in terms of cost savings, community safety and recidivism reduction, while also discussing the future of incarceration and punishment in America (3 s.h.)

CRJ 436 Community Corrections

An analysis of policies, practices, research and trends in community corrections in the United States including correctional interventions, probation and parole, rehabilitation and reentry, risk assessment, juvenile supervision and intermediate sanctions. This course will evaluate the effectiveness of community corrections in terms of cost savings and recidivism reduction, as well as discuss the future of community corrections within the context of modern society. (3 s.h.)

CRJ 440 Capital Punishment

A comprehensive study of American capital punishment as a complex social

policy. Emphasizes include current cases, constitutional principles, federal and state law, historical background, public opinion, religion and politics. Given ongoing developments in society and the law, special focus will be given to recent cases and trends. Prerequisite: CRJ 203 or instructor approval (3 s.h.)

CRJ 470 Practicum

Supervised work with an approved placement in law enforcement, prosecution, defense, corrections, investigation, juvenile justice or other placements depending on interest and availability. Prerequisite: CRJ 203 and senior status. (2-3 s.h.)

CRJ 491, 492 Independent Study

Topics will be determined by student interest and faculty expertise. Prerequisite: Instructor approval and junior or senior status. (1-3 s.h.)

Economics (ECO)

ECO 212 Principles of Microeconomics

An analysis of the principles that drive supply and demand, the theory of the firm, the theory of markets, market resource allocation, environmental economics and antitrust. (3 s.h.)

ECO 213 Principles of Macroeconomics

Analysis of the economy as a whole. Emphasis on the problems related to unemployment, inflation, fiscal and monetary policy and international trade. (3 s.h.)

ECO 303 Money and Banking

A study of the function of money and the banking system and their interrelationship with the rest of the economy. Attention is given to the role of the Federal Reserve System as it affects the economy through its monetary policy. Prerequisites: ECO 212 and 213. (3 s.h.)

ECO 305 International Economic Relations

In this course, students will learn about selected topics of international relations in the context of development of the world economy. The course focuses on analyzing the impact of selected events and processes on international economics relations. Prerequisite: Sophomore Standing. (3 s.h.)

ECO 320 Managerial Economics

This course is devoted to the study of

the economic analysis of the firm as a framework for business decision making. Topics include demand and cost analysis and market structures and advanced pricing decisions. ECO 212 and 213. (3 s.h.)

ECO 327 Consumer Behavior

Consumer behavior is the study of how consumers think, feel, reason and select between alternatives. This includes a review of the consumer's present and historical role in a market; explore how our understanding of their role is evolving in response to research in behavioral economics; and consider how market forces and regulations influence consumer decisions. Prerequisites: ECO 212, BUS 307 (3 s.h.)

ECO 349 Intermediate Microeconomics

Covers how producers and consumers, acting through the market, determine the prices and outputs of goods and the allocation and income of productive resources. The course is divided into three parts—theory of the consumer, theory of the firm, and theory of markets. Prerequisites: ECO 212, ECO 213, COM 104 or 201, and MAT 112, 201 or 204. (3 s.h.)

ECO 350 Intermediate Macroeconomics

This course explores theoretical tools to explain the determinants and measurements of the level and changes in aggregate income, employment, investment and a product's price level. Keynesian and neoclassical approaches are also examined as well as the application of economic theory to problems of national income policy and economic growth. Prerequisites: ECO 212 and 213. (3 s.h.)

ECO 390 Selected Topics (1-4 s.h.)

ECO391 Applied Economic Research

In this course students will develop economic research skills and use those skills to contribute to an ongoing research project. Students will review the current literature, formulate a research plan, collect and analyze economic data and communicate their findings. Prerequisites: ECO212, ECO213, MAT233, and ENG250 preferred. (3 s.h.)

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

ECO 405 Environmental Economics

This course centers on an analysis of the problems caused by the impact of

economic activities of society on the environment and on the public and private policies that could be used for environmental improvement. Prerequisites: ECO 212 and 213. (3 s.h.)

ECO 425 Financial Markets and Institutions

This course introduces the overview of financial markets and management of financial institutions. Topics covered are financial markets, depository and non-depository institutions and risk management in financial institutions. Prerequisites: BUS 305. (3 s.h.)

ECO 451 Industrial Organization

An in-depth analysis of perfect competition, monopoly, oligopoly and game theory, along with analysis of antitrust and current business practices from an ethical and faith-based viewpoint. Prerequisites: ECO 212 and 213, COM 104 or 201, and MAT 112, 201 or 204. (3 s.h.)

ECO 452 International Economics

A study of the mechanism of international trade and finance, the economic effects of trade policies and payment systems, and an evaluation of current and present policies. Prerequisites: ECO 212 and 213 or instructor approval. (3 s.h.)

ECO 460 Sports Economics

This course comprises integration of both theoretical and empirical methodology to a specific economic problem by providing students with a strong background in problem solving and analysis. Prerequisites: ECO 212 and 213 and MAT 233 or PSY 250. (3 s.h.)

Education (EDU)

EDU 201 Foundations of Education

An introduction to the history, philosophy and purposes of American schools; to teaching as a profession; and to problems, issues, and trends in education today. Career opportunities in education and certification requirements are reviewed. (3 s.h.)

EDU 202 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, with opportunities to meet with community resource persons. (3 s.h.)

EDU 206 Service Learning-Mentoring

This course gives students an opportunity to continue their participation as school-based mentors with elementary-age students at one of the elementary or middle schools. USF education students mentor as part of their EDU 201 Foundations of Education course. (1 s.h.)

EDU 218 Paraprofessional in Education

The first field experience in the teacher education program. Elementary education candidates work as teacher assistants for 15 full school days. Students will be placed in a school that has a diverse population. Performance evaluation serves as one of the admission criterion for admittance into the teacher education program. (3 s.h.)

EDU 230 Foundations of Early Childhood/Kindergarten

A critical review of research in child development and theories of learning in relation to early childhood programs. This course will involve fieldwork in a series of visits and observations to a variety of early childhood sites. A foundation will be laid for the understanding of developmentally appropriate practice in early childhood programs. (3 s.h.)

EDU 231 Native American Studies for Educators

A study of the backgrounds and ways of life of the Native American peoples, especially of those in America. The course includes the study of methods and techniques to enhance the learning opportunities for Native American children in the K-12 classroom. This course fulfills the requirement for South Dakota teacher certification. Fulfills the intercultural awareness core requirement. (3 s.h.)

EDU 235 Early Childhood/Kindergarten Methods

An investigation and development of early childhood curricula as a reflection of the developmentally appropriate needs of children from ages 3-6. Practical experience in an early childhood/kindergarten setting is included. (3 s.h.)

EDU 240 Technology in Education

Designed as an introductory computer applications course for teachers, this class provides experience in technology programs for K-12 classrooms. The course includes hands-on experience with telecommunications, multimedia, hypermedia and K-12 software programs.

Candidates also prepare a website for portfolio preparation. (3 s.h.)

EDU 250 Parent and Community Relations

This course will assist candidates in establishing relationships and partnerships with families and the community to promote healthy development of children. Interactions with and on behalf of families will be the focus of learning and practice. (3 s.h.)

EDU 251 Human Relations

This course is intended to teach candidates about social diversity, how to teach students from social situations different from our own and how to teach to reduce prejudice and to increase harmony among groups. This course meets the South Dakota requirement for certification in teacher education. (3 s.h.)

EDU 260 Language Development

This course will examine language development theories, brain development and its impact on the acquisition of language, and normative language development. Techniques and materials to facilitate language and cognitive development for early childhood/kindergarten education will be explored. Candidates will be responsible for planning and implementing language-based activities, as well as observing language development of children enrolled in ECE settings. (3 s.h.)

EDU 295 Second Language Acquisition

This course provides students with an understanding of the cognitive processes involved as people acquire another language. Students will study the elements of language, interlanguage processes, and non-language influences. They will also learn how an understanding of second language acquisition informs pedagogical decision-making. Students will have the opportunity to work with an English language learner in a classroom setting. (3 s.h.)

EDU 300 Early Childhood Practicum

Practicum experience during January interim or throughout the semester for 130 clock hours in an approved early childhood setting under the direction and supervision of a certified teacher and University faculty. Application deadline for fall practicum is Feb. 10. Application for spring and interim practicum is Oct. 10. Graded pass/no credit.

Prerequisite: Completion of approved coursework for the early childhood endorsement. (3 s.h.)

EDU 304 Assessment and Evaluation in the Classroom

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. This class will examine the difference between assessment and evaluation and how to use assessment data to drive curriculum planning, instruction, evaluation, and the decision-making process in classrooms. Teacher candidates will have opportunities to gain knowledge about assessment (characteristics, uses, advantages and limitations of different types of assessments and grading schemes); select, use, and construct assessments related to objectives for diagnostic purposes; identify elements of measurement theory; and use, observe and construct a variety of formal and informal assessment measures to assess student development and growth. Students will learn the importance of self assessment, peer assessment and modifying instruction based on assessment data. The course is designed for elementary, secondary or K-12 teacher candidates. Prerequisite: Admission to the teacher education program. (3 s.h.)

EDU 311 Content Literacy for ELL and Struggling Readers

This course focuses on the development of academic language and literacy strategies in cross curricular content for English Language Learners and struggling readers. Language instruction across all content areas (language arts, math, science, social studies, health, and technology) will be included as well as the collaboration between classroom teachers and ELL specialists/reading specialists. A 15-hour practicum is included in this course. Prerequisite: Admission to the teacher education program. (3 s.h.)

EDU 314 K-8 Math Methods

Sequential development of mathematical concepts using cognitive guided instruction and other learning approaches is explored. Students will gain an ability to design, deliver and evaluate a variety of instructional strategies that incorporate learning resources, materials, technologies and national and state standards for mathematics appropriate for grades K-8.

Field experience in a K-8 classroom will also be completed, focusing on assessing and planning instruction for an individual student. Prerequisite: Admission into the teacher education program. (3 s.h.)

EDU 315 K-8 Social Studies Methods

This course will help prepare students to become effective social studies educators capable of teaching K-8 students the content knowledge, the intellectual skills, and the civic values necessary to fulfill the responsibilities of citizenship in a democracy. Special attention is given to national and state social studies standards, effective teaching strategies, assessment, addressing the individual and cultural diversity of all learners, developing a unit of study, integrating technology and designing materials that are appropriate for K-8 social studies. Field experience in a K-8 classroom will also be completed. Prerequisite: Admission into the teacher education program. (3 s.h.)

EDU 316 K-8 Science Methods

National and state science standards that focus on K-8 students' needs and specific learning environments will be addressed through practical applications of research in the classroom. Students will be encouraged to read and think about science and how to teach it through group interaction and activities. Problem solving, science in everyday life, integrating technology, inquiry –based learning, assessment, scientific methods, curricular materials, instructional strategies and science issues are topics that will be studied. Field experience in a K-8 classroom will also be completed. Prerequisite: Admission into the teacher education program. (3 s.h.)

EDU 320 Literacy: Middle Level

This course will emphasize classroom comprehension and content reading strategies, readers' workshop and writers' workshops in the 4th-8th grades, working with struggling literacy learners, and identifying technology that supports the classroom program. All candidates will be working with a guided reading group in an elementary classroom. Prerequisite: Admission into the teacher education program. (3 s.h.)

EDU 321 Guided Reading

This course is a practicum experience that will focus on the critical role of small group instruction within a comprehensive literacy program. Course content will focus on using Guided Reading to support students

as they practice and expand key reading skills and strategies. Students participating in this course will be working with one or two small groups of students in K—5th grade. Prerequisite: EDU 323 or EDU 320 (3 s.h.)

EDU 323 Literacy: Early Reading Instruction

An introduction to a balanced literacy framework for early reading instruction. Instruction will focus on the stages of reading and instruction in large groups, small groups and individually to meet the needs of beginning readers. Field-based practicum experience in a primary classroom is included. Prerequisite: Admission into the teacher education program. (3 s.h.)

EDU 324 Developmental and Educational Psychology

An introduction to the application of psychology to the problems of education in a variety of settings using a developmental lens. The course examines the theoretical and applied aspects of learning, motivation, conditioning, human development and personality, educational practice, individual differences and mental health in schools. Prerequisite: Admission into teacher education or child development program. (3 s.h.)

EDU 326 Literacy: Writing Instruction

An introduction to a balanced literacy framework for writing instruction. Instruction will focus on the stages of spelling development and instruction large group, small group and individual instruction to meet the needs of K- 8 writers. Field-based practicum experience will be integrated with residency teaching. Prerequisite: Admission to teacher residency. (2 s.h.)

EDU 329 Secondary and Middle Level Methods

Prepares students to use and adapt effective instructional methods by introducing the major methods used by classroom teachers. Topics covered are lesson design, Bloom's taxonomy, multiple intelligences, at-risk adolescents, communication strategies, classroom management models, motivation and Socratic questioning. The course will also include field-based laboratory experiences in secondary and middle school classrooms. Prerequisite: Admission into the teacher education program. (4 s.h.)

EDU 330 Content Practicum for ELL and Struggling Readers

This course is intended to help participants identify ELL readers who need support and to analyze their strengths and areas for growth. Topics range from the gathering of information to the implementation of corrective instruction. Useful assessment and instructional strategies for both the holistic and more traditional approaches to reading instruction will be provided. Prerequisite: Admission into the teacher education program. (3 s.h.)

EDU 335 Assessment of English Language Learners

The purpose of this course is to develop an understanding of the policies, procedures, and instruments used in assessing English language proficiency and the academic competence of ELL students. This course focuses on assessment of English Language Learners. Assessment for ELL across all content areas (language arts, math, science, social studies, health and technology) will be included. Prerequisite: Admission into the teacher education program. (3 s.h.)

EDU 390 Special Topics in Education

Course offered at irregular intervals and determined by student and faculty interest, including such topics as classroom organization and management, reading and the arts and communication in the classroom. Prerequisite: Admission into the teacher education program and instructor approval. (1-3 s.h.)

EDU 400 Student Teaching Portfolio Development and Assembly

A collaborative, hands-on course designed to assist teacher candidates with developing, assembling, and organizing the evidence and artifacts that demonstrate competency in the six sections of the education curriculum model and the ten INTASC standards. Students will learn the format and amount of evidence needed to establish competency in these areas. Prerequisite: Acceptance into the teacher education program. Portfolios are due Feb. 10 for fall student teaching and Oct. 10 for spring student teaching. (1 s.h.)

EDU 405 Instructional Management

This course gives prospective teachers information, strategies and an understanding of the student teaching experience and organization and management of classroom teaching to

improve student achievement. Prerequisite: Admission to teacher residency. (3 s.h.)

EDU 406 Student Teaching: Elementary

Teaching in the elementary school under the direction and supervision of classroom and USF teachers. A portfolio is required as part of the application process. Prerequisite: Admission to teacher residency. (4, 6 or 10 s.h.)

EDU 407 Kindergarten Experience

An intense field experience in Kindergarten during interim or throughout the semester for a total of 130 clock hours. Experience is conducted under the direction of a cooperating teacher and a USF supervisor. Prerequisites: EDU 235 and completion of 3 s.h. of early childhood coursework. (3 s.h.)

EDU 410 Foundations of Middle School

Middle level education encompasses early adolescence between the ages of 10 and 15. Middle schools must be grounded in the diverse characteristics and needs of these young people. The primary intent of this course is to minimize the gap between education theory and realities of dealing with students at this critical stage of life. In addition, the course content and activities will assist aspiring teachers in developing middle level education practices that are responsive to the special needs of children during these formative years. Prerequisite: Admission into the teacher education program. (2 s.h.)

EDU 412 Student Teaching: Secondary

Teaching in the secondary school under the direction and supervision of classroom and USF teachers. A portfolio is required as part of the application process. Prerequisite: Admission to teacher residency. (10 s.h.)

EDU 414 Student Teaching: K-12

Teaching in the elementary and secondary school in art, music or Spanish under the direction and supervision of classroom and USF teachers. A portfolio is required as part of the application process. Prerequisite: Admission to teacher residency. (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.)

English (ENG)

LAR 111 Writing and Intellectual Traditions I

The first semester of the liberal arts core sequence on ideas and writing. The course is designed to provide students with instruction and practice in writing. Additionally the course seeks to cultivate student understanding of the meaning and value of a liberal arts education in the Christian tradition through the critical examination of ideas, themes, and texts that have influenced Western culture. An important component of the learning experience is the learning community established among students and instructors. (3 s.h.)

LAR 112 Writing and Intellectual Traditions II

The second semester of the liberal arts core sequence on ideas and writing. The course continues the examination of the liberal arts in the Christian tradition and the cultivation of a learning community among students and instructors. The writing component is centered on the development of research sensibilities and skills essential to the student's subsequent research writing within their chosen majors. Prerequisite: LAR111 (3 s.h.)

ENG 110 Introduction to English Studies

An introduction to the English major. Students become familiar with the expectations of an undergraduate English major and those who read, study and write about literature and/or language as a profession and vocation. Prerequisite: LAR 111 (1 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 220 Global Literature Survey

A survey of literature from outside of the British and American traditions, with attention to historical and cultural contexts and predominant interests, themes and literary forms. Prerequisite: LAR 111. (3 s.h.)

ENG 221 British Literature Survey I

A survey of British literature and culture from its origins through the 18th Century, with attention to historical contexts and predominant interests, themes and literary forms. Prerequisite: LAR 111. (3 s.h.)

ENG 222 American Literature Survey I

A survey of American literature and culture from its origins to 1865, with attention to historical contexts and predominant interests, themes and literary forms. Prerequisite: LAR 111. (3 s.h.)

ENG 223 British Literature Survey II

A survey of British literature and culture from the 18th Century to the present, with attention to historical contexts and predominant interests, themes and literary forms. Prerequisite: LAR 111. (3 s.h.)

ENG 224 American Literature Survey II

A survey of American literature and culture from 1865 to the present, with attention to historical contexts and predominant interests, themes and literary forms. Prerequisite: LAR 111. (3 s.h.)

ENG 250 Business Writing and Research

A writing course designed to give the student instruction and practice in business writing, including the psychological approaches best suited to various situations. In addition, the student receives instruction in research techniques and writing strategies for business reports. Prerequisite: LAR 111. (3 s.h.)

ENG 300 Literature for Children and Adolescents

A study of the literature addressed specifically to children from preschool through adolescence. Includes exploration of the diverse types of literature for children and adolescents and discussion of the elements of the various genres. (3 s.h.)

ENG 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 312 Creative Writing II

A course providing additional practice and guidance in the writing of imaginative literature through a study of the principles and forms of poetry and/or fiction. In consultation with the professor, students will select genre(s) of focus, leading to more extensive engagement with and reflection on aesthetics and craft. Prerequisite: ENG 311. (3 s.h.)

ENG 322 Shakespeare

A seminar on the study of Shakespeare's plays and poetry. Prerequisite: ENG 200, 220, 221, 222, 223 or 224. (3 s.h.)

ENG 330 Communication, Language, and Grammar

An introduction to communication theory and the theory of language description, and a review of grammar, drawing from the traditional, structural and generative-transformational approaches. Prerequisite: LAR 111 and LAR 112. (3 s.h.)

ENG 335 British Literature

A seminar focusing on selected literary works in British literature. Course content will vary by semester and instructor, with specific course descriptions published for each semester the course is offered. Prerequisite: A 200-level English course. (3 s.h.)

ENG 345 American Literature

A seminar focusing on selected literary works in American literature. Course content will vary by semester and instructor, with specific course descriptions published for each semester the course is offered. Prerequisite: A 200-level English course. (3 s.h.)

ENG 360 Advanced Composition

Study and practice in the art of writing expository prose. Working in a seminar setting, students develop their rhetorical skills by analyzing the essays of professional writers, writing essays themselves, editing the papers of other class members, and participating in critiques of papers in class. Prerequisite: LAR 111 and LAR 112. (3 s.h.)

ENG 366 Evolving Canons

A seminar focusing on culturally diverse literature, including contemporary works by and about historically marginalized

groups within the American tradition and works from non-Western cultures. Course contents will vary by semester and instructor, with specific course descriptions published for each semester the course is offered. Prerequisite: A 200-level English course. (3 s.h.)

ENG 367 Global Literature

A seminar on selected literary works from outside the British and American traditions. Course contents will vary by semester and instructor, with specific course descriptions published for each semester the course is offered. Prerequisite: A 200-level English course. (3 s.h.)

ENG 368 Language and Society

A study of the social and cultural contexts of language examining the relationships, structures, and ideologies in culture. Includes language variation, as determined by region, sex, social status, cultural grouping, and industry. Consideration of the manner in which speakers and writers use language to construct identities and interact with different audiences. Prerequisite: LAR 112 or LAR 212 (3 s.h.)

ENG 370 Departmental Practicum in Teaching English

Supervised practice in skills associated with the teaching of English. By observing and assisting University faculty in lower division English courses, the student has the opportunity to develop competencies in activities such as instructing in composition, grammar and literature; developing, presenting and grading exercises, tests and paragraph-to-paper-length writing assignments; and tutoring individual students to remediate deficiencies. Prerequisites: Junior or senior English major status and consent of English faculty. (3 s.h.)

ENG 395: Internship in Writing

Practical experience in applying the skills of effective expository writing in a vocational setting such as a business or non-profit service organization. An off-campus supervisor and a faculty internship coordinator direct and certify the experience. Prerequisites: Junior or senior English major status and consent of English faculty. (1-4 s.h.)

ENG 403 Teaching of English

A study of methods of teaching literature, composition, grammar and reading at the secondary level. Consideration of philosophical bases and instructional

objectives for the teaching of English. Prerequisite: Admission to the Teacher Education Program or instructor permission. (3 s.h.)

ENG 423 Literary Criticism and Cultural Theory

A seminar on the study of key concepts and texts of literary criticism and cultural theory from the nineteenth century through the present. Topics may include language, textual production, authorship, readership, identity, culture, history, and ethics. Course contents will vary by semester and instructor, with specific course descriptions published for each semester the course is offered. Prerequisite: At least two courses in literature and/or philosophy. (3 s.h.)

ENG 425 Digital Humanities

A seminar focusing on the identification, analysis, evaluation and composition of digital texts within the humanities (including writing for the web, new media, social media, multimedia) using the framework of classical and contemporary rhetoric. Course contents will pay particular attention to advanced online research and publication, the development of electronic scholarly projects and humane online discourse. Prerequisite: Coursework beyond the liberal arts core in English, History, or Theology/Philosophy. (3 s.h.)

ENG 430 Visual Rhetoric and Film

A seminar focusing on the critical and rhetorical analysis of visual texts and film, including the exploration of technical, historical, cultural and generic development. Course content will vary by semester and instructor, with specific course descriptions published for each semester the course is offered. Prerequisite: A 200-level English course [or CST200]. (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. Prerequisite: Senior English major. (1 s.h.)

ENG 490 Special Topics in English

Studies of works and authors not covered in regular courses. Topics are determined by student and faculty interests. Prerequisite: Instructor approval. (1-3 s.h.)

ENG 491, 492 Independent Study (1-3 s.h. each)

Entrepreneurial Studies (ENT)

ENT 225 Innovation and Problem Solving

An innovation is a new idea. Often it is an entrepreneur that has the idea and attempts to turn it into a product, service, or company. Innovation and entrepreneurship are processes occurring in the context of social and cultural organizations. Networking and people skills will be specifically addressed. This course will be of value to students of all majors and requires no specialized knowledge. (3 s.h.)

ENT 235 Entrepreneurial Dynamics

Setting up and building a business from the ground up can be an exciting and rewarding challenge. The better prepared one is for the realities of starting a business, the greater chance one has at being successful. Topics include entrepreneurship and new business ventures, selecting a business structure and creating a business plan outline. This course will be of value to students of all majors and requires no specialized knowledge. (3 s.h.)

ENT 240 Entrepreneurial Sales and Marketing

This course discusses the various dynamics of sales and marketing from an entrepreneur's perspective. The course will cover the anatomy of sales and marketing on a personalized level. Discussion topics will include scheduling and planning meetings, presentation skills, answering difficult questions, closing a sale and follow-up skills to maintain an ongoing mutually beneficial customer relationship. (3 s.h.)

ENT 245 Entrepreneurial Management

Designed to provide an understanding of the entrepreneurial mindset, the emphasis of this course is placed on alternative ways of approaching challenges and issues one might encounter as an entrepreneur. The areas covered include dealing with uncertainty, simplifying complex problems and risk tolerance. In addition, the coursework covers the process of identifying entrepreneurial opportunities by addressing market concerns. (3 s.h.)

ENT 250 Entrepreneurial Team Projects

The purpose of this course is to explore the interaction between management, strategy, finance and entrepreneurship. Students will work with an existing entity to identify and resolve a current issue. This course is cross-disciplinary in nature. Students will be asked to "demonstrate by implementation" the mastery of many dimensions of entrepreneurial education including entrepreneurial start-up, management, sales, and creative thinking skills. (3 s.h.)

ENT255 Business Engagement and Development

Cross-listed course, see BUS255 for description.

ENT 260 Computerized Accounting

See ACC 250 Computerized Accounting for course description.

ENT 305 Entrepreneurial Financing

Financing is an essential component of operating a small business. This course will look at the financing needs of start-ups, seasonal businesses, franchises, acquisitions, public offerings and other types of organizations. The material will cover financial techniques, understanding and reading financial documents, using financial statements to manage your business, reviewing legal documents and negotiating a deal. Prerequisite: ENT 225 Innovation and Problem-Solving. (3 s.h.)

ENT 380 Entrepreneurial Leadership and Ethics

Students will study leadership theories, skills and practices necessary for effectiveness in varied entrepreneurial settings including private businesses, corporations, not-for-profit organizations and social movements. This course will examine conceptions of entrepreneurial leadership where values and ethics play a central role, which we call-Leading by Values. Specifically, the course will provide students with examples and models of how entrepreneurial leaders (i.e., political, social and economic) have incorporated ethics and values into a multiplicity of definitions of leadership. It will offer the students the opportunity to reflect on their own values and ethics as well as examine and build upon their own definition of leadership in an entrepreneurial context. Prerequisite: ENT 225 and ENT 245 (3 s.h.)

ENT 395 Internship

This internship will provide an experiential

learning activity for entrepreneurial studies students, will assist students in gaining realistic insight into the challenges and issues faced by entrepreneurs, and will assist students in better understanding the risks, complex problems and uncertainties entrepreneurs must address to be successful. Prerequisite: Junior or senior status. (3 s.h.)

ENT 430 Business Plan Development

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

Exercise Science (EXS)

EXS 100 Introduction to Exercise Science

An introduction to the discipline of exercise science and the understanding of physical activity that can be acquired through experience, scholarly study and professional practice. Students will explore various physical exercise science professions and will have opportunities to assess personal career interests, skills and goals. (3 s.h.)

EXS 160 Practicum in Sports Medicine I

Supervised experience in sports medicine. Students will work with the athletic training staff to provide care and treatment for USF's athletes. An entry-level practicum in which students will learn basic athletic training skills and abilities. (0-3 s.h.)

EXS 200 Dimensions of Wellness

Holistic exploration of the physical, emotional, social, intellectual and spiritual dimensions of health and wellness. Students are encouraged to assess their personal health status and to consider lifestyle choices that can contribute to a healthy, fulfilling life. (2 s.h.)

EXS 205 First Aid/CPR

Basic knowledge of standard first aid and personal safety and skills for first aid/first responder situations. CPR certification included. (1 s.h.)

EXS 210 Care and Prevention of Injuries

Basic principles of risk management for the physically active. Students will also become familiar with common medical terminology, injury mechanisms, common injuries and injury treatment, and factors predisposing individuals to injury. In addition, students will participate in a taping and wrapping lab. (2 s.h.)

EXS 213 Medical Terminology

Working knowledge of terminology related to the human body in health and disease developed through descriptive definitions, practical applications, word combinations and medical abbreviations. (1 s.h.)

EXS 215 Ethical Issues in Sport

Critical examination of common moral/ethical issues and questions related to competitive sport, such as cheating, racial and sexual discrimination, performance-enhancing drugs, violence and other problems. Moral reasoning and values will be used to address a variety of issues and situations. (3 s.h.)

EXS 217 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

Study of nutrition and its effects on the health, development and physical performance of the individual. Students have opportunities to analyze and evaluate food intake, a variety of nutritional literature and research, popular weight-loss or gain programs, nutritional supplements and other nutrition-related issues. (3 s.h.)

EXS 225 Anatomical Kinesiology

Study of the structural components of human movement. Functional aspects of the bones, muscles and articulations are used in developing skills to analyze and improve human movement performance. (2 s.h.)

EXS 260 Practicum in Sports Medicine II

Supervised experience in sports medicine. Students will work with the athletic training staff to provide care and treatment for athletes. A practicum in which students will build on basic athletic training skills and abilities gained in *Practicum in Sports Medicine I* and begin to develop

a knowledge base for injury evaluation. Prerequisite: EXS 160. (0-3 s.h.)

EXS 280 Anatomy and Physiology for the Exercise Professional

This course is designed to help students begin to understand the relationship between structure and function in the human body. We will study the body from the cellular through systems level. Topics covered include skeletal, muscular, cardiovascular, respiratory, digestive, immune, nervous and endocrine systems. (4 s.h.)

EXS 300 Practicum

Supervised experience in an exercise science-related program, either on or off campus. (1-3 s.h.)

EXS 301 Practicum in Sport

This specialized practicum will give the student practical experience in the operations of sport, including the administration, organization and training involved in daily sport operations. This will give the sport scientist a greater understanding of the training demands athletes face in their various sports, thus providing valuable information in developing effective training programs and information on dealing with those athletes. (2 s.h.)

EXS 305 Facilities and Programming

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. Prerequisite: BIO 315 or EXS 280 (4 s.h.)

EXS 315 Fitness Assessment Methods

Provides introduction and laboratory experience in techniques for fitness assessments, exercise prescription and the analysis and evaluation of assessment data. Prerequisite: EXS 310. (3 s.h.)

EXS 319 Service Learning

This experience is offered in cooperation with the Sioux Falls School District Student Health and Wellness Program. Exercise science students will mentor a youngster who has been identified as

high risk for obesity and inactivity-related health conditions. Focus will be on one or more dimension of wellness, particularly nutrition or fitness. Exercise science majors are required to complete at least two consecutive semesters in their junior or senior year. (0-1 s.h.)

EXS 320 Environmental Exercise Physiology

This course emphasizes the investigation of the physiological components of human movement in differing environments—heat, cold, altitude, hyperbaria, microgravity, air pollution, weather and biorhythmic disturbances. Concepts relating to neuromuscular, metabolic, circulatory and respiratory adaptations during exercise in differing environments are discussed in lecture, including theoretical and practical applications of exercise and training principles. Prerequisite: EXS 310. (3 s.h.)

EXS 325 Biomechanics

Study of the physical laws affecting human movement performance with applications to exercise and sport skill techniques. Prerequisite: EXS 225. (3 s.h.)

EXS 326 Anaerobic Conditioning

This course focuses on the various forms of anaerobic training and conditioning. Students will study the physiological adaptations to anaerobic training and techniques for increasing anaerobic performance, including strength, power and speed. Prerequisites: EXS 310 and EXS 325. (4 s.h.)

EXS 330 Cardiac Rehabilitation

Study of the four phases of cardiac rehabilitation, including education, pathophysiology, prevention, interventions and pharmacology. (3 s.h.)

EXS 335 Sociology of Sport

This course will include a study of sport and its relationship to individuals, groups, institutions, societies and cultures. It will include a critical examination of social processes and concepts such as socialization, social control, social conflict, social changes, class and gender stratification, racial and ethnic discrimination, team dynamics and social values and apply them to sport and sporting situations. (3 s.h.)

EXS 337 Group Fitness Instruction

Study of the art of leading group exercise classes. Students will gain knowledge and

demonstrate skills in leading a variety of fitness classes, including techniques in music and equipment selection and application. (1 s.h.)

EXS 340 Psychology of Sport and Exercise

A focused exploration of behavior and mental processes relevant to sports, health and exercise. Major areas of emphasis include motor skill learning, coaching effectiveness, team dynamics, motivation, mental skill training for performance enhancement (i.e., awareness; goal setting, relaxation; imagery; confidence building; concentration training), injury rehab, health promotion and exercise psychology. Prerequisite: PSY 201.

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 or EXS 280. (4 s.h.)

EXS 345 Cardiovascular Physiology

Exploration of cardiovascular physiology including electrical activity of the heart, control of cardiac output and peripheral blood flow and thermodynamics. Prerequisite: BIO 315 or EXS 280. (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 or EXS 280 (2 s.h.)

EXS 350 Survey of Sport

The purpose of this course is to familiarize students with the components of various sports—traditional and non-traditional—for the purpose of enhancing students' ability to effectively work with athletes in various sports. Students will learn the basic history of the sport, basic rules of the sport, and factors associated with the biomechanics, training, and conditioning of the sport. (3 s.h.)

EXS 360 Practicum in Sports Medicine III

Supervised experience in sports medicine. Students will work with USF's athletic training staff to provide care and treatment for athletes. A practicum in which students will build on the athletic training knowledge, skills, and abilities they gained in *Practicum in Sports Medicine II*. Prerequisite: EXS 260. (0-3 s.h.)

EXS370 Ergogenic Aids in Sports and Exercise

This course examines substances and procedures that enhance or are purported to enhance sport and/or exercise performance. Prerequisites: EXS220 and EXS310. (2 s.h.)

EXS 390 Special Topics

Courses offered at irregular intervals and determined by student and faculty interests and needs. (2-3 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. The internship in this course is considered Curricular Practical Training (CPT) for international students. (3-12 s.h.)

EXS 400 Exercise Prescription I

Study of the art of exercise prescription for healthy adult populations. Students will learn to design exercise programs of appropriate mode, intensity, duration, frequency and progression for differing populations. Students will also learn behavioral and leadership skills necessary for exercise leaders. Prerequisites: EXS 310 and EXS 315. (3 s.h.)

EXS 410 Exercise Prescription II: Special Populations

Study of fitness programs and adaptive physical activities for special populations, such as older adults, obese individuals, diabetics and children. Prerequisite EXS 310. (3 s.h.)

EXS 420 Advanced Exercise Physiology

Study of the application of mechanisms of metabolic control and cardiorespiratory support to acute and chronic adaptations of exercise. Prerequisite: EXS 310. (3 s.h.)

EXS 430 Seminar in Health Fitness

Instruction

Students will prepare for the ACSM Health/Fitness Specialist® certification through lecture and practical experiences. Topics include a review of ACSM guidelines, exercise physiology and prescription, equipment calibration and maintenance, exercise instruction/leadership, safety procedures, drug classifications and their effects on exercise and physiological considerations across the lifespan of those who participate in physical activity. Prerequisite: Senior standing. (2 s.h.)

EXS 460 Practicum in Sports Medicine IV

Supervised experience in sports medicine. Students will work with the athletic training staff to provide care and treatment for USF's athletes. A practicum in which students will build on athletic training knowledge, skills and abilities gained in *Practicum in Sports Medicine III*. Special focus will be on gaining confidence in independent injury evaluation and rehabilitation. Prerequisite: EXS 360. (0-3 s.h.)

EXS 490 Seminar in Wellness and Spirituality

Exploration of the roles of wellness and spirituality in shaping life experience. Opportunities to explore the integration of values and faith with lifestyle choices and behaviors. (2 s.h.)

EXS 491, 492 Independent Study

Individual research in all fields of Exercise Science. Students investigate a problem through combined library and laboratory work. (1-4 s.h.)

EXS 495 Senior Seminar

This course will be a capstone experience combining knowledge and application acquired throughout the undergraduate program. An emphasis will be placed on effectively communicating an understanding of exercise science principles as they relate to the health benefits of physical activity and/or the enhancement of sports performance. (0-1 s.h.)

Fine Arts (FA)

FA 200 Humanities Through the Arts

This course stresses an awareness of self and society encouraged through a study of art forms. It is designed to help students answer, as well as raise, questions about

their individual and societal expressions of values. In this course, the humanities are approached through the study of eight major arts: photography, film, drama, dance, music, painting, sculpture and architecture. Each of these art forms is considered from the perspectives of historical development, compositional structure, meaning and form and criticism or critical evaluation. Satisfies the liberal arts core requirement in the fine arts. (3 s.h.)

FA 215 K-8 Arts Integration

Elementary methods course integrating arts, music theater and dance across the traditional curriculum. A study of the theories and techniques of teaching art, music, theater and dance in the elementary grades. Fulfills state and national standards for elementary teacher preparation. Includes the presentation and application of basic fine arts concepts as well as the integration of these concepts into standard academic curriculum. Presents methods and materials of arts education along with hands-on projects and lessons. Prerequisites: LAR 111/112. (3 s.h.)

FA 220 Service in the Arts

Service in the Arts is a one-credit course required of all visual and performing art majors before graduation. Students will be required to complete 40 hours of community service in any of the arts areas. In addition, students will be required to keep a journal or blog, with a minimum of 5 journal entries before the course ends. A final reflection paper and/or presentation will be due at the end of the course. Grading will be Pass/Fail. Each member of the visual and performing arts faculty will take turns serving as the instructor, and arranging placement in the various service areas. (1 s.h.)

German (GER)

GER 101 Beginning German I

Beginning German I is an introduction to the German language and culture, with emphasis on speaking, reading, writing and listening. At the end of the course students will be able to participate in short conversations involving everyday topics, comprehend short conversations and read and write simple texts. They will also begin to understand Germany's culture as well as some of its historical events. Fulfills the intercultural awareness core requirement. (4 s.h.)

GER 102 Beginning German II

Beginning German II serves to enhance the speaking, reading, writing and listening skills learned in level I. Students will participate in more complex conversations and will use the present, conversational past and future tenses. Students will also associate with a native German "email pen-pal" to increase their familiarity with vocabulary and day-to-day jargon. Prerequisite: GER 101 or one year of high school German. Fulfills the intercultural awareness core requirement. (4 s.h.)

GER 201 Intermediate German I

Intermediate German I focuses on the development of speaking, reading, writing and listening skills in German. Emphasis will be placed on increasing the students' ability to comprehend spoken German as well as their ability to read and write with greater fluency and grammatical accuracy. Students will read short German texts by recognized authors and then respond to those texts in writing. They will also have the opportunity to create and act in a short German film. Prerequisite: GER 102, two years of high school German or instructor's approval. Fulfills the intercultural awareness core requirement. (3 s.h.)

GER 202 Intermediate German II

Intermediate German II combines language development with the exploration of contemporary books, magazines, newspapers, films and television to deepen each student's understanding of German life and culture. Students will create projects resulting in essays and oral presentations. This course is designed to increase the speaking, reading, writing and listening skills necessary for interacting with contemporary German citizens. The language of instruction is German. Prerequisites: GER 201, three years of high school German or instructor's permission. Fulfills the intercultural awareness core requirement. (3 s.h.)

Health Administration (HAD)

HAD 201 Interdisciplinary Application of Healthcare

This course looks at the impact health has on multiple disciplines. The course explores healthcare by looking at the needs of special populations and the healthcare system's ability to meet those needs. (1 s.h.)

HAD 202 Team Dynamics and Delivery

This course enhances the ability of students to work together in team environments to address offerings of the healthcare system. Since health is an interdisciplinary science, it is intended that teams are cross-dimensional thus representing the true challenges and opportunities faced within the healthcare system. (1 s.h.)

HAD 203 Critical Thinking and Decision Making

This course focuses on the necessary competencies required for health administrators. Fundamentals of critical thinking and decision making are combined with real life application of critical thinking and decision making. Students work with their mentors to identify and journal critical thought and decision making in real life applications. (1 s.h.)

HAD 211 Gerontology

This course studies the impact that an aging population has on the American health system. Formal and informal systems of care are explored. Nursing facility services and their role in covering the health care and the medical needs of long term care residents are included in the course content. (1 s.h.)

HAD 212 Health Insurance

Health insurance is a third party to most health care transactions. The role of the health insurer—past, present and future—is explored. How insurers determine risk, how they price products, and what regulatory restrictions they juggle are covered in the health insurance workshop. (1 s.h.)

HAD 213 Research

Research explores the role of research in health and also prepares the student for engaging in research activities. The course covers general research concepts and then applies them to specific healthcare research needs. (1 s.h.)

HAD 214 Ethics of Healthcare Technology

This course expands the required study of business ethics to the field of health technology. Health technology is taking the health industry away from the question of whether something can be done to the question of whether something should be done. The course looks at where health technology has advanced to and provides guidance in balancing what can and what should be done. (1 s.h.)

HAD 215 Global Systems

Global systems identifies and defines healthcare systems in countries outside the United States and compares and contrasts them to the American system. (1 s.h.)

HAD 300 Basic Health System

This course defines and evaluates the current American healthcare system. The course includes a review of where health system has been and explores where the health system is heading. Macro and micro lens are used in learning about the American health system. Prerequisites: HAD201, HAD202 and HAD203. (3 s.h.)

HAD 310 Health Quality and Informatics

This course explores how to capture and use health informatics to ensure and continually improve health quality in all areas of health including but not limited to long term care. The course includes the study of epidemiology. Prerequisites: HAD201, HAD202 and HAD203. (3 s.h.)

HAD 320 Health Law and Policy

This course studies specific health laws and how they became policy. The course identifies health laws and policies that go beyond general business law and explores why the law was passed. Major health reform acts are covered in addition to ongoing legal concerns like malpractice and regulatory management including regulatory management in a long term care setting. Prerequisites: HAD201, HAD202 and HAD203. (3 s.h.)

HAD 400 Health Finance and Managerial Economics

This is an advanced class that applies business finance and managerial economic concepts to the field of health and healthcare. For-profit or not-for-profit financial considerations are covered as well as the use of economics in determining markets and pricing both by regulatory agencies and by individual providers. Prerequisites: HAD201, 202, 203, BUS305 and ECO212. (3 s.h.)

Health and Physical Education (HPE)

The courses in Health and Physical Education are designed to support a variety of major programs or to become part of an interdisciplinary program.

HPE 101, 102, 201, 202 Physical Education Activity

Provides instruction and participation opportunities in a variety of sports and leisure activities. Limit of 8 s.h. toward graduation requirements. Graded as "Pass/No Credit." (1 s.h. each)

HPE 225 K-8 Movement Integration

This is an elementary methods course integrating movement education across the traditional curriculum. This course fulfills state and national standards for elementary teacher preparation. It includes a review of movement and motor skills development, exercise and fitness concepts and the role of movement in addressing multiple intelligences and diverse learners.

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 104 World History 1450–Present

Introduction to World History over the last five hundred years that addresses fundamental questions about the shaping of the modern world. The theme of increasing global exchange of people, goods, technology, ideas and political ideologies, and religion will be stressed throughout. (3 s.h.)

HIS 120 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 121 United States History Since 1877

The religious, political, social, and economic development of the American people from 1877 to the present. (3 s.h.)

HIS 213 Contemporary World Events

An inquiry into contemporary issues and events from a global historical perspective. Issue selection will be made in light of changing world situations. (3 s.h.)

HIS 220 Historical Writing

This course introduces students to the process of writing the most common kinds of history essays and papers. Students will learn to research and find sources, structure ideas, write essays and papers, evaluate their writing and revise their work for submission for publication. While these exercises stress history essays and papers, the lessons learned here will contribute to strengthening writing ability across the curriculum. (2 s.h.)

HIS 245 History of Africa

History and culture of Africa from the 16th century to the present. The course deals primarily with sub-Saharan Africa, people and events. Fulfills the intercultural awareness core requirement. (3 s.h.)

HIS 303 Ancient History

The ancient world including the Near East, Greek city states, the empire of Alexander the Great, and the Roman Empire until its decline in the fifth century. Prerequisite: sophomore standing. (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. Prerequisite: sophomore standing. (3 s.h.)

HIS 305 International Economic Relations

In this course, students will learn about selected topics of international relations in the context of development of the world economy. The course focuses on analyzing the impact of selected events and processes on international economics relations. Prerequisite: Sophomore Standing. (3 s.h.)

HIS 310 African American History

A study of African American people from 1500 to the present. Topics include the African slave trade, the institution of slavery, race relations and the role of blacks in American culture and society. This course also covers the Civil War and Reconstruction, the origins of segregation, Afro-American cultural traditions, civil rights movement and current issues. Fulfills the

intercultural awareness core requirement. Prerequisite: sophomore standing. (3 s.h.)

HIS 311 United States Diplomatic History

Origin and development of United States foreign policy from the beginning of the nation to 1945. Includes diplomatic usage, customs and terms as they fall into the sequence of events. Prerequisite: sophomore standing. (3 s.h.)

HIS 315 South Dakota History

History and culture of South Dakota from the earliest Native American residents to the present, including events and collaborations that have regional, national or international significance. Prerequisite: sophomore standing. (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, internal developments and foreign policies from 1917 to the present. Prerequisite: sophomore standing. (3 s.h.)

HIS 321 Constitutional History of the United States

The origins and development of the American constitutional system with an emphasis on individual liberties. Prerequisite: sophomore standing. (3 s.h.)

HIS 324 Political History

See description under PSC 325 in Political Science section. Prerequisite: sophomore standing. (3 s.h.)

HIS 325 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. Prerequisite: sophomore standing. (3 s.h.)

HIS 330 History of Native American White Relations

This is an anti-racism course focusing on understanding historical and current relations between White Americans and Native Americans, with an emphasis on Lakota/White relations as this course is taught in South Dakota. The course will trace treaty history, political history and cultural impact of white domination and colonization. Inter-group theory will be a primary lens through which cross cultural contact will be examined. An emphasis of the course will be to assist students to understand systemic racism, and begin

a journey of anti-racism. The course will include exposure to Lakota culture. This course fulfills the intercultural awareness core course requirement. Prerequisite: sophomore standing. (3 s.h.)

HIS 331 Modern British History

The history of England, Scotland, Wales and Ireland from the time of the Tudor Dynasty until the present. Important themes will include Elizabethan England, the rise of parliamentary democracy, the Industrial Revolution, the British Empire, the Pax Britannica and Britain's involvement in the two World Wars. Prerequisite: HIS102 and sophomore standing. (3 s.h.)

HIS 332 Modern Middle East

An introduction to the last two centuries of Middle Eastern history. Focus will be on the late Ottoman Empire, the challenge of western imperialism, the rise of revolutionary nationalism, the Zionist movement, the Cold War in the Middle East and the tumultuous relationship with the United States in the 20th Century. The course will also delve deeply into the culture, literature, philosophy, and art of the region. Prerequisite: sophomore standing. (3 s.h.)

HIS 390 Special Topics in History

Advanced study to provide enrichment in history. Specific facets of history selected to meet the specific needs and interests of the student. Prerequisite: sophomore standing. (3 s.h.)

HIS 391 Special Topics in American History

Advanced study to provide enrichment in American history. Specific facets of history selected to meet the specific needs and interests of the student. Prerequisite: sophomore standing. (3 s.h.)

HIS 392 Special Topics in European History

Advanced study to provide enrichment in European history. Specific facets of history selected to meet the specific needs and interests of the student. Prerequisite: sophomore standing. (3 s.h.)

HIS 393 Special Topics in World History

Advanced study to provide enrichment in World history. Specific facets of history selected to meet the specific needs and interests of the student. Prerequisite: sophomore standing. (3 s.h.)

HIS 395 Internship

Supervised experience in research or applied programs related to history. Prerequisite: Instructor approval and sophomore standing. (1-3 s.h.)

HIS 400 History Colloquium

A capstone experience drawing on skills and understanding developed throughout the undergraduate history program. Students will be expected to produce a major research paper based substantially on original research and present it to faculty or at an undergraduate conference by end of the academic year. History majors will be required to take two semesters of the course. Prerequisite: at least six credits of 300-level coursework in history and sophomore standing. (1 s.h.)

HIS 405 The Global Cold War

In this course, students will learn international connotations of global political and economic changes after 1945. Particular topics represent the most significant moments of the Cold War, which are crucial in order to understand the recent international political, economic, and military global constellation. Prerequisite: Sophomore Standing. (3 s.h.)

HIS 411 Christianity in America

See course description for THE 411 in Theology section. Prerequisite: sophomore standing.

HIS 412 The United States West

The westward expansion of the nation and the influences of the frontier on American development. Prerequisite: sophomore standing. (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 and sophomore standing. (3 s.h.)

HIS 425 Digital Humanities

See ENG 425 course description. Prerequisite: sophomore standing.

HIS 491, 492 Independent Study

Individual study for majors. Prerequisite: Instructor approval. Prerequisite: sophomore standing. (1-3 s.h.)

Leadership (LDR)

LDR 210 Leadership Foundations

This interdisciplinary course explores the nature and character of leadership as a shared human experience throughout history. Leadership will be examined through the humanities, social sciences and theology with the goal of understanding how leadership has and continues to influence the development of human society. Prerequisites: LAR 111 and THE 140-240 (3 s.h.)

LDR 260 Leadership Dynamics

Classical and contemporary theories, models, practices of leadership will be explored within formal organization settings including business, professionals, education, government, not-for-profit and non-governmental agencies. Students will identify the role of theory in leadership in understanding the dynamic influence of leadership in organizations and analyze the strength, weaknesses and areas of opportunity for improving contemporary thinking about leadership. Students will identify their own leadership strengths and weaknesses and create a personal leadership development plan. (3 s.h.)

LDR 320 Leadership for Innovation and Transformation

This course explores and examines leadership as a catalyst for innovation and transformation in diverse organization and social contexts. Theories, concepts and practices and processes of leadership that foster successful innovation and transformational change are examined in relation to social and economic shifts that have changed the course of history. Ethical change process methods will be applied to a contemporary issue. (3 s.h.)

LDR 395 Leadership Internship

Internship for students minoring in leadership. The internship is intended for students to develop and apply their leadership ability in a leadership role within an organization or engagement with a community project. (1-3 s.h.)

LDR 410 Spiritual and Ethical Challenges of Leadership

This course focuses on understanding the ethical and spiritual responsibilities and consequences of leadership and the impact of the use and abuse of power and influence on ethical decision making, individual, group and organization

behavior as well as the human spirit. Servant leadership is explored and offered as a way of thinking about and living leadership. Prerequisite: LDR 320 (3 s.h.)

LDR 460 Leadership Portfolio

The leadership portfolio is the culminating course in the leadership minor that synthesizes coursework and individual student learning about leadership. As part of the portfolio students will develop a personal philosophy of leadership that includes a statement of their servant leadership purpose, a code of ethics for living their servant leadership and a plan for further developing their abilities as servant leaders. Prerequisite: LDR 410 (1 s.h.)

Liberal Arts (LAR)

The courses in Liberal Arts are designed to support a variety of major programs or to become part of an Interdisciplinary program.

LAR 111 Writing and Intellectual Traditions I

The first semester of the liberal arts core sequence on ideas and writing. The course is designed to provide students with instruction and practice in writing. Additionally the course seeks to cultivate student understanding of the meaning and value of a liberal arts education in the Christian tradition through the critical examination of ideas, themes, and texts that have influenced Western culture. An important component of the learning experience is the learning community established among students and instructors. (3 s.h.)

LAR112 Writing and Intellectual Traditions II

The second semester of the liberal arts core sequence on ideas and writing. The course continues the examination of the liberal arts in the Christian tradition and the cultivation of a learning community among students and instructors. The writing component is centered on the development of research sensibilities and skills essential to the student's subsequent research writing within their chosen majors. Prerequisite: LAR111 (3 s.h.)

LAR 210 University Honors Seminar

This interdisciplinary seminar focuses on the nature of the academic adventure. A variety of readings, lectures and presentations will address historical dilemmas of the human

mind as well as questions arising from contemporary life such as: "How do we know?" "What is faith?" "Who and what are we?" "What is ethical?" Students will be expected to read extensively, carry out independent research, and further develop communication skills. Prerequisites: selection as seminar participant. (3 s.h.)

LAR 211 University Honors Core I

The first semester of the University Honors seminar engages the questions and ideas raised by the liberal arts, including the humanities, sciences, social sciences and fine arts. In particular, this course explores core texts and ideas relating to themes central to the liberal arts and issues pertinent to our contemporary world. With the integration of history, literature, philosophy and fine arts, students will also develop their academic written and verbal communication (including formal academic writing, interpersonal and small group communication and public presentation) and research skills. Prerequisite: selection as Honor student participant. (5 s.h.)

LAR 212 University Honors Core II

The second semester of the University Honors seminar engages the questions and ideas raised by the liberal arts, including the humanities, sciences, social sciences and fine arts. In particular, this course explores core texts and ideas relating to themes central to the liberal arts and issues pertinent to our contemporary world. With the integration of history, literature, philosophy and fine arts, students will also develop their academic written and verbal communication (including formal academic writing, interpersonal and small group communication and public presentation) and research skills. Prerequisite: LAR 211 (5 s.h.)

LAR 410 University Honors Seminar

This interdisciplinary seminar focuses on the relationship between academic inquiry and the problems and questions of our human experience. A variety of readings, lectures, presentations and research projects will address such contemporary and historical concerns related to what it means to be human, what it means to live in a community, what capacities we have for understanding the world and what contributions we can make to addressing the questions and challenges of our time. As the capstone course for the Honors curriculum, this seminar will

require extensive reading, research, writing and presentation. Prerequisite: selection as Honor student participant (3 s.h.)

LAR 495 University Honors Thesis

This course consists of individual research or creative projects, developed in consultation with an advisor, focused on an area of inquiry within a student's major. The scope of these individual research projects and the advisor's recommendation will account for the varying credit hours assigned to this course. While this project may function in conjunction with a required colloquium or research project within a student's major, the research and presentation requirements should go beyond the typical requirements of a major in order to meet the standards of Honors-level work. Public presentation of the project is required. Prerequisite: program approval (1-3 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: Successful completion of MAT 112 (or equivalent), MAT 151 or MAT 204. (1 s.h.)

MAT 111 Elementary Algebra

This course is for students who need to review the fundamental concepts of elementary algebra before taking their math liberal arts core course. (3 s.h.)

MAT 112 College Algebra and Trigonometry

Study of algebra, including polynomial and rational functions, trigonometry, exponentials and logarithms. This course is foundational to many areas of study including the natural sciences, business, and various aspects of the social sciences.

Prerequisite: MAT 111 or a math ACT sub-score of at least 19, or a score of at least 480 on the mathematics section of the SAT, or a passing grade on a screening exam to be designed by the USF mathematics department. The test-out option is available during a student's first year at USF and may be attempted at most twice during that year. (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 a math ACT sub-score of at least 19, or a score of at least 480 on the mathematics section of the SAT, or a passing grade on a screening exam to be designed by the USF mathematics department. The test-out option is available during a student's first year at USF and may be attempted at most twice during that year. (2 s.h.)

MAT 114 Functions

Study of exponential, logarithmic, and trigonometric functions. This course plus MAT 113 is equivalent to MAT 112. Prerequisite: MAT 113 or equivalent. (2 s.h.)

MAT 115 Mathematical Modeling for the Liberal Arts

An examination of the value of mathematics, as it is used to model issues from areas such as operations research, social choice, the humanities and the natural sciences. This course is available to transfer students who have completed 3 s.h. of their liberal arts math core requirement prior to enrolling at USF. Prerequisite: MAT 111, or a math ACT sub-score of at least 19, or a score of at least 480 on the mathematics section of the SAT, or a passing grade on a screening exam designed by the USF mathematics department. The screening exam is available during a student's first year at USF and may be attempted at most twice during that year. (1 s.h.)

MAT 151 Nature of Mathematics

An examination of the characteristics and value of the mathematical enterprise, especially as it relates to other areas of human inquiry. Fundamental concepts from algebra, probability, discrete mathematics and the axiomatic method are developed as a base for analytic reasoning. Modeling and abstraction are then used to address issues drawn from social choice, operations research, the humanities and the natural sciences. Throughout the course, mathematical argument and construction

are studied and practiced. Students who require the technical language of college algebra or calculus should take those courses instead of, or in addition to, this course. Prerequisite: MAT 111 or a math ACT sub-score of at least 19, or a score of at least 480 on the mathematics section of the SAT, or a passing grade on a screening exam to be designed by the USF mathematics department. The test-out option is available during a student's first year at USF and may be attempted at most twice during that year. (4 s.h.)

MAT 201 Calculus for Applications

A one semester introductory, applications-oriented calculus course primarily intended for students of business or the social sciences. The emphases will include a more conceptual, less axiomatic, foundation of calculus. As such, it is not intended for students majoring in the mathematical sciences. The course will build upon a careful study of calculus applications, particularly those originating in a more complete understanding of business and economics. The course will have a "real world" orientation with less abstraction than that of traditional theory-oriented courses. The course begins by reviewing algebraic techniques and developing functions. This course should also serve as preparation for the national standardized exams required by many MBA programs. Prerequisite: MAT 112 or equivalent algebra course (no trigonometry required). (3 s.h.)

MAT 202 Finite Mathematics

A general course introducing such topics as sets and functions, matrix theory, linear systems, linear programming and game theory. Applications are taken primarily from business settings and emphasize optimal decision strategies. Prerequisite: MAT 113 or equivalent. (3 s.h.)

MAT 204 Calculus I

An introduction to the theory, techniques and applications of differential and integral calculus of functions of a single real variable, including trigonometric, logarithmic and exponential functions. Concepts are explored graphically, numerically and symbolically. Prerequisite: MAT 112 or its equivalent, such as high school precalculus with trigonometry. (4 s.h.)

MAT 205 Calculus II

A continuation of MAT 204, including further examination of the techniques and applications of integral calculus, the study of infinite series, and an introduction to

differential equations. Additional topics may include calculus involving parametric equations and/or polar coordinates, Fourier series, conic sections and partial differentiation. Prerequisite: MAT 204 or instructor approval. (4 s.h.)

MAT 222 Mathematics for Elementary Teachers I

This course is designed to provide elementary teachers with an introduction to the fundamental concepts of logic, numeration systems, set theory and arithmetic operations 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 113 or equivalent. (4 s.h.)

MAT 223 Mathematics for Elementary Teachers II

As the second course in the Mathematics for Elementary Teachers sequence, this course is designed to provide elementary teachers with an introduction to the fundamental concepts of probability and statistics, measurement 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 113 or equivalent. (4 s.h.)

MAT 233 Introduction to Statistics

An introduction to the fundamentals of statistics with applications. Topics include frequency distributions, descriptive statistics, basic probability, sampling distributions, testing hypotheses, analysis of variance, regression and correlation. Prerequisite: MAT 111 or a math ACT subscore of at least 19, or a score of at least 480 on the mathematics section of the SAT, or a passing grade on a screening exam to be designed by the USF mathematics department. The test-out option is available during a student's first year at USF and may be attempted at most twice during that year. (3 s.h.)

MAT 300 Numerical Methods

Mathematical techniques most needed by those engaged in computational mathematics. Topics include number representation, numerical integration and differentiation, optimization, polynomial approximation, matrix inversion and approximate solutions to boundary value

problems. Prerequisites: COM 202 and MAT 205 with MAT 304 recommended. (3 s.h.)

MAT 302 Probability and Statistics

An introduction at the calculus level to fundamental principles of probability, discrete and continuous probability distributions (including the hypergeometric, binomial, Poisson, exponential, gamma, and normal distributions), and the development of the Central Limit Theorem. The second half of the course proceeds with applications to the statistics of sampling, including confidence intervals, hypothesis testing, correlation and regression. Prerequisite: MAT 205. (3 s.h.)

MAT 303 Foundations of Geometry

This course begins with an introduction to foundational structures of mathematics, including formal logic, axiomatic rigor and proof. With this framework in place, the course proceeds with a study of Euclidean geometry, hyperbolic geometry and transformational geometry. Additional topics may include compass and straightedge constructions and projective geometry. Prerequisite: MAT 112 or equivalent. (3 s.h.)

MAT 304 Linear Algebra

An introduction to matrices and vectors with applications to each. From these topics, the course proceeds with a study of vector spaces and inner product spaces. Prerequisite: MAT 204 or instructor approval. (3 s.h.)

MAT 305 Abstract Algebra

An introduction to abstract mathematical systems, including groups, rings and fields. Prerequisite: MAT 204 or instructor approval. (3 s.h.)

MAT 306 Discrete 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, and Boolean algebra. Prerequisite: MAT 204 or equivalent. (3 s.h.)

MAT 310 Calculus III

An introduction to multivariable and vector calculus with applications. Prerequisite: MAT 205. (4 s.h.)

MAT 311 Differential Equations

This course introduces differential

equations and analytical, numerical and graphical techniques for the analysis of their solutions. First- and second-order differential equations, linear systems and Laplace transforms are studied. Applications are selected from areas such as biology, chemistry, economics, ecology and physics. Additional topics may include nonlinear systems and/or partial differential equations. Prerequisite: MAT 205. (3 s.h.)

MAT 320 Introduction to Real Analysis

Students encounter the theory of calculus and develop tools for communicating mathematical ideas with technical accuracy and sophistication. Topics include limits, continuity, uniform continuity, derivatives and integrals, sequences and series of numbers and functions, convergence and uniform convergence. Prerequisite: MAT 205 or instructor approval. (3 s.h.)

MAT 373 Truth and Beauty: Topics in the Philosophy of Mathematics

When mathematicians say that something is 'true,' what do they really mean? In what sense—if at all—do mathematical objects actually exist? What does 'beautiful mathematics' look like? Are mathematical structures necessary or contingent? Are mathematical proofs infallible? This course will tap into the minds of many mathematicians and philosophers (including those participating in the seminar) to explore answers to these and other related questions. Prerequisite: At least one element of {PHI 207, MAT 293, MAT 303, MAT 305, MAT 306} or permission of instructor. (3 s.h.)

MAT 390 Special Topics in Mathematics

Topics in mathematics taught at an intermediate level. Past topics have included philosophy of mathematics, complex analysis and advanced engineering math. Prerequisite varies. (1-4 s.h.)

MAT 406 Teaching High School Mathematics

This course explores the professional landscape and contemporary pedagogical practices pertinent to high school mathematics education. Students develop an understanding of the NCTM Standards and other professional issues and resources and cultivate facility with graphing calculators, collaborative learning, assessment vehicles and other pedagogical tools. (3 s.h.)

MAT 481 Senior Seminar I

A capstone experience drawing on skills

and understanding developed throughout the undergraduate program. Significant attention is given to refining students' researching, 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. (2 s.h.)

MAT 482 Senior Seminar II

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. The second semester of this two-semester sequence focuses on the completion of a polished scholarly paper, exercise of effective presentation skills, and reflection on learning and growth that have accrued through the course of the student's studies in mathematics and/or computer science. Prerequisite: MAT/COM 481. (1 s.h.)

MAT 491 Independent Study

Individual research. Prerequisite: Instructor approval. (1-3 s.h.)

Media Studies (MED)

MED 120 Introduction to Design

See description under ART 120. (3 s.h.)

MED 121, 221, 321 and 421 Print Production Lab

Practice in the various aspects of preparing and producing newspapers. Experiences will include writing, editing, proofing, layout, selling, advertising and planning circulation for the campus newspaper, *The Vessel*. (1 s.h. each)

MED 131, 231, 331 and 431 Radio Lab

Experience in the various facets of radio broadcasting through participation in the production activities of the campus radio station, KCFS-FM. (1 s.h. each)

MED 122 E-Design

See description under ART 122. (3 s.h.)

MED 132, 232, 332 and 432 Television Production Lab

Practice with the operation of television production equipment for television including cameras, mixers, videotape recorders and lighting. (1 s.h. each)

MED 181 Digital Photography

See description under ART 181. (3 s.h.)

MED 204 Electronic Media

An introduction to the basic practices of electronic audio/video production, graphic design and theory. Students will receive basic hands-on experience with production equipment used in modern digital communication, but will also be exposed to the various and wide-ranging principles of production theory. Students will receive an introduction to Adobe Premiere Pro, Illustrator and Photoshop, and work within the Macintosh platform to create audio/video productions and graphic design. (3 s.h.)

MED 206 Media Writing

Analysis and use of a variety of writing styles used in the mass media. The student will be required to research and write in the following areas: print news-writing, editorials, opinion columns, broadcast news-writing, writing to video, writing to audio, commercials, public relations releases and public service announcements. (3 s.h.)

MED 207 Media Survey

An introduction to the nature and function of mass media agencies with particular attention to current issues and opportunities of newspaper, radio, television, advertising and entertainment. (3 s.h.)

MED 260 Media Issues

Study of major contemporary issues in mass media, as well as ethical considerations in advertising, journalism and public relations. Emphasis will be placed on research findings regarding mass media effects and the resulting alternatives for policy makers, practitioners and consumers. (3 s.h.)

MED 281 Photojournalism

Study of spot news and feature photography as it pertains to both print and TV news photography. Prerequisites: MED 180 and 206. (3 s.h.)

MED 300 Communication Arts Colloquium

The course consists of weekly colloquia. Presentations are made principally by students showing their research or creative projects. Faculty and guests may also make presentations. This course is required once for junior or senior Media Studies majors, each of whom must give a presentation. Specific requirements for each major program are supervised by the individual sector advisors. Juniors and seniors outside the area may register and make presentations with prior approval

by a Media Studies faculty sponsor. All faculty and students are invited to attend. Offered on a "Pass/No Credit" basis only. Prerequisite: Junior or senior classification. (1 s.h.)

MED 307 Reporting

The reporting process will be studied from the print and broadcast aspects. This will include a hands-on approach to news gathering. Further study will be done on journalistic writing and the production aspects of news reporting. Included will be discussions and exercises in organizing and writing print and broadcast news stories. Prerequisite: MED 206. (3 s.h.)

MED 308 Persuasion: Process and Procedures

The study of theories and principles related to the use of communication as a means to achieve change. Emphasis will be placed on understanding the factors, processes and message strategies associated with persuasion and motivational analysis in interpersonal and public communication situations. (3 s.h.)

MED 309 Business and Professional Communication

See description under CST 309. (3 s.h.)

MED 311 Media Programming

An investigation of radio and television programming techniques for public and commercial broadcasting. Prerequisite: MED 207. (3 s.h.)

MED 324 Media Performance

Theory and practice in the professional areas of radio and television. Emphasis on diction, pronunciation, reading from copy and techniques for creating character. Prerequisite: MED 204. (3 s.h.)

MED 326 Digital Audio

The study of advanced audio production from traditional analog methods to modern digital technology. Projects will concentrate on the production of news, commercials and promotional items. Students will gain insight in management style, advanced production elements, and promotion of a radio station. Prerequisite: MED 204. (3 s.h.)

MED 330 Media Theory

An introduction to the basic elements of communication and media theory. Primarily western communication systems will be studied and discussed by comparing

and contrasting critical and administrative research methods and perspectives. (3 s.h.)

MED 336 Desktop Video and Non-Linear Editing

The study of advanced digital video systems for production and editing. The course also focuses on types, applications and theories of operation. In addition to the theoretical understanding of multi-media technologies, students will learn how to digitize and manipulate images, voice and video material. Prerequisite: MED 204. (3 s.h.)

MED 385 Promotional Management

See description under BUS 385. Prerequisite: BUS 307. (3 s.h.)

MED 395 Internship

An internship is a culminating activity in the Media Studies program. It involves practical work for an approved media agency. Prerequisites: Junior or senior status and instructor approval. (1-3 s.h.)

MED 410 Advanced Reporting

Discussion and advanced assignments in gathering information and writing all types of local news stories. Prerequisite: MED 206. (3 s.h.)

MED 415 Live Studio Production and Videography

Advanced study and practical application of program production for television. Emphasis will focus on the interaction among the video production team including producers, directors, writers, videographers and talent. Prerequisites: MED 204 and 206. (3 s.h.)

MED 420 Media Law

An examination of the documents that regulate and have bearing on the mass media industry. (3 s.h.)

MED 433-438 Television News Lab

A practicum wherein students participate in the development of a weekly television program or project as part of a series of newscasts or public affairs programs. Areas include 433/TV News Assignment Editing, 434/TV News Photography, 435/TV News Producing, 436/TV News Reporting, 437/TV News Videotape Editing and 438/TV News Writing. Prerequisite: Instructor approval. (1 s.h. each)

MED 491 Independent Study

This course will include topics that are not normally covered as specific courses. Topics will be determined by student

interest and faculty expertise. Prerequisites: Instructor approval and junior or senior status. (1-3 s.h.)

Music (MUS)

MUS 100 Music Seminar

This course provides music, music education and music ministry majors as well as music minors, with lectures, presentations and performance opportunities that will enhance their musical training beyond the scope of music coursework. Seminar activities cover major and minor requirements toward degree completion. Seminar may be taken for credit or for non-credit with eight credits maximum counting toward graduation. Prerequisite: declared Music, Music Education or Music Ministry major or Music minor. (1 s.h.)

MUS 101 Foundations of Music Theory

This course is designed to introduce students to the basic elements of music such as terminology, pitch, rhythm, scales, key signatures and triads. This course does not count towards the regular music theory sequence for music majors. (3 s.h.)

MUS 117, 118 Voice Class

For beginning students, especially non-music majors, who want to sing individually or in a group. Instruction is provided in the basic principles of tone production and song interpretation. Classes meet one hour weekly. Class size is determined by competency and the types of voices represented by registrants. (1 s.h. each)

MUS 121 Applied Music: Voice

Private instruction in voice with special emphasis on proper and definite breath control, good diction and comfortable and natural tone production. Vocal literature representing all time periods is studied. (1 s.h.)

MUS 127 Piano Skills/Music Fundamentals

Beginning piano students. The piano laboratory is used in class instruction to prepare students to perform elementary piano literature and to introduce the fundamentals of music theory. (1 s.h.)

MUS 128 Piano Skills/Piano Proficiency Class

For music majors preparing to complete the piano proficiency exam. This class takes a step-by-step approach through all of the elements of the proficiency exam. (1 s.h.)

MUS 130 Introduction to Music

A course designed to introduce the elements of music and the role of music throughout history and in current society. (3 s.h.)

MUS 131 Applied Music: Piano

Private instruction on the piano at the level of competence of each student. Includes study of form, techniques, terms and detail work on the musical score. (1 s.h.)

MUS 137 Guitar Class

For beginning students, especially non-music majors, who want an introduction to guitar. Instruction is provided in the basic principles of chording and melodic playing. Classes meet one hour weekly. Class size is determined by the instructor. (1 s.h. each class)

MUS 141 Applied Music: Organ

Private instruction on pipe and electronic organs, with particular emphasis on preparation for organ responsibilities within a church setting. Prerequisite: MUS 131 or equivalent. (1 s.h.)

MUS 150, 155, 209 Theory I, Theory II, Theory III

The teaching of diatonic theory and applications, with projects in harmony, form, and elementary composition. (3 s.h. each)

MUS 151 Applied Music: Instrumental

Private instruction on brass, woodwind, percussion or string instruments. Basic repertoire is studied according to the technical proficiency of the individual student. (1 s.h.)

MUS 160 Wind Ensemble

The Wind Ensemble repertoire consists of literature from the 18th to 20th centuries with emphasis on original works for band. Membership is open to all members of the student body. Selection by audition. (1 s.h.)

MUS 161 Chamber Ensemble

A small instrumental or vocal ensemble performing repertoire appropriate to the specific ensemble. Selection by audition. (1 s.h.)

MUS 162 Collegiate Choir

Collegiate Choir's repertoire includes sacred and secular music. Members need to purchase concert attire. Membership is open to all members of the student

body with emphasis placed on incoming students. No audition is necessary to participate. (1 s.h.)

MUS 163 Concert Chorale

The Concert Chorale's repertoire includes the best sacred and secular music composed throughout history for large mixed chorus. Members need to purchase performance attire. Membership is open to all members of the student body. Selection by audition. (1 s.h.)

MUS 164 Singing Camerata

This group is a select ensemble of 8 to 20 members. The group performs literature from all eras, including sacred and secular a capella music, vocal jazz and 15th and 16th century Christmas carols. Membership is open to participants in the Concert Chorale. Selection by audition. (1 s.h.)

MUS 165 Jazz Ensemble

A small instrumental ensemble specializing in the performance of all types of jazz. Membership is open to all members of the student body. Selection by audition. (1 s.h.)

MUS 166 Opera Workshop

A study of opera and various stage techniques available to students interested in learning more about opera through a hands-on approach. (1 s.h.)

MUS 167 Women's Choir

This ensemble's repertoire includes predominantly sacred music ranging from the earliest compositions to contemporary pieces written for treble voices. Membership is open to all interested female students, faculty and staff. (1 s.h.)

MUS 168 Men's Choir

This ensemble's repertoire includes predominantly sacred music ranging from the earliest compositions to contemporary pieces written for male voices. Membership is open to all interested male students, faculty and staff. (1 s.h.)

MUS 169 Chamber Orchestra

The Chamber Orchestra is made up of students interested in participating in orchestral music. Membership is open to all members of the student body. Selection by audition. (1 s.h.)

MUS 170 Cougar Band

The Cougar Band provides music for athletic events, concerts, and other campus activities requiring instrumental music. The ensemble's repertoire includes various standard band works in addition to

traditional "pep band" tunes. Membership is open to all interested students, faculty and staff. (1 s.h.)

MUS 171 Applied Music: Composition

Private instruction in music composition for all instruments, voices and ensemble combinations. Emphasis is given to 20th century compositional techniques. (1 s.h.)

MUS 181 Applied Music: Improvisation

Private instruction in the art of music improvisation with special emphasis on either jazz styles or church keyboard improvisation. (1 s.h.)

MUS 202 History of Blues, Jazz and Rock

A fine arts course that examines the origins and development of three uniquely American musical styles and their cultural impact on our society. (3 s.h.)

MUS 203 American Musical Styles

A survey of vernacular music throughout American history and of the people, places and events that helped to create it. (3 s.h.)

MUS 210 Analysis and Performance

Designed for music majors, this course presents strategies for using analytical techniques and concepts of music theory to enhance performance of music of various eras. Prerequisites: MUS 150, 155, and 209. (3 s.h.)

MUS 213 Music Education Methods—Elementary

Preparation for teaching music in elementary school. For music education majors or minors. (3 s.h.)

MUS 214 Diction/Literature

Designed to teach the International Phonetic Alphabet to voice students and those education students planning to teach vocal and choral music in secondary schools. Vocal literature from the various musical periods and nationalities is discussed. (2 s.h.)

MUS 216 Thinking About The Arts

See PHI 216.

MUS 227 Instrumental Techniques: Woodwinds

Introduction to the techniques used in the performance of the major woodwind instruments. (2 s.h.)

MUS 229 Worship Leadership

This course is designed as a practical

application in the development of leadership skills necessary for a successful ministry in worship leading. Students will be working on the preparation and leading of USF Chapel services. The Student will work with the Music Department and the Campus Pastor in the ordering and the presentation of worship, in a chapel setting, on a weekly basis. Prerequisite: two semesters of applied music lessons, THE 381 (3 s.h.)

MUS 230 Church Music Literature I

The study of music and worship from Ancient times into the 19th century. Choral and congregational music worship trends will be discussed and music options presented. (2 s.h.)

MUS 240 Church Music Literature II

The study of music and worship from the 19th century to the present. Choral and congregational music worship trends will be discussed and music options presented. (2 s.h.)

MUS 250 History of Music I: Ancient – 18th Century

The study of music from earliest times to the 1700s with historical and cultural correlations. (3 s.h.)

MUS 255 History of Music II: 18th Century – Present

The study of music from the 1700s to contemporary times with historical and cultural correlations. (3 s.h.)

MUS 300 Recital

A public performance, at least one half-hour in length, that demonstrates students' proficiency on major instrument or vocal type. This course replaces applied lessons during the semester that the recital is presented. Typically undertaken during the junior year by students in both the music and music education majors. Prerequisites: completed piano proficiency, at least four completed semesters of applied lessons, and approval of the full-time music faculty. (1 s.h.)

MUS 309 Arranging and Composition

Writing and arranging for vocal and instrumental ensembles. Prerequisite: MUS 210. (2 s.h.)

MUS 313 Music Education Methods–Choral

Preparation for teaching the various aspects of vocal music to middle or senior high school students. (3 s.h.)

MUS 314 Music Education Methods–Instrumental

Designed to prepare music instructors for the public schools. Emphasis on middle and senior high school programs. (3 s.h.)

MUS 316 Vocal Pedagogy

A course stressing techniques, methods, and materials for the teaching of voice to individuals and ensembles. Open only to students who have had at least one year of private or class voice lessons. (2 s.h.)

MUS 317 Piano Pedagogy and Repertoire

Study of piano literature, pedagogical theories, analysis of performance techniques and history and development of the piano. (2 s.h.)

MUS 318 Music Computer Applications

Students will be introduced to current music software applications and their effective use. (3 s.h.)

MUS 323, 324 Conducting I, Conducting II

Designed to prepare students to conduct both choral and instrumental ensembles in schools, churches and communities. Attention is given to baton techniques, rehearsal techniques, score reading, orchestration, transposition and methods of ensemble organization. Prerequisites: MUS 150 for 323 and MUS 155 for 324. (3 s.h. each)

MUS 326 Instrumental Techniques: Brass and Percussion

Introduction to the techniques used in the performance of the major brass and percussion instruments. (2 s.h.)

MUS 395 Internship in Music

Individually-designed work adapted to student interests and skills. Approximately 40 hours on the job are required per credit as certified by work and faculty supervisors. Prerequisite: Instructor approval. (1-4 s.h.)

MUS 400 Music Colloquium/Senior Recital

Designed as the culminating final project for the music major, an hour-long public presentation taking the form of a recital, a lecture/presentation of research, or a combination of performance and scholarship. The presentation will be shaped around the individual student's interests and career goals. This course replaces applied lessons for the student

during the semester of the presentation. Typically undertaken in the student's final semester. Prerequisites: completed recital (MUS 300) and approval of the full-time music faculty. (2 s.h.)

MUS 491, 492 Independent Study

Guided independent research and application. Prerequisite: Instructor approval. (1-3 s.h. each)

Natural Science (NSC)

Natural science courses are designed to support a variety of major programs or to become part of an interdisciplinary program.

NSC 110 Perspectives on the Natural Sciences

A survey of the structure and major concepts of the natural sciences. The development of Western science is described using an historical and paradigmatic approach. This course does not satisfy the natural science liberal arts core requirement unless credit in NSC 110L (laboratory) is also obtained. Prerequisite: MAT 111 (introductory algebra) or its equivalent. (3 s.h.)

NSC 110L Perspectives on the Natural Sciences Laboratory

A brief survey of laboratory experiences which illustrates fundamental principles and methodologies of the natural sciences. This course may be taken concurrently with NSC 110 or subsequent to obtaining NSC 110 credit. Credit in both NSC 110 and 110L satisfies the natural science liberal arts core requirement. Prerequisite: NSC 110 and MAT 111 (introductory algebra) or its equivalent. (1 s.h.)

NSC 120 Physical Science

A survey of the physical sciences. This course is designed to give students an introduction to general concepts within physics and chemistry. This course may be combined with Natural Science 121 to satisfy the natural science requirement for graduation or may be used toward fulfilling the requirements for Middle School Science Endorsement. The course includes a hands-on laboratory component. Prerequisite: MAT 112 or equivalent. (2 s.h.)

NSC 121 Earth Science

A survey of the earth sciences. This course is designed to give students an introduction to general concepts within astronomy, geology and meteorology. This course may be combined with Natural Science 120 to satisfy the natural science

requirement for graduation or may be used toward fulfilling the requirements for Middle School Science Endorsement. The course includes a hands-on laboratory component. Prerequisites: MAT 112 and NSC 120 or their equivalents. (2 s.h.)

NSC 140 Introduction to Astronomy

A general introduction to astronomy for science and non-science majors. The necessary physics to understand astronomy will be introduced such as gravitational motion, the electromagnetic spectrum and atomic and nuclear physics. Major topics center on the solar system, stars and stellar evolution, galaxies, cosmology and extraterrestrial life in the universe. The students will be required to perform several laboratory, celestial and computer planetarium experiments. Satisfies core requirement for a laboratory science. (4 s.h.)

NSC 220 Physics for Poets

For students who desire to appreciate the underlying laws of the physical world, their beauty and orderliness, but lack the mathematical expertise to study physics; and for those who believe that reality is rational, but personal experience limits and prejudices common sense. The principle text has the name of the course, *Physics for Poets*, and in a conversational manner traverses Einstein's world of space and time, relativity, and the strange, paradoxical world of quantum physics. Students will conduct "thought experiments" similar to the ones that led Einstein to modern theories of space and time. Readings and discussions will be supplemented by Stephen Barr's *Modern Physics and Ancient Faith*, a physicist's exploration of faith-science integrative issues. Weekly afternoon labs will complement classroom discussions. Satisfies core requirement for a laboratory science. Prerequisite: 2 s.h. of college level mathematics such as MAT 112, 113, or 151. (4 s.h.)

NSC 300 Science Colloquium

This course consists of weekly presentations given by students on research topics. Faculty and guests, on occasion, may also be invited to give presentations. If the student enrolled does not give a presentation, a grade of "Pass" or "No Credit" is assigned based on attendance only. If the student enrolled does give a presentation, a grade of "A," "B," "C," "D," or "F" is assigned based on both the presentation and attendance.

Prerequisite: Junior or senior science major or instructor approval. (1 s.h.)

NSC 390 Topics in Science

This course will include a topic or topics that are normally not covered as specific courses in one of the other science areas. The topics selected will be determined by student interest and faculty expertise. (1-4 s.h.)

NSC 400 Secondary Methods in the Natural Sciences

A survey of the methods, skills and strategies associated with teaching science at the late middle school and secondary level. The course engages students in observation, analysis, development and execution of science lessons utilizing various methods and strategies. The course is offered on an arranged basis. (2 s.h.)

Nursing (NUR)

NUR 220 Health Promotion and Disease Prevention

Nurses will play a key role in health promotion in an era of local, state, national, and global initiatives to both promote healthy lifestyles and consequently make a major impact on disease prevention, including specific strategies and interventions, specific health care issues, and targeted populations. Prerequisites: please refer to the School of Nursing student resource book. (3 s.h.)

NUR 231 Fundamentals of Nursing

This course prepares the student to perform a comprehensive health assessment, which includes physiological, psychological, sociocultural, and spiritual variables. Therapeutic communication, interviewing, and documentation skills related to the comprehensive health assessment and interview are developed. A focus on the theoretical basis for selected nursing skills, including safe medication administration, and the development of the student's psychomotor ability to perform these skills is emphasized. Prerequisites: please refer to the School of Nursing student resource book. (5 s.h.)

NUR305 Cultural, Spiritual, and Ethical Dimensions of Holistic Care

Awareness of one's own cultural and spiritual beliefs and how these beliefs influence one's nursing practice is an

integral part of providing holistic care. The purpose of this course is to explore the interface between cultural and spiritual beliefs and the practice of nursing. Differences in cultural healthcare beliefs and practices of individuals and groups will be discussed. Students will explore spiritual approaches to assessment and intervention in relation to the spiritual needs of those experiencing health problems. Ethical components include ethical decision-making within a nursing framework and the major ethical schools of thought. Prerequisites: please refer to the School of Nursing student resource book. (3 s.h.)

NUR 315 Pathways to Baccalaureate Nursing Education

This course focuses on role expectations of baccalaureate prepared nurses. The major concepts to be emphasized in the program will be introduced, including evidence-based nursing practice utilizing nursing theories in developing one's professional life, leadership expectations, preparing to practice in a more diverse world, developing an increased knowledge of ethical issues impacting nursing, and expanding the population of the patient from the individual to families and communities. This course must be taken during the first semester of the nursing program for RN-to-BSN students. (4 s.h.)

NUR 321 Applied Pathophysiology I

This course focuses on alterations of selected physiological functions that occur in response to a disease process, or compensate for common stressors like inflammation or pain. The content builds upon previous understanding of anatomy, physiology, microbiology, basic chemistry and the usual manifestations of common diseases. Pathophysiological functions of cells and the interrelationships of body units are explored. Physiological theory and treatment implications are discussed using case situations and discussion questions that exemplify the content. This course is Part I of a 2-course series. Prerequisite: please refer to the School of Nursing student resource book. (2 s.h.)

NUR322 Applied Pathophysiology II

This course focuses on alterations of selected physiological functions that occur in response to a disease process, or compensate for common stressors like inflammation or pain. The content builds upon previous understanding of anatomy,

physiology, microbiology, basic chemistry and the usual manifestations of common diseases. Pathophysiological functions of cells and the interrelationships of body units are explored. Physiological theory and treatment implications are discussed using case situations and discussion questions that exemplify the content. This course is Part II of a 2-course series. Prerequisite: please refer to the School of Nursing student resource book. (2 s.h.)

NUR 323 Applied Pathophysiology

This course focuses on alterations of selected physiological functions that occur in response to a disease process, or compensate for common stressors like inflammation or pain. The content builds upon previous understanding of anatomy, physiology, microbiology, basic chemistry, and the usual manifestations of common diseases. Pathophysiological functions of cells and the interrelationships of body units are explored. Physiological theory and treatment implications are discussed using case situations and discussion questions that exemplify the content. Prerequisites: BIO314, 315, CHE121, 122. (4 s.h.)

NUR 327 Pharmacology for Nurses

This course provides an introduction to pharmacodynamics, pharmacokinetics and pharmacogenomics, which includes learning basic terminology as it relates to medications. The content builds upon previous learning in the areas of math, anatomy, and physiology. Classifications of medications, their mechanisms of action, drug effects, indications, adverse reactions, and nursing implications are discussed in regards to safe medication administration. Prerequisites: Please see the School of Nursing student resource book. (4 s.h.)

NUR 333 Gerontological Nursing

This course will focus on care of older adults. Normal aging processes and risk factors that affect the health and functioning of older adults are reviewed from content covered in Medical-Surgical Nursing. Management strategies of common health problems are discussed. Specific content will include Management of Dementia and End-Of-Life Care. Prerequisites: Please see the School of Nursing student resource book. (2 s.h.)

NUR 342 Medical-Surgical Nursing

This course introduces students to specific and frequently occurring health issues within the adult medical-surgical

population. The didactic portion of the course will expose students to clinical problems seen frequently within each of the body systems. The course will include specific critical thinking experiences to expand the student's knowledge base in a way that will assist them in actualizing this knowledge in the clinical setting. Students will develop beginning history-taking and assessment skills, with emphasis placed on determining normal vs abnormal clinical signs. The concepts of evidence-based practice will be reinforced, and the concept of interdisciplinary care will be introduced. The role of the nurse as educator is also introduced. Students will complete a holistic health assessment during this course, incorporating aspects of all prior nursing coursework. Prerequisite: Please refer to the School of Nursing Student Resource Book. (5 s.h.)

NUR 354 Evidence-Based Nursing Practice

This course provides an introduction to evidence-based nursing practice and critical appraisal of the literature. Students learn to formulate answerable clinical questions, to search for and critique the evidence and to identify potential solutions by incorporating the highest quality evidence with patient preferences and clinical expertise. Basic principles of quantitative and qualitative research methods and research ethics are introduced. Strategies for leading change to translate evidence into practice are discussed. Prerequisite: please refer to the School of Nursing student resource book. (3 s.h.)

NUR 424 Public Health Nursing

The focus of this course is on the health of the community and subgroups within the community. Students learn to apply nursing and public health concepts to promoting and restoring the health of population groups. Selected community health problems and their implications for community health nursing practice are considered. In the clinical component of this course students will provide nursing care to aggregates of populations within a public health nursing model. Prerequisites: Please see School of Nursing student resource book. (4 s.h.)

NUR 431 Nursing Capstone

The focus of this course is to provide clinical opportunities for the student to grow in professional nursing knowledge and skills. In addition to the expansion of

the clinical role, the course will focus on assessment and preparation for NCLEX. Prerequisites: Please see School of Nursing student resource book. (3 s.h.)

NUR432 Mental Health Nursing

This course focuses on the emotional and psychological components of holistic nursing care. Common psychological disorders will be discussed within a nursing context. The clinical component of this course will provide students a framework for assessing, implementing, and evaluating care in mental health settings. Prerequisite: Please see School of Nursing Student Resource Book. (4 s.h.)

NUR441 High Acuity Nursing

This clinical course expands on previous nursing knowledge and skills, applying these to complex health problems with unpredictable outcomes. The focus of this course is providing comprehensive nursing care to clients with core body system alterations. Clinical experiences will focus on high acuity and/or complex health issues. Prerequisite: please refer to the School of Nursing student resource book. (5 s.h.)

NUR446 Maternal Newborn Nursing

The focus of this course is on family nursing care with a specific emphasis on the experiences of pregnancy and childbirth. Specific content includes reproductive and sexual health, psychological and physiological changes of pregnancy, prenatal care, labor and delivery and care of the newborn. Clinical experiences will include the prenatal, birthing and initial post-partum recovery time period and occur in a range of practice environments. Prerequisite: See School of Nursing Student Resource Book. (4 s.h.)

NUR447 Pediatric Nursing

This course introduces students to the care of the child and the family. Promoting normal growth and development, even during periods of illness, is a major theme of the course. Cultural issues will also be addressed. The role of the nurse in caring for a vulnerable population as a mandatory reporter is explored. Clinical experiences will include physical assessments of children in various developmental stages as well as nursing interventions for children within the health-illness spectrum. Prerequisite: Please see School of Nursing student resource book. (4 s.h.)

NUR 451 Management, Leadership, Professional Issues

This course focuses on management and leadership skills. Content will include budgeting and cost-benefit analysis, political action, interdisciplinary collaboration, healthcare trends, reimbursement, cost effectiveness and strategic planning. Prerequisite: please refer to the School of Nursing student resource book. (4 s.h.)

NUR 491, 492 Individual Research

Prerequisite: instructor approval. (1-4 s.h. each)

Philosophy (PHI)

The courses in Philosophy are designed to support the Philosophy minor, Theology minor or 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. 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: Sophomore standing or THE 240. (3 s.h.)

PHI 216 Thinking About The Arts (Also ART 216/CST 216/MUS 216)

This course is an investigation of the nature and meaning of beauty and artistic expression. Students in this course may choose to focus on the history of aesthetics or on applying various aesthetic theories to their appreciation for art or their own artistic work. Prerequisite: THE 240 or any 200 level ART, CST or MUS class, or instructor approval. (3 s.h.)

PHI 324 Political Philosophy

See description under PSC 324 in the Political Science section. (3 s.h.)

PHI 341 Ethics

A study of philosophical problems associated with moral issues as they are debated in contemporary culture. Prerequisite: Sophomore standing or THE 240. (3 s.h.)

PHI 350 Philosophy of Religion

A study of the reasonableness of religious belief with particular attention to the problems of Christian theism regarding evil, miracles, revelation, eternal life, religious experience and religious language. Prerequisite: PHI 207. (3 s.h.)

PHI 390 Special Topics in Philosophy

This course will cover one or more topics that are normally not covered as specific courses in the area of philosophy. Scheduling of the course and topics selected will be determined by student interest and faculty expertise. (1-4 s.h.)

PHI 491, 492 Independent Study in Philosophy

Prerequisite: Instructor approval. (1-3 s.h. each)

Physics (PHY)

The course offerings in physics are designed to support a variety of major programs or to serve as part of an interdisciplinary program.

PHY 101, 102 Introductory College Physics

A two-semester introduction to classical mechanics, thermodynamics, electric fields, magnetism, optics and modern physics taught at a non-calculus level. There are three lectures per week plus a two-hour, weekly laboratory experiment. Prerequisite: MAT 112 or its equivalent. Offered every year. (4 s.h. for each semester)

PHY 201, 202 University Physics

A two-semester introduction to classical mechanics, thermodynamics, electric fields, magnetism, optics and modern physics taught at the calculus level. There are three lectures per week plus a two-hour, weekly laboratory experiment. Prerequisite: MAT 204 or concurrent enrollment in MAT 204. This course is taught every other year. (4 s.h. for each semester)

PHY 303 Statics and Mechanics of Materials

A first course in engineering mechanics. This course covers the effects of forces and movements applied to mechanical systems at rest. The course begins with the traditional statics course content: analysis of both concentrated and distributed force systems applied to static particles, rigid bodies, trusses, frames and machines. Additional topics in strength of materials are integrated into the course including analysis of the types of stress and deformation in materials as well as a variety of loading conditions, including multiaxial loads, shear and bending in beams, torsion and loading of columns. Prerequisite: PHY 201. (3 s.h.)

PHY 491, 492 Independent Study

Individual research. Prerequisite: Instructor approval. (1-3 s.h. each)

Political Science (PSC)

PSC 211 American Federal Government

A study of American national government with an emphasis on constitutional principles and issues of contemporary concern. (3 s.h.)

PSC 212 American State and Local Government

A general survey of state and local governments with a focus on the state government of South Dakota and the governments of Minnehaha County and the city of Sioux Falls. (3 s.h.)

PSC 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 324 Political Philosophy

An investigation of the major political philosophies and theories from Plato to the present. (3 s.h.)

PSC 395 Internship

Supervised experience in research or applied programs related to political science or history. Prerequisite: Instructor approval. (1-3 s.h.)

PSC 402 Comparative Politics

A study of the similarities and differences in governmental systems among major Western and non-Western nation states. Prerequisites: PSC 211 or instructor approval. (3 s.h.)

PSC 405 Constitutional Issues and Criminal Justice Cases

A comprehensive study of constitutional principles governing law enforcement, corrections policies and the rights of individuals. Emphases include criminal conduct, search and seizure, interrogation of suspects, incarceration and the use of force, appeals, death penalty and rules of evidence. Special attention will be given to recent cases and trends. Prerequisites: CRJ 203 and CRJ 220 or instructor approval. (3 s.h.)

PSC 491, 492 Independent Study

Prerequisite: Instructor approval. (1-3 s.h.)

Psychology (PSY)

PSY 201 General Psychology

An overview of basic concepts and research methods in the field of psychology. The course serves as an introduction to and prerequisite for other courses in psychology. (3 s.h.)

PSY 211 Human Development

A survey of behavior change and social, cognitive and physical developmental patterns across the life span. Attention is given to current research and theories of development. Prerequisite: PSY 201. (3 s.h.)

PSY 233 Statistics for the Behavioral Sciences

Introduction to statistical reasoning and the application of descriptive and inferential statistics to social and behavioral research. Prerequisites: MAT 112 or higher and PSY 201. (3 s.h.)

PSY 250 Methods of Research

Introduction to the systematic approach to understanding psychological and social phenomena. Problem formulation, hypothesis testing, sampling and research design issues are covered as part of this problem-solving approach. Prerequisites: PSY 201 and either PSY 233 or MAT 233. (3 s.h.)

PSY 305 Abnormal Psychology

A study of disorders in human functioning that have traditionally been considered psychological in origin. This course will emphasize the Diagnostic and Statistical Manual approach to classification and will focus on biological, cognitive, emotional and cultural factors that contribute to such problems. The course will also include legal and ethical issues. Prerequisite: PSY 201. (3 s.h.)

PSY 306 Social Psychology

An introduction to the study of behavior in social situations. Includes the examination of individual cognition, the influence of groups on individuals and social causes of behavior. Prerequisite: PSY 201. (3 s.h.)

PSY 340 Psychology of Sport and Exercise

A focused exploration of behavior and mental processes relevant to sports, health and exercise. Major areas of emphasis include motor skill learning, coaching effectiveness, team dynamics, motivation, mental skill training for performance enhancement (i.e., awareness; goal setting,

relaxation; imagery; confidence building; concentration training), injury rehab, health promotion and exercise psychology. Prerequisite: PSY 201.

PSY 341 Learning and Behavior

An exploration of behavioral and cognitive theories of learning. Prerequisite: PSY 201. (3 s.h.)

PSY 355 Forensic Psychology

Representing the direct interface between psychology and the law, Forensic Psychology deals with any admissible psychological evidence within the legal system. An overview of the theory, research and practice of forensic psychology will include such topics as criminal profiling, psychopathy, insanity, competency to stand trial, polygraphs, brain-based deception research, eyewitness testimony, expert testimony, risk assessment and the psychology of police investigations. Prerequisite: PSY 201 (3 s.h.)

PSY363 Group Theory and Practice

This course examines introductory theory and skills needed to work effectively with a range of groups. It will cover professional values and ethics in practice. The course is split between studying theory/concepts and experiential exercises where the class will practice skills and concepts learned. Students will work in "here and now" groups in service of understanding group needs, and how group members might adjust behavior to engage group needs. Prerequisite: PSY201. (3 s.h.)

PSY 390 Special Topics

An exploration of topics of current interest or those not covered in other courses. (3 s.h.)

PSY 395 Internship in Psychology

Supervised experience in research or applied programs in psychology. Prerequisites: Four courses in psychology (which must include PSY 407 if the internship is in a counseling setting), instructor approval and junior or senior standing. (1-3 s.h.)

PSY 402 Psychological Testing

A survey of methods used by the psychologist to evaluate human abilities and personality. Problems in the field of test construction and use are considered. Prerequisites: PSY 201 and 233 or instructor approval. (3 s.h.)

PSY 403 Psychology of Personality

A study of the various approaches to understanding the development of personality. Prerequisite: PSY 201. (3 s.h.)

PSY 405 Experimental Psychology

An applied extension of research methodology that includes data collection, analysis, and interpretation; reporting findings; and exploration of the role of science in psychology. This course provides in-depth examination of the implications of research and research findings for a wide array of basic and applied topics. Prerequisites: PSY 201, 233, and 250. (3 s.h.)

PSY 407 Counseling

A study of the basic principles and techniques of counseling. Prerequisites: Junior standing and two courses in psychology or instructor approval. (3 s.h.)

PSY 408 Biological Psychology

An introduction to the basic concepts of biological psychology, including aspects of neuroanatomy, neurophysiology, psychopharmacology, behavioral genetics and biological bases for sensory processes, motivation, sleep and arousal, learning and memory and abnormal behavior. Prerequisite: PSY 201 and BIO 100 or BIO 102. (3 s.h.)

PSY 411 Child Psychology

A study of biological, social, emotional, and cognitive development through middle childhood. Prerequisite: PSY 201. (3 s.h.)

PSY 412 Adolescent Psychology

A study of the physical, cognitive, social, emotional, and moral development of adolescents, as well as their problems of adjustment in the socialization process. Prerequisite: PSY 201. (3 s.h.)

PSY 413 Adult Development and Aging

An examination of the social, cognitive, and physical changes across adulthood with particular attention given to late adulthood. Theories, research methodology, and findings related to the study of adult development are considered. Prerequisite: PSY 201. (3 s.h.)

PSY 422 Motivation and Emotion

Why do we want what we want? Why do we do what we do? How do I motivate myself? How do I motivate others? This course is a comprehensive study of the theories and empirical findings relevant to these age-old questions as well as

the practical applications derived from this scholarly work. Course content will primarily focus on needs, cognitions (i.e., goals and beliefs), emotions and self-regulation. Prerequisite: PSY 201. (3 s.h.)

PSY 430 Human Sexuality

This course explores human sexuality as a basic dimension of human personhood and experience. Biological, developmental, and social-cultural aspects of sexuality are considered, with special attention given to those aspects of sexuality that are of concern in clinical and counseling settings. Prerequisite: Two courses in psychology. (3 s.h.)

PSY 431 Cognitive Psychology

This course involves exploration of current research concerning the functioning of the human cognitive system. Topics will include aspects of theory, sensation and perception, memory, organization of knowledge, language, thinking, expertise, intelligence and developmental changes in cognition. Prerequisite: PSY 201. (3 s.h.)

PSY 490 Seminar

Study in special topics that provide greater breadth and enrichment within the discipline of Psychology. Some suggested topics include social cognition, group research practicum and personal and social adjustment. Prerequisite: Four courses in psychology or instructor approval. (3 s.h.)

PSY 491, 492 Independent Study

Consent of the instructor is required. (1-3 s.h.)

Social Science (SSC)

SSC 205 World Geography

An examination of climate, topography, physical resources, population distribution, economics and other factors affecting human life and activities. Includes a survey of world regions. (3 s.h.)

SSC 230 Native American Studies

A study of the backgrounds and ways of life of the Native American people. Includes an introduction to the history and cultures of American Indians. (3 s.h.)

SSC 305 U.S. Geography

A study of the regions and major geographic topics of the United States. Geographic thinking, conceptualization, analysis, and systems of learning about geography are applied to the physical,

political, economic and cultural geography of the United States. (3 s.h.)

SSC 403 Teaching of the Social Sciences

Consideration of recent trends in the organization and teaching of the social sciences in secondary schools. Prospective teachers will evaluate courses of study, educational materials and instructional strategies. Prerequisites: EDU 201. (2 s.h.)

Social Work (SWK)

SWK 130 Introduction to Social Work

This course will examine the profession of social work, its historical roots and trends, the role of the generalist, and the settings of practice. Contemporary and future issues facing the profession will be explored. The critical nature of lifelong learning and evidence-based practice will be stressed. Skills of practice across boundaries of difference will be covered including older adults, homeless, children, women, LGBT, disabilities, refugees and immigrants, religions, ethnicity, culture and nationalities. The concept of systemic oppression will be introduced. (3 s.h.)

SWK 201 Addiction and Recovery

This course views the issue of addiction and recovery from the bio/psycho/social/spiritual model. It explores the complexity of issues that support addiction, and support recovery. The course stresses a strength based recovery perspective including harm reduction. Students will apply concepts of both addiction and recovery to real life scenarios. This course is designed for students in the helping professions, criminal justice, teachers, social workers and health educators. (3 s.h.)

SWK 230 Interviewing and Documentation Skills

This course provides structured practice of the fundamental interpersonal skills required for effective social work practice. The course teaches interviewing skills, documentation and critical thinking about interviewing and documentation processes (from intake through termination and evaluation) and focuses primarily on developing those skills. This course will utilize models, theories and processes that serve as the foundation for generalist practice with individuals, families, groups and communities. This course will have an emphasis on motivational interviewing techniques and includes a significant

writing component. Prerequisite: SWK 130 (for Social Work majors). (3 s.h.)

SWK 251 International Social Work

This course explores challenges and opportunities available to the 21st century professional working in a global community. Students are guided through a critical analysis of the relationship between the world's poor and wealthy nations. Special attention is given to social justice issues, practice across cultural boundaries, ethical concerns, populations at risk and the theological implications for the Christian professional. (3 s.h.)

SWK 275 Domestic Violence

This course explores the systemic problem of domestic violence. Students will learn assessment, intervention and evaluation procedures utilized by social workers in the prevention and treatment of domestic violence. (3 s.h.)

SWK 302 Social Diversity

This course will explore the strengths and weaknesses of social diversity in American society. The practice of inclusion and exclusion, accommodation and assimilation, and prejudice versus systemic oppression will be addressed. The course will focus more on the interaction across boundaries of difference rather than describing differences of diverse groups. The course will include analysis true stories of assimilation versus inclusion tension in US history. Fulfills the intercultural awareness core course requirement. (3 s.h.)

SWK 309 Social Work Policy Analysis

Social Welfare Policy is the process utilized by society to create structures to manage social problems, and influence directly and indirectly programs and systems. Social Policy can be complex, controversial and an opportunity for social workers to demonstrate professional leadership as a means to inform social advocacy to the benefit of vulnerable, disenfranchised and oppressed populations. In the course students will increase their understanding of the historical perspective of social welfare policy and current structures. Students will apply critical thinking skills to analyze the development and current social welfare state of the United States. Students will analyze social welfare legislation and policy issues at the federal, state or local level from the perspectives of: formulation, allocation, provision, economics and service delivery. Students will examine social problems in diverse setting and analyze the relationship

of problems to existing policies or law. Students will demonstrate: analytic, formulation, writing and verbal skills in the context of policy practice and advocacy. Prerequisite: SWK130. (3 s.h.)

SWK 330 History of Native American White Relations

This is an anti-racism course focusing on understanding historical and current relations between White Americans and Native Americans, with an emphasis on Lakota/White relations as this course is taught in South Dakota. The course will trace treaty history, political history, and cultural impact of white domination and colonization. Inter-group theory will be a primary lens through which cross cultural contact will be examined. An emphasis of the course will be to assist students to understand systemic racism, and begin a journey of anti-racism. The course will include exposure to Lakota culture. This course fulfills the intercultural awareness core course requirement. (3 s.h.)

SWK 341 Human Behavior and the Social Environment I

This course analyzes theories of human behavior in the social environment from a life span developmental approach. The content of this course is designed to increase students' potential for effective generalist social work assessment and interventions with individuals, families and social systems. The course strives to build students' appreciation for and understanding of the ramifications of the "person-in-environment" (PIE) principle that takes into consideration the social, biological and psychological influences of the environment. Students will examine the effects of social structures, social policies and cultural patterns on individuals at all stages of life. The course is designed to help students understand use of self, empowerment and strengths-based practice. Prerequisite: SWK 130, PSY 201. (3 s.h.)

SWK 342 Human Behavior and the Social Environment II (HBSE II)

This course is designed to teach students basic theories and concepts that form the foundation for practice with organizations and communities. Organizational types, structures and processes will be explored. Community systems and their relationship to health or oppression of groups of people will be explored. The connection between self, community, society, and global

systems will be explored. Students will be invited to examine self in relationship to work context, and how context changes work. Prerequisite: SWK130 (3 s.h.).

SWK 346 Social Gerontology: Multidisciplinary Perspective

Health and social support structures will be facing change as the baby boom generation enters retirement. Health Care providers, businesses and organizations will begin to encounter more geriatric issues in settings such as schools, hospitals and community agencies. This course will look at gerontology from a multidisciplinary perspective in diverse settings. Students will explore the social, psychological and biological changes which occur in individuals from middle age to death. Additionally, the course will review social policies ideas about aging across cultures. (3 s.h.)

SWK 350 Applied Research

This is a field research experience course. Students will be participating in data collection and data analysis on an ongoing research project of the USF Social Work Department. Admission to this course requires individual registration permission from the faculty teaching the course. Students will explore trends in research, different theoretical approaches underlying field research, and corresponding types of methodologies of data gathering and analysis. Students will apply their learning by participating in field research as research assistants. The bulk of course time will be spent in supervised field research rather than in the classroom. This course may be taken in more than one semester with a maximum of four credits during a student's entire tenure. Prerequisite: faculty approval. (1-4 s.h.)

SWK 362 Social Work Practice: Individuals and Families

This course introduces students to the processes and problem-solving skills of the generalist model for practice with individuals (micro) and families (mezzo). The course builds upon a foundation of knowledge and understanding of professional roles, boundaries, ethics and values. Utilizing concepts from the Generalist Intervention Model, Systems Theory, Ecological and Strengths-based Perspective students learn how to engage, assess, plan, contract, intervene, evaluate, terminate and follow up with individuals, peer and work groups and families.

The knowledge base includes: learning critical thinking skills to analyze external and internal forces that initiate, sustain and modify human behavior within the individual and their environment; skills for utilizing those forces; and planned change to address client problems. Prerequisite: SWK 341, SWK 342, BIO 102, PSY 201, PSY 233 and PSY 250. (3 s.h.)

SWK 363 Practice with Groups

This course provides a basic introduction to working with therapeutic groups including history and ethics of group consultation. It examines two theory sets that guide generalist practice in therapeutic groups—stages of group development and psychodynamics. This course is built around theory learning, and practice of that learning in experiential exercises. Outcomes focus on becoming aware of self in a group setting, assessing group dynamics, and using theory to guide group interventions. Prerequisites for social work majors: SWK130, SWK341, SWK342. (3 s.h.)

SWK 364 Social Work Practice: Organizations and Communities

This course is designed to provide basic social work knowledge and skills needed for macro practice—working with organizations and communities. Coursework will examine the relationships between national policies, community needs, and organizational programs. Skills will be taught including needs assessment, strategic planning, grant writing, program design, people management, change management and program evaluation. This course will focus on social work ethics and values of social justice and client self-determination by empowering people through community organizing and responsive program design. Prerequisite: SWK 342. (3 s.h.)

SWK 390 Special Topics in Social Work

This is a series of courses on timely subjects of interest to departmental majors or other students. (3-6 s.h.)

SWK 398 Honors in Social Work

Interested students should apply to complete the honors project through the Director of the Social Work Program no later than one academic year prior to their expected date of graduation. Students may enter this program by the invitation of the social work faculty or by application to and acceptance by the social work faculty. To be eligible, students must have a grade point average of 3.3 or greater in

social work courses, as well as an overall grade point average of 3.0 or greater. Students will be asked to demonstrate the capacity to produce independent, scholarly, or artistic work of the highest measure with accountability in the form of a comprehensive written exam and a professional paper presented to program faculty and defended by the student. (3-4 s.h.)

SWK 410 Death and Dying: Interdisciplinary Palliative Care Seminar

This is an interdisciplinary seminar focusing on issues of death and dying. Students and faculty come from USD medical program, USD/SDSU/Augustana nursing programs, USD Pharmacology program, Sioux Falls Seminary Chaplain program, and USF/USD social work programs. The course involves a 3 week afternoon seminar that includes visiting a person in hospice, interdisciplinary seminars on death and dying, and individual course work focused on the students own thoughts and plans for their death. Students will gain awareness of the role of different professionals in the dying process, and issues of palliative care. The seminar includes readings, intense group discussions, and self-reflection. Prerequisite: This course requires individual approval of the instructor for registration. (3s.h.)

SWK 430 Field Instruction

Field instruction is the capstone of the USF Social Work Program—the final and most critical component. Field is a required course for all social work majors. Field is where all the elements of the program curriculum are tested, applied and integrated. Field is where theory intersects with practice. Social work practice requires the integration of knowledge, values and skills applied in diverse settings. Social work education includes scholarship and pedagogy to support learning theory, laboratory and experiential exercises to learn skills, case studies to improve skills and define values and concludes with field to integrate all of the above with practice. It provides students a "hands on" opportunity to explore what is within their circle of knowledge, to sharpen their awareness of what they don't know, to supportively encounter ethical and values dilemmas, evaluate their practice and to plan for continued professional growth. Prerequisites: students enrolling in SWK 430

must have completed all other required social work courses for the major. (12 s.h.)

SWK 491 Independent Study in Social Work

Individual study, research or group projects under supervision of social work faculty. Prerequisite: Instructor approval. (1-4 s.h.)

Sociology (SOC)

SOC 201 Fundamentals of Sociology

Analysis of humanity, society, and culture from the perspective of the fundamental concepts and methods of sociology, including such topics as the nature of culture, the social origins of personality, social institutions, social interaction, communities and social change. (3 s.h.)

SOC 202 Social Problems

An analysis of a number of major U.S. social problems such as poverty, discrimination, crime and delinquency and health and medical care with a primary focus on the possibility of solving these problems through individual and collective action. (3 s.h.)

SOC 230 Native American Studies

A study of the backgrounds and ways of life of the Native American peoples. Includes an introduction to the history and cultures of American Indians. Fulfills the intercultural awareness core requirement. (3 s.h.)

SOC 233 Statistics for the Behavioral Sciences

Introduction to statistical reasoning and the application of descriptive and inferential statistics to social and behavioral research. Prerequisite: MAT 112 or higher and SOC 201. (3 s.h.)

SOC 250 Methods of Research

See description under PSY 250 in the psychology section. Prerequisites: SOC 201 or PSY 201 and SOC 233 or MAT 233. (3 s.h.)

SOC 301 Family

An overview of the family as a social institution, including historical antecedents, contemporary problems, and trends in mate selection, marriage, marital roles, personality development, interpersonal relations within the family, and how families relate to other institutions of society. (3 s.h.)

SOC 302 Social Diversity

This course will explore the strengths and weaknesses of social diversity in

American society. The practice of inclusion and exclusion, accommodation and assimilation, and prejudice versus systemic oppression will be addressed. The course will focus more on the interaction across boundaries of difference rather than describing differences of diverse groups. The course will include analysis true stories of assimilation versus inclusion tension in US history. Fulfills the intercultural awareness core course requirement. (3 s.h.)

SOC 306 Social Psychology

An introduction to the study of the influence of social and cultural factors on personality development and behavior. Prerequisite: PSY 201. (3 s.h.)

SOC 310 Delinquency and Criminology

An introduction to the problems of crime and delinquency dealing with the nature and extent of crime, theories of criminal behavior and social response to crime. (3 s.h.)

SOC 322 Deviant Behavior

Personal and social processes involved in deviation from the norms of society and the response of society to deviants and to their behavior. Prerequisite: SOC 201 or instructor approval. (3 s.h.)

SOC 330 Sociology of Religion

An examination of religion as a social institution, focusing on the role of religion in the life of the individual and the community; the relationships between religion and other institutions, such as the polity and economy; change in religious groups; and the attraction of "new" religions. (3 s.h.)

SOC 335 Sociology of Sport

See EXS 335 for description.

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 355 Forensic Psychology

See PSY 355 course description.

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 440 Capital Punishment

A comprehensive study of American capital punishment as a complex social policy. Emphases include current cases, constitutional principles, federal and state law, historical background, public opinion, expert opinion, religion and politics. Given ongoing developments in society and the law, special focus will be given to recent cases and trends. Prerequisites: CRJ 203 or instructor approval. (3 s.h.)

SOC 435 Institutional Corrections

The study and analysis of policies, practices, research and trends within institutional corrections in America. This includes the various types of incarceration, prisoner classification, housing and assessment, institutional rehabilitation, inmate life and institutional security and management. This course will evaluate the effectiveness of incarceration in terms of cost savings, community safety and recidivism reduction, while also discussing the future of incarceration and punishment in America (3 s.h.)

SOC 436 Community Corrections

An analysis of policies, practices, research and trends in community corrections in the United States including correctional interventions, probation and parole, rehabilitation and reentry, risk assessment, juvenile supervision and intermediate sanctions. This course will evaluate the effectiveness of community corrections in terms of cost savings and recidivism reduction, as well as discuss the future of community corrections within the context of modern society. (3 s.h.)

SOC 491, 492 Independent Study

Prerequisite: instructor approval. (1-3 s.h.)

Spanish (SPA)

SPA 101 First Semester Spanish

In this hybrid course students will practice Novice level speaking, listening, writing, and reading skills. In addition, students will become acquainted with basic cultural information relevant to Spanish-speaking communities. This course is not open to students who have had more than two years (4 semesters) of Spanish in high school or one semester of Spanish at the

college level within the past five years. Fulfills the intercultural awareness core requirement. (4 s.h.)

SPA 102 Second Semester Spanish

In this hybrid course students will transition from the practice of Novice level to Intermediate level speaking, listening, writing, and reading skills. In addition, students will further their knowledge of basic cultural information relevant to Spanish-speaking communities. A placement exam or SPA101 is required before registering for this course. Fulfills the intercultural awareness core requirement. (4 s.h.)

SPA 111 Poco a Poco Spanish I

Poco a Poco Spanish is a more relaxed introduction to the Spanish language. In this course, students learn the fundamentals of Spanish pronunciation and acquire Spanish vocabulary through interactive practice. Students wishing to fulfill the intercultural awareness credit must take both SPA111 and SPA112. Completion of SPA111 and SPA112 is equivalent to SPA101. (2 s.h.)

SPA 112 Poco a Poco Spanish II

A continuation of SPA 111's more relaxed introduction to the Spanish language. Students continue to learn and practice vocabulary and fundamental grammatical structures through interactive practice. Students wishing to fulfill the intercultural awareness credit must take both SPA111 and SPA112. Completion of SPA111 and SPA112 is equivalent to SPA101. (2 s.h.)

SPA 113 Poco a Poco Spanish III

A continuation of SPA 111-112. Students engage in the review and practice of previously learned vocabulary, applying that knowledge to new grammatical concepts. The course also continues its focus on interactive practice to aid in the acquisition of new vocabulary while reinforcing the fundamentals of good Spanish pronunciation. Some previous Spanish study is helpful for this course though enrollment is open to all. Students wishing to earn credit for the intercultural awareness course must have a combination of two Poco a Poco Spanish courses totaling four semester hours. (2 s.h.)

SPA 201 Third Semester Spanish

In this course students will transition from the practice Intermediate level to Advanced level speaking, listening, writing, and reading skills. In addition, students

will further their knowledge of cultural information relevant to Spanish-speaking communities. A placement exam or SPA201 is required before registering for this course. Fulfills the intercultural awareness core requirement. (3 s.h.)

SPA 202 Fourth Semester Spanish

In this course students will transition from the practice Advanced level to Superior level speaking, listening, writing, and reading skills. In addition, students will further their knowledge of cultural information relevant to Spanish-speaking communities. A placement exam or SPA201 is required before registering for this course. Fulfills the intercultural awareness core requirement. (3 s.h.)

SPA 210 Spanish for Medical Professions

This course focuses on the continued development of basic communication skills (speaking, listening, reading and writing) and the acquisition of vocabulary most useful to those with an interest in medical professions. Prerequisite: Students must have completed one year of college language study or have passed the CLEP exam with credit for SPA 101 and SPA 102. (3 s.h.)

SPA 220 Spanish Conversation

This course provides practice in Spanish speaking and listening skills. Students use targeted vocabulary to accomplish communicative tasks. Prerequisite: SPA 101 and 102. Fulfills the intercultural awareness requirement. (3 s.h.)

SPA 301 Survey of Peninsular Literature and Cultures through the Golden Age

In this course students will enhance their language proficiency and cultural awareness of the products, practices, and perspectives of the Iberian Peninsula through the study of major historical events and canonical works of literature and art relevant to the region and time period. A placement exam or SPA202 is required before registering for this course. Fulfills the intercultural awareness core requirement. (3 s.h.)

SPA 302 Survey of Peninsular Literature and Cultures: Golden Age to Present

In this course students will enhance their language proficiency and cultural awareness of the products, practices, and perspectives of the Iberian Peninsula

through the study of major historical events and canonical works of literature and art relevant to the region and time period. A placement exam or SPA202 is required before registering for this course. Fulfills the intercultural awareness core requirement. (3 s.h.)

SPA 303 Survey of Latin American Literature and Cultures through the 19th Century

In this course students will enhance their language proficiency and cultural awareness of the products, practices, and perspectives of Latin America through the study of major historical events and canonical works of literature and art relevant to the region and time period. A placement exam of SPA 202 is required before registering for this course. Fulfills the intercultural awareness core requirement. (3 s.h.)

SPA 304 Survey of Latin American Literature and Cultures: 19th Century to Present

In this course students will enhance their language proficiency and cultural awareness of the products, practices, and perspectives of Latin America through the study of major historical events and canonical works of literature relevant to the region and time period. A placement exam or SPA 202 is required before registering for this course. Fulfills the intercultural awareness core requirement. (3 s.h.)

SPA 305 Special Topics in Spanish Literature or Culture

This course is offered at irregular intervals, featuring a topic of interest to students and faculty. (1-3 s.h.)

SPA 325 K12 Content Methods for Teaching World Languages

A study of the methods for teaching world languages to K-12 students. National and State Standards for Foreign Language Learning, Theories of Language Acquisition and the Proficiency Guidelines of the American Council on the Teaching of Foreign Languages (ACTFL) provide the bases for the development of skills in effective and pedagogically sound planning and instruction. This course is required for Spanish Education majors. Prerequisites: SPA 101-202 and admission into the USF Teacher Education Program or instructor permission. (3 s.h.)

SPA 330 Travel Abroad for Intermediate and Advanced Students in Spanish

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: One completed SPA course. Fulfills the intercultural awareness requirement. (1-6 s.h.)

SPA 340 Introduction to Hispanic Linguistics

In this course students will enhance their language proficiency through the exploration of the scientific study of language, with specific reference to Spanish. Students will become familiar with the basics of several key areas of language study including the formation and organization of sounds, words, and sentences; social and contextual variation; and language change. A placement exam or SPA 202 is required before registering for this course. Fulfills the intercultural awareness core requirement. (3 s.h.)

SPA 341 Spanish Phonetics and Phonology

In this course students will enhance their oral proficiency through a comprehensive review of the pronunciation of Spanish. The fundamental principles of phonetic analysis are introduced in order to show how Spanish sounds are produced, how they fall into patterns, and how they change in different environments. Students will explore contrasts between Spanish and English sound patterns and some major dialectal differences will also be introduced. Major attention is devoted to practice with corrective exercises. A placement exam or SPA202 is required before registering for this course. Fulfills the intercultural awareness core requirement. (3 s.h.)

SPA 345 Special Topics in Hispanic Linguistics

This course is offered yearly, featuring a variety of topics. Course may be retaken if topic is sufficiently different. Fulfills the intercultural awareness core requirement. (3 s.h.)

SPA 350 Spanish Composition

The focus of Spanish composition is

for students to engage in the writing process for a variety of communicative tasks. Writers develop resources for formulating and organizing ideas, as well as editing their work to communicate more effectively. Considering cultural and situational context is always a part of the communicative task. Prerequisites: SPA 101 through SPA 202. Fulfills the intercultural awareness requirement. (3 s.h.)

SPA 360 Introduction to Translation

Practice of translation from English to Spanish and Spanish to English. A placement exam or SPA 202 is required before registering for this course. Fulfills the intercultural awareness core requirement. (3 s.h.)

SPA 361 Spanish for the Professions

Introduction to professional communication within a cultural context. A placement exam or SPA202 is required before registering for this course. Fulfills the intercultural awareness core requirement. (3 s.h.)

SPA 390 Special Topics in Spanish

This course is offered at irregular intervals, featuring a topic of interest to students and faculty. (1-3 s.h.)

SPA 401 Integrated Civilization and Literature: Mexico and the United States

A holistic study of the civilizations of Mexico and the United States, and the products, practices and perspectives of their peoples. Prerequisites: SPA301 and 302. Fulfills the intercultural awareness requirement. (3 s.h.)

SPA 402 Integrated Civilization and Literature: Spain

A holistic study of the historic civilizations that have contributed to the development of modern Spain, and the products, practices and perspectives of its peoples. Prerequisites: SPA301 and 302. Fulfills the intercultural awareness requirement. (3 s.h.)

SPA 403 Integrated Civilization and Literature: Central America and the Caribbean

A holistic study of the civilizations of Central America and the Caribbean, and the products, practices and perspectives of their peoples. Prerequisites: SPA 301 and 302. Fulfills the intercultural awareness requirement. (3 s.h.)

SPA 404 Integrated Civilization and Literature: The Northern Peoples of South America

A holistic study of the civilizations of the northern countries of South America, and the products, practices and perspectives of their peoples. Prerequisites: SPA 301 and 302. Fulfills the intercultural awareness requirement. (3 s.h.)

SPA 405 Integrated Civilization and Literature: The Southern Cone of South America

A holistic study of the civilizations of the Southern Cone of South America, and the products, practices and perspectives of their peoples. Prerequisites: SPA 301 and 302. Fulfills the intercultural awareness requirement. (3 s.h.)

SPA 450 Spanish Senior Capstone

The senior capstone project will consist of 1 hour of additional credit added on to a 300 level course taken in the student's senior year. The content and scope of the project will be determined by the instructor and student. (1 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.)

Special Education (SED)

SED 220 Intro to Cognitive, Learning and Emotional/Behavior Disabilities

This course is required for all special education teacher candidates seeking an endorsement or license in K-12 special education teaching students with moderate to severe cognitive disabilities. This course is designed to provide the prospective teacher of students with moderate and severe cognitive, learning and/or emotional/behavior disabilities with a basic knowledge concerning the learning characteristics of these student populations, assessment strategies, curriculum development, program design, instructional strategies, material development and community transition. The focus of this course will be the design and coordination of programming across home, school, community, and vocational environments to meet the needs of individual students with disabilities. (3 s.h.)

SED 322 Assessment in Special Education

This course is an introductory course in assessment principles and practices specific to special education programs. The course focuses on the process of collecting, analyzing and interpreting data from a variety of sources to use for eligibility, educational and instructional decisions for students with disabilities. The content includes basic assessment and measurement concepts, academic achievement, adaptive and social behavior, curriculum-based and criterion referenced diagnostic procedures. Prerequisites: EDU 201, EDU 218, SED 220, or permission of instructor for transfers. (3 s.h.)

SED 340 Strategic Instruction and for Students with Cognitive Disabilities

This course is required for all special education teacher candidates seeking an endorsement or license in K-12 special education teaching students with moderate to severe cognitive disabilities. This course is designed to provide the prospective teacher of students with moderate and severe cognitive disabilities with a basic knowledge concerning the learning characteristics of this student population, assessment strategies, curriculum development, program design, instructional strategies, material development and community transition. The focus of this course will be the design of functional programming across home, school, community and vocational environments to meet the needs of individual students with cognitive disabilities. Prerequisite(s): Admission to the teacher education program; SED 220. (3 s.h.)

SED 342 Strategic Instruction for Learning and Emotional/Behavior Disabilities

This course is required for all special education teacher candidates seeking an endorsement or license in K-12 special education teaching students with mild disabilities. The course is designed to provide the prospective teacher of students with mild disabilities with the knowledge of the characteristics of learning disabilities and the consequent academic challenges students may experience. Coursework emphasizes math, reading, writing and language processing deficits and how they interfere with academic achievement and social relationships, use of assessment

accommodations and intervention approaches for students with learning disabilities. Prerequisite: SED 220. (3 s.h.)

SED 402 Topics in Secondary Special Education

This course is required for all special education teacher candidates seeking an endorsement or license in secondary special education. The primary goal of the course is to help prospective teachers learn about the unique transition to adulthood needs of special education students at the secondary level as described in IDEA. Coursework will focus on the specifics of "transition services" which must include a "coordinated set of activities" that facilitates a student's movement from school to post-school activities. Study of post-school activities will include: employment, vocational training – including vocational evaluation, post-secondary education, supported employment and independent living. Prerequisite: Admission to the teacher education program. (3 s.h.)

SED 404 Classroom Management and Behavior Intervention for Exceptional Students

This course is required for all special education teacher candidates seeking an endorsement or license in K-12 special education. The primary goal of the course is to help prospective special education teachers develop an understanding of various classroom and behavior management strategies. This course introduces classroom management and behavior management strategies for today's classroom. It is designed to offer **pre-service** teachers an opportunity to investigate current research-based techniques that are considered "best practices." The course will further introduce students to models, methods and materials for managing atypical classroom behaviors of children with exceptional needs. The course will focus on providing prospective teachers with skills to:

- manage behaviors that are counterproductive to learning in the classroom
- teach pro-social interpersonal behaviors that facilitate successful functioning in the classroom and society
- structure the classroom environment so that both academic and social/interpersonal behaviors facilitate

appropriate consequences/actions for children.

Prerequisite: Admission to the teacher education program. (3 s.h.)

SED 416 K-12 Special Education Student Teaching

This course is required for all special education teacher candidates seeking an endorsement or license in secondary special education. Under the direction and supervision of the cooperating teachers and USF instructors, teacher candidates student teach in two of the three levels: elementary, middle level, secondary. Prerequisite: Admission to student teaching. (6 s.h.)

Sports Management (SPM)

SPM 305 Sport Finance and Budgeting

This course focuses on the fundamental theories and concepts related to financial management. Particular emphasis will be placed on the application of these financial management concepts in a sports-related organization. This course will emphasize financial statement and ratio analysis, time value of money concepts, risk analysis, capital budgeting, as well as debt and equity financing and valuation. Prerequisite: ACC 225. (3 s.h.)

SPM 307 Principles of Sports Management

This course focuses on the foundational principles of marketing as they apply to the sport business industry. Marketing concepts and practicing in sports marketing and their application and use in influencing sports consumers will be presented. Product, pricing, promotion and distribution decisions for the sport business industry will be emphasized. The sports environment, sport consumer behavior, market segmentation, marketing planning and market research relevant to the sport business industry in domestic and international markets will be addressed. (3 s.h.)

SPM 313 Event and Facilities Management

This course focuses on the fundamental theories and practical concepts related to sport facility and event management. In particular, students will become familiar with ticketing and box office management, food service management, crowd management, risk management, contracting and emergency and evacuation

planning. Issues related to construction, maintenance and the requirements of the Americans with Disabilities Act will also be addressed. (3 s.h.)

SPM 320 Legal Environment of Sport

This course examines the relationship between discrete areas of the law—contracts, torts, antitrust and labor law—and the business of sport. This course focuses on the introductory theories and concepts related to the legal environment of sports-related organizations. An overview of the U.S. legal system will be presented. In addition, topics will include employment law, labor relations, law of agency and athlete agents, governance issues in sport-related organizations, liability issues related to the management of sport organizations, and the development and protection of intellectual property. (3 s.h.)

SPM 395 Sports Management Internship

An internship is a culminating activity designed to provide practical and applied work within a sports business venture. The internships will provide an experiential learning activity for sports management students; assist students in gaining realistic insight into the challenges and issues faced by those employed in the sport business industry; and will assist students in better understanding the work requirements, risks, complex problems, planning and management issues associated with managing sport-related organizations. Prerequisite: Junior or senior status. (3 s.h.)

Student Development (SDV)

The courses in student development are designed to support a variety of major programs or to become part of an interdisciplinary program.

SDV 100 USF Experience

This course is designed to provide first-year students with opportunities for engagement, empowerment and exploration in their new role as a college student through exposure to information, resources and meaningful discussion that will help build the foundation for their own unique academic experience at the University of Sioux Falls. (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 199 Becoming a Master Student

This pass-no credit course is designed to teach students techniques that they can use to regulate and self-direct their learning. Topics will focus on learning strategy acquisition including time management, motivation, test-taking, note-taking, reading and career exploration. It is recommended for students to take an additional credit bearing course while they are enrolled in this class. (P/NC) (1 s.h.)

SDV 250 Sophomore Leadership Seminar

A seminar course designed to increase student understanding of leadership principles applied to higher education settings. Students will have the opportunity to establish a relationship with a selected mentor. (P/NC) (1 s.h.)

SDV 300 Practicum in Student Leadership

An experiential learning course associated with service as a student leader. The course is tailored to meet the learning goals and experiences desired by the student, in consultation with the instructor. Students are required to demonstrate learning by preparing a portfolio that documents the achievement of their individual learning objectives. (P/NC) (1 s.h.)

SDV 400 Job Search Seminar

Designed for the third- or fourth-year bachelor's degree candidate or second-year associate's degree candidate, this course will help prepare graduating students for a job search, the interview process and their first year at work. (1 s.h.)

Theology (THE) Biblical Studies

THE 140 Introduction to the Bible

A survey of the content and teachings of the Bible in historical perspective. (3 s.h.)

THE 309 New Testament Greek I

The first in a two-semester series in which students will learn to read and study the New Testament in its original language, Koine Greek. In this first semester, students will learn the alphabet, accents, and punctuation; the patterns of Greek nouns, pronouns, prepositions and adjectives; and

will begin to study verbs, all the while acquiring a basic vocabulary. From early in the course, students will be working in the actual New Testament text. Prerequisite: THE 140 or instructor approval. (3 s.h.)

THE 310 New Testament Greek II

Completion of this second semester will equip a student to succeed in seminary and graduate school courses which require knowledge of Koine Greek. Participants will learn all vocabulary words which appear 50 or more times in the New Testament, master the Greek verb system, learn interpretive principles and do a final translation project. Prerequisite: THE 309. (3 s.h.)

THE 311 New Testament Greek Reading

Students will read and translate selected passages from the Greek New Testament. Sessions will typically highlight lexical, grammatical or syntactical issues. The theological implications of the proposed translations will be discussed. Prerequisites: THE 310 or instructor approval. (1 s.h.)

THE 317 Jesus and the Gospels

An exploration of the person, teachings, and significance of Jesus as presented in the four Gospels. Attention is given to historical and cultural backgrounds, to the literary relationships among the Gospels and to appropriate methods for studying and applying the text. Prerequisite: THE 140. (3 s.h.)

THE 318 Letters of Paul

An exploration of Paul's teachings and practices as revealed in his letters. The letters will be examined in light of their general historical and cultural setting as well as their specific situation and occasion. Students will carefully analyze Paul's ideas and the way he argues in support of them, including topics such as salvation, church life, spirituality, sexuality, marriage, women, freedom and mission. Prerequisite: THE 140. (3 s.h.)

THE 319 Hebrews to Revelation

A careful study of the last nine books of the New Testament. The works are examined for their message to their original readers, considering their historical and cultural setting, as a prelude to considering modern-day application. The books will be compared regarding such issues as their view of Christ's significance and work, salvation, the church, last things, prayer and worship and paraenesis (that is, what

they exhort believers to do). Prerequisite: THE 140. (3 s.h.).

THE 351 Old Testament Elective

A concentrated study of a particular book or collection of books. Attention will be directed to historical context, literary form, theological themes and present-day application. 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, theological themes and present-day application. Prerequisite: THE 140. (3 s.h.)

THE 394 Issues in Biblical Studies

Study of selected themes and their significance for contemporary Christian life and belief. A different theme or issue will be addressed each time the course is offered. Prerequisite: THE 140 or consent of the instructor. (3 s.h.)

Theology (THE) Historical Studies

THE 303 History of Christianity

A study of the development of Christianity from its origin to the present day. Prerequisite: THE 240. (3 s.h.)

THE 392 Issues in Church History

An advanced study of selected persons, movements, or time periods in the Christian church. A different issue or topic will be addressed each time the course is offered. Prerequisite: THE 303 or consent of instructor. (3 s.h.)

THE 411 Christianity in America

A survey of the history of Christian groups and traditions in America from Puritanism to the present, with special emphasis on Protestant churches. Prerequisite: THE 240. (3 s.h.)

THE 414 Reformation

A survey of the European Reformation of the sixteenth and seventeenth centuries and its constituent movements (the German, Swiss, Radical, English and Catholic Reformations). Prerequisite: THE 303 or HIS 101 or 304 or instructor approval. (3 s.h.)

Theology (THE) Theological Studies

THE 240 Introduction to Christian Thought and Practice

A foundation course in Christian theology and ethics covering the major doctrines of historical Christianity. Prerequisite: THE 140. (3 s.h.)

THE 320 World Missions

This course will focus on cross-cultural mission issues and strategies and will lay a theological foundation for Christian mission. Past and present mission strategies will be analyzed with the purpose of determining how students may become vitally involved in the missional task of the church today. Prerequisite: THE 240. (3 s.h.)

THE 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.)

THE 393 Issues in Theological Studies

An advanced study of selected doctrines, theologians or theological movements. A different issue or topic will be addressed each time the course is offered. Prerequisite: THE 240 or consent of the instructor. (3 s.h.)

THE 413 Christianity and Culture

A study of the Christian faith in its relation to culture. The course examines definitions, perspectives and problems in the formulation of a Christian worldview in relation to contemporary cultural issues such as media and entertainment, human sexuality, war and peace, consumerism and other influences. Prerequisite: THE 240. (3 s.h.)

THE 425 Digital Humanities

See ENG 425 course description

THE 490 Senior Seminar

An advanced study of essential doctrines of the Christian faith. This is the capstone course for the Theology and Biblical Studies major, the Theology and Youth Ministry major and (optionally) for the Theology minor. It builds on what students have learned in biblical, historical, theological and philosophical coursework. (3 s.h.)

Theology (THE) Ministry and Specialized Courses

THE 261 Introduction to Youth Ministry

Students will focus on the needs and characteristics of youth ages 12-18 and on learning how to design and structure youth ministry programs that effectively utilize adult sponsors and the youth themselves in ministering to individuals and groups in the church, home and community. Prerequisite: THE 140 or junior standing. (3 s.h.)

THE 313 Religions of the World

An introduction to significant religious traditions of the world, including Judaism, Hinduism, Buddhism and Islam. Fulfills the intercultural awareness core requirement. Prerequisite: THE 240. (3 s.h.)

THE 330 Sociology of Religion

See SOC 330 in the Sociology section. (3 s.h.)

THE 340 Christian Spiritual Formation

A study in the history, ideas and practices of Christian spiritual development. Students will analyze key biblical texts, read from classic Christian writings in the field of spirituality, examine current trends and issues and experiment with disciplines and activities to assist their own spiritual growth. Prerequisite: THE 240 or instructor approval. (3 s.h.)

THE 371 Youth Ministry Discipleship and Evangelism

This course is designed in two parts. The first helps students equip youth to be disciples of Jesus, active in the church community and the outside world. The second focuses on evangelism, helping non-Christian youth to become disciples of Jesus and teaching the youth to lead their friends into such a life. Students will learn how to structure a local church youth ministry to achieve these objectives. Prerequisite: THE 261. (3 s.h.)

THE 372 Youth Ministry Leadership and Communication

An examination of leadership and communication strategies for the church's youth ministry program. Students will learn how to be leaders and to develop leadership skills in adolescents. They will practice skills necessary to speak at youth gatherings and learn how to establish

effective communication patterns among church leaders, youth workers, parents and youth. Prerequisite: THE 261. (3 s.h.)

THE 381 Foundations of Professional Ministry

Students will consider the theological foundations for ministry, their own sense of vocation and some of the practical issues related to the professional ministry. Prerequisite: THE 240. (3 s.h.)

THE 390 Special Topics in Theology

This course will include a topic or topics that are normally not covered as specific courses in the areas of Biblical, Historical, or Theological Studies. Scheduling of the course and topics selected will be determined by student interest and faculty expertise. (1-4 s.h.)

THE 391 Special Topics in Ministry

This course will provide practical training in some aspect of Christian ministry. Scheduling of the course and topics selected will be determined by student interest and training needs as well as faculty expertise. (1-3 s.h.)

THE 395 Internship in Ministry

A practicum experience that is individually adapted to student interests and skills. An on-site supervisor and a faculty internship coordinator direct and certify the experience. (2-4 s.h. – forty hours of supervised ministry per semester hour credit)

THE 396 Youth Ministry Internship

A practicum experience designed for the Theology and Youth Ministry major involving supervised ministry with adolescents in a church or parachurch setting. An on-site supervisor and USF youth ministry internship mentor will direct and certify the experience. Prerequisites: THE 261 and junior standing. (3-4 s.h. – forty hours of supervised ministry per semester hour credit)

THE 491, 492 Independent Study in Biblical, Historical, Theological, or Religious Studies

Prerequisite: Instructor approval. (1-3 s.h. each)





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Rapid City, SD

Dan Hylland*
Sioux Falls, SD

Al Johnson
Sioux Falls, SD

Dorothy Johnson Caselli
Sioux Falls, SD

Merle Johnson*
Sioux Falls, SD

Susan Kuhn
Moorhead, MN

Robert Larsen M.D.*
Des Moines, WA

John Lillibridge*
Burke, SD

Tom Lillibridge*
Burke, SD

Barbara McMurchie
Sioux Falls, SD

Max Merry*
Dell Rapids, SD

Susan Norberg
Sioux Falls, SD

Dr. Paula O'Neill-Weedon
Georgetown, TX

Gary Olson*
Sioux Falls, SD

Rev. Randy Rasmussen
Sioux Falls, SD

Scott Rysdon
Sioux Falls, SD

Jeff Savage
Scottsdale, AZ

Marian Sullivan*
Sioux Falls, SD

Kimberley Thune
Sioux Falls, SD

Dr. Robert Veninga*
St. Paul, MN

Mick Woodden
Sioux Falls, SD

Steve Young
Maple Grove, MN

* Emeritus Members

University of Sioux Falls Leadership Team

USF personnel as of September 1, 2017.

Date refers to year hired.

Brett Bradfield (2017, 2000)
President; B.S., Dakota State University;
M.S., Ed.D., University of South Dakota

Bill Bartell (1985)
Vice President for Information
Technology/Chief Information Officer;
B.S., University of Sioux Falls

Marsha Denniston (2010)
Vice President for Business and
Finance; B.A., Ottawa University; M.B.A.,
University of Kansas

Jason Douma (1998)
Assistant Vice President for Institutional
Research and Associate Professor of
Mathematics; B.A., Gustavus Adolphus
College; M.S., Ph.D., Northwestern
University, Ill.

Julie Dunlop Gednalske (1998)
Vice President for Human Resources,
Security and Facilities; B.S., University
of South Dakota; M.S.A.S., University of
South Dakota

Todd Knutson (2016)
Vice President for Institutional
Advancement; B.S., University of
Sioux Falls; M.Ed. South Dakota State
University

Joy Lind (2008)
Vice President for Academic Affairs and
Associate Professor of Mathematics;
B.A., Transylvania University; M.S., Ph.D.,
University of Kentucky

Julie McAreavey (2000)
Associate Vice President for Continuing
and Professional Studies; B.S., Dakota
State University; M.Ed., University of
Sioux Falls

Corey Ross (2014)
Vice President of Student
Development/Dean of Students; B.S.
Greenville College; M.T.S., University of
Notre Dame

Joshua Snyder (2014)
Director of Intercollegiate Athletics; B.S.,
Iowa State University, J.D., Creighton
University School of Law

Aimee Vander Feen (2011)
Vice President for Enrollment
Management; B.A., University of Iowa;
M.B.A., Chadron State College

Academic Area Chairpersons and Graduate Program Directors

Jessica Cherenegar, Ph.D.
Director of USF School of Nursing

Steve Horan, M.B.A.
Assistant Professor of Business
Administration; Director of M.B.A.
Programs

Beth Jernberg
Professor of Education; Chair of
Education

Jonathan Neiderhiser
Associate Professor of Music, Director of
Instrumental Music; Chair of Visual and
Performing Arts

Beth O'Toole, J.D.
Professor of Criminal Justice; Chair of
Social Sciences

William Soeffing, Ph.D.
Professor of Biology; Chair of Natural
Science

Becky Thurman, Ed.D.
Associate Professor of Education;
Director of Graduate Education
Programs

Bruce Watley, Ph.D.
Assistant Professor of Business
Administration/Director of the
Lillibridge Center for Entrepreneurial
Leadership and Innovation; Chair of the
Vucurevich School of Business

To Be Appointed, Area Chair of
Humanities

Faculty

Date refers to year of appointment.

Jeffrey Ballard (2014)
Part-time Instructor of Art/Gallery
Director; B.A. University of Sioux Falls;
M.F.A., University of South Dakota

Jenny Bangsund (2007)
Associate Professor of English; B.A.,
Northwest Nazarene University; M.A.,
St. John's College; Ph.D., Duquesne
University

Richard Bartling (2008)
Assistant Professor of Exercise Science;
B.A., M.S., South Dakota State University

Trudi Billion (2013)
Part-time Instructor of Business
Administration; B.S., South Dakota State
University, M.B.A. Colorado Technology
Institute

Terryl Cadwell (2011)
Part-time Instructor of Criminal Justice;
B.A., Augustana University, M.S.
University of South Dakota

Shawn Chiappetta (2003)
Associate Professor of Mathematics
and Computer Science; B.A.,
Carthage College; M.S., Southern
Illinois University; Ph.D., University of
Wisconsin-Milwaukee

Kevin Cole (1999)
Professor of English; B.A., M.A., Texas
A&M University; Ph.D., Baylor University

Tricia Cole (2004)
Associate Professor of Business
Administration; B.S., M.P.A., Ph.D., Texas
A&M University

Ceca Cooper (2005)
Associate Professor of Art; B.F.A., B.S.,
University of Houston; M.F.A., University
of South Dakota

David DeHoogh-Kliewer (2006)
Associate Professor of Music and
Director of Choral Activities; B.A., Bethel
College; M.M., University of South
Dakota; D.M.A., University of Kansas

Carol Den Otter (2004)
Associate Professor of Education;
B.S., Augustana University; M.Ed.,
South Dakota State University; Ed.D.,
University of South Dakota

- Jason Douma (1998)
Assistant Vice President for Institutional Research, Associate Professor of Mathematics; B.A., Gustavus Adolphus College; M.S., Ph.D., Northwestern University, Ill.
- Greg Dyer (2000)
Associate Professor of English; B.S., M.A., Kansas State University; Ph.D., University of North Texas
- Carol Flower (1997)
Part-time Instructor of Music; B.A., Augustana University; M.M., University of Michigan
- Michelle Fryer-Hanson (2000)
Associate Professor of Education; B.S., M.S., South Dakota State University; Ed.D., University of South Dakota
- James J. S. Foster (2013)
Assistant Professor of Theology and Philosophy; B.S., Northwestern University; M.Div., Th.M., Ph.D., Princeton Theological Seminary
- Jeffrey Frohwein (2012)
Part-time Instructor of Business Administration; B.A., Northwestern College; M.B.A., University of South Dakota; M.S.M., Colorado Technical University
- Brian Gregg (2005)
Associate Professor of Biblical Studies; B.A., University of California–Berkeley; M.Div., Fuller Theological Seminary; Ph.D., University of Notre Dame
- Mike C. Grevlos (2006)
Professor of Psychology; B.A., Augustana University; M.A., Ed.D., University of South Dakota
- Lorri Halverson (2012)
Assistant Professor of Business Administration; B.A., Concordia College; M.B.A., University of Sioux Falls
- Joe Hauge (2002)
Part-time Instructor of Education; B.S., M.Ed., South Dakota State University
- Martha Helland (2010)
Associate Professor of Business; B.A., Vassar College; M.B.A., New York University; Ph.D., Regent University
- John L. Hiigel (1998)
Professor of Biblical Studies; B.A., University of California–Los Angeles; M.Div., Ph.D., Fuller Theological Seminary
- Christina S. Hitchcock (2001)
Professor of Practical Theology; B.A., Geneva College; M.A., Gordon-Conwell Theological Seminary; Ph.D., University of Aberdeen
- Gretchen Hoffman (2007)
Associate Professor of Psychology; B.S., Northwest Missouri State University; M.A., Ph.D., University of South Dakota
- Ashley Holen (2011)
Assistant Professor of Nursing; B.S., Jamestown College; M.S. University of North Dakota
- Steve Horan (2012)
Assistant Professor of Business Administration and Director of MBA Program; B.S., Northern State University; M.A., University of Sioux Falls; C.P.A.
- Stephen Jackson (2013)
Assistant Professor of History; B.A., University of Florida; Ph.D., The George Washington University
- Beth Jernberg (1979)
Professor of Education; B.A., University of Sioux Falls; M.A., Ed.D., University of Northern Colorado
- Rich Kielman (2007)
Part-Time Instructor of Business; B.S., M.B.A., University of South Dakota
- Ann Kolbrek (2007)
Part-Time Instructor of English; B.A., University of the South; M.A., University of South Dakota
- Cheri Kovalenko (2009)
Associate Professor, Family/Pediatric Nursing; B.S.N., M.S., The Ohio State University; D.N.P., University of Minnesota
- Brent Lerseth (2013)
Instructor of History/Political Science; B.A. Augustana University; M.A. Northern Illinois University; M.A., Ph.D. University of California-Riverside
- Joy Lind (2008)
Vice President for Academic Affairs; Associate Professor of Mathematics; B.A., Transylvania University; M.S., Ph.D., University of Kentucky
- William Loewen (2007)
Associate Professor of Social Work and Director of Social Work; B.S.W., Tabor College; M.S.W., University of Washington; Ph.D., University of Pennsylvania
- Rachelle Loven-Hoh (1987)
Professor of Education; B.S., Bemidji State University; M.Ed., University of Sioux Falls; Ed.D., University of South Dakota
- Brad Lowery (2014)
Assistant Professor of Applied Mathematics; B.S., M.S. South Dakota State University; Ph.D., University of Colorado Denver
- Brian Lowery (2012)
Assistant Professor of Biology; B.S., University of Sioux Falls; M.S., Northern State University
- Karen Lukens (2004)
Part-time Instructor of Education; B.S., Augustana University; M.A., University of Sioux Falls
- George Mwangi (2005)
Associate Professor of Chemistry; B.S., University of Pune; M.S., University of Nairobi; Ph.D., University of New Hampshire
- Nathan S. Nassif (1991)
Associate Professor of Communication Studies; B.A., Drake University; M.A., Marquette University; Ph.D., Union Institute and University
- Jonathan Neiderhiser (2007)
Associate Professor of Music, Director of Instrumental Music; B.M., M.M., Duquesne University; D.M.A., West Virginia University
- Randy Nelson (2007)
Director of International Education and Associate Professor of Education and German; B.A., University of Sioux Falls; M.A., Augustana University; Ed.D., University of St. Thomas
- Joseph Obermueller (2014)
Assistant Professor of Theatre; B.A., Pepperdine University; M.F.A., Virginia Commonwealth University
- Nancy J. Olive (1994)
Professor of Art; B.A., St. Catherine University; M.A., Minnesota State University–Mankato; M.A., M.F.A., Michigan State University
- Beth O'Toole (1998)
Professor of Criminal Justice and Social Science; B.S., M.A., J.D., University of South Dakota

Brenda Paulsen (2003)
Part-time Instructor of English; B.A.,
University of Sioux Falls; M.A., Ph.D.,
University of South Dakota; Ph.D.

Keith Perkins III (1976)
Associate Professor of Biology; B.A.,
University of Sioux Falls; M.S., University
of South Dakota

Arlys E. Peterson (1990)
Associate Professor of Education;
B.A., University of Sioux Falls; M.A.T.,
Augustana University; Ed.D., University
of South Dakota

Jill Pitz (2015)
Assistant Professor of Nursing; B.A.N.,
Augustana University; M.S.N., Briar Cliff
University

Melynda Thelen (2013)
Assistant Professor of Nursing; B.S.,
South Dakota State University; M.S.,
Nebraska Wesleyan University

Lisa Riddle (2015)
Assistant Professor of Education; B.A.,
Concordia College; M.Ed., South Dakota
State University

Kurtiss Riggs (2015)
Instructor; B.A., University of Sioux Falls;
M.Ed., Southwest Minnesota State
University

Matthew Rieck (2014)
Assistant Professor of Computer
Science; B.S., University of Sioux Falls;
M.S., University of South Dakota

Bernie Schock (1988)
Part-time Instructor of Religious Studies
and Degree Completion Program; B.A.,
Southern Methodist University; Th.M.,
Dallas Theological Seminary; Ed.D.,
University of South Dakota

Rebecca Schultz (2001)
Professor of Exercise Science; B.S.,
University of North Dakota School of
Medicine; M.S., University of Southern
Mississippi; Ph.D., University of South
Dakota

Sarah Sinnott (2015)
Assistant Professor of Spanish; B.A.,
M.A., University of Northern Iowa; Ph.D.,
Ohio State University

William Soeffing (1982)
Professor of Biology; B.S., M.S., South
Dakota State University; Ph.D.,
University of South Dakota School of
Medicine

James Sturdevant (2013)
Part-time Instructor of Business
Administration; B.S. South Dakota
State University, M.S., Oklahoma State
University, Ed.D., University of St.
Thomas

Adam Sturlaugson (2013)
Assistant Professor of Chemistry; B.S.,
University of Sioux Falls; Ph.D., Stanford
University

Michael Thompson (2008)
Associate Professor of Criminal Justice;
B.S., South Dakota State University; J.D.,
University of South Dakota

Becky Thurman (2010)
Associate Professor of Education,
Director of Education Graduate
Programs; B.A., South Dakota State
University; M.A., University of Sioux
Falls; Ed.D., University of South Dakota

Brad Van Kalsbeek (2005)
Associate Professor of Accounting; B.A.,
Northwestern College, Iowa; M.B.A.,
Colorado Technical University; C.P.A.

Joanne VanOsdel (2014)
Assistant Professor of Special Education;
B.A., M.A., M.Ed., University of South
Dakota

Bruce Watley (2011)
Assistant Professor of Business
Administration, Area Chair; B.S.,
Creighton University; M.B.A., University
of Phoenix; Ph.D., Regent University

Bryan Wermers (2011)
Assistant Professor of Nursing; B.S.,
South Dakota State University; M.S.,
Seton Hall University

Jill E. Whitley (1991)
Associate Professor of Accounting;
B.A., University of Sioux Falls; M.B.A.,
University of South Dakota

Nancy Wilcoxson (1988)
Assistant Professor of Music; B.A.,
University of Sioux Falls; M.M.,
University of South Dakota

Judy Zimbelman (2015)
Assistant Professor of Social Work;
B.A., University of Sioux Falls; M.S.W.,
University of Nebraska Omaha

Adjunct Faculty in Sanford Medical Laboratory Science Program, Sanford USD Medical Center

Renee Rydell; M.B.A., M.S., M.T. (ASCP),
MLS Program Director; Sanford Medical
Laboratory Science Program, Sanford
USD Medical Center

Faculty Emeriti

Daniel Canete
B.A., University of Sioux Falls; M.A.,
Fresno State College; Ed.D., Nova
University

Sharon Cool
B.A., Valparaiso University; M.A., Ph.D.,
University of South Dakota

Edgar S. Harvey, Jr.
B.A., Northwestern University; M.A.,
Ph.D., University of Minnesota

Sherry Halleen
B.A., Luther College; M.A., Ed.D.,
University of Northern Colorado

Charles Herman
B.A., Trinity College; M.A., Ph.D.,
University of Minnesota

Allen Herrboldt
B.S., M.A., M.B.A., University of South
Dakota; Ed.D., Montana State University

Thomas D. Houle
B.A., University of Minnesota; M.S.W.,
University of Nebraska–Lincoln; Ed.D.,
University of South Dakota

Waldemar F. Klawiter
B.A., M.A., University of South Dakota;
Ph.D., University of Wyoming

L. Cliff Lewis
B.S., Ph.D., University of Oklahoma

Harriet Scott
B.A., Augustana College; M.S.W.,
University of Chicago; Ph.D., South
Dakota State University

University Staff

Date refers to year hired.

Mekonnen Afa (2004)

International Education and Human Resources Associate; B.S., National American University–Rapid City; M.B.A., University of Sioux Falls

Jon Anderson (2016)

Head Football Coach; B.A., Buena Vista University; M.S., South Dakota State University

Anita Arnold (2014)

Administrative Assistant for Student Development; B.A., Bethel University

Karen Bangasser (1995)

Director of Presidential and Board Operations; B.A., University of Sioux Falls

Nicholas Benedetto (2016)

Assistant Football Coach; Defensive Coordinator/Defensive Backs; B.S., University of Sioux Falls; M.A., University of South Dakota

Brett Bennett (2014)

Head Coach, Men's Golf; B.A., University of South Dakota

Shawn Bergan (2014)

Assistant Women's Basketball Coach; B.A., University of Sioux Falls; M.S., South Dakota State University

Dan Blumer (2014)

Network Administrator

Sharon Blumer (2014)

Education Administrative Assistant; B.S. University of South Dakota

Adam Breske (2017)

Special Teams Coordinator/Linebackers Football Coach; B.A., University of Northern Colorado

Jessica Carlson (2012)

Assistant Director of the Academic Success Center; B.A., South Dakota State University; M.Ed., University of Sioux Falls

Jim Chapin (2017)

Assistant Football Coach; B.A., University of Michigan

Jessica Cherenegar (2013)

Director of USF School of Nursing and Associate Professor of Nursing; B.S., University of Mary; D.N.P., North Dakota State University

Harold Christensen (2009)

Systems Analyst; B.A., University of Sioux Falls; M.A. University of South Dakota

David Cone (2008)

Web Programmer/Analyst; B.S., University of Sioux Falls

Rachel Crowley (2012)

Director of Library Services; B.S., M.A., Ball State University; M.L.S., Emporia State University

Gina deCesare (2016)

Vucurevich School of Business Operations Coordinator; B.S. King's College; M.B.A. Long Island University

Michelle DeHoogh-Kliwer (2007)

University Counselor; B.A., Bethel College; M.A., University of Northern Colorado

Marsha Denniston (2010)

Vice President for Business and Finance; B.A., Ottawa University; M.B.A., University of Kansas

Witt Dobesh (2016)

Hardware Support Specialist; B.S., University of Sioux Falls

Amy Douglas (2014)

Enrollment Coordinator; B.S., South Dakota State University

Charlie Dubanoski (2016)

Assistant Baseball Coach; B.A., Augustana University; M.S., Winona State University

Nicole Dulaney (2015)

Director of Academic Success Center; B.A., University of South Dakota; M.S., South Dakota State University

Julie Dunlop Gednalske (1998)

Vice President for Human Resources, Security and Facilities; B.S., University of South Dakota; M.S.A.S., University of South Dakota

Wayne Earney (2013)

Assistant Coach, Track and Field-Jumps; B.A., Mid American Nazarene University; M.S., California University of Pennsylvania

Reid Ehrisman (2007)

Head Coach, Men and Women's Track and Field; B.S., M.Ed., Concordia College

Brandon Erdmann (2015)

Security Officer

Shelly Famestad (2006)

Administrative Assistant to Administrative Offices; A.A., Southeast Technical Institute; B.A., University of Sioux Falls

Mary Fedders (1983)

Cougar Central Assistant

Kelsey Freidel Nelson (2016)

Director of Annual Giving and Alumni Relations; B.A., University of South Dakota

Daniel Genzler (2014)

Sports Information Director; B.A., M.A., University of South Dakota;

Pam Gohl (2012)

Associate Athletic Director and Senior Woman Administrator; B.A., Augustana University; M.S., St. Cloud State University

Brittany Goosen (2015)

Head Coach, Women's Soccer; B.A. University of Nebraska-Lincoln, M.S. Emporia State University

Kevin Grebin (2005)

Director of Safety & Security/Head Tennis Coach; B.A., University of Sioux Falls

LuAnn Grossman (1992)

Director of Degree Completion Program; B.A., University of Sioux Falls

Kyle Halfpop (2016)

Assistant Women's Soccer Coach; B.A., Central College; M.S., California University of Pennsylvania

Marcus Hall-Oliver (2016)

Assistant Football Coach, Defensive Line; B.S., Minnesota State University; M.S., Eastern Michigan University

Jolene Halvorsen (2011)

Financial Aid Counselor; B.A., Augustana University

Brandon Hanson (2015)

Admissions Counselor; B.A., University of Sioux Falls

Brittany Hanson (2014)

Fine Arts Public Relations & Technical Coordinator; B.A., University of Sioux Falls

Chelsea Hanson (2014)

Stewardship Research Coordinator; B.A., University of Nebraska-Lincoln

Larissa Hargens (2012) Marketing Coordinator; B.A., Bethel University	Jennifer Knutson (2004) Director of Cougar Central; B.A., Augustana University	Joel McCartney (2011) Head Coach, Volleyball; B.S., Graceland College; M.S., Eastern Kentucky University
Matthew Harsch (2015) Assistant Campus Pastor; B.A., M.B.A., University of Sioux Falls	Todd Knutson (2016) Vice President for Institutional Advancement; B.S., University of Sioux Falls; M.Ed. South Dakota State University	Jeff McDonald (2010) Assistant Director of Campus Safety; B.F.A., University of South Dakota
Anna Heckenlaible (2011) Registrar; B.A., Augustana University; M.S., Colorado Technical University	Carissa Koerner (2013) Associate Director of Financial Aid; A.A., Minnesota School of Business; B.A., St. Olaf College	April Mebius (2014) Nursing Program Coordinator; A.A.S., Rasmussen College
Sarah Heijerman (2013) Academic Success Coordinator; B.A., University of Sioux Falls	Ken "SID" Kortemeyer (1977) Senior Athletic Administrator; B.A., University of Sioux Falls; M.S., South Dakota State University	Karrie Morgan (2011) Director of Financial Aid; B.A., Augustana University
Jon Hiatt (2000) Vice President of Principle Gifts and University Relations; B.S., University of Sioux Falls	Ben Krush (2014) Assistant Athletic Director for Athletics & Institutional Advancement B.S., M.A.; University of South Dakota	Troy Odegaard (2012) Assistant Men's Basketball Coach; B.A., Dakota Wesleyan University
Grant Hieb (2013) Head Coach, Baseball; B.A., University of Sioux Falls	Katy Lahren (2008) Program Coordinator and Data Specialist Education; B.A., Southwest Minnesota State University	Traci Osterberg (2013) Assistant Registrar; B.A., University of Sioux Falls
Nathan Hofer (2014) Director of Student Activities; B.S., M.S., South Dakota State University	Denny Larson (2012) Security Officer	Ryan Palcovic (2015) Server and Communications Administrator
Molly Hoffman (2014) Staff Accountant; B.A., Buena Vista University; C.P.A.	Kari Lena (2014) Admissions Counselor; B.A. University of Sioux Falls	Bill Paradeis (2007) Security Officer; B.A., University of Sioux Falls
Shae Hoskins (2016) Admissions Counselor; B.A., University of Sioux Falls	Ralph Lott (2010) Custodial Supervisor, Security Officer	Katie Pauly (2015) Administrative Assistant for Institutional Advancement and Financial Aid Assistant; B.A., University of Sioux Falls
Dave Hunhoff (2012) Security Officer, Sergeant; B.A., University of South Dakota	Jon Maccoll (2015) Head Women's Swim Coach; B.A., Slippery Rock University	Doug Petersen (2015) Assistant Coach, Track; B.S., Luther College
Joanne Hurley (1990) Admissions Data Processor	Zach Mathers (2010) Director of Sports Medicine, Head Strength and Conditioning Coach, Director of Athletic Complex; B.A., Buena Vista University; M.Ed., University of Sioux Falls	Sandy Pierce (2014) Library Associate; B.A., University of California-San Diego
Erin Houser (2016) Assistant Softball Coach; B.A., Augustana University	Julie McAreavey (2000) Associate Vice President for Continuing and Professional Studies; B.S., Dakota State University; M.Ed., University of Sioux Falls	Matt Pohren (2016) Assistant Athletic Director for External Affairs; B.S., M.S., Northwest Missouri State University;
Veda Iverson (1991) Director of Online Education/IT Associate; B.S., Augustana University	Ashley Maturan (2011) Assistant Dean of Students, Director of Residence Life; B.A., M.Ed., University of Sioux Falls	John Poppenga (1994) Athletic Complex Maintenance & Grounds Coordinator
Chris Johnson (2008) Head Coach, Men's Basketball; B.A., Central College; M.A., Minnesota State University-Mankato	Andrea McCartney (2011) Associate Head Coach, Women's Volleyball; B.S., M.A., Bellevue University	Nick Poppens (2013) Director of Media Center; A.A., Southeast Technical Institute, B.A., M.Ed., University of Sioux Falls
Nathan Kaeding (2011) Associate Head Coach, Men's Basketball; B.S., St. Mary's University of Minnesota		Ryan Pruitt (2016) Pitching Baseball Coach; B.S., Eastern New Mexico University
Matthew Kloss (2016) Wide Receiver Coach, Football; B.A., University of Minnesota; M.Ed., St. Cloud State University		

Kari Quall (2013) Financial Aid Counselor B.A., University of Sioux Falls	Jeffrey Stirler (2015) Security Officer; A.A., North Central University; B.S., St. Cloud University; M.A., Crown College	Jackie Wynja (2016) Student Accounts Coordinator; B.A. Wayne State University
Marlene Quittem (2001) Director of Risk Management and Human Resource Associate/Payroll; B.A., University of Sioux Falls	Sarah Strasburg (2016) Director of Marketing and Communications; B.A., University of North Dakota; M.A., University of Missouri	Eric Zahn (2014) Assistant Sports Information Director; B.A., Metropolitan State College of Denver
Alissa Rausch (2016) Assistant Coach, Track and Field; B.S., Winona State University	Susan Thie (2009) Controller; B.A., Augustana University; C.P.A.	
Jill Reinesch (2017) Business Office Specialist; A.A.S., Mitchell Technical Institute; B.A., University of Sioux Falls	Brenda Thomas (1986) Director of Administrative Applications; B.S., Mankato State University; M.B.A., University of South Dakota	
Nathan Riddle (2015) Security Officer	Kelsey Thompson (2013) Head Coach, Women's Softball; B.S., Minnesota State University Mankato; M.A., Augustana University	
Corey Ross (2014) Vice President of Student Development/Dean of Students; B.S. Greenville College; M.T.S., University of Notre Dame	Dennis Thum (1990) Dean of the Chapel/Instructor of Religious Studies; B.A., Crown College; M.Div., Sioux Falls Seminary	
Stacy Sandholm (2017) Director of Workshops and Continuing Education; B.S., Colorado Technical University; M.B.A., Colorado Technical University	Travis Traphagen (2007) Head Coach, Women's Basketball; B.S., Black Hills State University; M.S., Wayne State College	
Allan Saugstad (2015) Major Gift Officer; B.A., St. Olaf; M.Div., Luther Seminary	Aimee Vander Feen (2011) Vice President for Enrollment Management; B.A., University of Iowa; M.B.A., Chadron State College	
Bethany Sheets (2014) Graphic Designer; B.S., Black Hills State University	Daniel Vander Woude (2015) Assistant Athletic Director for Athletic Development; B.A., St. Olaf; M.S., Belmont University	
Kyle Simons (2013) Assistant Director of Admissions; B.S., University of Sioux Falls	Esther Versteeg (2014) Registration Specialist; B.A. University of Sioux Falls	
Kyley Simmons (2016) Associate Coach, Women's Basketball; B.A., M.S., University of Illinois at Urbana-Champaign	Sam Vosler (2016) Head Women's Golf Coach; B.S., University of Colorado	
Tricia Snyder (2015) Nursing Admission Counselor; B.S. Iowa State; Pharm.D., Creighton University	Dane Wardenburg (2017) Football Offensive Line Coach; B.S., M.S., Northwest Missouri State University	
Lisa Stahl (2016) Social Media Coordinator; B.A., University of Sioux Falls	Ben Weins (2012) Director of Admissions; B.S., University of Sioux Falls; M.A., Gonzaga University	
Brenda Stange (2010) Head Cheerleading Coach; B.A., University of Sioux Falls		



University of Sioux Falls



Buildings

- 1 Stewart Center
- 2 Cleveland Professional Development Center
- 3 Collier Baker Residence Hall
- 4 Burgess Residence Hall
- 5 Kroske Residence Hall
- 6 Sullivan Faith & Living Center
- 7 McDonald Center (Admissions)
- 8 Jeschke Fine Arts Center
- 9 Salsbury Science Center
- 10 Jordan Hall (Administration)
- 11 Grand Island Residence Hall
- 12 Glidden Hall
- 13 Norman B. Mears Library
- 14 Benedetto Residence Hall
- 15 Facilities Services Office

Parking Lots

- A Stewart Center
 - B Cleveland Professional Development Center & Collier Baker Residence Hall
 - C Sullivan Faith & Living Center
 - D Burgess Residence Hall
 - E Salsbury Science Center/ Jeschke Fine Arts Center
 - F Upper Grand Island
 - G Lower Grand Island
 - H Glidden Hall
 - I Benedetto Residence Hall
 - J Collier Baker/Kroske Residence Hall
 - K McDonald Center
 - L Stewart Center—North
- Yellow circle: Visitor Parking Spaces Available
Red circle: Emergency Call Box

