USF UNIVERSITY OF SIOUX FALLS



2026 – 2027
ACADEMIC CATALOG



University of Sioux Falls

1101 West 22nd Street

Sioux Falls, SD 57105

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

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).

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Judicial Affairs	331-6620
Learning Accessibility	331-6740
Library	331-6660
President's Office	331-6684
Registrar's Office	331-6650
Residence Life (Housing)	331-6620
School of Nursing	331-6671
Stewart Center (Athletics)	331-6791
Student Accounts	331-6640
Student Association	331-6788
Student Life/Student Activities	331-6620
Thomas Kilian Academic Success Center/Career Services	331-6740
Vucurevich School of Business and Cleveland Professional Development Center	331-6680

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GENERAL INFORMATION



USF

UNIVERSITY OF **SIOUX FALLS**

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.



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.

USF's longest-serving president, Dr. Mark Benedetto, led USF for nearly two decades, from 1997, across the turn of the century. During this time the University's enrollment in both the traditional and non-traditional programs increased significantly and several academic programs, including the USF School of Nursing, were added to the curriculum. Every building on campus experienced some form of renovation, with the most notable expansion being the University's purchase of approximately 100 acres of land near 69th Street and Cliff Avenue. During this time the University also successfully transitioned its athletic programs from the NAIA to the NCAA Division II and Northern Sun Intercollegiate Conference.

In February 2017, a proven and innovative leader in Christian higher education and a familiar figure at University of Sioux Falls was selected to lead the University into the future. Dr. Brett Bradfield became president of the University in February 2017. One of his first initiatives as president was to reset USF's undergraduate tuition price by $10,000 for the 2018-19 academic year. This bold step allows USF to confidently tell families that everything the University offers is within financial reach. With strength of vision as a distinctively Christian institution, the University continues to help students grow as they gain the necessary technical and critical thinking skills for today’s careers.

On September 8, 2022, the University of Sioux Falls celebrated its 139th-year anniversary with the unveiling of a new visual brand that celebrates the institution's rich Christian Liberal Arts history. USF's new look visually reflects how the institution's current academic programs are continually being adapted and revised for relevance; how new programs such as USF's Doctorate in Leadership and even associates degrees are being created to be on the front edge of change making; and how delivery formats are evolving to reach today's learners where they are at.

As the landscape of higher education is rapidly changing, the new look reflects a modern approach to upholding the 140-year-old institution's long-standing mission, vision and traditional motto of Culture for Service, that is, to seek and foster academic excellence and the development of mature Christian persons for service to God and humankind in the world.





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 programs in nursing at the University of Sioux Falls are accredited by the Commission on Collegiate Nursing Education (http://www.aacnnursing.org).
- SDBN - The baccalaureate degree program in nursing at the University of Sioux Falls is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org)
- CSWE - Council on Social Work Education
- IACBE - International Assembly for Collegiate Business Education
- CAEP - The Fredrikson School of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and approved by the South Dakota Department of Education.

The University also maintains membership in the following:

- American Association of Colleges for Teacher Education
- Council of Independent Colleges
- South Dakota Association 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 Life Office and the Director of Student Life and Housing. 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 196,500 (MSA population is over 276,000), 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.

- SmartAsset has named Sioux Falls as the top city in America for young professionals for the past several years.
- Sioux Falls offers more restaurants per-capita than any other city in the nation, with approximately 700 eclectic dining choices available.
- Sioux Falls has no shortage of arts and culture. Find entertainment for all ages and interests, including international and national acts and exhibits, plus the SculptureWalk, which is the largest annual exhibit of public sculptures in the world.
- Forbes' list of *Best Small Places for Business and Careers* ranked Sioux Falls No. 1 among thousands of cities.
- A network of more than 80 parks and greenways are found throughout the city, including a 20+ mile paved bike trail.
- In 2023, Reader's Digest determined that Sioux Falls is the No. 1 most affordable U.S. city for working adults.
- Sioux Falls is home to major hospitals and a number of financial companies that welcome USF students into their internship programs.
- Sioux Falls offers sports for every season and at almost every level. Downhill ski at Great Bear Park in the winter, or swim year-round at our indoor and outdoor swimming pools and water parks.

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. Students may also receive individual assistance from career coaches and advisors through the Thomas Kilian 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 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 female students and features lounges on each floor as well as a communial kitchen and laundry room.

Grand Island Memorial Hall

Built in 1963, Grand Island is a residence hall for 122 female students. This 3-floor residence hall features a communal kitchen, lounges on each floor, a laundry room and computer suite with printing.

Warren W. Burgess Residence Hall

Built in 1966, Burgess Hall is a residence hall for 116 male students. This residence hall features a communal kitchen, three lounges and a laundry room.

Norman B. Mears Library

Completed in 1965, Mears Library contains approximately 50,000 physical items, houses individual and group study rooms, video recording studios, the Writing Center, an art gallery and the University Archives. Library staff offer research instruction in the classroom and in person. The library's online presence includes over 70 databases containing full text scholarsly journals, ebooks, videos, newspapers, tutorials and music recordings. Mears Library shares resources with thousands of libraries worldwide through Inter Library Loan services.

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 and drama.

The Stewart Center

The University's wellness and athletic facility opened in the fall of 1987. A 15,000 sq. ft. expansion was completed in 2000 to include offices, classrooms and 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 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 undergraduate and graduate students.

McDonald Center

Completed in 2007, the McDonald Center houses services at the center of student life. A central structure, named in honor of Barbara McDonald McMurchie and her late husband, Art McDonald, connects historic Pierce Hall (1923) and the Salsbury Student Union (1963). The center includes the Thomas Kilian Academic Success Center, Cougar Central, the campus mailroom, an expanded campus dining hall, Cooper's Café coffee house and offices for Admissions, Financial Aid, Student Life, coaching staff and Student Association/Activities. USF's Media Center offers students the most updated resources available. The lab features KCFS Student Radio, an HD video studio and control room, a new podcasting space, and 26 multimedia editing computers featuring the Adobe CC Creative Suite. Media students record 4K, HD and 360 video footage using Sony and Panasonic cameras. In addition, the Media Center is completely interfaced allowing students to both simulcast and web stream video versions of their programs. Students get hands-on experience with all phases of Video Production, Digital Storytelling, 2D/3D Motion Graphics, Media Graphics and Corporate Video Producing. This lab will prepare students for their careers after graduation, as they will be able to work with relevant equipment used in the professional world.

USF Sports Complex

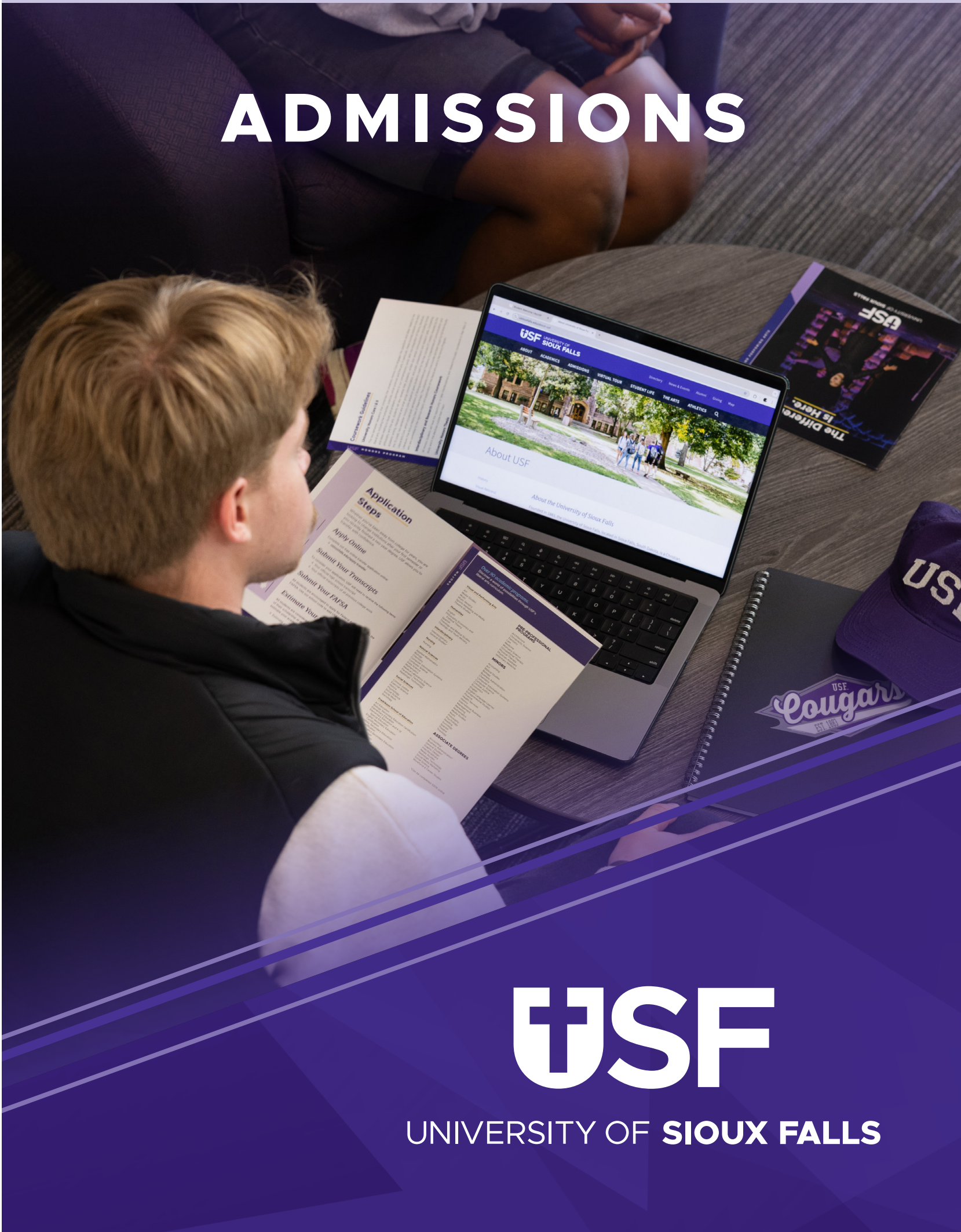
Since 2009, The University of Sioux Falls Sports Complex is home to the state-of-the-art Bob Young Field (artificial turf), the Lillibridge Track (tartan polyurethane) and the USF Soccer Field (synthetic turf). The USF Strength and Fitness Center is also located at the complex and serves all USF student-athletes 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.

John and Ann Collier Living Center

This amenity-filled residence hall on the northeast corner of campus opened for students in Fall 2017. This 3-floor residence hall offers contemporary suite-style living, kitchens, an exercise area and a media lounge. The John and Ann Collier Living Center houses 188 male and female residents in all years of study.



ADMISSIONS



USF

UNIVERSITY OF **SIOUX FALLS**

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@usiouxfalls.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 apply.usiouxfalls.edu.
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 of Algebra I or above)
        Lab Science (3 units)
        Social Studies (2 units)
    b. Earn a minimum of a 2.8 high school GPA based on a 4.0 scale (unweighted)

Transfer Student Admission

To be considered for transfer student admission, 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 apply.usiouxfalls.edu.
2. Official transcripts from all regionally 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 cumulative grade point average of a 2.0 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. Students who have already completed 60 transferable credits or earned an associate or bachelor's degree are not required to submit official high school transcripts. Additionally, LPN to BSN applicants who self-certify high school graduation or equivalency on the program application are exempt from this requirement.

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 or emailed 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 Educational Credential Evaluators (ECE)[2], The Evaluation Company (TEC)[3] or Validential[4] 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) Educational Credential Evaluators - https://www.ece.org/

(3) The Evaluation Company - https://evalcompany.com/

(4) Validential - https://validential.com/

Transfer students must complete at least one half of the major and any minors 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.

Proof of English Proficiency

All applicants of the University of Sioux Falls whose language of nurture is not English must demonstrate English competency with either acceptable test scores or educational background in one of the following ways:

- Test of English as a Foreign Language (TOEFL)
- International English Language Testing System (IELTS)
- Duolingo English Test
- ACT English sub score
- SAT Evidence-based Reading and Writing (ERW) score or subject scores
- Bachelor's degree from an accredited United States college or university or equivalent degree from English speaking countries such as the United Kingdom, New Zealand, Canada, Australia or Ireland
- College level coursework with at least a cumulative GPA of 3.0 from an accredited U.S. college or university
- High school diploma from a U.S. High School or equivalent from English speaking countries such as the United Kingdom, New Zealand, Canada, Australia or Ireland

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 academic year. 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.

Former USF Students

Students formerly enrolled at the University who withdrew prior to completion of their intended program and wish to return are required to complete the **Returning Student Application** online at usiouxfalls.edu/offices/registrar/returning-student-application. Students who have attended another college since leaving USF must have an official transcript sent from that college prior to returning. The returning student process includes clearance by the Student Accounts Office, the Registrar's Office, the Financial Aid Office, and the Student Life Office. Approval to return is not automatic and does not guarantee eligibility for financial aid.

Students dismissed for academic reasons must present a plan for overcoming previous issues and commit to completing a semester with acceptable grades. Undergraduate students will submit the plan to the Academic Policies Committee and graduate students to the Graduate Policies Committee. Students who are seeking to return after academic dismissal 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 (undergraduate) or 3.0 (graduate) or above.

Graduates of USF who return to pursue another degree program should complete the Returning Student Application. Students must complete all core requirements in the current catalog and complete a minimum of 30 credits. Students pursuing a degree may be eligible to receive federal student aid. USF graduates returning to complete an additional major only are not considered degree-seeking and are not eligible for financial assistance.

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 may register for by completing the **Non-Degree Seeking Student Registration Form** online at apps.usiouxfalls.edu/form/registrar-nondegreeseeking. A $100 tuition deposit is also required prior to registration. 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 F-1 INTERNATIONAL STUDENTS

Students seeking an undergraduate 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 may be required to take the TOEFL, IELTS or Duolingo English proficiency exam. A minimum TOEFL score of 537 for the paper-based test, 203 for the computer-based test or 75 for the Internet-based test is required for admission. A minimum IELTS score of 6 or a minimum Duolingo score of 110 will be accepted in lieu of a TOEFL score.

The English proficiency 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 one year, the English proficiency requirement may be waived if you have a minimum cumulative GPA of 2.8 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 30 on the reading and 31 on the writing sections may serve as evidence of English proficiency. The TOEFL, IELTS or Duolingo 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 each semester of education. 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 documents have been received and approved, an official I-20 form is provided, thereby permitting the student to apply for a visa to enter the United States. If you are an international student seeking admission into the University and have questions, please contact the Director of International Education at (605) 331-6585.

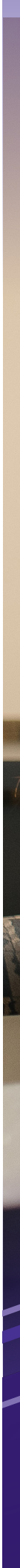
Non-Discrimination Policy

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 Thomas Kilian Academic Success Center at ASC@usiouxfalls.edu or (605) 331-6740.

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

Veteran Students

Students should contact the Department of Veterans Affairs (www.gibill.va.gov) or the South Dakota Department of Veterans Affairs (www.vetaffairs.sd.gov) for information on individual Veteran Education Programs and eligibility determination. Eligible students should then submit a Certificate of Eligibility to the USF Registrar's Office to ensure enrollment verification is completed on their behalf with the applicable program.



FINANCIAL AID



USF

UNIVERSITY OF **SIOUX FALLS**

TUITION AND FEES

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

Tuition and fees vary according to the number and character of credit hours registered. A comprehensive tuition charge applies to all students who meet the criteria for full-time status. Full-time status is achieved by enrolling in 12 to 16 semester hours of coursework. Each semester hour exceeding 16 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 fees, nursing fees and fees to audit classes.

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

Graduate, Accelerated Nursing, LPN to BSN and online education 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 & Costs*** page.

Health Insurance

The University of Sioux Falls requires all athletes to have major medical 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. The University does not carry secondary insurance on any students.

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 undergraduate and Center for Professional Development up to a maximum of six hours per year. It does not apply to classes taken for "audit," APriL (Assessment of Prior Learning), nursing or graduate studies.

Terms of Payment

Tuition, fees, housing and meal costs are payable in advance or at the start of the term. 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, spring semester and summer term. The May term is charged per credit hour and is considered part of the summer term for financial aid purposes. 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%.

Housing/Meal Plan Housing and meal plans are refunded (for students leaving in good standing) on a pro-rated basis by week through the first 8 weeks of the semester. After the 8th week, no refunds are provided. No refund is provided for Coo Cash that were purchased in addition to or instead of a meal plan.

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, 605-331-6650; Student 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 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 Unsubsidizied Loan
2. Federal Direct Subsidized Loan
3. Federal Direct PLUS Loan
4. Federal Pell Grant
5. Federal SOEG Grant
6. Federal TEACH Grant

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.

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 Aid (FAFSA). The result of the FAFSA is the Student Aid Index (SAI), which determines, in large part, which federal loans and grants each student is eligible for. Because of this, undergraduate 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.

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 official aid offer as notification of assistance.
4. Research financing options such as loans, payment plans, outside scholarships and grants, and part-time employment.

When to Apply

The priority date for applying for financial aid is 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 minimum 2.4 high school GPA. Transfer students who have 12 hours completed must have at least a 2.0 cumulative GPA to be considered.

Graduate, Accelerated Nursing, LPN to BSN, Online education 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 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 borrow any remaining federal loan eligibility available.

Aid is awarded on a yearly basis. A new FAFSA is required for each award 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 their aid via postal mail or email.

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.

Tuition Exchange Programs

The University of Sioux Falls is a participating member in two tuition exchange programs: 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 on a rolling basis between November and March. 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 2026-2027 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/financial-aid).

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 Scholarships

USF offers a comprehensive array of merit-based scholarships for first-time full-time students based on 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 2.0 CGPA or above may be eligible for a merit scholarship.

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 CGPA 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.

Resident Assistant Scholarship

This scholarship is awarded to full-time undergraduate students who have been offered a Resident Assistant position. This position requires that the student live on campus in order to serve on a team and develop community within the residence halls. Amounts vary based on the residence hall the student is assigned.

Impact Leader Scholarship

This scholarship is awarded to undergraduate students who have been offered a position on the IMPACT student leadership team. It provides students with the opportunity to serve in positions of leadership around campus. Amounts range from $500 to $2,000 per year.

Sports Medicine Assistant Scholarship

This scholarship is awarded to undergraduate students enrolled in the sports medicine assistant program. This program allows students to gain hands-on experience with student-athletes and athletic trainers and earn academic credit. Students are eligible to receive $3,000 per year.

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 $3,000 per year and graduate, Accelerated Nursing and LN-to-BSN students can receive $1,500 per year.

Phi Theta Kappa Scholarship

Students who have earned an associate degree, are a member of Phi Theta Kappa, and enroll full-time at USF are eligible to receive $2,000. Students must submit a copy of their Phi Theta Kappa membership card and have achieved a 3.0 CGPA while enrolled in the associate degree program.

Transfer Grant

Students who complete an associate degree from Southeast Technical College, Lake Area Technical College, Mitchell Technical College or Western Dakota Technical College and enroll full-time at USF are eligible to receive $2,000.

International Student Scholarship

Eligible students will hold F-1 nonimmigrant status. 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 athletic scholarship are not eligible for the International Student Scholarship, but may be eligible for one of the four academic scholarships. 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 (2.0 or above CGPA required).

Veterans Educational Military Programs

USF is considered a military-friendly campus. Students who 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. Students eligible for military educational benefits may 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. (See Institutional Aid Policy)



University of Sioux Falls Participation Scholarships

Music Scholarship

The University of Sioux Falls offers music participation scholarships to full-time undergraduate students with outstanding musical ability. Instrumental and Vocal awards are available, and students with talents in multiple musical fields may consider auditioning for both an Instrumental and a Vocal award. Participation scholarships in Music stipulate that recipients participate in an appropriate musical ensemble and take applied music lessons each semester that they receive a music scholarship; recipients are also required to take one Music Theory course during their first year on scholarship. Selection of recipients and award amounts are determined by an audition and application process which is completed by March 1 each year. 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 March 1 each year. Students may audition after March 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 March 1. Scholarships may be available after March 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.

Media Studies Scholarship

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



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 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 enrolled at least half-time.

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 enrolled at least half-time. 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. Students 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 January 1 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 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.

Off-Campus Employment

A large number of Sioux Falls businesses list part-time jobs with the USF Thomas Kilian 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 usiouxfalls.edu/offices/student-accounts.

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.

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	90
Bachelor	180
Master	50
Doctoral	90

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 or 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



USF

UNIVERSITY OF **SIOUX FALLS**

STUDENT HOUSING

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.

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 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 for the first two years. Exceptions include those students who either live with their parents within a 30 mile radius from campus, have completed four semesters of full-time college 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 Life 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 or supporters 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 Life 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 the Unlimited or Block 175 meal plan for eating on-campus. Any student may purchase a meal plan for food served in the Salsbury Dining Hall or Cooper's Café 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 Residence Hall application and Meal Plan request form and return it to the Student Life 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, Thursday night worship, 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 and Thursday night worship offer opportunities to worship in a variety of creative forms. Each 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. There are also many leadership opportunities within Campus Ministries that include Worship Leader, Ministry Advocate, Tech Leader, Prayer Team and more.

Sioux Falls offers a strong church community that provides 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 student 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 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. First-Year students will be assigned a First Year Advisor in the Thomas Kilian Academic Success Center. Following the completion of their first year, students will be assigned a Faculty Advisor in their chosen major. Transfer students with one year or more of completed coursework will be assigned a Faculty Advisor in their chosen major immediately.

THOMAS KILIAN 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. The Thomas Kilian Academic Success Center partners with each academic department to provide quality academic tutoring in nearly every subject area. On average each year, the University provides more than 1,500 hours of free tutoring for students. First-time USF students enroll in ***SDV 100: The USF Experience*** which is a course designed to provide first-time USF 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 are 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 on USF's virtual job and internship database.

Counseling

Free and confidential counseling is available to all students. Individual counseling often includes assisting students in overcoming current personal or educational concerns.

Counseling can also provide a preventative function, helping students anticipate situations that may hinder their growth and planning interventions that will be constructive. Other services provided include group counseling, referrals, and consultation.

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, track and wrestling. Women's intercollegiate competition is provided in basketball, cross-country, golf, soccer, softball, swimming, tennis, track, volleyball and wrestling. 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 Pop Blues and 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.

Media Center

The University of Sioux Falls Media Studies department, located in the lower level of the McDonald Center, includes a Media Center with a suite of editing rooms and state of the art iMac computers, a professional podcasting room, television production studio with a TriCaster and a radio studio.

KCFS, the Media Studies radio station, is operated entirely by students under the guidance of a faculty advisor. Its online signal features talk show, music and variety programming, giving the students a professional radio broadcasting experience. The Media Studies television studio allows students the opportunity to train as producers, directors, program hosts, camera operators, technical directors, video editors and motion graphics specialists.

In addition, the Media Studies department has 2 media production labs, an Apple Mac lab and a Windows dual monitor lab where students take course work in Media Graphics, Photography, Advanced Video Production, 2D/3D Motion and Web Design.

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.

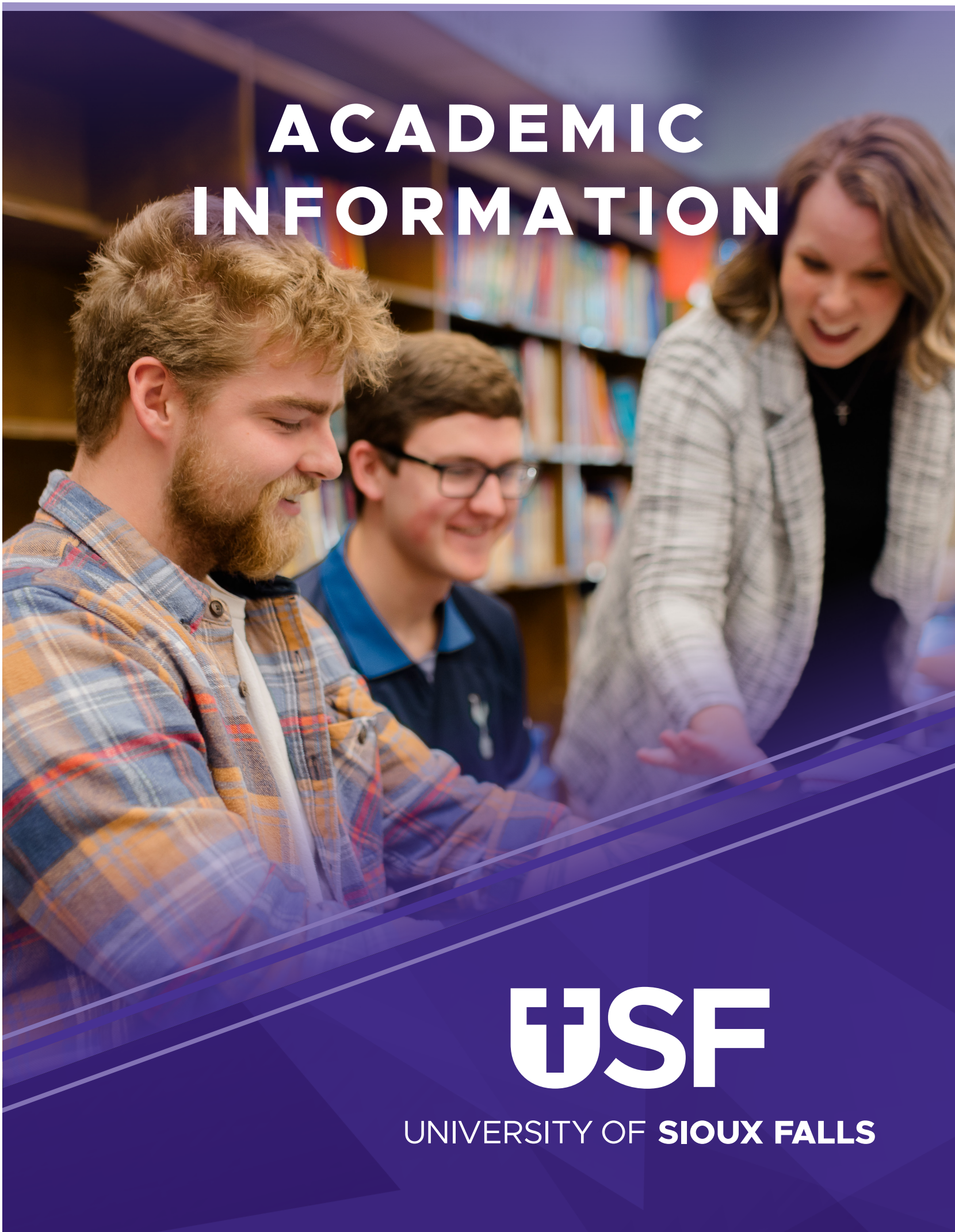
Several plays are produced each year in the Jeschke Fine Arts Center, home of the Meredith Auditorium main stage proscenium theatre and the Bernice Stier Jones Studio Theatre. Theatre seasons typically include a balance of comedies, dramas, children's theatre, classics, contemporary scripts and musicals.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

The Theatre Studies 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



USF

UNIVERSITY OF **SIOUX FALLS**

DEGREE PROGRAMS

The University of Sioux Falls offers graduate programs in Business Administration (Master of Business Administration/MBA), Education (Master of Education/M.Ed. and Education Specialist/Ed.S.) and Leadership (Educational Doctorate/Ed.D.) 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 120 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 at least 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 biology, chemistry, mathematics, natural science, computer science, physics and/or exercise science; furthermore, nine of these 18 semester hours must be in laboratory courses.

To secure an Associate of Arts degree, students must complete a program of at least 60 semester hours of study. This must include the appropriate courses for completing the liberal arts core requirements of he University and those of a major program. The final 15 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 at least 15 semester hours of credit at the University of Sioux Falls.

Philosophy of Degree Programs

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.

General Requirements

Bachelor's degree candidates must complete 120 s.h., including all of the liberal arts core requirements listed on page 40.

Associate's degree candidates must complete 60 s.h..

ENG 111 and ENG 112 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 for bachelor degree programs and the last 15 hours in residency for associate degree programs.

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.

LIBERAL ARTS CORE

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.

The Seven Characteristics of a Liberal Arts Education

With a history stretching back to the Classical and Medieval Eras, the liberal arts provide a rigorous education for the development of mature Christian persons, active citizens, and responsible thinkers who can meaningfully contribute to their communities and lead fulfilling lives. The liberal arts are designed to free a person to make their own way in life by learning from many disciplines rather than narrowly focusing on a single career or vocational outcome. While the specific disciplines and coursework of the liberal arts have changed through the years, the joyful pursuit of knowledge for its own sake remains a staple of this tradition.

At the University of Sioux Falls, the tradition of the liberal arts is embedded in the University's foundational commitment to Christian discipleship. The aims of the liberal arts at USF are, firstly, to provide students with a foundation and global orientation in the arts, humanities, and the natural and social sciences. Secondly, the liberal arts will enable students to reflect on how the truth, beauty, and goodness of these disciplines are deepened through knowledge of and commitment to the Christian faith.

Building upon the rich heritage of the Christian liberal arts, the faculty at USF designed a set of core coursework promoting seven inter-related characteristics needed by every ethical thinker of any vocation in the twenty-first century. These include character, curiosity, critical thinking, communication, creativity, community, and care. In keeping with the University's mission of integrating faith and learning, each of these characteristics reflect the skills and values exemplified by the teaching of Christ. The Liberal Arts Core at the University of Sioux Falls nurtures these vital characteristics by:

Character

- Cultivating virtues that support a flourishing individual and communal life. These include courage, integrity, self-control, faithfulness, kindness, justice, joy, peace and love.
- Demonstrating responsible and ethical choices in academic work, community life and professional preparation.

Curiosity

- Fostering a lifelong love of learning and an ongoing pursuit of knowledge, truth and wisdom.
- Investigating the key questions, ideas, and principles of a wide range of intellectual pursuits. These include digital and quantitative literacy, inquiry in the natural and social sciences and an exploration of the humanities and the arts.

Critical Thinking

- Developing the skills of information literacy and research across the disciplines.
- Practicing clear and coherent thought by engaging in new ways of thinking and by encouraging reflection throughout the learning process.
- Promoting awareness of and thoughtful engagement with the significant issues of the day at the local, regional, national and global levels.

Communication

- Strengthening rhetorical skills across the disciplines through the principles of effective communication, including active reading for comprehension.
- Expanding the ability to write and speak clearly and with purpose.

Creativity

- Pursuing innovative and imaginative endeavors in academic, cultural, artistic, scientific and social contexts.
- Developing creativity in writing, speaking and the arts.

Community

- Furnishing opportunities for collaboration with others, including those with a wide variety of differing life experiences and perspectives.
- Encouraging the development of effective and respectful interpersonal and intercultural communication and relationship skills.
- Understanding and strengthening our communities through the pursuit of human dignity and justice.

Care

- Embracing the motto of the University of Sioux Falls: Culture for Service.
- Building awareness of and involvement with the world around us as a foundation for personal and community growth.
- Cultivating a sense of stewardship for the earth, its people, and its resources.

To hone these characteristics, the faculty at USF create classroom environments where students can learn, practice, grow, and even fail without fear of judgment or ridicule. Interacting with these inherently good and beautiful ideas may at times be challenging, but it is in these moments where a liberal arts experience can be most transformative. Students of the liberal arts are equipped with the ability to ask meaningful questions, to find trustworthy information to answer those questions, and encouraged to pursue the truth, wherever it may lead.

Faculty challenge them to grow, to think about new things and encounter new perspectives. In the process, students become more nuanced and reflective persons, strongly equipped to serve God and humankind in the world.

The Committee for Assessment, Improvement and Program Review (CAIPR) 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 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 https://www.usiouxfalls.edu/academics/liberal-arts/assessment-program.

BACHELOR'S DEGREE LIBERAL ARTS CORE OBJECTIVES & REQUIREMENTS

Introduction to the Liberal Arts: Students will understand the purpose and value of the Liberal Arts to fully engage in a Liberal Arts Education.

Student Development		1 s.h.
❑ SDV100	USF Experience	1

Biblical Perspective and Knowledge of Christian Theology: Students will demonstrate a basic sense of the nature and message of the biblical materials, of the principles of hermeneutics and of the range and connections of Christian doctrine; demonstrate knowledge of the diversity of Christian traditions; be able to study the Bible and basic theological texts.

Theology		6 s.h.
❑ THE140	Introduction to the Bible	3
❑ THE240	Introduction to Christian Thought & Practice	3

Rhetoric: Students will use language proficiently, including mechanics, grammar and syntax; analyze content and organize effectively; and adapt their speaking or writing to fit different contexts and purposes.

Written Communication		6 s.h.
❑ ENG111	University Writing and Rhetorics	3
❑ ENG112	Information Literacy and Rhetorical Purpose	3

Quantitative Thinking: Students will use arithmetical, algebraic, geometric or statistical methods to solve authentic problems; to recognize the abstract order described by mathematics and identify evidence of that order in creation.

Mathematics (choose one)		3-4 s.h.
❑ MAT155	Quantitative Reasoning	3
❑ MAT165	Precalculus	4
❑ MAT202	Finite Mathematics	3
❑ MAT204	Calculus I	4
❑ MAT207	Introduction to Data Science	3
❑ MAT233	Introduction to Statistics	3
❑ PSY233	Statistics for the Behavioral Sciences	3

Scientific Inquiry: Students will demonstrate knowledge of and facility in observation, discovery and research; demonstrate competency in a laboratory setting and experimental techniques to study the principles of science.

Science		4 s.h.
❑ BIO100	General Biology	4
❑ BIO101	Environmental Biology	4
❑ BIO102	Human Biology	4
❑ CHE111	General Chemistry I	4
❑ CHE121	Introduction to Chemistry	4
❑ NSC110	Perspectives on the Natural Sciences	4
❑ NSC120	Physical Science **and**	
NSC121	Earth Science	2+2
❑ NSC140	Introduction to Astronomy	4
❑ PHY101	Introductory College Physics	4
❑ PHY201	University Physics	4

Aesthetic Awareness and Creative Activity: Students will demonstrate knowledge of the basic elements and tools of artists; describe, analyze and interpret art forms; and demonstrate aesthetic awareness.

Fine Arts (choose one)		3 s.h.
❑ ART100	Introduction to Art	3
❑ ART209	Art History I: Prehistory–1945	3
❑ ART210	Art History II: 20th Century (1945)–Present	3
❑ ART240	Travel, Culture and Art	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
❑ MUS135	Folk Song Traditions	3
❑ MUS190	Music Theory and Aural Skills I	4
❑ MUS193	Music of the Movies	3
❑ MUS202	History of Blues, Jazz and Rock	3
❑ MUS203	American Musical Styles	3
❑ MUS250	History of Music I: Ancient–18th Cent.	3
❑ MUS255	History of Music II: 18th Cent.–Present	3

Creative Arts (choose one)		1-3 s.h.
❑ ART101	Drawing I	3
❑ ART120	Introduction to Design	3
❑ ART181	Digital Photography	3
❑ ART204	Painting I	3
❑ CST117	Participation in Theatre	1
❑ CST209	Oral Interpretation of Literature	3
❑ CST210	Acting I	3
❑ CST263	Costume Design	3
❑ CST310	Directing	3
❑ CST409	Special Topics in Theatre Studies	3
❑ EDU225	K-8 Movement and Arts Integration (El. Ed. majors only)	3
❑ ENG311	Creative Writing	3
❑ Music Lesson (MUS121, 131, 141, 151)		1
❑ Music Ensemble (MUS160, 162, 163, 164, 165, 169, 170)		1
❑ MUS117	Voice Class	1
❑ MUS137	Guitar Class	1

Social Analysis of Human Behavior: Students will demonstrate facility in analyzing and understanding human behavior in social, political, economic and psychological contexts through various theoretical and methodological approaches; students will use empirical data responsibly.

History (choose one)		3 s.h.
❑ HIS103	World History to 1200	3
❑ HIS104	World History 1200-Present	3
❑ HIS120	United States History to 1877	3
❑ HIS121	United States History Since 1877	3

Choose one course from two different disciplines. 6 s.h.

Economics

- ❑ ECO212 Microeconomics 3
- ❑ ECO213 Macroeconomics 3

English

- ❑ ENG368 Language and Society 3

Geography

- ❑ SSC205 World Geography 3
- ❑ SSC305 U.S. Geography 3

Political Science

- ❑ PSC211 American Federal Government 3
- ❑ PSC212 American State and Local Government 3
- ❑ PSC215 Religion and Politics 3
- ❑ PHI324 Political Philosophy 3

Psychology

- ❑ PSY201 General Psychology 3

Sociology

- ❑ SOC201 Fundamentals of Sociology 3
- ❑ SOC202 Social Problems 3
- ❑ SOC302 Social Diversity 3
- ❑ SOC306 Social Psychology 3

Analysis of Texts and Cultures: Students will critically analyze texts; engage and respond to texts; analyze cultural, social, philosophical, literary and/or historical contexts; interpret texts responsibly and with facility.

Literature 3 s.h.

- ❑ ENG200 Literature and the Critical Imagination 3
- ❑ ENG201 Literature of the Natural World 3
- ❑ ENG221 British Literature: Origins and Intersections 3
- ❑ ENG222 American Literature Survey I 3
- ❑ ENG223 British Literature Survey II 3
- ❑ ENG224 American Literature Survey II 3
- ❑ ENG/HIS226 American Slave Narratives 3
- ❑ ENG290 Special Topics in Literature for the Liberal Arts Core 3
- ❑ ENG291 Special Topics in Short Fiction for the Liberal Arts Core 1
- ❑ ENG292 Special Topics in the Novel for the Liberal Arts Core 1
- ❑ ENG293 Special Topics in Poetry for the Liberal Arts Core 1
- ❑ ENG294 Special Topics in Drama for the Liberal Arts Core 1
- ❑ ENG295 Special Topics in Creative Nonfiction for the Liberal Arts Core 1

Intercultural Awareness: Students will demonstrate an understanding and awareness of their own cultural identity—and how this identity shapes and affects their understanding of other cultures and demonstrate an understanding of how their cultural identity can be enriched by knowledge of and engagement with cultures other than their own.

Intercultural Awareness 1-4 s.h.

- ❑ ART240 Travel, Culture and Art
- ❑ BUS280 Travel, Culture and Business
- ❑ BUS319 International Business
- ❑ BUS373 Intercultural Communication
- ❑ BUS419 International Marketing
- ❑ CRJ360 World Criminal Justice Systems
- ❑ ECO452 International Economics
- ❑ EDU231 Native American Studies for Educators
- ❑ ENG/HIS226 American Slave Narratives
- ❑ ENG366 Evolving Canons
- ❑ HIS310 African American History
- ❑ HIS/SWK330 History of Native American White Relations
- ❑ HIS332 Modern Middle East
- ❑ HON212 University Honors Core II
- ❑ MUS135 Folk Song Traditions
- ❑ MUS293 Travel Course
- ❑ NUR305 Cultural, Spiritual and Ethical Dimensions of Holistic Care
- ❑ SOC230 Native American Studies
- ❑ SOC/SWK302 Social Diversity
- ❑ SPA101 First Semester Spanish
- ❑ SPA102 Second Semester Spanish
- ❑ SPA201 Third Semester Spanish
- ❑ SPA202 Fourth Semester Spanish
- ❑ SSC283 Experiencing Island Culture
- ❑ THE296 Cross-cultural Service in Jamaica
- ❑ THE313 Religions of the World
- ❑ Any modern foreign language, including American Sign Language

ASSOCIATE DEGREE LIBERAL ARTS CORE REQUIREMENTS

Student Development **1 s.h.**

❑ SDV100	USF Experience	1

Theology **3 s.h.**

❑ THE140	Introduction to the Bible	3

Written Communication **6 s.h.**

❑ ENG111	University Writing and Rhetorics	3
❑ ENG112	Information Literacy & Rhetorical Purpose	3

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

❑ ART100	Introduction to Art	3
❑ ART209	Art History I: Prehistory–1945	3
❑ ART210	Art History II: 20th Century (1945)–Present	3
❑ ART240	Travel, Culture and Art	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
❑ MUS135	Folk Song Traditions	3
❑ MUS190	Music Theory and Aural Skills I	4
❑ MUS193	Music of the Movies	3
❑ MUS202	History of Blues, Jazz and Rock	3
❑ MUS203	American Musical Styles	3
❑ MUS250	History of Music I: Ancient–18th Cent.	3
❑ MUS255	History of Music II: 18th Cent.–Present	3
❑ Applied Music Lessons		1
❑ ART101	Drawing I	3
❑ ART120	Introduction to Design	3
❑ ART181	Digital Photography	3
❑ ART204	Painting I	3
❑ CST117	Participation in Theatre	1
❑ CST209	Oral Interpretation of Literature	3
❑ CST210	Acting I	3
❑ CST263	Costume Design	3
❑ CST310	Directing	3
❑ CST409	Special Topics in Communication Studies and Theatre	3
❑ EDU225	K-8 Movement and Arts Integration (El. Ed. majors only)	3
❑ ENG311	Creative Writing	3
❑ MUS117	Voice Class	1
❑ MUS137	Guitar Class	1
❑ MUS160	Wind Ensemble	1
❑ MUS162	Collegiate Choir	1
❑ MUS163	Concert Chorale	1
❑ MUS164	Singing Camerata	1
❑ MUS165	Pop, Blues and Jazz Ensemble	1
❑ MUS169	Chamber Orchestra	1
❑ MUS170	Cougar Band	1

Science and Mathematics (choose one) **3-4 s.h.**

❑ BIO100	General Biology	4
❑ BIO101	Environmental Biology	4
❑ BIO102	Human Biology	4
❑ CHE111	General Chemistry I	4
❑ CHE121	Introduction to Chemistry	4
❑ NSC110	Perspectives on the Natural Sciences	4
❑ NSC120	Physical Science **and**	
NSC121	Earth Science	2+2
❑ NSC140	Introduction to Astronomy	4
❑ PHY101	Introductory College Physics	4
❑ PHY201	University Physics	4
❑ MAT155	Quantitative Reasoning	3
❑ MAT165	Precalculus	4
❑ MAT202	Finite Mathematics	3
❑ MAT204	Calculus I	4
❑ MAT207	Introduction to Data Science	3
❑ MAT233	Introduction to Statistics	3
❑ PSY233	Statistics for the Behavioral Sciences	3

Social Science **6 s.h.**

History (choose one)

❑ HIS103	World History to 1200	3
❑ HIS104	World History 1200-Present	3
❑ HIS120	United States History to 1877	3
❑ HIS121	United States History Since 1877	3

Additional Social Science (choose one)

❑ ECO212	Microeconomics	3
❑ ECO213	Macroeconomics	3
❑ ENG368	Language and Society	3
❑ SSC205	World Geography	3
❑ SSC305	U.S. Geography	3
❑ PSC211	American Federal Government	3
❑ PSC212	American State and Local Government	3
❑ PSC215	Religion and Politics	3
❑ PHI324	Political Philosophy	3
❑ PSY201	General Psychology	3
❑ SOC201	Fundamentals of Sociology	3
❑ SOC202	Social Problems	3
❑ SOC302	Social Diversity	3
❑ SOC306	Social Psychology	3

HONORS PROGRAM LIBERAL ARTS CORE REQUIREMENTS

Honors courses

- ❑ HON211 University Honors Core I 5
- ❑ HON212 University Honors Core II 5
- ❑ Interdisciplinary Course
- ❑ Research Course
- ❑ Interdisciplinary or Research Course
- ❑ HON495 University Honors Thesis 1-3

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** and take one course from that discipline.

Choose 3 s.h. in one of the following concentrations:

History

- ❑ HIS103 World History to 1200 3
- ❑ HIS104 World History 1200-Present 3
- ❑ HIS120 United States History to 1877 3
- ❑ HIS121 United States History Since 1877 3

Literature

- ❑ ENG200 Literature and the Critical Imagination 3
- ❑ ENG201 Literature of the Natural World 3
- ❑ ENG221 British Literature: Origins and Intersections 3
- ❑ ENG222 American Literature Survey I 3
- ❑ ENG223 British Literature Survey II 3
- ❑ ENG224 American Literature Survey II 3
- ❑ ENG/HIS226 American Slave Narratives 3
- ❑ ENG290 Special Topics in Literature for the Liberal Arts Core 3
- ❑ ENG291 Special Topics in Short Fiction for the Liberal Arts Core 1
- ❑ ENG292 Special Topics in the Novel for the Liberal Arts Core 1
- ❑ ENG293 Special Topics in Poetry for the Liberal Arts Core 1
- ❑ ENG294 Special Topics in Drama for the Liberal Arts Core 1
- ❑ ENG295 Special Topics in Creative Nonfiction for the Liberal Arts Core 1

Fine Arts

- ❑ ART100 Introduction to Art 3
- ❑ ART209 Art History I: Prehistory–1945 3
- ❑ ART210 Art History II: 20th Century (1945)–Present 3
- ❑ ART240 Travel, Culture and Art 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
- ❑ MUS135 Folk Song Traditions 3
- ❑ MUS190 Music Theory and Aural Skills I 4
- ❑ MUS193 Music of the Movies 3
- ❑ MUS202 History of Blues, Jazz and Rock 3
- ❑ MUS203 American Musical Styles 3
- ❑ MUS250 History of Music I: Ancient–18th Cent. 3
- ❑ MUS255 History of Music II: 18th Cent.–Present 3

The remaining core requirements are the same as the Liberal Arts Core Requirements found on page 40.

- ❑ Theology (complete two)
- ❑ Science (complete 4 s.h.)
- ❑ Mathematics (choose one)
- ❑ Creative Arts (choose one)
- ❑ Social Science (One course from two different disciplines)
- ❑ Intercultural Awareness (HON212 fulfills this requirement)

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.



UNIVERSITY OF SIOUX FALLS UNDERGRADUATE DEGREES AND PROGRAMS

Bachelor's Degree Programs

The University of Sioux Falls offers majors in the following fields for those students seeking a bachelor's degree:

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Accounting	60
Applied Mathematics	61
Art	62
Biology	64
Business Administration	66
Chemistry	69
Computational Economics	72
Computer Information Systems	73
Computer Science	74
Criminal Justice	75
Data Science	76
Education	77
Educational Studies	78
English	81
Exercise Science	83
General Studies	86
History and Political Science	87
Interdisciplinary	89
Mathematics	90
Media Studies	91
Medical Laboratory Science	93
Music	94
Music Ministry	95
Nursing	96
Paramedic Technology	102
Psychology	105
Radiologic Technology	106
Social Science	107
Social Work	108
Sports Marketing and Media	109
Theology and Biblical Studies	110

Associate's Degree Programs

The University of Sioux Falls offers majors in the following fields for those students seeking an associate's degree:

	Page
Accounting	114
Business Administration	115
General Studies	116
Graphic Design	117
Interdisciplinary	118
Media Studies	119
Radiologic Technology	120
Social Media Marketing	121
Social Science	122
Workforce and Career Studies	123

Teacher Certification

Teacher Certification is available in the following majors or disciplines:

	Page
Art	63
Biology	65
English	82
History and Political Science	88
Mathematics	90
Music	94



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 (1 course per semester, non-major/minor or elective)	up to 20 s.h.
Internships	12 s.h.		
APriL (Assessment of Prior Learning)	16 s.h.	Independent Study	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). 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.
American Literature	ENG 222: American Literature Survey I	3
English Literature	ENG 221: British Literature: Origins and Intersections	3
Analyzing and Interpreting Literature	ENG 200: Literature and the Critical Imagination	3
College French (Levels 1 and 2) (1 Exam)	Elementary French (French 101/102) Intermediate French (French 201/202)	8 6
College German (Levels 1 and 2) (1 Exam)	Beginning German (German 101/102) Intermediate German (German 201/202)	8 6
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 SOCIAL SCIENCE**	**CR.**
American Government	PSC 211: American Federal Government	3
History of the U.S. I	HIS 120: United States History to 1877	3
History of the U.S. II	HIS 121: United States History Since 1877	3
Introductory Psychology	PSY 201: General Psychology	3
Human Growth and Development	PSY 211: Human Development	3
Introductory Sociology	SOC 201: Fundamentals of Sociology	3

CLEP	USF NATURAL SCIENCE	CR.
General Biology	BIO 100: General Biology	4
General Chemistry	CHE 111: General Chemistry I	4
Pre-Calculus	MAT 165: Pre-Calculus	4
Calculus	MAT 204: Calculus I	4
CLEP	**USF BUSINESS ADMINISTRATION**	**CR.**
Financial Accounting	ACC 225: Accounting I	3
Introductory Business Law	BUS 320: Business Law	3
Principles of Management	BUS 306: Management	3
Principles of Marketing	BUS 307: Marketing	3
Principles of Microeconomics	ECO 212: Microeconomics	3
Principles of Macroeconomics	ECO 213: Macroeconomics	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 3, 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." Deadline for test out application is Census Day of each term.



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. 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, May term, 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 12 semester hours per discipline may be applied toward graduation. Students must have a minimum CGPA of 2.0 to be eligible for internships.

Students interested in internship credit should contact the Thomas Kilian 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.

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.

Cross-Registration

In order to diversity the academic possibilities for students, the University of Sioux Falls has an agreement with Augustana University which allows 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.

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 43.

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 HON 211/212 sequence, the distribution of which will be determined by the Registrar in consultation with the Director of the Honors Program. They must also complete 12 total credit hours of research and/or interdisciplinary coursework. Of these 12 hours, a minimum of three hours must be specifically interdisciplinary, and a minimum of three hours must be research-based, with the remaining credit hours selected at the discretion of the student. In addition to these requirements, students must complete the HON 495 University Honors Thesis.
- Students transferring more than 30 credits will be required to complete 15 total credit hours of research and/or interdisciplinary coursework. Of these 15 hours, a minimum of three hours must be specifically interdisciplinary, and a minimum of three hours must be research-based, with the remaining credit hours selected at the discretion of the student. In addition to these requirements, students must complete the HON 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:

- Student 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 15 total credit hours of research and/or interdisciplinary coursework. Of these 15 hours, a minimum of three hours must be specifically interdisciplinary, and a minimum of three hours must be research-based, with the remaining credit hours selected at the discretion of the student. In addition to these requirements, students must complete the HON 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.

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, 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

May Term

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

May Term courses will be a part of USF's summer term offerings.

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.

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.

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 Committee for Assessment, Improvement, and Program Review (CAIPR) 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 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 https://www.usiouxfalls.edu/academics/liberal-arts/assessment-program.

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 3 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 workload 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 3 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, May term, 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

The academic program of the University is offered in a semester calendar supplemented by a summer program. Tuition paid by the full-time student allows him or her to take 12-16 semester hours in the fall and spring terms. The student is charged at the part-time hourly rate for additional semester hours. No student may carry more than 16 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.

Students are expected to register online during the published registration dates. Once a student has enrolled in a course, he or she is considered an official member of that class unless he/she notifies the Office of the Registrar.

Students may drop a course without record until the date published on each year's academic calendar, typically the second Friday of the term, and students may withdraw from a course with a grade of "W" until the second Friday after Midterm. No withdrawal from courses for the semester will be permitted after this date. Withdrawal deadlines are prorated for summer session and accelerated courses. Full refund information will be published by the Student Accounts office each term.

If a student in good academic standing finds it necessary to withdraw from school after the published deadline, the student will receive a grade of "WF" for all classes in which he or she is currently enrolled.

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. An undergraduate 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 following the end of their final semester of coursework shall file with the Registrar an application for graduation 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.

Participation in Spring Commencement Ceremony

Graduating students are eligible to participate in the graduation ceremony that occurs in the spring of their final academic year. Official exceptions to this policy are: education graduation candidates who have completed all coursework other than doing their teacher residency in the following fall semester; student athletes who are using the senior exception and have only one course to complete in the following fall semester. Any other exceptions to this policy require approval from the University's Vice President for Academic Affairs.

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	DI	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/N." 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.

The grade of "DI" Dissertation Incomplete is used when a doctoral student, in a specifically approved cohort, is making satisfactory progress in EDD750 Dissertation in Practice 2 or EDD755 Dissertation in Practice 3 but is not yet ready to propose and/or defend based upon conflicts such as a scheduling delay with committee members, delay in a secondary site's permission, or change of topic. If granted, the student has a limit of six weeks from the last day of the course to remove the "DI" by finishing the agreed upon requirements. The grade of "DI" counts as zero grade points and has the same impact on the grade point average as an "F." Further information on the Dissertation Incomplete "DI" policy and procedures is available from the Doctoral Program Director.

The grade of "WF" applies to courses when a student withdraws completely from the University after the last day to withdraw with a grade of "W" has passed. The "WF" grade is a punitive grade, and as such, affects the grade point average (GPA).

Midterm Reporting

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 Amnesty

Any student who has a term of attendance that is over a year old may petition for academic amnesty for that term. The term must have at least one grade of D or F to qualify. Courses for that term are assigned a grade of V, are not counted toward earned or quality credit and do not affect the cumulative GPA.

Academic Probation Policy

The purpose of this policy is to establish guidelines to support students in meeting academic standards and achieving success in their studies. To maintain Good Academic Standing at the University of Sioux Falls, students must meet 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

Failure to meet this requirement will result in academic probation.

A student will be placed on academic probation if their cumulative grade point average (CGPA) falls below the required minimum following the conclusion of any academic term (fall semester, spring semester or summer term). The Academic Probation status is for one semester (or summer term), during which students must work to improve their CGPA to meet the required standard.

A student will be removed from academic probation if they achieve the minimum grade point average following the conclusion of the probationary semester (or summer term). If a student does not meet these minimum requirements by the end of the probation period, Academic Dismissal will occur. Dismissed students must appeal for reinstatement to the Academic Policies Committe if continued or future enrollment is desired.

To support students in improving their academic performance, the university offers various resources, including academic coaching and tutoring services.

Student Records Policy

The Family Educational Rights and Privacy Act of l974 (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 giving authorization for others to access their records. More complete details about the act are published on the USF website at www.usiouxfalls.edu/offices/registrar/ferpa.

Directory Information

Directory information at the University of Sioux Falls is defined as: student name, campus address, permanent address, permanent telephone, email address, parents' names, hometown, 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 online. 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 message or threats.
- 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 website 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:

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 two 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 Help Desk 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.

Artificial Intelligence in Academia

According to our Mission Statement, USF seeks to foster academic excellence and the development of mature Christian persons for service to God and humankind in the world. As part of this mission, the university is dedicated to the cultivation of the moral virtue of honesty and the intellectual virtues of wisdom, knowledge and reason.

Since all virtues are habits of excellence, and since habits can only be aquired through practice, AI, LLM, Machine Learning, or similar generative technologies may only be used in the production of assigned course material as explicity specified by the course instructor.

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 other sources, including artificial intelligence applications and services, 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 CAO. This complaint must be made within 30 days of the event causing the student complaint. The decision of the 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 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 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

State Reciprocity Agreement (SARA)

The University of Sioux Falls is a member of the State Authorization Reciprocity Agreement (SARA). As a member of the National Council for State Authorization Reciprocity Agreements (NC- SARA) it establishes comparable national standards and oversight through a regional approach to state oversight of post-secondary distance education. Online students who have a complaint with USF should attempt to resolve their grievance directly with the University through Title IX Procedure, Academic Appeals process, or non-academic concerns and/or complaint process before filing a complaint with SARA. Online students enrolled in a distance education course and who are unsatisfied with the resolution for their concern and/or complaint may file a grievance using the SARA Complaint Resolution Form or visit the state's website, https://tdx.sdbor.edu/TDClient/33/Portal/Home/381/SD-SARA.

California Residents - complaints involving out-of-state institutions may be filed with the California Department of Consumer Affairs, Consumer Information Center, 1625 North Market Blvd., Suite N-112, Sacramento, CA 95834. Students can file complaints online or call toll-free 833-942-1120.

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 Intercollegiate Conference (NSIC) 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.

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. 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

USF offers study abroad opportunities through the five universities and two study abroad agencies listed below. Please contact the Director of International Education for information about eligibility and the application process.

USF Office of International Education

Telephone: (605) 575-2084

Email: International@usiouxfalls.edu

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 composed 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 AIFS (aifsbroad.com) to provide students with study abroad options in Europe, Asia, Australia, Africa, Central America and South America. AIFS also offers students scholarships and grants for their study abroad experiences.

The University of Sioux Falls has partnered with ISA to provide students with one-semester study abroad options in 29 countries representing Europe, Asia, Africa, Central America and South America. 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.



BACHELOR'S DEGREE PROGRAMS



USF

UNIVERSITY OF **SIOUX FALLS**

ACCOUNTING

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. Students will acquire the relevant discipline knowledge and competencies appropriate to their programs of study.
2. Students will be able to demonstrate knowledge of the various environments in which business operates.
3. Students will be able to demonstrate knowledge of appropriate decision-making tools and apply them to their programs of study.
4. Students will acquire effective business-related professional skills.

Student Learning Outcomes:

1. Students will be able to apply the major concepts within the traditional areas of business.
2. Students will be able to apply legal and global standards within a business environment.
3. Students will be able to apply ethical obligations and responsibilities to business decision-making.
4. Students will be able to apply decision-support tools to business decision-making.
5. Students will deliver effective and professional written forms of 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.

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.) 59 s.h.

Required Core Courses:

❑ ACC225	Accounting I	3
❑ ACC226	Accounting II	3
❑ ACC250	Computerized Accounting	2
❑ ACC304	Individual Income Tax	3
❑ ACC317	Cost Accounting	3
❑ ACC325	Intermediate Accounting I	4
❑ ACC326	Intermediate Accounting II	4
❑ ACC330	Accounting Information Systems	3
❑ ACC332	Financial Statement Analysis & Reporting	3
❑ ACC404	Organizational Tax	3
❑ ACC425	Advanced Accounting	3
❑ ACC426	Auditing	3
❑ BUS100	Business as a Profession	1
❑ BUS320	Business Law	3
❑ BUS323	Advanced Excel for Business Applications	2
❑ BUS325	Finance	3
❑ BUS421	Business Ethics	3
❑ BUS450	Senior Colloquium	1
❑ ECO212	Microeconomics	3
❑ MAT207	Introduction to Data Analytics	3
❑ MAT233	Introduction to Statistics	3

Vucurevich School of Business Minors and Undergraduate Certificate Programs

Please refer to page 67 for all Minors and Certificates, including their respective requirements, within the Vucurevich School of Business.

APPLIED MATHEMATICS

Applied Mathematics (B.S.) 58 s.h.

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.

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).
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. Students are encouraged to pair their Applied Mathematics major with a minor or second major in a discipline of their choosing. 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.

Required Core Courses: 43 s.h.

- ❑ MAT204 Calculus I 4
- ❑ MAT205 Calculus II 4
- ❑ MAT302 Probability and Statistics 3
- ❑ MAT304 Linear Algebra 3
- ❑ MAT310 Calculus III 4
- ❑ MAT311 Differential Equations 3
- ❑ COM205 Introduction to Computer Science I 3
- ❑ COM206 Introduction to Computer Science II 3
- ❑ COM/MAT306 Logic and Discrete Mathematics 3
- ❑ CHE111 General Chemistry I **or** 4
  PHY201 University Physics
- ❑ CHE112 General Chemistry II **or** 4
  PHY202 University Physics
- ❑ COM/MAT481 Senior Seminar I 2
- ❑ COM/MAT482 Senior Seminar II 1
- ❑ NSC300 Science Colloquium (two semesters; one presentation required) 1+1

Electives: 15 s.h.

9 s.h. in mathematics, computer science, biology, chemistry, physics, accounting, finance, economics or business at the **200 level or higher**.

6 s.h. in mathematics, computer science, biology, chemistry, physics, accounting, finance, economics or business at the **300 level or higher**.

VISUAL ART & DESIGN

Art (B.A.) 43-55 s.h.

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 analyze, evaluate and interpret visual art in a clear and concise manner appropriate for a specific audience.
2. 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.
3. Students will examine commonalities of visual arts evident across time and among cultural groups.
4. 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 31 credits of core art courses and select a 12 or 24 credit concentration within the major. The concentrations are fine arts, graphic design, pre-art therapy and pre-architecture. 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.

Pre-Architecture Vocational Applications: The pre-architecture program is designed to prepare students for graduate school in architecture. In addition to the Liberal Arts Core and art major requirements, students who intend to go to graduate school in architecture are required to take additional courses in the math department as well as fulfilling the requirements for the fine arts concentration with an emphasis in drawing.

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: 31 s.h.

- ❑ ART101 Drawing I 3
- ❑ ART120 Introduction to Design 3
- ❑ ART150 Introduction to Sculpture 3
- ❑ ART204 Painting I 3
- ❑ ART209 Art History I: Prehistory–1945 3
- ❑ ART210 Art History II: 20th Century (1945)–Present 3
- ❑ ART300 Communication Arts Colloquium 1
- ❑ ART460 Senior Thesis 3
- ❑ MED204 Introduction to Media and Visual Arts 3
- ❑ MED208 Media Graphics 3
- ❑ MED329 Web Design 3

Fine Arts Concentration 12 s.h.

- ❑ ART181 Digital Photography 3
- ❑ ART260 Print & Production 3
- ❑ Level III competency in one area (6 s.h.)
  - Drawing
  - Painting
  - Digital Photography

Graphic Design Concentration 12 s.h.

- ❑ ART220 Graphic Design: Typography 3
- ❑ ART221 Graphic Design: Layout 3
- ❑ ART331 Graphic Design: Brand Identity 3
- ❑ ART425 Advanced Graphic Design 3

Pre-Art Therapy Concentration 12 s.h.

- ❑ ART181 Digital Photography 3
- ❑ ART260 Print & Production 3
- ❑ Level III competency in one area (6 s.h.)
  - Drawing
  - Painting
  - Digital Photography

Pre-Architecture Concentration 24 s.h.

- ❑ ART181 Digital Photography 3
- ❑ ART201 Drawing II 3
- ❑ ART260 Print & Production 3
- ❑ ART301 Drawing III 3
- ❑ MAT165 Pre-Calculus 4
- ❑ MAT204 Calculus I 4
- ❑ PHY201 University Physics 4

Art Education (B.A.) 84 s.h.

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 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 (see page 78) and 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 I: Prehistory–1945	3
❑ ART210	Art History II: 20th Century (1945)–Present	3
❑ ART260	Print & Production	3
❑ ART300	Communication Arts Colloquium	1
❑ ART355	K-12 Art Methods	3
❑ ART460	Senior Thesis	3
❑ MED204	Introduction to Media and Visual Arts	3

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

❑ ART201	Drawing II	3
❑ ART221	Graphic Design: Layout	3
❑ ART241	Painting II	3
❑ ART261	Printmaking II	3
❑ ART331	Graphic Design: Brand Identity	3
❑ MED329	Web Design	3

Art Minor 18 s.h.

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 I: Prehistory–1945 **or**	3
ART210	Art History II: 20th Century (1945)–Present	3
❑ ART101	Drawing I	3
❑ ART120	Introduction to Design	3

Art electives (9 s.h.)

❑ ART _____

❑ ART _____

❑ ART _____ **or** 3

PHI 216 Thinking about the Arts 3

BIOLOGY

Biology (B.S.) 55-56 s.h.

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:

Required Core Courses 36 s.h.

❑ BIO100	General Biology	4
❑ BIO203	General Botany	4
❑ BIO204	General Zoology	4
❑ BIO222	Genetics	4
❑ CHE111	General Chemistry I **or**	
CHE121	Introduction to Chemistry	4
❑ CHE112	General Chemistry II **or**	4
CHE122	Introduction to Organic and Biochemistry	
❑ PHY101	Introductory College Physics I **or**	4
PHY201	University Physics	
❑ PHY102	Introductory College Physics II **or**	4
PHY202	University Physics	
❑ NSC300	Colloquium (required during the four semesters of the junior and senior years; one presentation each year)	4

Biology Elective Courses (must be 300-level or higher) 16 s.h.

❑ BIO _____
❑ BIO _____
❑ BIO _____
❑ BIO _____

Mathematics or Computer Science Elective Course (beyond the liberal arts core requirements)

❑ _____ 3-4

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 21-22 s.h.

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 the following courses.

❑ BIO100	General Biology	4
❑ BIO203	General Botany	4
❑ BIO204	General Zoology	4
❑ BIO222	Genetics	4
❑ NSC300	Colloquium (required two semesters; one presentation)	1/1

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

❑ BIO _____ 3-4

Biology Secondary Education Certification 104-105 s.h.

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. Student must also complete all the requirements for secondary education certification (see Education section page 78) 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	4
❑	BIO203	General Botany	4
❑	BIO204	General Zoology	4
❑	BIO222	Genetics	4
❑	BIO302	Biology of Microorganisms **or**	
	BIO309	Cell Biology	4
❑	BIO314	Human Anatomy	4
❑	BIO315	Human Physiology	4
❑	BIO324	Ecology	4
❑	CHE111	General Chemistry I **or**	4
	CHE121	Introduction to Chemistry	
❑	CHE112	General Chemistry II **or**	4
	CHE122	Introduction to Organic and Biochemistry	
❑	NSC121	Earth Science	2
❑	NSC300	Colloquium (four semesters, beginning second semester of sophomore year to accommodate student teaching; two presentations required)	4
❑	PHY101	Introduction to Physics **or**	
	PHY201	University Physics	4
❑	PHY102	Introduction to Physics **or**	
	PHY202	University Physics	4

Mathematics or Computer Science Elective Course (beyond the liberal arts core requirements)

❑ _____ 3-4

Biology Pre-Professional 75 s.h.

Vocational Applications: This pre-professional program is an attempt to integrate the major concepts of chemistry and biology into a course of study that will most adequately prepare a graduate for further training in a professional human or animal healthcare medicine or biology-related graduate studies. Students who intend to seek admission into professional postgraduate programs will benefit the most from the comprehensive nature of the curriculum. Although the program understandably stresses chemistry and biology courses, that often serve as the prerequisites to those postgraduate programs, 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 those professions.

Requirements: In addition to meeting the liberal arts core requirments of the University, the student must take the courses listed below. Students who plan to seek admission to a postgraduate program should maintain an overall 3.0 or higher GPA in recognition of the rigorous entrance requirements imposed by such programs. Students must participate in program assessment activities.

Required courses:

❑	BIO100	General Biology	4
❑	BIO204	General Zoology	4
❑	BIO222	Genetics	4
❑	BIO302	Biology of Microorganisms	4
❑	BIO314	Human Anatomy	4
❑	BIO315	Human Physiology	4
❑	CHE111	General Chemistry I	4
❑	CHE112	General Chemistry II	4
❑	CHE211	Organic Chemistry I	4
❑	CHE212	Organic Chemistry II	4
❑	CHE305	Biochemistry	4
❑	CHE332	Quantitative Analysis	4
❑	MAT204	Calculus I	4
❑	MAT233	Introduction to Statistics	3
❑	PHY101	Introductory College Physics **or**	4
	PHY201	University Physics	
❑	PHY102	Introductory College Physics **or**	
	PHY202	University Physics	4
❑	NSC300	Colloquium (required during all four semesters of the junior and senior years; one presentation is required each year)	4

Complete two of the following courses.

❑	BIO309	Cell Biology	4
❑	BIO324	Ecology	4
❑	BIO380	Immunology	4
❑	BIO385	Histology	4
❑	BIO402	Developmental Biology	4
❑	CHE311	Physical Chemistry	4

BUSINESS ADMINISTRATION

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. Students will acquire the relevant discipline knowledge and competencies appropriate to their programs of study.
2. Students will be able to demonstrate knowledge of the various environments in which business operates.
3. Students will be able to demonstrate knowledge of appropriate decision-making tools and apply them to their programs of study.
4. Students will acquire effective business-related professional skills.

Student Learning Outcomes:

1. Students will be able to apply the major concepts within the traditional areas of business.
2. Students will be able to apply legal and global standards within a business environment.
3. Students will be able to apply ethical obligations and responsibilities to business decision-making.
4. Students will be able to apply decision-support tools to business decision-making.
5. Students will deliver effective and professional written forms of communication.

Vocational Applications: Graduates of this program find employment in sales and marketing, financial services, accounting, management and general administration, and entrepreneurship.

Requirements: In addition to meeting the liberal arts core requirements of the University, the student must complete the business administration major requirements. All coursework in the business administration major 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 (B.A.) 53-54 s.h.

Required Core Courses: 38-39 s.h.

❑ ACC225	Accounting I	3
❑ ACC226	Accounting II	3
❑ BUS100	Business as a Profession	1
❑ BUS306	Management	3
❑ BUS307	Marketing	3
❑ BUS325	Finance	3
❑ BUS421	Business Ethics	3
❑ BUS427	Strategic Management	3
❑ BUS450	Senior Colloquium	1
❑ ECO212	Microeconomics	3
❑ ECO213	Macroeconomics	3
❑ ENT225	Entrepreneurial Mindset	3
❑ MAT155 or MAT165	Quantitative Reasoning **or** Precalculus	3-4
❑ MAT233	Introduction to Statistics	3

Electives: 15 s.h.

Complete 15 s.h. of electives from ACC, BUS, ECO or ENT. All elective courses must be 300-level or above and must be taken from at least two different disciplines.

❑ _____ 3/4
❑ _____ 3/4
❑ _____ 3/4
❑ _____ 3/4
❑ _____ 3/4

Vucurevich School of Business Minors and Undergraduate Certificate Programs

Please refer to page 67 for all Minors and Certificates, including their respective requirements, within the Vucurevich School of Business.

We note that the following program was discontinued in the fall of 2025:

- Bachelor of Arts, Health Administration

As such, we are no longer enrolling new students into this major. Students currently enrolled in this major should contact the university's Registrar's Office for a complete list of major requirements.

MINORS AND CERTIFICATES WITHIN THE VUCUREVICH SCHOOL OF BUSINESS

Accounting Minor — 23 s.h.

Requirements: Students completing the Accounting minor will complete the following seven courses. All coursework within the minor must be completed with a grade of C- or better.

❑ ACC225	Accounting I	3
❑ ACC226	Accounting II	3
❑ ACC304	Individual Tax	3
❑ ACC317	Cost Accounting	3
❑ ACC325	Intermediate Accounting I	4
❑ ACC326	Intermediate Accounting II	4
❑ ACC330	Accounting Information Systems	3

Business Administration Minor — 21 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	Accounting I	3
❑ ACC226	Accounting II	3
❑ BUS306	Management	3
❑ BUS307	Marketing	3
❑ BUS325	Finance	3
❑ ECO212	Microeconomics **or**	
ECO213	Macroeconomics	3
❑ ENT225	Entrepreneurial Mindset	3

Economics Minor — 21 s.h.

Requirements: Students completing the Economics minor will complete the following five courses and select two additional courses. All coursework within the minor must be completed with a grade of C- or better.

❑ ECO212	Microeconomics	3
❑ ECO213	Macroeconomics	3
❑ ECO320	Managerial Economics	3
❑ ECO327	Consumer Behavior	3
❑ ECO425	Financial Markets & Institutions	3

Choose two courses from the following:

❑ ECO325	The Evolution of Economic Thought	3
❑ ECO349	Intermediate Microeconomics	3
❑ ECO350	Intermediate Macroeconomics	3
❑ ECO390	Special Topics	3
❑ ECO391	Applied Economic Research	3
❑ ECO395	Internship	3
❑ ECO405	Environmental Economics	3
❑ ECO430	Labor Economics	3
❑ ECO452	International Economics	3
❑ ECO460	Sports Economics	3

Entrepreneurial Studies Minor — 21 s.h.

Requirements: Students completing the Entrepreneurial Studies minor will complete the following five courses and select two additional courses. All coursework within the minor must be completed with a grade of C- or better.

❑ ENT225	Entrepreneurial Mindset	3
❑ ENT335	Entrepreneurial Dynamics	3
❑ ENT340	Entrepreneurial Sales and Marketing	3
❑ ENT405	Business Modeling & Finance	3
❑ ENT430	Business Plan Development	3

Choose two courses from the following:

❑ ART120	Introduction to Design	3
❑ ART181	Digital Photography	3
❑ ENT395	Internship	3
❑ MED125	Introduction to Social Media	3
❑ MED204	Introduction to Media and Visual Arts	3
❑ MED225	Social Media for PR & Marketing	3
❑ MED235	Digital Strategy and Web Analytics	3
❑ MED329	Web Design	3
❑ MED335	Email Marketing	3

Finance Minor — 24 s.h.

Requirements: Students completing the Finance minor must complete the following six courses and then select two additional courses. All coursework within the minor must be completed with a grade of C- or better.

❑ ACC225	Accounting I	3
❑ ACC332	Financial Statement Analysis and Reporting	3
❑ BUS325	Finance	3
❑ BUS405	Investments	3
❑ BUS417	Financial Management Applications	3
❑ ECO425	Financial Markets & Institutions	3

Choose two courses from the following:

❑ ACC304	Individual Income Tax	3
❑ ACC404	Organizational Tax	3
❑ BUS395	Internship	3
❑ ECO391	Applied Economics Research	3
❑ ECO452	International Economics	3
❑ ENT405	Business Modeling & Finance	3

International Business Minor — 24 s.h.

Requirements: Students completing the International Business minor must complete the following four courses and two semesters of one modern foreign language. All coursework within the minor must be completed with a grade of C- or better.

❑ BUS307	Marketing	3
❑ BUS319	International Business	3
❑ BUS419	International Marketing	3
❑ ECO213	Macroeconomics	3
❑ ECO452	International Economics	3
❑ PSC214	International Relations	3

Complete two semesters of one modern foreign language.

❑ _____		3
❑ _____		3

Management Minor — 18 s.h.

Requirements: Students completing the Management minor must complete the following two courses and then select four additional courses. All coursework within the minor must be completed with a grade of C- or better.

- ❑ BUS306 Management 3
- ❑ BUS351 Organizational Theory and Behavior 3

Select four courses from the following:

- ❑ BUS310 Decision Making Strategies 3
- ❑ BUS313 Retail Management 3
- ❑ BUS315 Human Resources Management 3
- ❑ BUS335 Operations Management 3
- ❑ BUS390 Special Topics 3
- ❑ BUS395 Internship 3
- ❑ BUS410 Supervisory Management 3
- ❑ BUS438 Project Management 3
- ❑ ECO430 Labor Economics 3
- ❑ PSY403 Psychology of Personality **or** PSY422 Motivation and Emotion 3

Marketing Minor — 21 s.h.

Requirements: Students completing the marketing minor must complete the following three courses and then select four additional courses. All coursework within the minor must be completed with a grade of C- or better.

- ❑ BUS307 Marketing 3
- ❑ BUS408 Marketing Management 3
- ❑ ECO327 Consumer Behavior 3

Choose four of the following:

- ❑ ART120 Introduction to Design 3
- ❑ ART181 Digital Photography 3
- ❑ BUS395 Internship 3
- ❑ BUS401 Marketing Research 3
- ❑ BUS419 International Marketing 3
- ❑ MED125 Introduction to Social Media 3
- ❑ MED204 Introduction to Media and Visual Arts 3
- ❑ MED225 Social Media for PR & Marketing 3
- ❑ MED235 Digital Strategy and Web Analytics 3
- ❑ MED329 Web Design 3
- ❑ MED335 Email Marketing 3

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 — 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 Accounting I 3
- ❑ ACC226 Accounting II 3
- ❑ ACC250 Computerized Accounting 2
- ❑ ACC325 Intermediate Accounting I 4

Accounting Professional — 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 Accounting I 3
- ❑ ACC226 Accounting II 3

Required Core 10 s.h.

- ❑ ACC304 Individual Income Tax 3
- ❑ ACC317 Cost Accounting 3
- ❑ ACC325 Intermediate Accounting I 4

Elective Core (choose two) 6 s.h.

- ❑ ACC250 Computerized Accounting 2
- ❑ ACC326 Intermediate Accounting II 4
- ❑ ACC330 Accounting Information Systems 3
- ❑ ACC332 Financial Statement Analysis & Reporting 3
- ❑ ACC404 Organizational Tax 3
- ❑ ACC425 Advanced Accounting 3
- ❑ ACC426 Auditing 3

Business — 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 Accounting I 3
- ❑ BUS306 Management 3
- ❑ BUS307 Marketing 3
- ❑ ECO212 Microeconomics 3

Elective Core (choose one) 3 s.h.

- ❑ ACC226 Accounting II 3
- ❑ ECO213 Macroeconomics 3
- ❑ ENT225 Entrepreneurial Mindset 3

International Business — 18 s.h.

This certificate is ideal for business professionals who seek increased awareness of global business issues.

Required core:

- ❑ BUS319 International Business 3
- ❑ PSC214 International Relations 3

Choose one of the following: 3 s.h.

- ❑ BUS419 International Marketing 3 (Prerequisite: BUS307: Marketing)
- ❑ ECO452 International Economics 3 (Prerequisite: ECO213: Macroeconomics)

Complete two semesters of one modern foreign language.

- ❑ _____ 3
- ❑ _____ 3

CHEMISTRY

Chemistry (B.S.) — 55 s.h.

Student Learning Outcomes:

As a result of meeting the course requirements for the Chemistry major, students will develop the following:

1. An informational foundation in the principles of analytical, inorganic, biological, organic and physical chemistry
2. A proficiency in fundamental chemical laboratory techniques, operations and safety
3. An awareness of and competence in the process of chemical research
4. An ability to think critically in the discipline and clearly communicate ideas verbally
5. 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 Courses — 55 s.h.

❑ CHE111	General Chemistry I	4
❑ CHE112	General Chemistry II	4
❑ CHE211	Organic Chemistry I	4
❑ CHE212	Organic Chemistry II	4
❑ CHE305	Biochemistry	4
❑ CHE311	Physical Chemistry	4
❑ CHE332	Quantitative Analysis	4
❑ CHE411	Instrumental Analysis	4
❑ CHE491	Research in Chemistry	3
❑ MAT204	Calculus I	4
❑ MAT205	Calculus II	4
❑ PHY201	University Physics	4
❑ PHY202	University Physics	4
❑ NSC300	Colloquium (required during the four semesters of the junior and senior years; one presentation each year)	4

Recommended elective courses:

❑ BIO100	General Biology	4
❑ COM205	Introduction to Computer Science I	3

Chemistry Minor — 23 s.h.

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	4
❑ CHE112	General Chemistry II	4
❑ CHE211	Organic Chemistry I	4
❑ CHE305	Biochemistry	4
❑ CHE332	Quantitative Analysis	4

One chemistry course above the 300 level

❑ CHE _____

Chemistry Pre-Professional — 73-75 s.h.

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	4
❑ CHE112	General Chemistry II	4
❑ CHE211	Organic Chemistry I	4
❑ CHE212	Organic Chemistry II	4
❑ CHE305	Biochemistry	4
❑ CHE311	Physical Chemistry	4
❑ CHE332	Quantitative Analysis	4
❑ CHE411	Instrumental Analysis	4

Also, students must either complete all requirements for a biology major or take the following biology courses:

❑ BIO100	General Biology	4
❑ BIO222	Genetics	4
❑ BIO302	Biology of Microorganisms	4
❑ BIO314	Human Anatomy	4
❑ BIO315	Human Physiology	4
❑ MAT204	Calculus I	4
❑ MAT233	Introduction to Statistics	3
❑ PHY101	Introductory College Physics or	
PHY201	University Physics	4
❑ PHY102	Introductory College Physics or	
PHY202	University Physics	4

❑ NSC300 Colloquium (required during the four semesters of the junior and senior years; one presentation each year) 4

Additional 2-4 s.h. biology course above the 300 level:

❑ BIO _____

COMMUNICATION STUDIES AND THEATRE

Communication Studies and Theatre Minor — 23 s.h.

Requirements: Students completing the Communication Studies and Theatre minor must complete the following seven courses and six additional semester hours of electives.

❑ CST200	Introduction to Theatre	3
❑ CST203	Introduction to Contemporary Drama	3
❑ CST210	Acting I	3
❑ CST310	Directing	3
❑ CST315	Leadership in Communication	3

Complete two semester hours of the following:

❑ CST117	Participation in Theatre	1
❑ CST117	Participation in Theatre	1

Elective Courses: complete six semester hours

❑ CST263	Fundamentals of Costume Design	3
❑ CST305	Theatre History I	3
❑ CST317	Power and Influence	3
❑ CST325	Winning Presentations	3
❑ CST340	Acting II	3
❑ CST409	Special Topics in Communication Studies and Theatre	3
❑ CST440	Advanced Acting: Scene Study	3
❑ ENG361	Playwriting	3
❑ MED204	Introduction to Media and Visual Arts	3
❑ PHI216	Thinking about the Arts	3

We note that the following program was discontinued in the fall of 2026:

- Bachelor of Arts, Communication Studies and Theatre

As such, we are no longer enrolling new students into this major. Students currently enrolled in this major should contact the university's Registrar's Office for a complete list of major requirements.

COMPUTATIONAL ECONOMICS

Computational Economics (B.A.) 49-50 s.h.

Student Learning Outcomes:

1. Students will be able to design and use valid mathematical models and use them to solve realistic problems, employing techniques from computer algorithms or mathematics.
2. Students will show the ability to engage in statistical reasoning, including the capacity to produce and interpret statistical information.
3. Students will be able to apply decision support tools to business decision-making.
4. Students will be able to communicate economic, mathematical and algorithmic ideas effectively in both oral and written form.

Vocational Applications: Graduates of this program will find employment applying their understanding of computational sciences and computer modeling to promote the interests of private firms or the advancement of sound public policy. Graduates who complete this program will also find that they are well equipped to enter graduate programs in Economics, Applied Mathematics and Statistics.

Requirements: In addition to meeting the liberal arts core requirements of the University, students must complete the courses listed below. A major must have a minimum cumulative 2.25 GPA in all courses counting toward the major. Additionally, students must participate in program assessment activities.

Required Core Courses		40-41 s.h.
❑ COM205	Introduction to Computer Science I	3
❑ COM206	Introduction to Computer Science II	3
❑ COM340	Algorithms	3
❑ ECO212	Microeconomics	3
❑ ECO213	Macroeconomics	3
❑ ECO320	Managerial Economics	3
❑ ECO349	Intermediate Microeconomics **or**	
ECO350	Intermediate Macroeconomics	3
❑ ECO391	Applied Economic Research **or**	
NSC300	Science Colloquium (2 semesters; one presentation)	2-3
❑ ECO425	Financial Markets & Institutions	3
❑ MAT204	Calculus I	4
❑ MAT205	Calculus II	4
❑ MAT207	Introduction to Data Science	3
❑ MAT233	Introduction to Statistics **or**	
MAT302	Probability and Statistics	3
Elective Courses:		9 s.h.
❑ ECO _____		3
❑ MAT (200-level or higher)_____		3
❑ ECO/MAT/COM (200-level or higher)_____		3

COMPUTER INFORMATION SYSTEMS

Computer Information Systems (B.S.)49-50 s.h.

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 apply algorithmic and mathematical reasoning to a variety of computation problems including problems requiring mathematical proofs.
2. Students will distinguish between syntax (the concrete) and semantics (the abstract).
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 show the ability to engage in statistical reasoning and the capacity to produce and interpret statistical information.
5. Students will demonstrate the ability to plan, implement and manage an IT project across a business environment.
6. Students will acquire facility with several significant technological tools and use them effectively for exploration and presentation.

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.

- ❑ COM205 Introduction to Computer Science I 3
- ❑ COM206 Introduction to Computer Science II 3
- ❑ COM303 Introduction to Networking 3
- ❑ COM310 Information Systems Analysis 3
- ❑ COM318 Database Management Systems 3
- ❑ ACC225 Accounting I 3
- ❑ ACC226 Accounting II 3
- ❑ ACC317 Cost Accounting 3
- ❑ BUS306 Management 3
- ❑ BUS335 Operations Management **or**
  BUS351 Organizational Theory and Behavior 3
- ❑ ECO212 Microeconomics 3
- ❑ MAT202 Finite Mathematics **or**
  MAT201 Calculus for Applications **or**
  MAT204 Calculus I 3-4
- ❑ MAT207 Introduction to Data Science **or**
  MAT233 Introduction to Statistics 3
- ❑ MAT/COM306 Logic and Discrete Mathematics 3
- ❑ COM/MAT481 Senior Seminar I 2
- ❑ COM/MAT482 Senior Seminar II 1
- ❑ NSC300 Science Colloquium (two semesters; one presentation is required) 1+1

One computer science course 200 or above:

- ❑ COM _____ 3

Computer Information Systems Minor 17 s.h.

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 17 s.h. as follows.

- ❑ COM205 Introduction to Computer Science I 3
- ❑ COM206 Introduction to Computer Science II 3
- ❑ COM310 Information Systems Analysis 3
- ❑ COM318 Database Management Systems 3
- ❑ NSC300 Science Colloquium (two semesters; one presentation is required) 1+1

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

- ❑ COM _____ 3

COMPUTER SCIENCE

Computer Science (B.S.) 50-53 s.h.

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 apply algorithmic and mathematical reasoning to a variety of computational problems including those problems requiring mathematical proofs.
2. Students will distinguish between syntax and semantics of programming languages and exhibit a basic understanding of programming language implementations.
3. Students will demonstrate problem-solving skills, especially those required to analyze, design and implement solutions involving the use of a computer.
4. Students will show competence in fundamental knowledge of the architecture, organization, programming and design facets related to computer science.
5. Students will be able to organize, connect and communicate effectively (both oral and written) with a variety of audiences.
6. Students will demonstrate the ability to use and adapt current techniques, skills and tools in computer science.

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.

- ❑ COM205 Introduction to Computer Science I 3
- ❑ COM206 Introduction to Computer Science II 3
- ❑ COM/MAT306 Logic and Discrete Mathematics 3
- ❑ COM315 Organization of Programming Languages 3
- ❑ COM318 Database Management Systems 3
- ❑ COM320 Computer Architecture and Digital Logic 3
- ❑ COM322 Operating Systems 3
- ❑ COM340 Algorithms 3
- ❑ CHE111 General Chemistry **or**
  PHY201 University Physics 4
- ❑ MAT204 Calculus I 4
- ❑ COM/MAT481 Senior Seminar I 2
- ❑ COM/MAT482 Senior Seminar II 1
- ❑ NSC300 Science Colloquium (two semesters; one presentation is required) 1+1

6 s.h. of Computer Science above COM206.

- ❑ _____ 3/4
- ❑ _____ 3/4

6 s.h. of Mathematics above MAT201.

- ❑ _____ 3/4
- ❑ _____ 3/4

Computer Science Minor 17 s.h.

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 17 s.h. as follows.

- ❑ COM205 Introduction to Computer Science I 3
- ❑ COM206 Introduction to Computer Science II 3
- ❑ COM306/MAT306 Logic and Discrete Mathematics 3
- ❑ COM340 Algorithms 3
- ❑ NSC300 Science Colloquium (two semesters; one presentation is required) 1+1

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

- ❑ COM _____ 3

CRIMINAL JUSTICE

Criminal Justice (B.A.) 39 s.h.

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
- ❑ PSY/SOC233 Statistics for the Behavioral Sciences 3
- ❑ PSY/SOC250 Methods of Research 3
- ❑ SOC310 Delinquency and Criminology 3

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

- ❑ CRJ219 Service Learning–Mentoring 1
- ❑ CRJ300 Crime in Film 3
- ❑ CRJ303 Criminal Law in Indian County 3
- ❑ CRJ305 Juvenile Justice 3
- ❑ CRJ310 Drugs and Crime in Modern Society 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
- ❑ CRJ430 Corrections: Operations and Issues 3
- ❑ CRJ440 Capital Punishment 3
- ❑ CRJ491 Independent Study 3
- ❑ SOC302 Social Diversity 3
- ❑ SOC322 Deviant Behavior 3

Criminal Justice Minor 18 s.h.

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.

- ❑ _____
- ❑ _____
- ❑ _____

DATA SCIENCE

Data Science (B.S.) 57 s.h.

This program provides a cross-discipline experience designed to prepare students to pursue further study and careers in data science. With a mixture of mathematics, computer science and statistics, the program builds a solid base of skills that equip students not only to explore and visualize data, but also to understand and develop models that support data driven decision-making.

Student Learning Outcomes:

1. Students will apply algorithmic and mathematical reasoning to a variety of computational problems including those problems requiring mathematical proofs.
2. Students will gain the ability to work and analyze large datasets efficiently using a variety of techniques used in research and industry.
3. Students will demonstrate problem-solving skills, especially those required to analyze, design and implement solutions involving mathematics and computer science.
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 effectively (both oral and written) with a variety of audiences.
6. Students will demonstrate the ability to use and adapt technological tools used in data science.

Vocational Applications: Students majoring in data science are well positioned to enter a wide range of careers in the public or private sector, especially by combining expertise in data science with interests in other fields of content, such as business or sciences. Graduate study in data science or a related field is also a path a student might follow.

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	4
❑	MAT205	Calculus II	4
❑	MAT207	Introduction to Data Science	3
❑	MAT302	Probability and Statistics	3
❑	MAT304	Linear Algebra	3
❑	MAT310	Calculus III	4
❑	COM205	Introduction to Computer Science I	3
❑	COM206	Introduction to Computer Science II	3
❑	COM305	Introduction to Machine Learning	3
❑	COM306	Logic and Discrete Mathematics	3
❑	COM308	Introduction to Data Mining	3
❑	COM318	Database Management System	3
❑	COM340	Algorithms **or**	
	MAT308	Math Foundations for Data Analysis	3
❑	COM/MAT481	Senior Seminar I	2
❑	COM/MAT482	Senior Seminar II	1
❑	BIO100	General Biology **or**	
	CHE111	General Chemistry I **or**	
	PHY201	University Physics	4
❑	NSC300	Science Colloquium (two semesters; one presentation is required)	1+1

Two electives from MAT or COM (200-level or greater).

❑ COM/MAT _____ 3

❑ COM/MAT _____ 3

Data Science Minor 17-18 s.h.

Students who meet the regular degree requirements of the University for a major in some other program may receive a minor in data science by completing 17-18 s.h. as follows.

Required Courses 17-18 s.h.

❑	COM205	Introduction to Computer Science I	3
❑	COM206	Introduction to Computer Science II	3
❑	COM308	Introduction to Data Mining	3
❑	MAT204	Calculus I **or**	
	MAT233	Introduction to Statistics	3-4
❑	MAT207	Introduction to Data Science	3
❑	NSC300	Science Colloquium (two semesters; one presentation required)	1+1

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. All education programs leading to licensure have been approved by the state of South Dakota. 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.

The minimum acceptable grade in **any** EDU/SED course is "C", and a cumulative grade point average (CGPA) of at least 2.6 is required within the FSoE major.

Elementary Education (B.A.) 116-117 s.h.

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

Liberal Arts Core Requirements			53 s.h
❑	SDV100	USF Experience	1
❑	BIO100	General Biology **or**	
	BIO102	Human Biology	4
❑	ENG111	University Writing and Rhetorics	3
❑	ENG112	Information Literacy and Rhetorical Purpose	3
❑	ENG300	Literature for Children and Adolescents	3
❑	Fine Arts Core Elective _____		3
❑	HIS120	United States History to 1877 **or**	
	HIS121	United States History Since 1877 **or**	3
❑	Literature Core Elective _____		3
❑	MAT155	Quantitative Reasoning	3
❑	MAT222	Mathematics for Elementary Teachers I	4
❑	MAT223	Mathematics for Elementary Teachers II	4
❑	NSC120	Physical Science **and**	
	NSC121	Earth Science	2+2
❑	PSC211	American Federal Government	3
❑	PSY201	General Psychology	3
❑	SSC205	World Geography	3
❑	THE140	Introduction to the Bible	3
❑	THE240	Introduction to Christian Thought & Practice	3
Elementary Education Core Requirements			63-64 s.h.
❑	EDU201	Foundations of Education	3
❑	EDU202	Exceptional Students	3
❑	EDU218	Introduction to Field Experience	3
❑	EDU225	K-8 Movement and Arts Integration	3
❑	EDU231	Native American Studies for Educators	3
❑	EDU240	Technology in Education	3
❑	EDU251	Human Relations	3
❑	EDU304	Assessment & Evaluation in the Classroom	3
❑	EDU314	K-8 Math Methods	3
❑	EDU315	K-8 Social Studies Methods	3
❑	EDU316	K-8 Science Methods	3
❑	EDU320	Literacy: Middle Level	3

❑ EDU323	Literacy: Early Reading Instruction	4
❑ EDU324	Developmental & Educational Psychology	3
❑ EDU326	Literacy: Writing Instruction	2
❑ EDU405	Instructional Management	3
❑ EDU406	Teacher Residency: Elementary	10
❑ EDU410	Foundations of Middle School	2
❑ EDU418	Practicum in Classroom Organization (Suggested but not required for fall student teachers)	1-2
❑ EXS205	First Aid/CPR	1

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.

Educational Studies (B.A.)

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.

Secondary and K-12 Curriculum 47 s.h.

A secondary education major is approved for those students majoring in one of the following content areas: Biology, English, History and Political Science or Mathematics. A K-12 education major is approved for those students majoring in a content areas of Art or Music. 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	3
❑ EDU202	Exceptional Students	3
❑ EDU218	Introduction to Field Experience	3
❑ EDU231	Native American Studies for Educators	3
❑ EDU240	Technology in Education	3
❑ EDU251	Human Relations	3
❑ EDU304	Assessment & Evaluation in the Classroom	3
❑ EDU311	Content Literacy for EL & Struggling Readers	3
❑ EDU329	Secondary and Middle Level Methods	4
❑ EDU405	Instructional Management	3
❑ EDU410	Foundations of Middle School	2
❑ EDU412	Teacher Residency: Secondary **or**	
EDU414	Teacher Residency: K-12	10
❑ EXS205	First Aid/CPR	1
❑ EDU425	Secondary/K-12 Content Methods	3

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

K-12 Special Education Curriculum 33 s.h.

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.

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.

❑ SED220	Introduction to Cognitive, Learning and Emotional/Behavior Disabilities	3
❑ EDU250	Parent and Community Relations	3
❑ EDU260	Language Development	3
❑ SED322	Assessment in Special Education	3
❑ SED340	Strategic Instruction for Cognitive Disabilities	3
❑ SED342	Strategic Instruction for Learning and Emotional/Behavior Disabilities	3
❑ SED402	Topics in Secondary Special Education	3
❑ SED404	Classroom Interventions for Exceptional Students	3
❑ EDU405	Instructional Management	3
❑ SED416	Teacher Residency: K-12 Special Education	6

Variations to these required courses for special education licensure are permissible only with the approval of the Chair of the Fredrikson 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 the area chair and/or the certification officer, based upon a transcript analysis and a personal interview.

English Learners (EL) Minor | English as a New Language (ENL) Endorsement 21-24 s.h.

The coursework for this minor provides extended preparation for teaching English 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).

- ❑ EDU233 English Learner Foundations 3
- ❑ EDU251 Human Relations 3
- ❑ EDU260 Language Development 3
- ❑ EDU311 Content Literacy for EL & Struggling Readers 3
- ❑ EDU324 Developmental & Educational Psychology 3
- ❑ EDU330 Content Practicum for EL & Struggling Readers 3
- ❑ ENG330 Advanced Grammar 3
- ❑ ENG368 Language and Society (suggested but not required) 3

Kindergarten Minor or Endorsement 16 s.h.

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 Kindergarten Methods 3
- ❑ EDU260 Language Development 3
- ❑ EDU406 Teacher Residency: Elementary Kindergarten Semester 10

Reading Minor 16 s.h.

The requirements for this 15 credit minor provide preparation for specialization in reading instruction. Students must have a major in Elementary Education and have completed the courses listed below.

- ❑ EDU260 Language Development 3
- ❑ EDU311 Content Literacy for EL & Struggling Readers 3
- ❑ EDU320 Literacy: Middle Level 3
- ❑ EDU323 Literacy: Early Reading Instruction 4
- ❑ EDU330 Content Practicum for EL & Struggling Readers 3

Special Populations in Education Minor 15 s.h.

The requirements for this minor provide extended preparation to support students with disabilities and English Learners in inclusive educational settings.

Choose at least two from the following: 6-9 s.h.

- ❑ EDU233 English Learner Foundations 3
- ❑ EDU260 Language Development 3
- ❑ EDU311 Content Literacy for EL and Struggling Readers 3
- ❑ EDU330 Content Practicum for EL and Struggling Readers 3

Choose at least two from the following: 6-9 s.h.

- ❑ SED220/EDU202 Exceptional Students 3
- ❑ EDU250 Parent and Community Relations 3
- ❑ SED342 Strategic Instruction for Learning and Behavioral Disabilities 3
- ❑ SED402 Topics in Secondary Special Education 3
- ❑ SED404 Classroom Interventions for Special Education 3

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, Writing and Math. See the Fredrikson School of Education group page on MyUSF for cut scores.

   Students are allowed two chances to pass each exam. Students may appeal this limitation to the Teacher Ed Committee. (See instructions on appeal process.) OR Completion of the ACT with appropriate cut scores in Math, Reading and Writing. See the Fredrikson School of Education group page on MyUSF for cut scores
5. Passed EDU 201 Foundations of Education (If transfer student, one 200-level education course at USF).
6. Favorable evaluation from EDU 218 Introduction to Field Experience Mentor, if applicable.
7. Completion of an admittance interview, if requested by the education faculty.

Candidates who have not been admitted to teacher education may not take 300 or 400 level courses. The only exception is for Special Education majors. With permission from Special Education professor and area chair, students may be allowed to enroll in an upper-level Special Education course.

Timeline for Admission to Residency

Requirements for admission to residency and deadlines for application must be met prior to placements being made. The application deadline for fall teacher residency is approximately February 1 of the preceding academic year. The deadline for spring teacher residency is approximately October 1 of the preceding semester. Elementary candidates are required to complete a semester-long residency. Exceptions to this requirement must be approved by the area chair and the Director of Field Experiences. Secondary and K-12 candidates are required to complete one semester of residency. **All residents beginning residency in the spring must pass Praxis II content by December 1, and those beginning in the fall must pass by July 1.**

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 seldom granted because attendance at on-campus seminars and other classes are required. Applications will be considered in extenuating circumstances only with a written appeal to the teacher education committee. 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 or certification, 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/.

Teacher Certification/Licensure

The University of Sioux Falls educator preparation programs are approved by the South Dakota State Board of Education. USF is regionally accredited by the Higher Learning Commission. The Fredrikson School of Education is nationally accredited by CAEP (Council for the Accreditation of Education Preparation). All students who complete a program, with the exception of Educational Studies, are eligible to be recommended for an initial South Dakota teaching certificate regardless of the state in which they reside, and they are encouraged to apply for South Dakota teacher certification immediately upon completion of their degree. The Fredrikson School of Education certification officer will assist each student with this process.

Teacher education graduates may also be eligible for University of Sioux Falls recommendation for certification in other states. Teaching certification/licensure requirements vary among states. Please refer to the **Professional Licensure Disclosures** (usiouxfalls.edu/consumer-information#disclosure) and speak to your academic advisor or certification officer for more information.

ENGLISH

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: Language, Literature and Culture; Writing; or Teaching Certification in Secondary English Education. 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, writing and media;
2. Demonstrate familiarity with literary development and elements, including writers, periods, historical and cultural contexts and literary terminology;
3. Demonstrate aesthetic appreciation for and critical engagement with literature and language, including recognition of religius and ethical dimensions;
4. Practice scholarly inquiry, including evaluating, engaging with and integrating sources in research writing; and
5. Demonstrate skill in revision and editing, engaging holistic review and applying standard conventions of syntax and mechanics.

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: Language, Literature and Culture, Writing, or English Secondary Education Certification. An overall GPA of 2.5 within the English major is required for graduation. ENG111 and ENG112 do not count as English electives.

Language, Literature and Culture Track 43 s.h

❑ ENG221	British Literature: Origins and Intersections	3
❑ ENG222	American Literature Survey I	3
❑ ENG223	British Literature Survey II	3
❑ ENG224	American Literature Survey II	3
❑ ENG330	Advanced Grammar	3
❑ ENG360	Advanced Composition	3
❑ ENG425	Digital Humanities and the Ethics of Technology	3
❑ ENG450	English Major Colloquium	1
❑ CST325	Winning Presentations	3

Electives: 18 s.h. of English courses (excluding ENG200) and/or CST203, CST 305 and CST306.

❑ ENG _____

❑ CST203	Introduction to Contemporary Drama	3
❑ CST305	Theatre History I	3
❑ CST306	Theatre History II	3

Writing Track 41-44 s.h.

❑ ENG250	Professional and Technical Writing	3
❑ ENG311	Creative Writing	3
❑ ENG330	Advanced Grammar	3
❑ ENG360	Advanced Composition	3
❑ ENG368	Language and Society	3
❑ ENG395	Internship in Writing	1-4
❑ ENG425	Digital Humanities and the Ethics of Technology	3
❑ ENG450	English Major Colloquium	1
❑ CST325	Winning Presentations	3

Two of the following literature survey courses: (6 s.h.)

❑ ENG221	British Literature: Origins and Intersections	3
❑ ENG222	American Literature Survey I	3
❑ ENG223	British Literature Survey II	3
❑ ENG224	American Literature Survey II	3

Two of the following interdisciplinary electives: (6 s.h.)

❑ ART120	Introduction to Design	3
❑ BUS306	Management	3
❑ BUS307	Marketing	3
❑ CST315	Leadership in Communication	3
❑ CST317	Power and Influence	3
❑ ENT225	Entrepreneurial Mindset	3
❑ HIS220	Historical and Political Methods	3
❑ MED125	Introduction to Social Media Management	3
❑ MED204	Introduction to Media and Visual Arts	3
❑ MED225	Social Media for PR and Marketing	3
❑ MED329	Web Design	3
❑ MED420	Media Issues and Law	3
❑ PHI341	Ethics	3

Electives: 6 s.h. of English courses (excluding ENG200) and/or CST203, CST 305 and CST306.

❑ ENG _____

❑ CST203	Introduction to Contemporary Drama	3
❑ CST305	Theatre History I	3
❑ CST306	Theatre History II	3

English Secondary Education Certification — 90 s.h.

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 41 semester hours of English and/or select Communication Studies and Theatre courses, and all of the requirements for secondary education certification (see Education section page 78).

- ❑ ENG221 British Literature: Origins and Intersections 3
- ❑ ENG222 American Literature Survey I 3
- ❑ ENG223 British Literature Survey II 3
- ❑ ENG224 American Literature Survey II 3
- ❑ ENG300 Literature for Children and Adolescents 3
- ❑ ENG330 Advanced Grammar 3
- ❑ ENG360 Advanced Composition 3
- ❑ ENG366 Evolving Canons 3
- ❑ ENG425 Digital Humanities and the Ethics of Technology 3
- ❑ ENG450 English Major Colloquium 1

Electives: 15 s.h. of English courses (excluding ENG200) and/or CST203, CST 209 and CST305. ENG311: Creative Writing, and ENG322: Shakespeare are both highly recommended.

- ❑ ENG _____
- ❑ CST203 Introduction to Contemporary Drama 3
- ❑ CST209 Oral Interpretation of Literature 3
- ❑ CST305 Theatre History I 3
- ❑ CST306 Theatre History II 3

An overall GPA of 2.5 within the English Secondary Certification is required for graduation.

English Minor — 18 s.h.

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 require critical thinking and concise, effective expression.

Requirements: The student must take at least 18 semester hours of study that includes the following requirements:

Required Writing Course: (3 s.h.)

- ❑ ENG360 Advanced Composition 3

Electives: (15 s.h. of English courses and/or CST203 and CST305)

- ❑ ENG _____ 3
- ❑ CST203 Introduction to Contemporary Drama 3
- ❑ CST305 Theatre History I 3

EXERCISE SCIENCE

Exercise Science (B.S.) 54-63 s.h.

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.

Requirements: The exercise science degree program includes three major tracks: Pre-Professional, Health and Performance and Community Health. In addition to meeting the liberal arts core and graduation requirements of the University, students majoring in Exercise Science must successfully complete the requirements of the major core and at least one track. All courses in the core and the student's chosen track must be completed with a grade of "C-" or better. Majors must participate in program assessment activities.

Major Core Requirements: 37-39 s.h.

❑ EXS100	Introduction to Exercise Science	3
❑ EXS205	First Aid/CPR	1
❑ EXS210	Care and Prevention of Injuries	3
❑ EXS220	Nutrition	3
❑ EXS225	Anatomical Kinesiology	2
❑ EXS310	Exercise Physiology	4
❑ EXS315	Fitness Assessment Methods	3
❑ EXS325	Biomechanics	3
❑ EXS/PSY340	Psychology of Sport and Exercise	3
❑ EXS400	Exercise Prescription	3
❑ EXS395	Internship	3-12
❑ BIO314	Human Anatomy **or**	4
BIO315	Human Physiology **or**	4
EXS280	Anatomy and Physiology for the Exercise Professional	4
❑ EXS495	Senior Seminar	1-2*
❑ EXS319	Service Learning	1-2**

*Student must be enrolled for at least two semesters and must give a presentation during the second semester.

**Student must be enrolled for at least two semesters, preferably in the 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 assistant programs, nursing, exercise physiology, biomechanics, sports medicine and wellness.

Pre-Professional Track 22-24 s.h.

❑ EXS213	Medical Terminology	1
❑ CHE111	General Chemistry I **or**	
CHE121	Introduction to Chemistry	4
❑ CHE112	General Chemistry II **or**	
CHE122	Introduction to Organic or Biochemistry	4
❑ PHY101	Introductory College Physics **or**	
BIO302	Biology of Microorganisms	4
❑ MAT233	Introduction to Statistics **or**	
PSY233	Statistics for Behavioral Sciences	3

Electives: (choose two)

❑ BIO222	Genetics	4
❑ BIO302	Microbiology	4
❑ BIO309	Cell Biology	4
❑ BIO315	Human Physiology	4
❑ BIO380	Immunology	4
❑ BIO385	Histology	4
❑ BIO490	Neuroanatomy	2-4
❑ CHE211	Organic Chemistry I	4
❑ CHE305	Biochemistry	4
❑ EXS315	Ethical Issues in Sport	3
❑ EXS344	Cardiovascular Physiology & Electrocardiography	3
❑ EXS305	Facilities and Programs	2
❑ EXS370	Ergogenic Aids in Sports and Exercise	2
❑ EXS410	Exercise Prescription II: Special Populations	3
❑ PSY211	Human Development	3
❑ PSY250	Methods of Research	3
❑ PSY305	Abnormal Psychology	3
❑ PSY306	Social Psychology	3
❑ PSY341	Learning and Behavior	3
❑ PSY403	Psychology of Personality	3
❑ PSY405	Experimental Psychology	3
❑ PSY407	Counseling	3
❑ PSY408	Biological Psychology	3
❑ PSY422	Motivation and Emotion	3
❑ PSY431	Cognitive Psychology	3
❑ PHY102	Introductory College Physics II	4
❑ SOC202	Social Problems	3
❑ SWK201	Addiction and Recovery	3
❑ SWK346	Social Gerontology: Multidisciplinary Perspective	3

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 17 s.h.

- ❑ EXS305 Facilities and Programming 2
- ❑ EXS326 Anaerobic Conditioning 3
- ❑ EXS410 Exercise Prescription II: Special Populations 3

Electives (choose a minimum of nine semester hours from the following):

- ❑ 100-level or above Physics courses 4
- ❑ 200-level or above courses in EXS/PSY/CHE/BIO 3-4
- ❑ MAT233 Introduction to Statistics **or** PSY233 Statistics for Behavioral Sciences 3
- ❑ Select courses in BUS/SOC/SWK, pending departmental approval. 3

Community Health Track

Goals: This concentration is designed to provide a basic foundation of theoretical knowledge and applied skills related to movement science as applied to community settings. Courses are intended to develop competencies in observing, analyzing, writing and critical thinking that can be applied to addressing chronic health concerns affecting members of diverse populations.

Vocational Applications: The Community Health Track prepares the graduate for employment in health promotion settings such as local and state government agencies, hospital-based programs, corporate health and fitness centers as health counselors and community health workers. This track also prepares students for further graduate education in public health or exercise science.

Community Health Track 18 s.h.

- ❑ PSY211 Human Development 3
- ❑ PSY233 Statistics for Behavioral Sciences 3
- ❑ PSY250 Methods of Research 3
- ❑ PSY/SOC306 Social Psychology 3
- ❑ PSY422 Motivation and Emotion 3
- ❑ SOC202 Social Problems 3

Recommended Electives: (recommended, not required)

- ❑ PSY305 Abnormal Psychology 3
- ❑ PSY341 Learning and Behavior 3
- ❑ PSY403 Psychology of Personality 3
- ❑ PSY405 Experimental Psychology 3
- ❑ PSY407 Counseling 3
- ❑ SOC301 Family 3
- ❑ SWK201 Addiction and Recovery 3
- ❑ SWK309 Social Work Policy Analysis 3

Recommended (Liberal Arts Core) Courses include BIO102 Human Biology, ECO212 Microeconomics, PSY201 General Psychology, SOC201 Fundamentals of Sociology, and SOC302 Social Diversity. *These LAC courses provide the supporting framework for upper-level courses and fieldwork in this concentration.*

Coaching Concentration 10 s.h.

The Coaching concentration is intended to provide a theoretical and practical foundation for students interested in coaching in a school, club or recreational setting. 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 9 semester hours, including the following required courses:

- ❑ EXS205 First Aid/CPR 1
- ❑ EXS210 Care and Prevention of Injuries 3
- ❑ EXS215 Social and Ethical Issues in Sport 3
- ❑ EXS/PSY340 Psychology of Sport and Exercise 3

For students needing a sport-specific course, EXS301 Practicum in Sport can be personalized to fulfill this role.

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. This 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 this concentration must complete both the content and practical components of the program. Acceptance into the practical component is competitive and requires approval of the Athletic Training Staff.

Requirements:

Content (11-14 s.h.)

❑	EXS210	Care and Prevention of Injuries	3
❑	EXS225	Anatomical Kinesiology **or**	2
	BIO314	Human Anatomy	4
❑	EXS217	Science of Coaching **or**	3
	EXS310	Exercise Physiology	4
❑	ENT225	Entrepreneurial Mindset	3

Practical (0-24 s.h.)*

❑	EXS160	Practicum in Sports Medicine I	0-3
❑	EXS260	Practicum in Sports Medicine II	0-3
❑	EXS360	Practicum in Sports Medicine III	0-3
❑	EXS460	Practicum in Sports Medicine IV	0-3

*Students must complete a minimum of four semesters or eight semester hours of practicum. The maximum semester hours per semester is three. 1 semester hour = 40 contact hours

Strength & Conditioning Concentration

The strength and conditioning concentration is intended to provide a theoretical and practical foundation for students interested in strength and conditioning or sports performance. The strength and conditioning concentration does not fulfill the degree requirements for any major at USF. It is intended to expose students to the athletic performance environment as well as enhance students' resumes and employability. Students will gain knowledge on the various training philosophies held within strength and conditioning and experience administering and designing training programs for a variety of sports and athletes, as well as assist with the daily operations of the weight room. Students can pursue the strength and contitioning concentration in combination with any major.

Candidates for a strength and conditioning concentration must complete both the content and practical components of the program. Acceptance into the practical component is competitive and requires approval of the Strength and Conditioning staff.

Requirements:

Content (15 s.h.)

❑	EXS210	Care and Prevention of Injuries	3
❑	EXS225	Anatomical Kinesiology	2
❑	EXS310	Exercise Physiology	4
❑	EXS325	Biomechanics	3
❑	EXS326	Anaerobic Conditioning	3

Practical (3-6 s.h.)*

❑	EXS165	Practicum in Strength & Conditioning I	1-2
❑	EXS265	Practicum in Strength & Conditioning II	1-2
❑	EXS365	Practicum in Strength & Conditioning III	1-2

*Students must complete a minimum of three semesters of practica. Students may register for 1-2 credits per semester. 1 semester hour = 40 contact hours

GENERAL STUDIES

General Studies (B.A.) 37 s.h.

The General Studies major allows students to choose courses from a range of disciplines, thereby encouraging them to explore new areas of inquiry, develop their intellectual interests, while reflecting critically about the liberal arts tradition and its place in global history.

Student Learning Outcomes:

1. Understand and explain foundational knowledge in each of three emphasis areas.
2. Research and proficiently write about a selected topic from at least one emphasis area.
3. Develop an enhanced understanding of the liberal arts.

Requirements: In addition to meeting the Liberal Arts Core of the University students must complete GEN490 and a minimum of 12 semester hours of credit in at least three emphasis areas (36 credits). At most one course in each area can be at the 200 level, with the remainder at 300/400 level. (Other 200 level courses may be taken, but counting as elective credit).

First Emphasis Area (12 s.h.)

- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____

Second Emphasis Area (12 s.h.)

- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____

Third Emphasis Area (12 s.h.)

- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____

Capstone:

❑ GEN490 General Studies Major Capstone* 1

*This course is to be taken following completion of at least 27 s.h. of the major requirements.

Emphasis Areas

- **Business Administration**: Accounting, Business Administration, Economics, Entrepreneurial Studies, Sports Management
- **Education**: Education
- **Humanities**: English, Humanities, Philosophy, Spanish, Theology
- **Interdisciplinary**: Liberal Arts, Military Studies (this program allows for the application of 15 credits of Military Studies, accepted through a block transfer for military service, based on prior learning acquired in training and coursework in the armed forces).
- **Natural Sciences**: Biology, Chemistry, Computer Science, Data Science, Mathematics, Natural Science, Physics
- **Nursing**: Nursing
- **Social Sciences**: Criminal Justice, Exercise Science, History, Political Science, Psychology, Sociology, Social Science, Social Work
- **Visual & Performing Arts**: Art, Communication Studies and Theatre, Fine Arts, Media Studies and Music

HISTORY AND POLITICAL SCIENCE

History and Political Science (B.A.) 33 s.h.

The mission of the History and Political Science 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 and political science are cornerstones of the liberal arts. History and Political Science majors go on to become lawyers, teachers, librarians, archivists, businesspersons, writers and politicians.

A degree in history and political science provides valuable tools appropriate to a multitude of professional situations. At USF, history and political science 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 and political science degree is not just about career prospects. History and political science teach 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 will be able to communicate their historical and political knowledge in both oral and written forms.
2. Students 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. Students will also be able to define major political ideas and concepts and will develop an understanding of how and why these ideas and concepts are important or influential.
3. Students will develop an understanding of how historical conditions influenced the development and interpretation of political theories and concepts, and how various theories and concepts can be better understood by studying their historical context.
4. Students will be able to analyze, evaluate, and synthesize information from primary and secondary sources to produce historically accurate interpretations of the past and current events.
5. Students will be able to compare historical and political perspectives from different cultures and describe the contributions of these perspectives.
6. Students will be able to evaluate the trustworthiness of evidence using the critical method.
7. Students 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 and political science courses below. All coursework completed for the History and Political Science Major must receive a final grade of "C-" or better to qualify for the major.

Major Core Requirements 33 s.h.

Complete at least 9 s.h. from the following courses:

- ❑ HIS103 World History to 1200 3
- ❑ HIS104 World History 1200-Present 3
- ❑ HIS120 United States History to 1877 3
- ❑ HIS121 United States History Since 1877 3

Complete at least 6 s.h. of 200-Level History or Political Science courses:

- ❑ HIS204 Introduction to Gender Studies 3
- ❑ HIS213 Contemporary World Events 3
- ❑ HIS220 Historical and Political Methods 3
- ❑ HIS/ENG226 American Slave Narratives 3
- ❑ PSC211 American Federal Government 3
- ❑ PSC212 American State and Local Government 3
- ❑ PSC214 International Relations 3
- ❑ PSC215 Religion and Politics 3

Complete at least 3 s.h. of 300 or 400-Level American History courses:

- ❑ HIS301 American Women's History Colonial Era to the Present 3
- ❑ HIS310 African American History 3
- ❑ HIS311 U.S. Diplomatic History 3
- ❑ HIS321 Constitutional History of the U.S. 3
- ❑ HIS330 History of Native American White Relations 3
- ❑ HIS391 Special Topics in American History 3
- ❑ HIS/THE411 Christianity in America 3
- ❑ HIS412 The U.S. West 3

Complete at least 3 s.h. of 300 or 400-Level European or World History courses:

- ❑ HIS300 Modern European History Since 1815 3
- ❑ HIS303 Ancient World History 3
- ❑ HIS304 Medieval World History 3
- ❑ HIS305 International Economic Relations 3
- ❑ HIS325 History of Latin America 3
- ❑ HIS331 Modern British History 3
- ❑ HIS332 Modern Middle East 3
- ❑ HIS392 Special Topics in European History 3
- ❑ HIS393 Special Topics in World History 3
- ❑ HIS405 The Global Cold War 3
- ❑ HIS/THE414 The Reformation 3
- ❑ THE303 History of Christianity 3

Complete at least 3 s.h. of 300 or 400-Level Political Science courses:

- ❑ PHI324 Political Philosophy 3
- ❑ PSC390 Special Topics in Political Science 3
- ❑ PSC402 Comparative Politics 3
- ❑ PSC/CRJ405 Constitutional Issues and Criminal Justice Cases 3

Complete at least 9 s.h. of 200, 300 or 400-Level History and/or Political Science Elective courses (not already applied to satisfy the requirements of any of the above categories).

- ❑ HIS or PSC _____ 3
- ❑ HIS or PSC_____ 3
- ❑ HIS or PSC_____ 3

History and Political Science Minor 18 s.h.

Student Learning Outcomes:

1. Students will be able to communicate their historical and political knowledge in both oral and written forms.
2. Students 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. Students will also be able to define major political ideas and concepts, and will develop an understanding of how and why these ideas and concepts are important or influential.
3. Students will be able to analyze, evaluate and synthesize information from primary and secondary sources to produce historically accurate interpretations of the past and better understand political interpretations of past and current events.
4. Students will be able to 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 and political science that includes the classes listed below. All coursework completed for the History and Political Science Minor must receive a final grade of "C-" or better to qualify for the Minor.

Complete at least 6 s.h. of 100 or 200-Level History and/or Political Science courses:

- ❑ HIS103 World History to 1200 3
- ❑ HIS104 World History 1200-Present 3
- ❑ HIS120 United States History to 1877 3
- ❑ HIS121 United States History Since 1877 3
- ❑ HIS204 Introduction to Gender Studies 3
- ❑ HIS213 Contemporary World Events 3
- ❑ HIS220 Historical and Political Methods 3
- ❑ HIS/ENG226 American Slave Narratives 3
- ❑ PSC211 American Federal Government 3
- ❑ PSC212 American State and Local Government 3
- ❑ PSC214 International Relations 3
- ❑ PSC215 Religion and Politics 3

Complete at least 6 s.h. of 300 or 400-Level History and/or Political Science courses:

- ❑ HIS300 Modern European History Since 1815 3
- ❑ HIS301 American Women's History: Colonial Era to the Present 3
- ❑ HIS303 Ancient World History 3
- ❑ HIS304 Medieval World History 3
- ❑ HIS305 International Economic Relations 3
- ❑ HIS310 African American History 3
- ❑ HIS311 United States Diplomatic History 3
- ❑ HIS321 Constitutional History of the United States 3
- ❑ HIS325 History of Latin America 3
- ❑ HIS330 History of Native American White Relations 3
- ❑ HIS331 Modern British History 3
- ❑ HIS332 Modern Middle East 3
- ❑ HIS391 Special Topics in American History 3
- ❑ HIS392 Special Topics in European History 3
- ❑ HIS393 Special Topics in World History 3
- ❑ HIS405 The Global Cold War 3
- ❑ HIS/THE411 Christianity in America 3
- ❑ HIS412 The United States West 3
- ❑ HIS/THE414 The Reformation 3
- ❑ PHI324 Political Philosophy 3
- ❑ PSC390 Special Topics in Political Science 3
- ❑ PSC402 Comparative Politics 3
- ❑ PSC/CRJ405 Constitutional Issues and Criminal Justice Cases 3
- ❑ THE303 History of Christianity 3

Complete at least 6 s.h. of History or Political Science Elective courses (not already applied to satisfy the requirements of any of the above categories).

- ❑ HIS or PSC _____ 3
- ❑ HIS or PSC_____ 3

History and Political Science Secondary Education Certification 80 s.h.

Students seeking to teach history at the secondary level must complete the History and Political Science major requirements. In addition, students must complete all of the requirements for secondary education certification (see Education section page 78). For graduation, a major must have a minimum 2.5 GPA in all History and Political Science Area courses counting toward the major for student teaching eligibility.

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: (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."

MATHEMATICS

Mathematics (B.S.) 53 s.h.

This program provides 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 4
- ❑ MAT205 Calculus II 4
- ❑ MAT302 Probability and Statistics 3
- ❑ MAT304 Linear Algebra 3
- ❑ MAT305 Abstract Algebra 3
- ❑ MAT310 Calculus III 4
- ❑ MAT311 Differential Equations 3
- ❑ MAT320 Introduction to Real Analysis 3
- ❑ COM205 Introduction to Computer Science I 3
- ❑ COM206 Introduction to Computer Science II or MAT/COM306 Logic and Discrete Mathematics 3
- ❑ CHE111 General Chemistry I **or** PHY201 University Physics 4
- ❑ CHE112 General Chemistry II **or** PHY202 University Physics 4
- ❑ COM/MAT481 Senior Seminar I 2
- ❑ COM/MAT482 Senior Seminar II 1
- ❑ NSC300 Science Colloquium (two semesters; one presentation required) 1/1

Two electives in mathematics numbered above 204

- ❑ _____
- ❑ _____

Mathematics Minor 18-19 s.h.

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 the 18-19 s.h. as follows.

- ❑ MAT204 Calculus I 4
- ❑ MAT205 Calculus II 4
- ❑ NSC300 Science Colloquium (two semesters; one presentation required) 1/1

8-9 s.h. of electives courses in mathematics numbered above 204.

- ❑ _____
- ❑ _____
- ❑ _____

Mathematics Secondary Education Certification 100 s.h.

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 all the requirements for secondary education certification (see Education section page 78). Students are expected to take MAT 303 as one of 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.

MEDIA STUDIES

Media Studies (B.A.) 43 s.h.

The media studies major explores the intersection of digital media across all platforms of communication and technology within the context of a Christian worldview. Media Studies prepares students for careers in professional audio/video production, photography, digital marketing and public relations, social media management, television/radio broadcasting and all aspects of visual and written communications.

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 visual storytelling and writing skills for the media studies discipline.
3. Students will be able to solve problems by using technical skills, design principles and digital processes.
4. Students will be able to produce appropriate material in all aspects of design and production based on their specific 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.

Professional 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 digital media, corporate video production, digital photography, graphic and web design, advertising, marketing and public relations, journalism, broadcasting and the law.

Requirements: In addition to meeting the liberal arts core requirements of the University, the student must complete 43 semester hours of media studies courses and graduate with at least a 2.5 GPA in the major field.

All students must take the common media studies core of courses consisting of 25 semester hours. In addition, each student must select one of five concentrations within the major consisting of 18 semester hours each. The concentrations are Multi-Media Production, Journalism, Social Media Marketing, Event Management & Promotions 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.

Media Core Courses 25 s.h.

- ❑ ART120 Introduction to Design 3
- ❑ ART181 Digital Photography 3
- ❑ MED204 Introduction to Media and Visual Arts 3
- ❑ MED206 Media Writing 3
- ❑ MED207 Media Survey 3
- ❑ MED208 Media Graphics 3
- ❑ MED300 Communication Arts Colloquium 1
- ❑ MED304 Advanced Media and Visual Arts 3
- ❑ MED420 Media Issues and Law 3

Multi-Media Production Concentration 18 s.h.

- ❑ ART372 2D/3D Motion Graphics 3
- ❑ MED326 Digital Audio 3
- ❑ MED329 Web Design 3
- ❑ MED336 Desktop Video and Non-linear Editing 3
- ❑ MED415 Live Studio Production and Videography 3

Complete at least 1 credit in each of the following required production labs:

- ❑ MED121-421 Print Production Lab 1-4
- ❑ MED131-431 Radio Production Lab 1-4
- ❑ MED132-432 TV Production Lab 1-4

Journalism Concentration 18 s.h.

- ❑ MED290 Photojournalism 3
- ❑ MED307 Reporting 3
- ❑ MED324 Media Performance 3
- ❑ MED329 Web Design 3
- ❑ MED410 Advanced Reporting 3

Complete at least 1 credit in each of the following required production labs:

- ❑ MED121-421 Print Production Lab 1-4
- ❑ MED131-431 Radio Lab 1-4
- ❑ MED132-432 TV Production Lab 1-4

Social Media Marketing Concentration 18 s.h.

- ❑ BUS307 Marketing 3
- ❑ MED125 Introduction to Social Media Management 3
- ❑ MED225 Social Media for PR and Marketing 3
- ❑ MED235 Digital Strategy and Web Analytics 3
- ❑ MED329 Web Design 3
- ❑ MED335 Email Marketing 3

Event Management & Promotions Concentration 20 s.h.

- ❑ BUS351 Organizational Theory and Behavior 3
- ❑ ENT225 Entrepreneurial Mindset 3
- ❑ ENT340 Entrepreneurial Sales & Marketing 3
- ❑ CST325 Winning Presentations 3
- ❑ MED125 Introduction to Social Media Management 3
- ❑ SPM313 Event & Facilities Management 3

Complete at least 1 credit in each of the following required production labs:

- ❑ MED121-421 Print Production Lab 1-4
- ❑ MED131-431 Radio Lab 1-4

Media Research Concentration 18 s.h.

❑ BUS306	Management	3
❑ BUS351	Organizational Theory and Behavior	3
❑ MAT233	Introduction to Statistics	3
❑ PHI207	Introduction to Philosophy	3
❑ PHI341	Ethics	3
❑ PSY250	Research Methods	3

Media Studies Minor 20 s.h.

Requirements: Student who meet the regular degree requirements of the University for a major in some other program may receive a minor in Media Studies by completing 20 s.h. of Media and Visual Arts courses as follows:

❑ MED204	Introduction to Media and Visual Arts	3
❑ MED206	Media Writing	3
❑ MED207	Media Survey	3

Media Studies electives (9 s.h.)—Choose 3 of the following:

❑ ART120	Introduction to Design	3
❑ ART181	Digital Photography	3
❑ ART281	Digital Photography II	3
❑ ART372	2D/3D Motion Graphics	3
❑ MED125	Introduction to Social Media Management	3
❑ MED208	Media Graphics	3
❑ MED290	Photojournalism	3
❑ MED304	Advanced Media and Visual Arts	3
❑ MED307	Reporting	3
❑ MED326	Digital Audio	3
❑ MED329	Web Design	3
❑ MED336	Desktop Video and Non-linear Editing	3
❑ MED420	Media Issues and Law	3

Two semesters of the following:

❑ MED121	Print Production Lab	1
❑ MED131	Radio Lab	1

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.

Social Media Marketing 18 s.h.

❑ BUS307	Marketing	3
❑ MED125	Introduction to Social Media Management	3
❑ MED225	Social Media for PR and Marketing	3
❑ MED235	Digital Strategy for Web Analytics	3
❑ MED329	Web Design	3
❑ MED335	Email Marketing	3

MEDICAL LABORATORY SCIENCE

Medical Laboratory Science (B.S.) 91 s.h.

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 (34 semester hours) will be granted to students who successfully complete the professional (clinical) year 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	4
❑ BIO222	Genetics	4
❑ BIO302	Biology of Microorganisms	4
❑ BIO314	Human Anatomy	4
❑ BIO315	Human Physiology	4
❑ BIO380	Immunology	4
❑ CHE111	General Chemistry I	4
❑ CHE112	General Chemistry II	4
❑ CHE211	Organic Chemistry I	4
❑ CHE305	Biochemistry	4
❑ MAT165	Precalculus **or**	
MAT204	Calculus I	4
❑ MAT233	Introduction to Statistics	3
❑ NSC300	Colloquium (required during both semesters of the junior year; one presentation is required)	1/1

Two courses in physics

❑ PHY	_____	4
❑ PHY	_____	4

Additional courses recommended are Biology 204 and 309; Chemistry 212 and 332; Business Administration 306 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 clinical year consists of 34 semester hours of credit at an approved medical laboratory science program. USF has an affiliation agreement with the Sanford Medical Center. A description of Sanford's MLS program that includes course descriptions is found at sanfordhealth.org/MLSProgram.

MUSIC

Music (B.A.) 32 s.h.

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 complete the following requirements:

Required Courses		20 s.h.
❑ MUS190	Music Theory and Aural Skills I	4
❑ MUS195	Music Theory and Aural Skills II	4
❑ MUS250	History of Music I: Ancient-18th Century	3
❑ MUS255	History of Music II: 18th Century-Present	3
❑ MUS318	Music Computer Applications	3
❑ MUS323	Conducting	3
Required Music Concentration Courses		9 s.h.
❑ MUS245	Instrumental Musicianship	3
❑ MUS246	Vocal Musicianship	3
❑ MUS300	Recital	1
❑ MUS400	Coloquium/Senior Recital	2

Complete 3 s.h. of elective courses 200-level or higher or PHI216.

❑ MUS _____

All music majors are required to:

- participate in a USF large music ensemble each semester;
- 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);
- 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 (when enrolled in applied lessons).

Music Education (B.A.) 73 s.h.

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 K-12 certification (see Education section page 78), and take the following music courses:

Required Courses		20 s.h.
❑ MUS190	Music Theory and Aural Skills I	4
❑ MUS195	Music Theory and Aural Skills II	4
❑ MUS250	History of Music I: Ancient-18th Century	3
❑ MUS255	History of Music II: 18th Century-Present	3
❑ MUS318	Music Computer Applications	3
❑ MUS323	Conducting	3
Required Music Education Concentration Courses		10 s.h
❑ MUS245	Instrumental Musicianship	3
❑ MUS246	Vocal Musicianship	3
❑ MUS300	Recital	1
❑ MUS315	Administering the Music Program	3

All music education majors are required to:

- participate in a USF large music ensemble each semester;
- receive approval to continue as a music major during annual evaluations;
- take applied lessons each semester when not taking MUS300 (applied lessons may be taken for no 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 (when enrolled in applied lessons).
- For graduation, a Music Education major must have a minimum 2.5 GPA in all Music Area courses counting toward the major for student teaching eligibility.

Music Ministry (B.A.) 47-50 s.h.

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:

Required Courses		20 s.h.
❑ MUS190	Music Theory and Aural Skills I	4
❑ MUS195	Music Theory and Aural Skills II	4
❑ MUS250	History of Music I: Ancient-18th Century	3
❑ MUS255	History of Music II: 18th Century-Present	3
❑ MUS318	Music Computer Applications	3
❑ MUS323	Conducting	3
Required Music Ministry Concentration Courses		18-21 s.h
❑ MED204	Introduction to Media and Visual Art	3
❑ MED326	Digital Audio	3
❑ MUS228	Worship Technology	2
❑ MUS235	Worship Perspectives and Planning	3
❑ MUS245	Instrumental Musicianship	3
❑ MUS246	Vocal Musicianship	3
❑ MUS395	Internship in Music	1-4
Required Theology Courses		9 s.h
❑ THE303	History of Christianity	3
❑ THE317	Jesus and the Gospels **or**	
THE318	Letters of Paul	3
❑ THE413	Christianity and Culture	3

All music ministry majors are required to:

- participate in a USF large music ensemble each semester;
- receive approval to continue as a music major during annual evaluations;
- take applied lessons each semester (applied lessons may be taken for no 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 (when enrolled in applied lessons).

Music Minor 20 s.h.

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 of 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:

❑ MUS190	Music Theory and Aural Skills I	4
❑ MUS195	Music Theory and Aural Skills II	4
❑ MUS250	History of Music I: Ancient-18th Century	3
❑ MUS255	History of Music II: 18th Century-Present	3
❑ MUS318	Music Computer Applications	3
❑ MUS323	Conducting	3

All music minors are required to:

- participate in a USF large music ensemble for four semesters;
- take applied lessons for four semesters;
- 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 (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 program in nursing at the University of Sioux Falls is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

SDBON–The baccalaureate degree in nursing at the University of Sioux Falls is fully approved by the South Dakota Board of Nursing (SDBON).

The nursing major has four 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.
2. Utilize evidence-based practice within an ethical framework to guide person-centered care, building on a foundation of the arts and sciences.
3. Demonstrate clinical judgment by recognizing and analyzing assessment cues, performing appropriate actions and evaluating and reflecting on the outcomes of those actions.
4. Integrate intentional communication and information technologies to enhance the healthcare experience and strengthen outcomes.
5. Demonstrate a commitment to lifelong learning in order to respond to complex systems of healthcare.
6. Apply knowledge for nursing practice across multiple spheres of care, appreciating diversity in all its forms.
7. Promote health across the lifespan, recognizing the impact that the social determinants of health have on populations.
8. Model and appreciate the importance of self-reflection and the fostering of well-being while developing a capacity for both formal and informal leadership.

Traditional Bachelor of Science in Nursing Degree — 58 s.h.

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 the University of Sioux Falls (must be admitted before applying to the nursing program).
2. Application to the Nursing Program (traditionally occurs during 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 college GPA of 2.75
   f. Personal interview if requested
   g. Successful completion (minimum grade of "C-") of the following college-level science prerequisite courses (or approved course equivalent):
      - Human Anatomy with lab
      - Human Physiology with lab
      - Introduction to Chemistry with lab
      - Introduction to Organic and Biochemistry with lab
      - Biology of Microorganisms with lab

      Recency requirements determined on an individual basis.
   h. Successful completion (minimum grade of "B-") of the following pre-nursing courses (or approved course equivalent):
      - Health Promotion and Disease Prevention
      - Applied Pathophysiology

Early Admission Policy:

Students admitted to the University of Sioux Falls may apply to and be considered for admission to the School of Nursing at the same time as they are admitted to USF if the following criteria are met:

a. Minimum high school cumulative GPA of 3.5 and a minimum ACT composite score of 24
b. Minimum high school cumulative GPA of 3.7

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 obtained by the end of the fall semester of the sophomore year or curricular sequencing equivalent.

Applicants are considered based on GPA, ACT (if applicable), essay responses and professional references.

Pre-Nursing Courses		7 s.h.
❑ NUR220	Health Promotion & Disease Prevention	3
❑ NUR323	Applied Pathophysiology	4
Nursing Core Courses		51 s.h.
❑ NUR205	Basic Life Support for the Healthcare Professional	.5+.5
❑ NUR231	Fundamentals of Nursing*	5
❑ NUR305	Cultural, Spiritual and Ethical Dimensions of Holistic Care	3
❑ NUR327	Pharmacology for Nurses	4
❑ NUR333	Gerontological Nursing	2
❑ NUR342	Medical-Surgical Nursing*	5
❑ NUR354	Evidence-Based Nursing Practice	3
❑ NUR424	Public Health Nursing*	4
❑ NUR431	Nursing Capstone*	3
❑ NUR432	Mental Health Nursing*	4
❑ NUR441	High Acuity Nursing*	5
❑ NUR446	Maternal Newborn Nursing*	4
❑ NUR447	Pediatric Nursing*	4
❑ NUR451	Management, Leadership & Professional Issues	4

Nursing Supportive Courses (29 s.h.)

❑ EXS220	Nutrition	3
❑ PSY201	General Psychology	3
❑ PSY211	Human Development	3
❑ BIO302	Biology of Microorganisms	4
❑ BIO314	Human Anatomy	4
❑ BIO315	Human Physiology	4
❑ CHE121	Introduction to Chemistry	4
❑ CHE122	Introduction to Organic and Biochemistry	4

*Course includes a clinical component.

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 (Non-Conferred Degree) 60 s.h.

This accelerated track is designed for students who have completed at least 60 transferable credits by the start of the program. It is an intense program of study with courses offered in a compressed four-semester time frame.

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. Accelerated program track application *(completed through NursingCAS, which opens the spring before anticipated start of nursing core courses)*
2. Three essay questions
3. Three professional references
4. An approved background check
5. Minimum undergraduate cumulative college GPA of 3.2, and at least 60 transferable credits
6. Minimum of 2.75 GPA in the nursing supportive courses
7. Personal interview if requested
8. Successful completion (minimum grade of "C-") of the following nursing supportive courses (or approved course equivalent):

❑ EXS220	Nutrition	3
❑ PSY201	General Psychology	3
❑ PSY211	Human Development	3
❑ BIO302	Biology of Microorganisms with lab	4
❑ BIO314	Human Anatomy with lab	4
❑ BIO315	Human Physiology with lab	4
❑ CHE121	Introduction to Chemistry with lab	4
❑ CHE122	Introduction to Organic and Biochemistry with lab	4

9. Successful completion of liberal arts core courses.

Students may be admitted as a pre-accelerated nursing student to complete nursing supportive courses and the liberal arts core requirement.

Liberal Arts Core Requirement:

Student Development 1 s.h.

❑ SDV100	The USF Experience	1

Written Communication (choose one) 3 s.h.

❑ ENG111	University Writing and Rhetorics	3
❑ ENG112	Information Literacy and Rhetorical Purpose	3

Theology 3 s.h.

❑ THE140	Introduction to the Bible	3

Literature (complete 3 s.h.) 3 s.h.

❑ ENG200	Literature and the Critical Imagination	3
❑ ENG201	Literature of the Natural World	3
❑ ENG221	British Literature: Origins and Intersections	3
❑ ENG222	American Literature Survey I	3
❑ ENG223	British Literature Survey II	3
❑ ENG224	American Literature Survey II	3
❑ ENG290	Special Topics in Literature for the Liberal Arts Core	3
❑ ENG291	Special Topics in Short Fiction for the Liberal Arts Core	1
❑ ENG292	Special Topics in the Novel for the Liberal Arts Core	1
❑ ENG293	Special Topics in Poetry for the Liberal Arts Core	1
❑ ENG294	Special Topics in Drama for the Liberal Arts Core	1
❑ ENG295	Special Topics in Creative Nonfiction for the Liberal Arts Core	1

Fine Arts (choose one) 3 s.h.

❑ ART100	Introduction to Art	3
❑ ART209	Art History I: Prehistory–1945	3
❑ ART210	Art History II: 20th Century (1945)–Present	3
❑ ART240	Travel, Culture and Art	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
❑ MUS135	Folk Song Traditions	3
❑ MUS150	Music Theory	3
❑ MUS193	Music of the Movies	3
❑ MUS202	History of Blues, Jazz and Rock	3
❑ MUS203	American Musical Styles	3
❑ MUS250	History of Music I: Ancient–18th Cent.	3
❑ MUS255	History of Music II: 18th Cent.–Present	3

Mathematics (choose one) 3 s.h.

❑ MAT155	Quantitative Reasoning	3
❑ MAT165	Precalculus	4
❑ MAT202	Finite Mathematics	3
❑ MAT204	Calculus I	4
❑ MAT207	Introduction to Data Science	3
❑ MAT233	Introduction to Statistics	3
❑ PSY233	Statistics for the Behavioral Sciences	3

History (choose one) 3 s.h.

❑ HIS103	World History to 1200	3
❑ HIS104	World History 1200-Present	3
❑ HIS120	United States History to 1877	3
❑ HIS121	United States History Since 1877	3

Nursing Core Courses **57 s.h.**

❑ NUR220	Health Promotion and Disease Prevention	3
❑ NUR323	Applied Pathophysiology	4
❑ NUR231	Fundamentals of Nursing*	5
❑ NUR327	Pharmacology for Nurses	4
❑ NUR305	Cultural, Spiritual and Ethical Dimensions of Holistic Care	3
❑ NUR342	Medical-Surgical Nursing*	5
❑ NUR354	Evidence-Based Nursing Practice	3
❑ NUR333	Gerontological Nursing	2
❑ NUR432	Mental Health Nursing*	4
❑ NUR424	Public Health Nursing*	4
❑ NUR446	Maternal Newborn Nursing*	4
❑ NUR447	Pediatric Nursing*	4
❑ NUR441	High Acuity Nursing*	5
❑ NUR451	Management, Leadership and Professional Issues	4
❑ NUR431	Nursing Capstone*	3

* Course includes a clinical component.

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 (Conferred Degree) 60 s.h.

This accelerated track is designed for students who currently have a bachelor's degree in a field other than nursing. It is an intense program of study with courses offered in a compressed four-semester time frame.

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. Conferred bachelor's degree *(completed before nursing core courses begin)*
2. Accelerated program track application *(completed through NursingCAS, which opens the spring before anticipated start of nursing core courses)*
3. Three essay questions
4. Three professional references
5. An approved background check
6. Minimum cumulative college GPA of 2.75
7. Minimum of 2.75 GPA in the nursing supportive courses
8. Personal interview if requested
9. Successful completion (minimum grade of "C-") of the nursing supportive courses (or approved course equivalents):

❑ EXS220	Nutrition	3
❑ PSY201	General Psychology	3
❑ PSY211	Human Development	3
❑ BIO302	Biology of Microorganisms	4
❑ BIO314	Human Anatomy	4
❑ BIO315	Human Physiology	4
❑ CHE121	Introduction to Chemistry	4
❑ CHE122	Introduction to Organic and Biochemistry	4

Students may be admitted as a pre-accelerated nursing student to complete nursing supportive courses and the liberal arts core requirement.

Liberal Arts Core Requirement: 3 s.h

❑ THE140	Introduction to the Bible	3

Nursing Core Courses 57 s.h.

❑ NUR220	Health Promotion and Disease Prevention	3
❑ NUR323	Applied Pathophysiology	4
❑ NUR231	Fundamentals of Nursing*	5
❑ NUR327	Pharmacology for Nurses	4
❑ NUR305	Cultural, Spiritual and Ethical Dimensions of Holistic Care	3
❑ NUR342	Medical-Surgical Nursing*	5
❑ NUR354	Evidence-Based Nursing Practice	3
❑ NUR333	Gerontological Nursing	2
❑ NUR432	Mental Health Nursing*	4
❑ NUR424	Public Health Nursing*	4
❑ NUR446	Maternal Newborn Nursing*	4
❑ NUR447	Pediatric Nursing*	4
❑ NUR441	High Acuity Nursing*	5
❑ NUR451	Management, Leadership and Professional Issues	4
❑ NUR431	Nursing Capstone*	3

* Course includes a clinical component.

Students must successfully complete all nursing courses with a minimum grade of a "B-" to progress in the nursing program.

Pre-Accelerated Nursing

Students may complete supportive courses, liberal arts courses, and/or nursing coursework at the University of Sioux Falls prior to beginning their intended cohort. To do so, they must first apply and be admitted to the pre-accelerated nursing program. Once admitted, students may enroll in courses that fulfill their degree requirements.

The pre-accelerated nursing application should be submitted for the term in which a student plans to begin their first course at USF. In addition, students must submit an accelerated program track application (through NursingCAS), which opens the spring before the anticipated start of the accelerated nursing cohort.

Admissions Requirements:

1. Pre-accelerated nursing application (completed online at preabsn.usiouxfalls.edu)
2. An approved background check
3. Minimum undergraduate cumulative college GPA of 2.00
4. Personal interview if requested

Accelerated Nursing Admission Priority

Admission for the accelerated track is prioritized for students with a conferred degree. Non-conferred degree students are only able to apply for either the Traditional Nursing or Accelerated Nursing program; two applications will not be accepted.

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. For students entering the program with a conferred degree, federal financial aid consists of any federal loan eligibility the student may have remaining. Non-conferred degree students will qualify for any federal direct loan or federal grant aid they are eligible for.

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, veteran's 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.

Licensed Practical Nurse to Bachelor of Science in Nursing Degree (LPN-to-BSN)

The LPN-to-BSN option is designed for current licensed practical nurses (LPNs) who want to complete the requirements for a Bachelor of Science in nursing degree. The program awards 30 credits for the LPN curriculum and life experience.

Admission Requirements:

1. School of Nursing application *(completed no more than three semesters before anticipated start of nursing core courses)*
2. Pre-LPN to BSN nursing application *(for students taking nursing supportive courses at USF)*
2. One essay question
3. Three professional references
4. An approved background check
5. Minimum cumulative college GPA of 2.75
6. Active unencumbered LPN license *(licensed before nursing core courses begin)*
7. Personal interview if requested
8. Successful completion (minimum grade of "C-") of the nursing supportive courses (or approved course equivalents)

❑ EXS220	Nutrition	3
❑ PSY201	General Psychology	3
❑ PSY211	Human Development	3
❑ BIO314	Human Anatomy	4
❑ BIO315	Human Physiology	4
❑ CHE121	Introduction to Chemistry **or**	
CHE122	Introduction to Organic and Biochemistry	4

Nursing Core Requirements: 47 s.h.

❑ NUR200	Nursing Foundations for the LPN to BSN Student*	4
❑ NUR305	Cultural, Spiritual and Ethical Dimensions of Holistic Care	3
❑ NUR323	Applied Pathophysiology	4
❑ NUR327	Pharmacology for Nurses	4
❑ NUR345	Medical-Surgical Nursing LPN to BSN*	4
❑ NUR354	Evidence-Based Nursing Practice	3
❑ NUR424	Public Health Nursing*	4
❑ NUR431	Nursing Capstone*	3
❑ NUR432	Mental Health Nursing*	4
❑ NUR441	High Acuity Nursing*	5
❑ NUR415	Maternal Newborn Nursing LPN to BSN*	2.5
❑ NUR416	Pediatric Nursing LPN to BSN*	2.5
❑ NUR451	Management, Leadership and Professional Issues	4

* Course includes clinical component.

Students must successfully complete all nursing courses with a minimum grade of a "B-" to progress in the nursing program.

Liberal Arts Core Requirements 19 s.h.

Student Development 1 s.h.

❑ SDV100	The USF Experience	1

Written Communication (choose one) 3 s.h.

❑ ENG111	University Writing and Rhetorics	3
❑ ENG112	Information Literacy and Rhetorical Purpose	3

Theology 3 s.h.

❑ THE140	Introduction to the Bible	3

Literature (choose one) 3 s.h.

❑ ENG200	Literature and the Critical Imagination	3
❑ ENG201	Literature of the Natural World	3
❑ ENG221	British Literature: Origins and Intersections	3
❑ ENG222	American Literature Survey I	3
❑ ENG223	British Literature Survey II	3
❑ ENG224	American Literature Survey II	3
❑ ENG290	Special Topics in Literature for the Liberal Arts Core	3
❑ ENG291	Special Topics in Short Fiction for the Liberal Arts Core	1
❑ ENG292	Special Topics in the Novel for the Liberal Arts Core	1
❑ ENG293	Special Topics in Poetry for the Liberal Arts Core	1
❑ ENG294	Special Topics in Drama for the Liberal Arts Core	1
❑ ENG295	Special Topics in Creative Nonfiction for the Liberal Arts Core	1

Fine Arts (choose one) 3 s.h.

❑ ART100	Introduction to Art	3
❑ ART209	Art History I: Prehistory–1945	3
❑ ART210	Art History II: 20th Century (1945)–Present	3

❑ ART240 Travel, Culture and Art 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
❑ MUS135 Folk Song Traditions 3
❑ MUS150 Music Theory 3
❑ MUS193 Music of the Movies 3
❑ MUS202 History of Blues, Jazz and Rock 3
❑ MUS203 American Musical Styles 3
❑ MUS250 History of Music I: Ancient–18th Cent. 3
❑ MUS255 History of Music II: 18th Cent.–Present 3

Mathematics (choose one) 3 s.h.
❑ MAT155 Quantitative Reasoning 3
❑ MAT165 Precalculus 4
❑ MAT202 Finite Mathematics 3
❑ MAT204 Calculus I 4
❑ MAT207 Introduction to Data Science 3
❑ MAT233 Introduction to Statistics 3
❑ PSY233 Statistics for the Behavioral Sciences 3

History (choose one) 3 s.h.
❑ HIS103 World History to 1200 3
❑ HIS104 World History 1200-Present 3
❑ HIS120 United States History to 1877 3
❑ HIS121 United States History Since 1877 3

In order to meet graduation requirements students are required to earn a total of 120 semester hours.

Pre-LPN to BSN Nursing

Students may complete supportive courses and/or liberal arts courses at the University of Sioux Falls prior to beginning their intended cohort. To do so, they must first apply and be admitted to the LN to BSN program. Once admitted, students may enroll in courses that fulfill their degree requirements prior to the admitted term.

Admissions Requirements:

1. LPN to BSN nursing application
2. An approved background check
3. Minimum undergraduate cumulative college GPA of 2.00
4. Personal interview if requested

Registered Nurse to Bachelor of Science in Nursing Degree (RN-to-BSN) 49 s.h.

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 21-credit track will build on previous nursing education.

The University of Sioux Falls is currently not enrolling for the Registered Nurse to Bachelor of Science in Nursing Degree Program.

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

Nursing Core Requirements: 21 s.h.

❑ NUR220 Health Promotion and Disease Prevention 3
❑ NUR305 Cultural, Spiritual and Ethical Dimensions of Holistic Care 3
❑ NUR321 Applied Pathophysiology I 2
❑ NUR322 Applied Pathophysiology II 2
❑ NUR354 Evidence-Based Nursing Practice 3
❑ NUR424 Public Health Nursing* 4
❑ NUR451 Management, Leadership and Professional Issues 4

* Course includes a clinical component.

Students must successfully complete all nursing courses with a minimum grade of a "B-" to progress in the nursing program.

Liberal Arts Core Requirements 28 s.h.

Writing and Intellectual Traditions (choose one) 3 s.h.
❑ ENG111 University Writing and Rhetorics 3
❑ ENG112 Information Literacy and Rhetorical Purpose 3

Theology 3 s.h.
❑ THE140 Introduction to the Bible 3

Literature (choose one) 3 s.h.
❑ ENG200 Literature and the Critical Imagination 3
❑ ENG221 British Literature: Origins and Intersections 3
❑ ENG222 American Literature Survey I 3
❑ ENG223 British Literature Survey II 3
❑ ENG224 American Literature Survey II 3
❑ ENG290 Special Topics in Literature for the Liberal Arts Core 3

Fine Arts (choose one) 3 s.h.
❑ ART100 Introduction to Art 3
❑ ART209 Art History I: Prehistory–1945 3
❑ ART210 Art History II: 20th Century (1945)–Present 3

❑ ART240 Travel, Culture and Art 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
❑ MUS135 Folk Song Traditions 3
❑ MUS193 Music of the Movies 3
❑ MUS202 History of Blues, Jazz and Rock 3
❑ MUS203 American Musical Styles 3
❑ MUS250 History of Music I: Ancient–18th Cent. 3
❑ MUS255 History of Music II: 18th Cent.–Present 3

Science (choose one) 4 s.h.
❑ BIO100 General Biology 4
❑ BIO101 Environmental Biology 4
❑ BIO102 Human Biology 4
❑ CHE111 General Chemistry I 4
❑ CHE121 Introduction to Chemistry 4
❑ NSC110 Perspectives on the Natural Sciences 4
❑ NSC120 Physical Science and
NSC121 Earth Science 2+2
❑ NSC140 Introduction to Astronomy 4
❑ PHY101 Introductory College Physics 4
❑ PHY201 University Physics 4

Mathematics (choose one) 3 s.h.
❑ MAT155 Quantitative Reasoning 3
❑ MAT165 Precalculus 4
❑ MAT202 Finite Mathematics 3
❑ MAT204 Calculus I 4
❑ MAT207 Introduction to Data Science 3
❑ MAT233 Introduction to Statistics 3
❑ PSY233 Statistics for the Behavioral Sciences 3

History (choose one) 3 s.h.
❑ HIS103 World History to 1200 3
❑ HIS104 World History 1200-Present 3
❑ HIS120 United States History to 1877 3
❑ HIS121 United States History Since 1877 3

Social Science (choose two) 6 s.h.
❑ ECO212 Microeconomics 3
❑ ECO213 Macroeconomics 3
❑ ECO327 Consumer Behavior 3
❑ SSC205 World Geography 3
❑ SSC305 U.S. Geography 3
❑ PSC211 American Federal Government 3
❑ PSC212 American State and Local Government 3
❑ PHI324 Political Philosophy 3
❑ PSY201 General Psychology 3
❑ Any course in Sociology _____ 3

In order to meet graduation requirements students are required to earn a total of 120 semester hours. 40 of those semester hours must come from a four-year institution and 21 semester hours must come from the University of Sioux Falls to establish residency.

PARAMEDIC TECHNOLOGY

Paramedic Technology (B.S.) 87 s.h.

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 120 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 transcripted 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	4
❑ BIO302	Biology of Microorganisms	4
❑ BIO314	Human Anatomy	4
❑ BIO315	Human Physiology	4
❑ CHE111	General Chemistry I **or**	
CHE121	Introduction to Chemistry **or**	
PHY101	Introductory College Physics **or**	
PHY201	University Physics	4
❑ CHE112	General Chemistry II **or**	
CHE122	Introduction to Organic and Biochemistry **or**	
PHY102	Introductory College Physics **or**	
PHY202	University Physics	4
❑ EXS213	Medical Terminology	1
❑ BIO300	Science Literature Review (2 semesters)	1/1

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. 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 15 s.h.

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. Two of these courses must be PHI207 or PHI208 and one other PHI prefixed course. Students may count a maximum of one (1) course both in a major and in the philosophy minor.

❑ PHI207	Intro to Philosophy	3
❑ PHI208	History of Philosophy	3
❑ PHI216	Thinking about the Arts	3
❑ PHI324	Political Philosophy	3
❑ PHI341	Ethics	3
❑ PHI390	Special Topics in Philosophy	1-4
❑ PHI425/ENG425	Digital Humanities and the Ethics of Technology	3
❑ PHI491/2	Independent Study in Philosophy	1-3
❑ BIO490	Special Topics in Bioethics	2-4
❑ CRJ308	Ethics and the Law	3
❑ CRJ405	Constitutional Issues and Criminal Justice Cases	3
❑ ECO325	The Evolution of Economic Thought	3
❑ ENG423	Literary Criticism and Cultural Theory	3
❑ MAT306/COM306	Logic and Discrete Mathematics	3
❑ MAT373	Truth and Beauty: Topics in the Philosophy of Mathematics	3
❑ THE330/SOC330	Sociology of Religion	3

PRE-PROFESSIONAL PROGRAMS

Healthcare Pre-Professional Programs

Students planning to attend a healthcare professional program most often, but not always, are required to complete a bachelor's degree before admission. In additioni to meeting the liberal arts core requirements of the University, the student must complete a major of study to earn a bachelor's degree. For pre-professional healthcare students, Biology, Chemistry and Exercise Science majors are common, as many prerequisites for healthcare professional programs include an extensive set of science courses. Each healthcare discipline and professional program varies in its requirements for admission. University advisors assist students in selecting majors and developing appropriate plans of study to fit students' professional goals. The University provides plans of study and advising regarding entrance into professional programs including, but not limited to:

- Allopathic Medicine (M.D.)
- Chiropractic Medicine
- Dentistry
- Occupational Therapy
- Optometry
- Osteopathic Medicine (D.O.)
- Physical Therapy
- Physician's Assistant
- Perfusion School
- Veterinary Medicine

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.

3+3 Law Program with the University of South Dakota Knudson School of Law

This program is designed to provide a streamlined pathway for students who wish to earn both a bachelor's degree from the University of Sioux Falls and a juris doctor (JD) degree from the University of South Dakota, Knudson School of Law in six years. Students admitted to this program will spend three years completing undergraduate requirements at USF and three years in law school at USD. Under this agreement, the typical 30-hour residency requirement at USF is waived for students pursuing this pathway.

Student Learning Outcomes:

1. Students will demonstrate mastery of a broad-based liberal arts education to prepare for advanced legal study;
2. Students will develop analytical, research and communication skills necessary for law school and professional legal practice; and
3. Students will evaluate ethical and societal implications of law in diverse contexts.

Vocational Applications: This program is appropriate for students seeking careers in law, legal analysis, public service or related fields requiring a juris doctor degree.

To obtain a degree from the University of Sioux Falls under the 3+3 program, a student must:

- Complete the liberal arts core at USF,
- Fulfill the requirements of a USF major;
- Complete any remaining coursework in elective courses necessary to reach a minimum of 90 semester hours; and
- Meet the USD Law School admission requirements; and
- Complete the first year of USD Law.

Admission to the University of South Dakota, Knudson School of Law:

- Students must be enrolled in a USF bachelor's degree program and apply to USD Law during their junior year;
- Applicants must take the Law School Admissions Test (LSAT) and submit scores to USD Law; and
- USD Law will consider all qualified applicants and admit those who meet the law school's requirements and available class capacity.

To confer and issue the undergraduate degree from USF, the Registrar's Office must receive a formal letter and official transcript from USD stating the student successfully completed the first year of law school.

If the student does not successfully complete the first year of law school, the student will need to finish their undergraduate degree requirements at the University of Sioux Falls.

PSYCHOLOGY

Psychology (B.A.) 37 s.h.

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 follow 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 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 or concentration if the grade is below "C-." Note: PSY 233 (Statistics) and PSY 250 (Research Methods) must be taken prior to PSY 405 (Experimental Psychology). 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 Requirements: 22 s.h.

❑ BIO100	General Biology **or**	
BIO102	Human Biology	4
❑ PSY201	General Psychology	3
❑ PSY233	Statistics for the Behavioral Sciences	3
❑ PSY250	Methods of Research	3
❑ PSY405	Experimental Psychology	3
❑ PSY408	Biological Psychology	3
❑ PSY411	Child Psychology **or**	
PSY211	Human Development	3

Applied Science Concentration 15 s.h.

❑ PSY341	Learning and Behavior	3
❑ PSY422	Motivation and Emotion	3
❑ PSY431	Cognitive Psychology	3

Six semester hours of Psychology Electives:

❑ PSY _____	3
❑ PSY _____	3

Mental Health Concentration 15 s.h.

❑ PSY305	Abnormal Psychology	3
❑ PSY403	Psychology of Personality	3
❑ PSY407	Counseling	3

Six semester hours of Psychology Electives:

❑ PSY _____	3
❑ PSY _____	3

Psychology Minor 21 s.h.

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:

❑ PSY201	General Psychology	3
❑ PSY233	Statistics of the Behavioral Sciences	3
❑ PSY250	Research Methods **or**	3
NUR354	Evidence-based Nursing Practice (Nursing majors only)	3

4 Psychology elective courses of student's choice:

❑ PSY _____
❑ PSY _____
❑ PSY _____
❑ PSY _____

RADIOLOGIC TECHNOLOGY

Radiologic Technology (B.S.) 39-41 s.h.

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 Bachelor of Science 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-accredited 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 transcripted and the degree awarded. Majors must participate in program assessment activities.

USF's program includes all liberal arts core requirements and the following major requirements:

❑ BIO100	General Biology	4
❑ BIO314	Human Anatomy	4
❑ BIO315	Human Physiology	4
❑ CHE111	General Chemistry I **or**	
CHE 121	Introduction to Chemistry	4
❑ CHE112	General Chemistry II **or**	
CHE122	Introduction to Organic and Biochemistry	4
❑ COM104	Computer Solutions **or**	2
COM205	Introduction to Computer Science I	3
❑ CST100	Fundamentals of Communication	3
❑ EXS213	Medical Terminology	1
❑ BIO300	Science Literature Review (two semesters required, including one presentation)	1/1

Two math courses

❑ MAT165	Precalculus	4
❑ MAT _____		3-4

One course in physics

❑ PHY101	Introductory College Physics **or**	
PHY201	University Physics	4

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 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.) 45 s.h.

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, exercise science, 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

Social Work (B.A.) 55 s.h.

Student Learning Outcomes: Social Work is rooted in Christian service principles and professional practice is guided by the National Association of Social Workers Code of Ethics. The Social Work Program prepares students for generalist level of professional practice using a competency-based education framework. Students will demonstrate competency in the nine areas set by the Council on Social Work Education:

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity and Inclusion (ADEI) in Practice
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 pre-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, SWK302 Social Diversity and SWK341 Human Behavior and Social Environment I.
2. Social Work requires excellent verbal and written skills; therefore, students must complete ENG111 and ENG112 with a minimum grade of "C-".
3. The student has completed 45 credit hours with a minimum GPA of 2.0

Students must apply and be accepted into the program prior to registering for Social Work Practice courses (SWK 362, 363 and 364). Transfer students from other schools, or students declaring a Social Work major late in their academic career will need to address the application process immediately with their social work academic advisor to avoid delays in Field Instruction or graduation.

Field Instruction: All social work majors will complete a minimum of 400 clock hours of supervised field instruction. Students must complete the Field Instruction Application before registering for SWK 430: Field Instruction in the upcoming Spring semester.

There are no substitutions for the field practicum requirement. Field instructions takes place during the student's final semester. In order to be eligible for field placement, a student must have completed all required course work, have a GPA of 2.0 and demonstrate personal readiness for professional practice. Readiness includes appropriate personal conduct, freedom from substance abuse, avoidance of harmful behavior toward 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 coordinate and communication with the Field Director 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.

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 55 s.h.

❑ SWK130	Introduction to Social Work	3
❑ SWK230	Interviewing and Documentation Skills	3
❑ SWK302	Social Diversity	3
❑ SWK309	Social Work Policy Analysis	3
❑ SWK341	Human Behavior & the Social Environment I	3
❑ SWK342	Human Behavior & the Social Environment II	3
❑ SWK362	Social Work Practice: Individuals & Families	3
❑ SWK363	Social Work Practice: Small Groups	3
❑ SWK364	Social Work Practice: Organizations & Communities	3
❑ SWK430	Field Instruction	12

3 s.h. of social work or upper level relevant electives

❑ _____ 3

Supporting Course Requirements:

❑ PSY201	General Psychology	3
❑ PSY233	Statistics for the Behavioral Sciences	3
❑ PSY250	Methods of Research	3
❑ BIO102	Human Biology (preferred) **or**	
BIO100	General Biology	4

SPORTS MARKETING AND MEDIA

Sports Marketing and Media (B.A.) 50 s.h.

The Sports Marketing and Media program prepares students for a career in the dynamic field of sports marketing, public relations, media and broadcast sports journalism. The degree provides students with training in multimedia, social media for PR and marketing, sports event management and marketing management. Students will explore what it takes to manage communication and promotion for athletics teams and organizations using the most up-to-date social media and public relations platforms.

Student Learning Outcomes

1. Students will be able to apply major concepts in the functional areas of sports media, marketing, management and social media.
2. Students will be able to evaluate the legal, social, economic and promotional aspects of sports marketing.
3. Students will be able to effectively produce multimedia, sports broadcasting and PR content and social media graphics using appropriate media technology.
4. Students will be able to analyze sport-related marketing challenges and devise solutions using critical thinking, decision-making processes and decision-support tools.
5. Students will be able to articulate an understanding of sports marketing and media operations and principles.

Requirements: In addition to meeting the liberal arts core requirements of the University, students must complete the sports marketing and media core requirements and graduate with at least a 2.5 GPA in the major field.

Sports Marketing and Media Core Requirements 50 s.h.

❑ ART181	Digital Photography	3
❑ BUS307	Marketing	3
❑ ENT225	Entrepreneurial Mindset	3
❑ ENT340	Entrepreneurial Sales & Marketing	3
❑ EXS210	Care and Prevention of Injuries	2
❑ EXS215	Social and Ethical Issues in Sport	3
❑ EXS/PSY340	Psychology of Sport & Exercise	3
❑ MED121	Print Production Lab	1
❑ MED131	Radio Lab	1
❑ MED125	Introduction to Social Media Management	3
❑ MED130	Introduction to Sports Marketing	3
❑ MED204	Introduction to Media and Visual Arts	3
❑ MED206	Media Writing	3
❑ MED225	Social Media for PR and Marketing	3
❑ MED295	Sports Broadcasting	3
❑ MED300	Communication Arts Colloquium	1
❑ MED329	Web Design	3
❑ SPM313	Event and Facilities Management	3
❑ SPM320	Legal Environment of Sport	3

Sports Marketing and Media Minor 21 s.h.

The Sports Marketing and Media minor prepares students for a career in sports marketing, public relations, media and broadcast sports journalism. Students will receive training in multimedia, marketing, social media, sports event management and sports broadcasting. Students will explore what it takes to manage communication and promotion for athletic teams and organizations using the most up-to-date social media, marketing and public relations platforms.

Requirements: In addition to meeting the regular degree requirements of the University, the student must complete the 21 s.h. of coursework below.

❑ MED130	Introduction to Sports Marketing	3
❑ MED204	Introduction to Media and Visual Arts	3
❑ MED295	Sports Broadcasting	3
❑ ART181	Digital Photography	3
❑ BUS307	Marketing	3

Electives 6 s.h.

Complete six elective semester hours from the following courses.

❑ MED125	Introduction to Social Media Management	3
❑ MED206	Media Writing	3
❑ MED225	Social Media for PR and Marketing	3
❑ ENT225	Entrepreneurial Mindset	3
❑ EXS215	Social and Ethical Issues in Sport	3
❑ SPM313	Event and Facilities Management	3
❑ SPM320	Legal Environment of Sport	3

THEOLOGY AND BIBLICAL STUDIES

Theology and Biblical Studies (B.A.) 39 s.h.

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 a staff position 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: 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, the student must take at least 39 semester hours of study that include the following courses. An overall GPA of 2.5 within the major is required for graduation.

Complete the following courses.

❑ THE303	History of Christianity	3
❑ THE317	Jesus and the Gospels	3
❑ THE318	Letters of Paul	3
❑ THE411	Christianity in America or	
THE413	Christianity and Culture	3
❑ THE490	Senior Seminar	3
❑ CST325	Winning Presentations	3
❑ PHI207	Introduction to Philosophy or	
PHI208	History of Philosophy	3

Complete two of the following: (one must be an Old Testament course)

❑ THE351	Old Testament Elective	3
❑ THE352	Genesis	3
❑ THE353	Exodus	3
❑ THE356	Psalms and Wisdom	3
❑ THE359	Minor Prophets	3
❑ THE319	Hebrews to Revelation	3
❑ THE361	New Testament Elective	3
❑ THE362	Parables of Jesus	3
❑ THE363	Gospel of Matthew	3
❑ THE365	Acts of the Apostles	3
❑ THE366	1 Corinthians	3
❑ THE367	2 Corinthians	3
❑ THE368	Paul's Prison Letters	3
❑ THE394	Issues in Biblical Studies	3

Complete one of the following supplemental courses.

❑ THE313	World Religions	3
❑ THE381	Foundations of Professional Ministry	3
❑ PHI341	Ethics	3

Complete nine elective semester hours from Theology or Philosophy courses or History 304.

❑ _____

❑ _____

❑ _____

Youth Ministry Emphasis

For an emphasis in Youth Ministry, choose THE381 in the supplemental courses category and, complete the following courses. THE371, THE372 and THE396 can be used as the nine elective semester hours for the Theology and Biblical Studies major requirements.

❑ THE371	Youth Ministry Discipleship & Evangelism	3
❑ THE372	Youth Ministry Leadership and Communication	3
❑ THE396	Youth Ministry Internship	3-4
❑ PSY/SOC306	Social Psychology **or**	
PSY412	Adolescent Psychology	3

Music Ministry (B.A.)

See page 97.

Theology Minor 15 s.h.

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.

This minor is open to any student not already majoring in Theology and Biblical Studies.

Christian History **6 s.h.**

Complete two of the following courses:

❑ THE303	History of Christianity	3
❑ THE320	World Missions	3
❑ THE392	Issues in Christian History	3
❑ THE393	Issues in Theological Studies	3
❑ THE411	Christianity in America	3
❑ THE413	Christianity and Culture	3
❑ THE490	Senior Seminar	3

Biblical Studies **3 s.h.**

Complete one of the following courses:

❑ THE317	Jesus and the Gospels
❑ THE318	Letters of Paul
❑ THE319	Hebrews to Revelation
❑ THE351	Old Testament Elective
❑ THE352	Genesis
❑ THE353	Exodus
❑ THE356	Psalms and Wisdom
❑ THE359	Minor Prophets

❑ THE361 New Testament Elective 3
❑ THE362 Parables of Jesus 3
❑ THE363 Gospel of Matthew 3
❑ THE365 Acts of the Apostles 3
❑ THE366 1 Corinthians 3
❑ THE367 2 Corinthians 3
❑ THE368 Paul's Prison Letters 3
❑ THE394 Issues in Biblical Studies 3

Electives **6 s.h.**

Six elective semester hours from Theology or Philosophy courses or NUR305.

❑ _____
❑ _____

Biblical Studies Minor 15 s.h.

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, the student must take 15 s.h. from upper division Biblical Studies courses or 12 s.h. in Biblical Studies plus THE303. This minor is open to any student not already majoring in Theology and Biblical Studies.

Complete 15 s.h. from the following courses.

❑ THE303 History of Christianity 3
❑ THE309 New Testament Greek I 3
❑ THE310 New Testament Greek II 3
❑ THE317 Jesus and the Gospels 3
❑ THE318 Letters of Paul 3
❑ THE319 Hebrews to Revelation 3
❑ THE351 Old Testament Elective 3
❑ THE352 Genesis 3
❑ THE353 Exodus 3
❑ THE356 Psalms and Wisdom 3
❑ THE359 Minor Prophets 3
❑ THE361 New Testament Elective 3
❑ THE362 Parables of Jesus 3
❑ THE363 Gospel of Matthew 3
❑ THE365 Acts of the Apostles 3
❑ THE366 1 Corinthians 3
❑ THE367 2 Corinthians 3
❑ THE368 Paul's Prison Letters 3
❑ THE394 Issues in Biblical Studies 3

Youth Ministry Minor

The goals of the Youth Ministry minor are to provide students a broad understanding of theology in its biblical, historical and theological aspects with an emphasis on youth ministry.

Vocational Applications: The Youth Ministry minor can be a foundation for graduate and professional training leading to careers in youth ministry and Christian education.

Requirements: In addition to meeting the regular degree requirements of the University, the student must complete the 15 s.h. of coursework below.

❑ THE317 Jesus and the Gospels **or**
THE318 Letters of Paul 3
❑ THE303 History of Christianity **or**
THE413 Christianity and Culture 3
❑ THE371 Youth Ministry Discipleship & Evangelism 3
❑ THE372 Youth Ministry Leadership and Communication 3
❑ THE340 Christian Spiritual Formation **or**
THE391 Spiritual Care and Nurture 3



ASSOCIATE DEGREE PROGRAMS



USF

UNIVERSITY OF **SIOUX FALLS**

ACCOUNTING

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. Students will acquire the relevant discipline knowledge and competencies appropriate to their programs of study.
2. Students will be able to demonstrate knowledge of the various environments in which business operates.
3. Students will be able to demonstrate knowledge of appropriate decision-making tools and apply them to their programs of study.
4. Students will acquire effective business-related professional skills.

Student Learning Goals:

1. Students will be able to describe the introductory concepts in accounting.
2. Students will be able to recognize key elements of a successful business.
3. Students will be able to use current technology in their program of study.
4. Students will produce and present effective written forms of communication.

Accounting (A.A.) 34 s.h.

Requirements: In addition to meeting the associate's degree liberal arts core requirements of the University, students must complete the coursework listed below. All coursework in the major must be completed with a grade of "C-" or better.

Required Core Courses:		28 s.h.
❑ ACC225	Accounting I	3
❑ ACC226	Accounting II	3
❑ ACC250	Computerized Accounting	2
❑ ACC304	Individual Income Tax	3
❑ ACC325	Intermediate Accounting I	4
❑ ACC326	Intermediate Accounting II	4
❑ ACC332	Financial Statement Analysis and Reporting	3
❑ BUS100	Business as a Profession	1
❑ BUS323	Advanced Excel	2
❑ ECO212	Microeconomics	3

At least 6 s.h. of additional courses 300-level or higher selected from the areas of accounting, business administration and/or economics. 6 s.h.

❑ _____

❑ _____

❑ _____

BUSINESS ADMINISTRATION

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. Students will acquire the relevant discipline knowledge and competencies appropriate to their programs of study.
2. Students will be able to demonstrate knowledge of the various environments in which business operates.
3. Students will be able to demonstrate knowledge of appropriate decision-making tools and apply them to their programs of study.
4. Students will acquire effective business-related professional skills.

Student Learning Goals:

1. Students will be able to describe the introductory concepts of traditional business areas.
2. Students will be able to recognize key elements of a successful business.
3. Students will be able to use current technology in their program of study.
4. Students will produce and present effective written forms of communication.

Business Administration (A.A.) 31 s.h.

Requirements: In addition to meeting the associate's degree liberal arts core requirements of the University, students must complete the coursework listed below. All coursework in the major must be completed with a grade of "C-" or better.

Required Core Courses:	22 s.h.
❑ ACC225 Accounting I	3
❑ ACC226 Accounting II	3
❑ BUS100 Business as a Profession	1
❑ BUS306 Management	3
❑ BUS307 Marketing	3
❑ ECO212 Microeconomics	3
❑ ECO213 Macroeconomics	3
❑ ENT225 Entrepreneurial Mindset	3

At least 9 s.h. of additional courses 300-level or higher selected from the areas of accounting, business administration, economics and/or entrepreneurial studies.

❑ _____

❑ _____

❑ _____

GENERAL STUDIES

General Studies (A.A.) 24 s.h.

The General Studies major allows students to choose courses from a range of disciplines, thereby encouraging them to explore new areas of inquiry, develop their intellectual interests, while reflecting critically about the liberal arts tradition and its place in global history.

Student Learning Outcomes:

1. Understand and explain foundational knowledge in each of three emphasis areas.
2. Research and proficiently write about a selected topic from at least one emphasis area.
3. Develop an enhanced understanding of the liberal arts.

Requirements: In addition to meeting the associate's degree liberal arts core requirements of the University, students must complete a minimum of 6 semester hours of credit in at least three emphasis areas (24 credits) and six additional semester hours from any area. At most one course in each area can be at the 200 level, with the remainder at 300/400 level.

First Emphasis Area (6 s.h.)

- ❑ _____
- ❑ _____

Second Emphasis Area (6 s.h.)

- ❑ _____
- ❑ _____

Third Emphasis Area (6 s.h.)

- ❑ _____
- ❑ _____

Electives (6 s.h.)

- ❑ _____
- ❑ _____

Emphasis Areas:

- **Business Administration**: Accounting, Business Administration, Economics, Entrepreneurial Studies, Sports Management
- **Education**: Education
- **Humanities**: English, Humanities, Philosophy, Spanish, Theology
- **Interdisciplinary**: Liberal Arts, Military Studies (this program allows for the application of 15 credits of Military Studies, accepted through a block transfer for military service, based on prior learning acquired in training and coursework in the armed forces).
- **Natural Sciences**: Biology, Chemistry, Computer Science, Data Science, Mathematics, Natural Science, Physics
- **Nursing**: Nursing
- **Social Sciences**: Criminal Justice, Exercise Science, History, Political Science, Psychology, Sociology, Social Science, Social Work
- **Visual & Performing Arts**: Art, Communication Studies and Theatre, Fine Arts, Media Studies and Music

GRAPHIC DESIGN

Graphic Design (A.A.) 39 s.h.

This program of study lays a solid foundation in visual arts and graphic design with a digital focus. Students learn to develop and communicate creative ideas in a variety of media. Students will work with current software to create print and web-ready graphics, digital designs and interactive art projects. Students will recognize the interrelatedness of Christian faith, service and the visual arts. This program will prepare students for further study or careers that involve visual expression and creativity.

The goals of the Graphic Design Associate of Arts degree are to provide basic knowledge in the core areas of Graphic Design and to serve as a base for further study in a four-year program.

Student Learning Outcomes:

1. Students will analyze, evaluate and interpret visual art in a clear and concise manner appropriate for a specific audience.
2. 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.
3. Students will examine commonalities of visual arts evident across time and among cultural groups.
4. Students will be prepared for additional study or careers that involve visual expression and creativity.

Requirements: In addition to meeting the associate's degree liberal arts core requirements of the University, students must complete the coursework listed below. All coursework in the major must be completed with a grade of "C-" or better.

Graphic Design Core Requirements: 33 s.h.

- ❏ ART100 Introduction to Art 3
- ❏ ART101 Drawing 3
- ❏ ART120 Introduction to Design 3
- ❏ ART181 Digital Photography 3
- ❏ ART220 Graphic Design: Typography 3
- ❏ ART221 Graphic Design: Layout 3
- ❏ ART331 Graphic Design: Brand Identity 3
- ❏ ART425 Graphic Design: Advanced Study 3
- ❏ MED204 Introduction to Media & Visual Arts 3
- ❏ MED208 Media Graphics 3
- ❏ MED329 Web Design 3

Art electives - Choose 2 of the following: 6 s.h.

- ❏ ART121 Design II 3
- ❏ ART150 Introduction to Sculpture 3
- ❏ ART201 Drawing II 3
- ❏ ART204 Painting I 3
- ❏ ART260 Print & Production 3
- ❏ ART261 Printmaking II 3
- ❏ ART281 Digital Photography II 3
- ❏ ART294 Art & Cultural Travel 3
- ❏ ART301 Drawing III 3
- ❏ ART362 Printmaking III 3
- ❏ ART372 2D/3D Motion Graphics 3
- ❏ ART381 Advanced Photography 3
- ❏ ART395 Internship 3
- ❏ MED290 Photojournalism 3
- ❏ MED304 Advanced Media and Visual Arts 3
- ❏ MED336 Desktop Video & Non-Linear Editing 3

INTERDISCIPLINARY

Interdisciplinary (A.A.) 30 s.h.

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 30 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.

MEDIA STUDIES

Media Studies (A.A.) 32 s.h.

The Media Studies major explores the intersection of digital media across all platforms of communication and technology within the context of a Christian worldview. Media Studies prepares students for careers in professional audio/video production, photography, digital marketing and public relations, social media management, television/ radio broadcasting and all aspects of visual and written communications.

The goals of the Media Studies Associate of Arts degree are to provide basic knowledge in the core areas of Media Studies and to serve as a base for further study in a four-year program.

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 visual storytelling and writing skills for the media studies discipline.
3. Students will be able to solve problems by using technical skills, design principles and digital processes.
4. Students will be able to produce appropriate material in all aspects of design and production based on their specific 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.

Professional 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 digital media, corporate video production, digital photography, graphic and web design, advertising, marketing and public relations, journalism, broadcasting and the law.

Requirements: In addition to meeting the associate's degree liberal arts core requirements of the University, students must complete the coursework listed below. All coursework in the major must be completed with a grade of "C-" or better.

Media Studies Core Requirements:

❑ ART181	Digital Photography	3
❑ MED204	Introduction to Media & Visual Arts	3
❑ MED206	Media Writing	3
❑ MED207	Media Survey	3
❑ MED208	Media Graphics	3
❑ MED304	Advanced Media and Visual Arts	3

Media Studies electives - Choose 4 of the following:

❑ ART221	Graphic Design: Layout	3
❑ ART372	2D/3D Motion Graphics	3
❑ MED290	Photojournalism	3
❑ MED307	Reporting	3
❑ MED324	Media Performance	3
❑ MED326	Digital Audio	3
❑ MED336	Desktop Video and Non-linear Editing	3
❑ MED410	Advanced Reporting	3
❑ MED415	Live Studio Production and Videography	3
❑ MED420	Media Issues and Law	3

2 semester hours of the following:

❑ MED121	Print Production Lab	1
❑ MED131	Radio Lab	1

RADIOLOGIC TECHNOLOGY

Radiologic Technology (A.A.) 43-46 s.h.

Student Learning Outcomes: 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 the appropriate credentials that will allow the student 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 antry point for B.S. in Radiologic Technology.

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 an A.A. degree from the University of Sioux Falls, a student must complete at least 60 semester hours. The specific requirements are as follows:

Liberal Arts Core: 21-23 s.h.

- ❑ SDV100 The USF Experience 1
- ❑ BIO100 General Biology 4
- ❑ ENG111 University Writing and Rhetorics 3
- ❑ ENG112 Information Literacy and Rhetorical Purpose 3
- ❑ PSY201 General Psychology 3
- ❑ THE140 Introduction to the Bible 3
- ❑ Liberal Arts Core History 3
- ❑ Liberal Arts Core Creative Arts or Fine Arts 1-3

Radiologic Technology Major Requirements: 22-23 s.h.

- ❑ BIO314 Human Anatomy 4
- ❑ BIO315 Human Physiology 4
- ❑ CHE111 General Chemistry I **or**
  CHE121 Introduction to Chemistry 4
- ❑ COM104 Computer Solutions **or** 2
  COM205 Introduction to Computer Science I 3
- ❑ CST100 Fundamentals of Communication 3
- ❑ EXS213 Medical Terminology 1
- ❑ MAT165 Precalculus 4

Minimum of 17 s.h. of elective courses. Recommended coursework includes the remaining requirements for the B.S. in Radiologic Technology listed below.

- ❑ BIO 300 Science Literature Review (two semesters required, including one presentation) 1/1
- ❑ CHE112 General Chemistry II **or**
  CHE122 Introduction to Organic and Biochemistry 4
- ❑ PHY101 Introductory College Physics **or**
  PHY201 University Physics 4
- ❑ Additional Math course (MAT155-level or higher) 3-4
- ❑ SOC201 Fundamentals of Sociology 3
- ❑ THE240 Introduction to Christian Thought & Practice 3
- ❑ Remaining Liberal Arts Core Creative Arts or Fine Arts 3
- ❑ Liberal Arts Core Literature 3
- ❑ Liberal Arts Core Intercultural Awareness 3

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 Radiologic Technology.

The University is not officially affiliated with any hospital radiologic technology program and cannot guarantee admittance to any JRCERT-accredited program as each individual program has its own requirements and standards which must be met by the student. However, a student successfully completing USF's program will be in a competitive position with regard to most radiologic technology programs.

SOCIAL MEDIA MARKETING

Social Media Marketing (A.A.) 33 s.h.

The Social Media Marketing Associate of Arts degree explores social media's role across multiple online platforms. Social Media Marketing prepares students for careers in digital marketing, business promotion, public relations, and communications.

The goals of the Social Media Marketing A.A. are to provide basic knowledge in the core areas of social media marketing and to serve as a base for further study in a four-year program.

Student Learning Outcomes:

1. Students will recognize the nature and scope of social media marketing.
2. Students will develop competent visual storytelling and writing skills for the media studies discipline.
3. Students will be able to use relevant social media tools currently available for business/marketing communication.
4. Students will manage social media platforms to influence consumers and promote a company, brand, product, service or person.
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.

Professional 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 digital marketing, corporate media, digital photography, graphic and web design, advertising, marketing and public relations, and communications.

Requirements: In addition to meeting the associate's degree liberal arts core requirements of the University, students must complete the coursework listed below. All coursework in the major must be completed with a grade of "C-" or better.

Media Studies Core Requirements:

❑	ART181	Digital Photography	3
❑	BUS307	Principles of Marketing	3
❑	MED125	Introduction to Social Media Management	3
❑	MED204	Introduction to Media & Visual Arts	3
❑	MED206	Media Writing	3
❑	MED207	Media Survey	3
❑	MED208	Media Graphics	3
❑	MED225	Social Media for PR & Marketing	3
❑	MED235	Digital Strategy for Web Analytics	3
❑	MED329	Web Design	3
❑	MED335	Email Marketing	3

SOCIAL SCIENCE

Social Science (A.A.) 30 s.h.

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 associate's degree liberal arts core requirements of the University, students must complete 30 s.h. 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 (6 s.h.)

- ❑ _____
- ❑ _____

Second Field (6 s.h.)

- ❑ _____
- ❑ _____

Third Field (6 s.h.)

- ❑ _____
- ❑ _____

Electives (12 s.h.)

- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____

WORKFORCE AND CAREER STUDIES

Workforce and Career Studies (A.A.) 33 s.h.

The Associate of Arts in Workforce and Career Studies is an opportunity for those who desire academic growth and workforce advancement. Students will improve their written communication skills, oral presentation skills and computer skills, all while exploring coursework relevant to a career interest. Applicants whose first language is not English must pass a language proficiency exam prior to admission. Students holding an F-1 visa are not eligible for this program.

Student Learning Outcomes:

1. Students will be able to communicate effectively in oral and written forms.
2. Students will be able to give effective professional presentations.
3. Students will develop and apply technical skills using a range of digital tools.
4. Students will demonstrate requisite computer skills necessary for employment in professional settings.
5. Students will acquire knowledge and understanding of a career area through course selection in the Career-Path segment of the program.
6. Students will deepen their understanding of U.S. cultural dynamics relevant to effective functioning in the professional work environment.

Professional 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.

Requirements: In addition to meeting the associate's degree liberal arts core requirements of the University, students must complete the coursework listed below.

Foundation Courses:

- ❑ SDV150 Writing for Diverse Learners 3
  (recommended to be taken prior to ENG111)
- ❑ SDV151 Oral Communication Development 3
  (recommended to be taken prior to CST100)

Major Core Requirements:

- ❑ ENG250 Professional and Technical Writing 3
- ❑ MED204 Introduction to Media and Visual Arts 3
- ❑ MED329 Web Design **or** 3
  Approved Digital/Computer Course Elective

Upon entering the program, the advisor and student will develop a two-year plan that involves consultation with relevant areas of the campus, depending on each student's aspirations and needs. Complete an additional 18 s.h. of Career Path Courses (200-level or higher):

- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____



GRADUATE PROGRAMS



USF

UNIVERSITY OF **SIOUX FALLS**

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.

Program Goals

1. Students will acquire the relevant discipline knowledge and competencies appropriate to their programs of study.
2. Students will be able to demonstrate knowledge of the various environments in which business operates.
3. Students will be able to demonstrate knowledge of appropriate decision-making tools and apply them to their programs of study.
4. Students will acquire effective business-related professional skills.

Learning Outcomes

1. Students will be able to demonstrate knowledge of business concepts and functions in an integrated manner.
2. Students will be able to analyze complex data with multiple implications for business decision-making.
3. Students will be able to evaluate the ethical environments of business.
4. Students will be able to demonstrate highly developed written communication skills needed by effective business professionals.

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

To be admitted to the USF MBA program, applicants are required to provide:

1. A bachelor's degree from an regionally accredited degree-granting institution.
2. Evidence of academic ability (3.0 undergraduate GPA).
3. Evidence of competency through undergraduate coursework in accounting, economics and statistics.

If the competency coursework was completed more than seven years prior to enrollment in the MBA program, students will be offered the opportunity to repeat this coursework.

Admissions Procedures

A student desiring to apply for admission into the MBA program must submit:

1. The formal application;
2. An official transcript from all undergraduate and graduate work; and

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 MBA program is competitive. Prospective students should consider their previous academic experience, age and maturity when assessing their readiness for graduate work. Previous course preparation must include coursework in economics, accounting and statistics.

Students may be admitted to the MBA program under the following conditions:

1. **Full/Regular Admission Applicants** hold a bachelor's degree from a regionally accredited institution of higher education, have a 3.0 undergraduate GPA or a 3.0 in six or more graduate courses already taken and have met the MBA prerequisites.
2. **Provisional Matriculation Applicants** have not yet completed all MBA course prerequisites and/or have not yet provided evidence of a bachelor's degree from a regionally accredited institution of higher education. Students must complete the competency course requirement(s) before enrolling in the MBA core courses in that subject. Full admission will be granted when the above requirements are met.
3. **Graduate Limited Applicants** fail to meet GPA standards in previous coursework but show promise of ability to be successful in graduate work. Students must have positive references from professionals in a position to judge the student's promise. Applicants admitted as graduate limited will only be allowed to register for 9 credits a semester. In addition, they must maintain a GPA of 3.0 or greater during the first three MBA courses.

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, PowerPoint and online meeting programs (i.e. Zoom or Teams). 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 projects.

MBA Quick Start

Undergraduate students enrolled in a regionally accredited institution, who meet the following requirements will be allowed to take MBA classes before completion of their bachelor's degree.

- Completion of at least 100 hours of undergraduate coursework.
- Minimum 3.0 GPA in undergraduate classes.

Students meeting these requirements can apply to the MBA program and complete up to 9 semester hours of MBA classes before completing their bachelor's degree.

If a student has a GPA below 3.0 in the MBA classes taken before earning their bachelor's degree, the student will

be placed on probation for failing to maintain satisfactory academic progress (SAP).

For billing, the credits for undergraduate and graduate semester hours will not be combined. The student will be billed the appropriate amount for undergraduate credits and the appropriate amount for graduate credits.

No financial aid or institutional aid will be awarded for graduate classes for these students because they have not completed their bachelor's degree. Students can receive aid after their bachelor's degree is completed and they are accepted into a USF graduate 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. At the University of Sioux Falls, 9 s.h. per term is considered full-time for master's degree programs.

Graduate students interested in federal financial aid must be accepted for admission into the USF MBA program and file the Free Application for Federal Student Aid (FAFSA). Other sources of financial assistance may include employer tuition assistance/reimbursement or veteran's 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 and Course Limits

Students have flexibility in how quickly they progress through the MBA program. Part-time students will normally register for two courses each semester (6 s.h.) and full-time students will register for three or four (9-12 s.h.). Students will not be permitted to take more than four courses in any semester. Additionally, all work to fulfill the requirements of the master's degree is to be completed within seven years from the date of the first course after being accepted to the program.

Minimum GPA

A minimum grade point average of 3.0 is required for all work included in the MBA program with all classes passed with a C- or better.

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 the MBA program (or the chair of the Vucurevich School of Business if the situation of concern involves the Director).

In a case in which the student finds the resulting decision of the Director of the MBA program 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 must be repeated. Both enrollments will be recorded on the student's official transcript, with the higher grade used in calculating the GPA.

Incompletes

A graduate student may request an incomplete grade for a course by submitting the "Request for an Incomplete Grade" form by 5:00 p.m. on the last day of the course in which the student is asking for an incomplete. They must meet the following criteria:

- The student is making satisfactory academic progress.
- The student is unable to complete some portion of the required coursework because there are circumstances beyond the control of the student, such as, serious illness and/or family affliction.

If granted, the student will have a limit of six weeks from the last day of the course to remove the incomplete by finishing the requirements agreed upon by the student and course instructor. If the student fails to complete the coursework within the specified time, the Registrar's Office will record an "F" and the student will need to repeat the course to meet degree requirements. If the request is denied, the instructor will submit the grade, as is, at the end of the course. An extension beyond the six weeks may be granted by the Director of the MBA program upon written request of the student prior to the initial incomplete grade extension deadline.

Satisfactory Progress

Students are expected to maintain a 3.0 GPA in a master's program. Probationary status will be assigned for one semester if the GPA falls below the 3.0 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 the stated minimum will be automatically released from probationary status following the next satisfactory academic progress evaluation.

Graduate students must maintain a minimum 3.0

cumulative GPA and successfully complete 70 percent of attempted courses to be eligible for financial aid. Satisfactory academic progress for financial aid eligibility is evaluated separately from academic policies.

Degree Requirements

The MBA program includes a minimum of 33 semester hours. Students will complete the set of courses listed under MBA Course Requirements. In addition to the nine core courses, students will select two elective courses to meet the minimum 33 semester-hour requirement for the program. Students may also choose to complete a concentration, but it is not required.

MBA Course Requirements **33 s.h.**

- ❑ BUS520 Managing Organizational Dynamics 3
- ❑ BUS524 Marketing Management 3
- ❑ BUS528 Innovation & Problem Solving 3
- ❑ BUS530 Leadership and Ethical Management 3
- ❑ BUS537 Managerial Accounting 3
- ❑ BUS540 Data Analytics 3
- ❑ BUS550 Managerial Economics 3
- ❑ BUS554 Financial Planning and Control 3
- ❑ BUS560 Strategic Management 3
- ❑ Elective Course _____ 3
- ❑ Elective Course _____ 3

Adult & Higher Education Concentration 9 s.h.

Complete three of the following courses:

- ❑ AHE512 Foundations of Post-Secondary Education 3
- ❑ AHE516 Sociology of Adult Education 3
- ❑ AHE520 Higher Education Administration 3
- ❑ AHE524 Quality Assurance in Higher Education 3

Banking Concentration

This concentration is only available to students who have successfully completed the Banking program at either the Graduate School of Banking at Colorado (GSBC) or the Graduate School of Banking at the University of Wisconsin-Madison (GSBW) and provide their transcript for review.

Healthcare Concentration 9 s.h.

Complete the following courses:

- ❑ BUS518 Healthcare Systems 3
- ❑ BUS532 Legal and Regulatory Issues in Health Services 3
- ❑ BUS538 Project Management 3

Management Concentration 9 s.h.

Complete the following courses:

- ❑ BUS515 Human Resource Management 3
- ❑ BUS511 Strategic Communications 3
- ❑ BUS538 Project Management 3

Trust Administration and Wealth Management Concentration 9 s.h.

Complete the following courses:

- ❑ BUS505 Trust Law & Administration 3
- ❑ BUS506 Advanced Trust Law & Administration 3
- ❑ BUS507 Fiduciary Investment Management 3

Graduate Certificate Programs

Certificate programs allow students to learn specific career skills in order to obtain a job or specialization 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.

Executive Leadership 9 s.h.

This certificate is designed to build leadership and management skills that will allow students to advance in their current field and/or move into higher level management positions.

Upon completion of the requirements below, students can apply for certification and receive a digital badge. This badge is provided as a micro credential and can be posted on LinkedIn and other social media platforms.

Complete the following courses:

- ❑ BUS515 Human Resource Management 3
- ❑ BUS528 Innovation and Problem Solving 3
- ❑ BUS530 Leadership and Ethical Management 3

Trust Administration and Wealth Management 9 s.h.

This certificate is designed to educate professionals in South Dakota's growing trust industry, preparing them for the Certified Trust and Fiduciary Advisor (CTFA) designation.

Complete the following courses:

- ❑ BUS505 Trust Law & Administration 3
- ❑ BUS506 Advanced Trust Law & Administration 3
- ❑ BUS507 Fiduciary Investment Management 3

MBA-only Competency Courses

ACC 201 Accounting Basics
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.)

ECO 201 Survey of Economics
This course provides a solid understanding of fundamental economic principles, including a thorough review of markets, consumer behaviors and the decisions of firms. In addition, it will develop foundational knowledge of basic macroeconomic measures, providing context for the environment in which these consumers and producers function. The course is designed to equip students with analytical tools to understand individual economic decision-making and broader economic trends. (3 s.h.)

MBA Courses

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.)

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.)

BUS 505 Trust Law and Administration
This course provides an in-depth exploration into the legal, tax and administrative complexities surrounding trust administration. Students will gain a comprehensive understanding of federal, state and individual taxation in the context of trusts and estates. The course also examines complex trust administration issues with includes discretionary distributions, irrevocable trust structures and fiduciary duties. Students will engage with advanced topics in estate planning for elderly clients—such as capacity, long-term care planning and ethical considerations—as well as the unique challenges of foreign trust administration, including U.S. reporting requirements and cross-border tax compliance. (3 s.h.)

BUS 506 Advanced Trust Law and Administration
This course explores key areas of fiduciary administration and financial planning, with a focus on real-world application. Students will examine how retirement planning and life insurance strategies fit into comprehensive estate plans, while also gaining a solid understanding of trust compliance requirements, including Regularion 9 and procedures for account acceptance and termination. The course incorporates analysis of South Dakota trust law and case decisions to provide context for how legal principles apply in practice. Ethical considerations are emphasized throughout, preparing students to approach complex fiduciary decisions with sound judgement and professional integrity. (3 s.h.)

BUS 507 Fiduciary Investment Management
This course provides a comprehensive examination of investment management within a fiduciary framework, emphasizing the legal, regulatory and practical considerations that govern investment decision-making for institutional trustees, pension plans and other fiduciary entities. Students will develop expertise in applying modern portfolio theory and investment strategies while navigating the complex regulatory environment that shapes fiduciary investment practices.
The course integrates foundational investment principles with advanced fiduciary responsibilities, covering equity, fixed income and alternative asset management within the context of prudent investor standards. Students will examine real-world scenarios involving investment policy development, risk management and regulatory compliance while building practical skills in portfolio construction and fiduciary decision-making. (3 s.h.)

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 511 Strategic Communication
Strategic Communication focuses on navigating difficult conversations with clarity, confidence and strategic intent. In a high-stakes business environment, it is essential to develop critical communication skills necessary to lead, identify and manage conflict, influence outcomes and build high-trust relationships across teams and organizations. (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 Healthcare Systems
This course is an overview of the U.S. healthcare system. The course will focus on the history, structure and evolving challenges of the U.S. healthcare system. Students will critically examine key issues such as access, affordability, quality of care, the impact of policy decisions and an overview of payment systems, including recent legislative and pandemic-related developments. (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 the 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. (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 an 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 the 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 537 Managerial Accounting
This course builds on the concepts of financial accounting. Emphasis is on the strategic importance of accounting information to managerial activity- understanding costs, controlling operations and evaluating performance. The course addresses what and how to measure cost and performance drivers that will impact a firm's competitive strategy. Prerequisite: ACC225, ACC201 or equivalent. (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. (3 s.h.)

BUS 540 Data Analytics
The course is designed to build competencies in data analysis techniques as applied to workplace decisions, problems and opportunities. Students will learn how to analyze data and practice data-driven decision making in areas of business. Focus will be placed on basic descriptive and inferential techniques. Topics may include descriptive statistics, hypothesis testing, linear and logistic regression models, factor and discriminant analysis and forecasting. Prerequisite: Undergraduate Statistics. (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 to 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 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 Current Issues in Health Care
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 healthcare 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 including, 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. (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. (1-4 s.h.)

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 three 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:

- a formal application;
- official transcripts of all undergraduate and graduate work; 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. Students with F-1 nonimmigrant status are not eligible for the M.Ed. or Ed.S. programs.

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. At the University of Sioux Falls, 9 s.h. per term is considered full-time for master's degree programs. 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 veteran's 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 the graduate education program at the University of Sioux Falls. However, the Director of M.Ed. Programs or Director of Ed.S. Programs 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.

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. Determinations will be made 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 M.Ed. Programs or Director of Ed.S. Programs.

Commencement

Graduate students who anticipate completing their program in spring or summer must submit an application to the Registrar in late January or early February (see graduation information on Registrar web page for specific date) to be eligible for graduation in May. Commencement ceremonies are only held in the spring. Those who anticipate finishing all coursework at the end of the fall semester must apply in early September (see graduation information on Registrar web page 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. 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 highest grade used in calculating the GPA.

Incompletes

A graduate student may request an incomplete grade for a course by submitting the "Request for an Incomplete Grade" form by 5:00 p.m. on the last day of the course in which the student is asking for an incomplete if they meet the following criteria:

- Is making satisfactory academic progress as per the student's graduate program
- Is unable to complete some portion of the required coursework because there are circumstances beyond the control of the student, such as, serious illness and/ or family affliction

If granted, the student will have a limit of six weeks from the last day of the course to remove the incomplete by finishing the requirements agreed upon by the student and course instructor. If the student fails to complete the coursework within the specified time, the Registrar's Office will record an "F," and the student will need to repeat the course to meet degree requirements. If the request is denied, the instructor will submit the grade, as is, at the end of the course. An extension beyond the six weeks may be granted by the director of the student's graduate program upon a written request by the student prior to the initial incomplete grade extension deadline.

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 all Graduate Education Programs (M.Ed. and Ed.S.) 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 EDUCATIONAL LEADERSHIP

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 educational leadership.

Admission Requirements

To be eligible for the M.Ed. in Educational Leadership program, applicants must have the following:

- a bachelor's degree from an accredited, degree-granting institution;
- a minimum 3.0 grade point average*;
- Must hold a valid teaching certificate;
- teaching experience recommended but not required for admission; students are advised to gain experience while in the program.

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) 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

Students have seven years to complete a program from the date of the first course after being accepted into their academic program. 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 cases where program coursework has aged 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

This M.Ed. program includes a minimum of 33 semester hours, with the following course distribution:

1. six semester hours of Internship courses;
2. twenty-seven semester hours in leadership;
3. successful completion of the capstone project.

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.

Capstone Project

The capstone project is completed during two courses that are the final leadership 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. Satisfactory completion of a Capstone Project is required to complete the degree programs in leadership.

Second Major

For those students who have already completed a master's degree in education from the University, a second major in Educational Leadership may be earned by completing the remaining coursework for the major. Factors such as the age of the first degree and coursework alignment will be considered by the Director of M.Ed. Programs, who will assist the student in devising an approved plan of study.

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 accessing 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 internship 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.

Required Courses:

❑ EDU501	Professional and Ethical Leadership	3
❑ EDU521	Curriculum Development and Design	3
❑ EDU531	Legal Foundations of Education	3
❑ EDU551	Professional, Student and Staff Development	3
❑ EDU561	Management of School and Community Resources	3
❑ EDU562	Diversity and Inclusion in Education	3
❑ EDU566	School Finance for Building-Level Leaders	2
❑ EDU585	Research Methods	3
❑ EDU589	School Leader Capstone: Addressing Critical Issues in K-12 Education (fall and spring)	2+2
❑ EDU595	School Leader Internship (A)	3
❑ EDU596	School Leader Internship (B)	3

Student Learning Outcomes (NELP Building-Level Standards)

1. Mission, Vision and Improvement—Candidates who success-fully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills and commitments necessary to collaboratively lead, design and implement a school mission, vision and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship and community.
2. Ethics and Professional Norms—Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.
3. Equity, Inclusiveness and Cultural Responsiveness—Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills and commitments necessary to develop and maintain a supportive, equitable, culturally responsive and inclusive school culture.
4. Learning and Instruction—Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills and commitments necessary to evaluate, develop and implement coherent systems of curriculum, instruction, data systems, supports and assessment.
5. Community and External Leadership—Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills and commitments necessary to engage families, community and school personnel in order to strengthen student learning, support school improvement and advocate for the needs of their school and community.
6. Operations and Management—Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills and commitments necessary to improve management, communication, technology, school-level governance and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies and regulations.
7. Building Professional Capacity—Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture and improve systems of staff supervision, evaluation, support and professional learning.
8. Internship—Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1-7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

MASTER OF EDUCATION (M.ED.) IN EDUCATIONAL ADMINISTRATION/ADULT & 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; and
- a minimum of a 3.0 grade point average for full admission; 2.6 for provisional admission.

Time Limit

Students have seven years to complete a program from the date of the first course after being accepted into their academic 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 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 cases where program coursework has aged 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.

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.

Required Courses:

❑	AHE510	Introduction to Adult Learning	3
❑	AHE512	Foundations of Post-Secondary Education	3
❑	AHE516	Sociology of Adult Education	3
❑	AHE520	Higher Education Administration	3
❑	AHE524	Quality Assurance in Higher Education	3
❑	AHE534	Internship in Adult and Higher Education	3
❑	BUS520	Managing Organizational Dynamics	3
❑	BUS528	Innovation and Problem Solving	3
❑	BUS560	Strategic Management	3
❑	EDU501	Professional and Ethical Leadership **or**	3
	BUS530	Leadership in Organizations	
❑	EDU585	Research Methods	3

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 when students complete full-time residency.

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.

Quick Start

Undergraduate students enrolled in a regionally accredited institution, including non-University of Sioux Falls students, who meet the following requirements will be allowed to take M.Ed. classes for the Master of Education in Teaching program before completion of their bachelor's degree.

- Completion of 100 s.h. of undergraduate coursework
- Minimum of 3.0 grade point average in undergraduate coursework

Students meeting these requirements can complete up to 9 s.h. of M.Ed. classes before completing their bachelor's degree. Under certain circumstances, an M.Ed. Quick Start student may be allowed to take more than 9 s.h. of M.Ed. classes They will be determined by the Director of Education Graduate Programs, in consultation with the student's advisor and the Registrar. If the student wants to apply these credits toward completion of an M.Ed. degree, the student must apply for admission into the M.Ed. in Teaching program upon completion of their bachelor's degree.

If the student has a GPA below 3.0 in the M.Ed. classes taken before earning their bachelor's degree, the student will be placed on probation for failing to maintain satisfactory academic progress (SAP).

For billing, the credits for undergraduate and graduate semester hours will not be combined. The student will be billed the appropriate amount for undergraduate credits and the appropriate amount for graduate credits.

No financial aid or institutional aid will be awarded for graduate classes for these students as they have not been accepted into the program. Students may receive aid after their bachelor's degree is completed and they are accepted into a USF graduate program.

Time Limit

Although students have seven years to complete the program from the date of the first course after being accepted, students are expected to complete the program within two years.

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 or her

practice, particularly the effects of his or 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 35 semester hours. The recommended schedule is nine credits for the first spring and fall semester with six credits during the summer semester. The final professional semester requires full-time attendance for eleven credit hours which include EDU 525 *Secondary/K-12 Content Methods*, EDU 555 *Research and Instructional Management* and EDU 556 *Secondary/K-12 Student Teaching*. Candidates are required to successfully pass the Praxis II (Content) exam* in the area that most closely aligns to their bachelor's degree within the first nine semester hours of graduate work. Candidates currently hired on a South Dakota Alternative Certification path may opt to take the Praxis II (Content) exam that aligns with their current teaching position if different than their content major(s). A passing score is required within the first nine semester hours of graduate work. If the Candidate teaching with an alternative certification changes schools, content and/or grade-levels and/or a Candidate gains employment through alternative certification after admission to the program, please notify the Director of Field Experiences and Director of Education Graduate Programs immediately as this may influence certification outcomes. Additional teaching endorsements require a passing Praxis II score. Students are also required to pass the designated Praxis Principles of Learning and Teaching exam as a degree requirement. 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.

*If a Candidate is seeking Career and Technical Education (CTE) certification, a comparable standardized test may be taken based on South Dakota certification requirements.

M.Ed. in Teaching required courses:

❑	EDU505	Human Relations	3
❑	EDU506	Foundations of Education	3
❑	EDU508	Pedagogy for Middle- and Secondary-Level Educators	3
❑	EDU515	Exceptional Students	3
❑	EDU525	Secondary/K-12 Content Methods **or**	3
	EDU530	Career & Technical Education (CTE) Methods	3
❑	EDU526	Educational Psychology and Evaluation	3
❑	EDU533	Native American Studies	3
❑	EDU540	Technology in Education	3
❑	EDU555	Research and Instructional Management	3
❑	EDU556	Teacher Residency: Secondary/K-12	5
❑	EDU557	Literacy Across the Curriculum for Middle Level and English Learners	3

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.)

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 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 548 Organizational Development and Change
In society today, change is the only constant. In this course, we will study how to develop organizations that proactively pursue change strategies with vigor. Organization development is a major strategy with a process for leading and managing change at multiple levels in an organization. Students will learn about organization development, as well as fields of leadership, strategic management and human resource management, and what it takes to lead high commitment, high performance organizations in which change is the primary strategy. The course has an application focus to help students apply what they learn to their own organizational situation. This course is presented and discussed within the context of the Christian value system. (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.)

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.)

EDU 501 Professional and Ethical Leadership
This course is a study of leadership theories and principles as applied in educational settings. Various leadership definitions, leadership styles, characteristics and skills are explored and tested in class and in students' workplace environments. Attention is given to ethical reasoning and moral development within the framework of an open Christian worldview. (3 s.h.)

EDU 505 Human Relations
This course equips educators with the tools necessary to manage diversity by examining how best to teach students from social situations different from their own and how to reduce prejudice and promote harmony among groups. This course meets the South Dakota requirement for certification. (3 s.h.)

EDU 506 Foundations of Education
This course is an introduction to the history, philosophy and purposes of American Schools. It explores teacher roles, as well as the historical, philosophical, political and sociological foundations of education. (3 s.h.)

EDU 508 Pedagogy for Middle- and Secondary-Level Educators
(M.Ed. in Teaching cohort participants only.) The purpose of this course is to familiarize participants with insights and strategies necessary for working effectively as middle-level and secondary teachers. Students will have the opportunity to construct, teach and analyze a short lesson. Emphasis will be placed on lesson design, adolescent psychology and the special needs of students who are considered "at-risk." (3 s.h.)

EDU 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 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 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. (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 Career & Technical Education (CTE) Methods
Students will receive specific methods relative to Career & Technical Education (CTE) 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, student organizations, Perkins funding, motivation and evaluation techniques. (3 s.h.)

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 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 540 Technology in Education
Designed as an introductory computer applications course for teachers, this class provides experience in using technology tools in grades 6-12 classrooms. The course includes hands-on experience with telecommunications tools, multimedia tools, management tools, productivity tools, professional development tools and 6-12 content area web tools. (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 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 Teacher Residency: Secondary/K-12
This course involves teaching in the secondary or K-12 school environment under the direction and supervision of classroom and university teachers. (5 s.h.; Minimum of 2 credits per semester. Recommended: two credits semester one and three credits semester two.)

EDU 557 Literacy Across the Curriculum for Middle Level and English 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 Learners and reading in the middle school. (3 s.h.)

EDU 561 Management of School and Community Resources
During this course, students will cast a clearer vision of how best to utilize leadership skills based on integrity, ethical behavior and servanthood in order to manage a school's financial and other resources. Additional focus will be given to collaboration among families, school and community service providers in order to offer needed programs and services for students. Students will also consider use of technology and information systems to enhance management and develop an effective community relations program. (3 s.h.)

EDU 562 Diversity and Inclusion 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 566 School Finance for Building-Level Leaders
This course will prepare building-level school leaders to use problem-solving skills in responsible fiscal planning, budgeting, allocating and monitoring of resources to promote student learning. Candidates will examine the various resources available to generate additional revenue and will design a long-range fiscal plan. Course focus will comprise fiscal, human and material resources as well as student learning, safety, curriculum and instruction. (2 s.h.)

EDU 585 Research Methods
An introduction to the basics of research, including principles of behavioral studies, research terminology, structure of research reports, measurement and interpretation of statistics, types of research and planning a research project. Emphasis will be on enabling the practicing professional to evaluate and implement research effectively and ethically. (3 s.h.)

EDU 589 School Leader Capstone: Addressing Critical Issues in K-12 Education
This course serves as the culminating experience for aspiring K-12 building-level leaders, integrating research and practitioner knowledge to develop leadership competencies. The capstone requires candidates to apply knowledge from coursework, research and their internship experiences to address real-world challenges in educational settings, utilizing both evidence-based research and practical insights from the field. Students will create a written proposal addressing a critical issue in education and present it, demonstrating their ability to bridge research and practice to lead effectively at the K-12 building level. 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). Prerequisites: EDU 595 and EDU 596.

EDU 591-594 Special Topics
Courses offered at irregular intervals, the topic of which is determined by student and faculty interest. Prerequisite: Consent of instructor. (1-3 s.h.)

EDU 595 School Leader Internship (A)
This internship course provides practical and authentic building-level leadership experience to M.Ed. and Ed.S. K-12 principal candidates under direct supervision of a university instructor and building-level mentor. Throughout the duration of the course, students engage in field-based earning experiences addressing all relevant NELP standards. (3 s.h.)

EDU 596 School Leader Internship (B)
This internship course provides practical and authentic building-level leadership experience to M.Ed. and Ed.S. K-12 principal candidates under direct supervision of a university instructor and building-level mentor. Throughout the duration of the course, students engage in field-based learning experiences addressing all relevant NELP standards. Prerequisite: EDU 595. (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 classes on the USF campus along with online components for off-campus participation between classes, along with 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.*
- For the Education Specialist Superintendent program- A valid principal certificate or successful completion of a principal program that leads to certification.
- Master's degree from an accredited college or university.
- Minimum 3.0 GPA from master's degree work.*

*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 Ed.S. Coordinator, 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:

❑ EDU600	Introduction to District-Level Leadership	3
❑ EDU615	Technology Integration and Support for School Districts	3
❑ EDU620	School Finance for District-Level Leaders	3
❑ EDU625	Intergovernmental Relations	3
❑ EDU635	Current Issues in Educational Leadership	3
❑ EDU640	Curriculum and Assessment	3
❑ EDU645	Special Education Administration and Law	3
❑ EDU650	Educational Statistics	3
❑ EDU695	District Leader Internship (A)	3
❑ EDU696	District Leader Internship (B)	3

Total 30 semester hour program for degree completion.

Upon completion of the 30 semester hours (s.h.), students must complete a professional portfolio due within two months after completion of coursework containing artifacts from coursework projects that demonstrate competencies for the position of school superintendent as aligned to Fredrikson School of Education 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 (NELP District-Level Standards):

1. Mission, Vision and Improvement - Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills and commitments necessary to collaboratively lead, design and implement a district mission, vision and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship and community.
2. Ethics and Professional Norms - Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate professional norms and culture.
3. Equity, Inclusiveness and Cultural Responsiveness- Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills and commitments necessary to develop and maintain a supportive, equitable, culturally responsive and inclusive district culture.
4. Learning and Instruction - Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills and commitments necessary to evaluate, design, cultivate and implement coherent

systems of curriculum, instruction, data systems, supports, assessment and instructional leadership.

5. Community and External Leadership - Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills and commitments necessary to understand and engage families, communities and other constituents in the work of schools and the district and to advocate for district, student and community needs.
6. Operations and Management - Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills and commitments necessary to develop, monitor, evaluate and manage data-informed and equitable district systems for operations, resources, technology and human capital management.
7. Policy, Governance and Advocacy - Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and well-being of students and district personnel by applying the knowledge, skills and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations.
8. Internship - Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1-7 in ways that approximate the full range of responsibilities required of district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district.

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:

❑ EDU531	Legal Foundations of Education	3
❑ EDU561	Management of School and Community Resources	3
❑ EDU562	Diversity and Inclusion in Education	3
❑ EDU566	School Finance for Building-Level Leaders	2
❑ EDU589	School Leader Capstone: Addressing Critical Issues in K-12 Education	2+2
❑ EDU595	School Leader Internship (A)	3
❑ EDU596	School Leader Internship (B)	3
❑ EDU615	Technology Integration and Support for School Districts	3
❑ EDU625	Intergovernmental Relations	3
❑ EDU645	Special Education Administration and Law	3

Student learning outcomes (NELP Building-Level Standards):

1. Mission, Vision and Improvement - Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills and commitments necessary to collaboratively lead, design and implement a school mission, vision and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship and community.
2. Ethics and Professional Norms - Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.
3. Equity, Inclusiveness and Cultural Responsiveness- Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills and commitments necessary to develop and maintain a supportive, equitable, culturally responsive and inclusive school culture.
4. Learning and Instruction - Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills and commitments necessary to evaluate, develop and implement coherent systems of curriculum, instruction, data systems, supports and assessment.
5. Community and External Leadership - Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills and commitments necessary to engage families, community and school personnel in order to strengthen student learning, support school improvement and advocate for the needs of their school and community.
6. Operations and Management - Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills and commitments necessary to improve management, communication, technology, school-level governance and operation systems to develop and improve data-informed and equitable school resource plans and to

apply laws, policies and regulations.

7. Building Professional Capacity - Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture and improve systems of staff supervision, evaluation, support and professional learning.
8. Internship - Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1-7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

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 after being accepted into their academic program. 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. 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 cases where program coursework has aged 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.) Courses

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 562 Diversity and Inclusion 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 566 School Finance for Building-Level Leaders
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 School Leader Capstone: Addressing Critical Issues in K-12 Education
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. Prerequisite: EDU 585. (4 s.h., two earned each semester)

EDU 595 School Leader Internship (A)
This internship course provides practical and authentic building-level leadership experience to M.Ed. and Ed.S. K-12 principal candidates under direct supervision of a university instructor and building-level mentor. Throughout the duration of the course, students engage in field-based learning experiences addressing all relevant NELP standards. (3 s.h.)

EDU 596 School Leader Internship (B)
This internship course provides practical and authentic building-level leadership experience to M.Ed. and Ed.S. K-12 principal candidates under direct supervision of a university instructor and building-level mentor. Throughout the duration of the course, students engage in field-based learning experiences addressing all relevant NELP standards. Prerequisite: EDU 595. (3 s.h.)

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 Integration and Support for School Districts
This course will prepare building and district-level school leaders to evaluate various technological tools and applications in order to maximize school district management and communication while staying current with emerging technologies. School leaders will engage in technological skill development to more effectively serve students and communities. (3 s.h.)

EDU 620 School Finance for District-Level Leaders
This course will prepare district-level leaders to engage in fiscal planning, budgeting, allocating and monitoring resources according to district priorities and governmental regulations. District-level leaders will professionally and ethically consider multiple approaches to allocating resource to schools to promote a positive district culture while gaining experience in problem solving, negotiating and collective bargaining between school board members and staff. (3 s.h.)

EDU 625 Intergovernmental Relations
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 635 Current Issues in Educational Leadership
This course addresses the dynamic and multi-faceted issues facing contemporary K-12 education organizations. The focus of the course consists in identifying, articulating and addressing the most pressing issues facing K-12 educational leaders in today's ever-evolving school environment. Participants will gain comprehensive insight into real-world leadership challenges. Course content is tailored to equip school leaders with the requisite knowledge and skills required to navigate the complexities of educational administration/leadership and foster effective decision-making in a rapidly changing educational landscape. (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. (3 s.h.)

EDU 645 Special Education Administration and Law
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.)

EDU 695 District Leader Internship (A)
This internship course provides practical and authentic district-level leadership experiences to Ed.S. Superintendent candidates under the direct supervision of a university instructor and district-level mentor. Throughout the duration of the course, students engage in field-based learning experiences addressing all relevant NELP standards. (3 s.h.)

EDU 696 District Leader Internship (B)
This internship course provides practical and authentic district-level leadership experiences to Ed.S. Superintendent candidates under the direct supervision of a university instructor and district-level mentor. Throughout the duration of the course, students engage in field-based learning experiences addressing all relevant NELP standards. Prerequisite: EDU 695. (3 s.h.)

DOCTORATE IN LEADERSHIP (ED.D.)

General Information

The Doctorate in Leadership (Ed.D.) at the University of Sioux Falls provides an interdisciplinary perspective of leadership informed by and aligned with USF's Christian liberal arts tradition. This degree is appropriate for experienced practitioners from a wide range of professions, including those working in K-16 education, business, banking, ministry, nonprofits, healthcare and government. A master's degree is required. It is anticipated that candidates will come from a variety of fields, and will typically be working full-time in their careers while pursuing this advanced degree. The Doctorate in Leadership (Ed.D.) includes an applied Dissertation in Practice, engages the external public, contributes to the greater body of knowledge, produces better consumers of research and teaches leaders to be problem solvers within their own professional context.

Student Learning Outcomes

The scholarly practitioner will gain:

1. An interdisciplinary perspective of leadership, preparing program graduates to address complex issues in a contemporary environment.
2. A deeper understanding of the responsibilities of leadership stemming from attitudes, ethics and culture.
3. Competencies that will prepare participants to identify opportunities for growth, articulate a goal or vision, think critically and solve particular problems arising in their career or professional context.
4. Research understanding, transferable in nature, that can be applied to a complex problem of practice.
5. The ability to construct and apply new knowledge and leadership theory to current and culture challenges in a dynamic world.
6. A body of work that can be shared and/or published to the benefit of others in their field of application.
7. Durable and credentialed expertise that is valued by peers and leaders in their field or industry.

Admissions Requirements

Entrance exam scores are neither required or considered in the admission decision.

1. Master's degree or equivalent professional degree
2. Cumulative GPA Requirement: 3.0 from most recent degree
3. Interview: Participate in interview
4. Leadership Description (500 words or less): Describe your leadership experience and impact.
5. Personal Statement (500 words or less): Describe your purpose and motivation for applying to the doctoral program.
6. A TOEFL or IELTS report may be required of applicants who earned the requisite master's degree at a university outside of the United States

Provisional Admission

An applicant for admission is evaluated on the required admissions criteria. The Doctorate in Leadership program may recommend a student for provisional admission to the program. Provisional admission is granted when an applicant shows promise yet may lack in one or more admission criteria. Provisionally-admitted students must maintain a GPA of 3.0 or greater during the first term in order to be moved to full admission. If the student does not meet the GPA of 3.0 during the first term, they will be dismissed from the program. Students may appeal the dismissal by submitting a written letter to the chair of the Graduate Policies Committee for full committee review.

Financial Aid

Doctoral students may be eligible to receive federal financial aid. For this particular program, students are considered half-time if they are enrolled in 3 credits per semester, and considered full-time if they are enrolled in 6 credits per semester.

Graduate students interested in federal financial aid must be accepted for admission into the Ed.D. program at USF and file the Free Application for Federal Student Aid (FAFSA). Other sources of financial assistance may include employer tuition assistance/reimbursement or veteran's 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.

Transfer of Credits

A maximum of fifteen semester hours of graduate credit beyond a master's degree, earned at other accredited degree-granting institutions, may be transferred into the doctoral program. However, the Director must analyze official transcripts and make the final determination of course transferability on a case-by-case basis. These decisions will be made based on program requirements, curricular alignment, age of the coursework and in keeping with the University's program characteristics and integrity. Alumni of the USF Education Specialist Programs are not considered transfer students, and will be allowed to transfer in all thirty credits of their programs. A separate degree plan has been developed for these students. Contact the Coordinator of the Ed.S. programs for specific details.

M.B.A. and M.Ed. Credit Inclusion

Students may be eligible to apply up to 9 graduate credits from the USF M.B.A. or M.Ed. in Educational Leadership program toward the Ed.D. program under the following conditions:

- The student has completed a Master of Business Administration (M.B.A.) or Master of Education (M.Ed.) degree from the University of Sioux Falls
- The coursework proposed for transfer must be deemed equivalent in content, learning outcomes and

academic rigor appropriate to doctoral-level leadership preparation.

- All transfer courses must have been completed with a grade of "B" or higher.
- Coursework must have been completed within 10 years of the student's admission to the Ed.D. program, unless an exception is approved by the Program Director.

A maximum of 9 graduate credits may be applied toward the Ed.D. program through this pathway. Transferred credits may only substitute for approved Ed.D. coursework and may not be applied toward dissertation, residency, or advanced research requirements beyond EDD722. Transfer credits do not reduce the number of dissertation credits required for degree completion.

Students should indicate intent to apply transfer credits at the time of application to the Ed.D. program or during intial advising in the Ed.D. program. Once approved by the Program Director, the Registrar's Office will record the substitutions .

Graduation and Commencement

Graduate students who anticipate completing their program in spring or summer must submit an application to the Registrar in late January or early February (see graduation information on the Registrar webpage for specific date) to be eligible for graduation in May. Commencement ceremonies are only held in the spring. Those who anticipate finishing all coursework at the end of the fall semester must apply in early September, again according to the Registrar's timeline requirement.

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 coursework and dissertation in the summer semester may participate in the spring commencement ceremonies, but will not receive transcripts or documents indicating that they have graduated until all official requirements are completed.

Auditing

Students may enroll in a course for non-credit by registering, paying the designated audit fee, and obtaining the consent of the instructor. Dissertation courses are exempt from auditing. 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 Doctoral Program Director. If that also fails to resolve the issue, the student should submit a written appeal to the Graduate Policies Committee of the Faculty Association. 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 below a B- must be repeated. Both enrollments will be recorded on the student's official transcript, with the higher grade used in calculating the GPA. Note that in order to attain the minimum 3.0 GPA required for Satisfactory Progress (see section below), the student must earn a grade above a B- in some courses.

Incompletes

An instructor may assign a grade of incomplete when a student encounters extenuating circumstances that preclude completion of a course. An incomplete provides the student with a limited amount of time to fulfill the course requirements without having to repeat the course. The student must be earning a passing grade at the time the circumstances necessitating the incomplete occur. Anticipated course failure is not an acceptable justification for an incomplete.

The assignment of an incomplete grade is at the instructor's discretion. Once the instructor agrees to grant an incomplete grade, the instructor and student must agree on a plan to complete the coursework, and the student must submit the "Incomplete Request Form" to the Doctoral Program Director. The coursework must be completed within six weeks from the last day of the course; extensions may be granted by the instructor of the Doctoral Program Director upon written request. If the student completes the coursework within the specified time, a grade may be assigned. If the grade is lower than a "B-", the course must be repeated. If the incomplete is not removed within this time limit, the Registrar's Office will record a grade of "F" for that course and the student will need to repeat the course to meet degree requirements.

The grade of "DI" Dissertation Incomplete is used when a doctoral student, in a specifically approved cohort, is making satisfactory progress in EDD750 Dissertation in Practice 2 or EDD755 Dissertation in Practice 3 but is not yet ready to propose and/or defend based upon conflicts such as a scheduling delay with committee members, delay in a secondary site's permission, or change of topic. If granted, the student has a limit of six weeks from the last day of the course to remove the "DI" by finishing the agreed upon requirements. The grade of "DI" counts as zero grade points and has the same impact on the grade point average as an "F." Further information on the Dissertation Incomplete "DI" policy and procedures is available from the Doctoral Program Director.

Satisfactory Progress and Continuous Enrollment

Students are expected to maintain a minimum of 3.0 CGPA in the doctoral program. Probationary status will be assigned for one semester or course period if the GPA falls below the minimum established level. If a student needs additional time to complete the Dissertation, EDD700 Doctoral Enrollment (1 s.h. per semester) is available to continue in the program until the completion of the Dissertation in Practice.

Time Limit

Students have seven years to complete their degree from the date of their initial matriculation in the Ed.D. program. In some cases, a limited extension may be granted through a student's written appeal to the Graduate Policies Committee. Any such appeals process must be completed prior to the end of the student's original seven-year candidacy period.

Program Completion Requirements

Completion of the Ed.D. in Leadership from the University of Sioux Falls requires the following:

1. Complete all 60 s.h., earning a minimum of "B-" in each course.
2. Maintain a minimum of 3.0 GPA in the doctoral program.
3. Successfully complete, present and defend the Dissertation in Practice.

Doctoral Curriculum

The Ed.D. in Leadership is composed of an Introduction to Doctoral Study and three modules focused on Responsible Leadership, Institutional Leadership and Visionary Leadership. The 60-credit program is designed as a cohort model, with a variety of delivery methods. Although the final product is a Dissertation in Practice, the dissertation process begins early in the program. As stated under the Satisfactory Progress and Continuous Enrollment section, if a student needs additional time to complete the Dissertation, EDD700 Doctoral Continuing Enrollment (1 s.h. per semester) is available to continue in the program until the completion of the Dissertation in Practice.

Introduction to Doctoral Study:

❑ EDD701	Research, Writing and Communication	3
❑ EDD702	Art and Science of Leadership	3

Research Core:

❑ EDD718	Research Methodology 1	3
❑ EDD719	Research Methodology 2	3
❑ EDD722	Data Analysis in Decision-Making	3

Leadership Core:

Complete 27 s.h. from the following:

❑ EDD710	Theology of Leadership	3
❑ EDD712	Ethics and Politics of Decision-Making	3
❑ EDD714	Legal and Risk Management	3
❑ EDD716	International and Intercultural Perspectives	3
❑ EDD720	Public Relations and Social Media	3
❑ EDD724	Finance and Fundraising	3
❑ EDD726	Power and Privilege of Leadership	3
❑ EDD728	Historical Leadership	3
❑ EDD730	Leadership for Sustainability: People, Planet, Profit	3
❑ EDD732	Strategic Planning	3
❑ EDD734	Technology for Leadership	3
❑ EDD736	Leading Transformational Change **(required)**	3

Dissertation in Practice Core:

❑ EDD740	Defining the Problem of Practice	3
❑ EDD741	Residency 1: Leadership Foundations and Dissertation Initiation	2
❑ EDD745	Dissertation in Practice 1	3
❑ EDD751	Residency 2: Leadership Foundations and Dissertation Advancement	1
❑ EDD750	Dissertation in Practice 2	6
❑ EDD755	Dissertation in Practice 3	3

Dissertation Continuing Enrollment

❑ EDD700	Doctoral Dissertation Continuing Enrollment	1

Ed.D Courses

EDD 700 Doctoral Continuing Enrollment
Doctoral students must maintain continuous enrollment until the end of the program and completion of their dissertation. This course allows students to stay enrolled in the doctoral program during any semester in which they choose not to be registered in regular programming, or if they need more time to complete research and dissertation requirements. (1 s.h.)

EDD 701 Research, Writing and Communication
This course provides the opportunity for students to reengage their research skills, academic writing skills, and communication skills to be applied to their future development of a complex problem of practice for their dissertation work. (3 s.h.)

EDD 702 Art and Science of Leadership
This course examines prominent leadership theories and empirical research used to inform leadership practice. Particular attention will be given to student's development as servant-leaders at work, in the community and in personal life. Drawing from the behavioral and social sciences, the interactive dynamics between the individual and group will also be examined. This will include a study of personality traits, leadership skills and behaviors, organizational variables and other cultural influences. Students will begin contemplating Problems of Practice within their own work environment as the focus of their dissertation research. (3 s.h.)

EDD 710 Theology of Leadership
A study of biblical models and prescriptions for leadership, the faithful use of power and authority and the constraints and new possibilities that emerge from forming one's leadership style and goals according to the purposes of God's kingdom. (3 s.h.)

EDD 712 Ethics and Politics of Decision-Making
This course provides an opportunity for students to think deeply both about the theory and the practice of ethical leadership. Regarding the first, the students in this course are asked to engage with primary texts from some of philosophy's greatest thinkers. This engagement is intended to encourage students to consider their own ethical beliefs, while asking them to give an account of those beliefs which move beyond a mere common-sense affirmation. Regarding the second, students will be asked to apply what they have learned through the elucidation of their own ethical commitments to contemporary situations which they may encounter as leaders. Fundamental questions addressed by this course include but are not limited to: What is justice? Are there such things as inalienable rights and what are they? Can people or parties with fundamental moral disagreements come to accord over contentious issues? Why are ethical mistakes made, and what can be done to avoid making them? (3 s.h.)

EDD 714 Legal and Risk Management
Leaders in all areas must navigate several, often competing relationships, including administration to student; administration to employee; employee to employee; administration to bargaining unit; student to employee; and school or business to public in general. Students will first examine generally the available methods of managing risk, like courts, insurance and policy-making. Each relationship is then analyzed with particular attention to

the risks presented, the law that applies to the relationship and the most efficient---efficiency being judged from several perspectives---means of managing the risk. Some emphasis is placed on human resources issues because they transcend many relationships. Broad use is made of actual cases and real-life scenarios. (3 s.h.)

EDD 716 International and Intercultural Perspectives
This course is designed to help students examine the social, psychological, cultural and linguistic complexities experienced by people whose country of origin is not the United States. Readings, discussions and guest speakers will provide students with the opportunity to examine complex perspectives of the international and intercultural experience. In addition to required essays and presentations, students will complete a case study research project involving experience in a culturally unfamiliar setting and interaction with people who grew into adulthood in a country other than the United States. Students will examine data through various theoretical lenses to provide insights into meaningful leadership. (3 s.h.)

EDD 718 Research Methodology 1
An interdisciplinary introduction to research-based inquiry. Students will learn about commonly utilized research approaches, research designs, and research methods, as well as common philosophical worldviews held by researchers of various disciplines. Students will also learn about ethical research practices and policies, and the Institutional Review Board (IRB) approval process. (3 s.h.)

EDD 719 Research Methodology 2
This course focuses on the authentic application of research skills, advancing beyond foundational concepts from EDD718. Throughout the course, students refine their critical evaluation skills to make informed decisions on methodological selection for optimal research design and application. Students will extend beyond the design process and engage in analysis and interpretation of findings and/or results. By the end of the course, students will have the knowledge and skills required to design their dissertation in practice study and complete the IRB approval process. Prerequisite: EDD 718. (3 s.h.)

EDD 720 Public Relations and Social Media
This course provides the foundations of professional principles, practice and effective communication in public relations and social media for corporate, governmental and nonprofit organizations. Students will learn how to develop, implement and evaluate public relations strategies based on an organization's internal and external environment and select strategies that better serve the organization's goals. Students will study current public relations and social media strategies by analyzing and discussing good and bad practices. This course also explores other new media channels, examining when and how they can be employed to better serve the organization's communication and relationship building needs. Prerequisite: EDD 718. (3 s.h.)

EDD 722 Data Analysis in Decision-Making
This course provides leadership students with an understanding of how organizations can use data science and analytics to align with their missions and goals. The course provides an introduction to the role and importance of analytics in organizations of any type in preparation for the changing and complex world in which we live. With rapid changes from internal and external sources, knowledge in data analytics can aid in the collection and accumulation of important data to allow for precise and confident action of opportunities for the overall good of the organization. Topics will include data collection, modeling, analysis, visualization and informed decision-making. Other skills cultivated in the course include communication, presentation and storytelling with data. (3 s.h.)

EDD 724 Finance and Fundraising
This course provides students with a deeper understanding and appreciation for financial accounting, budgeting and fundraising with applications for the senior-level, non-financial leader. An understanding of the development of an organization's operating and capital budgets, financing decisions, the budgeting process and the interpretation of financial statements is recognized as a valuable tool for the senior-level organizational leader, regardless of one's particular role. At the conclusion of the course, the student will be able to interpret and use financial information in decision making and planning while also realizing the importance of fundraising for the overall health of the organization. (3 s.h.)

EDD 726 Power and Privilege of Leadership
Power and Privilege of Leadership focuses on your power as a leader and the privilege it is to lead others. This course examines the following questions: What are your strengths? What is your personality type in relation to your strengths? What is your leadership style, and how will you use your power and privilege as a leader to lead well and create a positive working environment? Students will understand in greater depth their "power" as a leader and discover practices to integrate this knowledge as they engage those they lead in day-to-day situations. (3 s.h.)

EDD 728 Historical Leadership
This course will evaluate leadership through the rich tapestry of the human past. The course will study historical leaders on a case study basis and will promote a deeper understanding of how context and culture shape decision-making and therefore influence leadership. Students will be challenged throughout to develop an understanding of cultures and circumstances far different from their own, and to consider how we can apply a historically grounded empathetic perspective to contemporary challenges. Throughout, the course will focus on core questions, including the following: To what extent do individual leadership characteristics, as opposed to wider social, cultural, political, and economic forces, shape historical outcomes? What, if any, identifiable leadership characteristics can we detect across time, and how much do these characteristics vary by culture? What are the pitfalls of applying historical examples to contemporary problems, and how can we best mitigate those challenges? (3 s.h.)

EDD 730 Leadership for Sustainability: People, Planet, Profit
All organizations are situated within a complex ecosystem; they rely on this ecosystem to provide the resources necessary to succeed. Recognizing that long-term viability depends on the health and regenerative capacity of their ecosystem, responsible organizations act intentionally to sustain the social, environmental and economic resources on which they—and others—depend for their survival. Leadership for sustainability operates through

multiple pathways, including a deep understanding of the interrelatedness of systems, a compelling vision for the future, attentive engagement with long-term planning and a moral concern for the common good. Leadership for sustainability necessarily includes both an internal focus (within the leader's organization) and an external focus (on challenging global issues) due to complex interdependencies among people, planet and profits. This course will prompt leaders to assess their relationship to the ecosystem in which their organization operates, to identify challenges to the sustainability of the ecosystem and the resources it provides, and to develop strategies that promote positive change and long-term resilience. (3 s.h.)

EDD 732 Strategic Planning
This course deals with the determination of strategic goals and objectives for an organization, including methods organizations use to decide strategies, determine direction, allocate resources and long-term planning needed to accomplish goals. Strategic planning focuses on developing mission and vision statements, policy planning, sustainable and adaptable value creation processes, competitive advantages, managerial problem solving and organizational change. (3 s.h.)

EDD 734 Technology for Leadership
This course provides doctoral students with an opportunity to develop their leadership skills by assessing emerging and evolving technologies and exploring the technological readiness of a program, department or organization. Students will examine needs assessments within an organization and learn the strategies involved in developing a technology plan, which includes mentoring others in the effective integration of technology. (3 s.h.)

EDD 736 Leading Transformational Change
Students will focus on the use of leadership theory to empower individuals within an organization to bring about changes both internally and externally. Students will be exposed to leadership theories such as transformational leadership, servant leadership, and authentic leadership with a specific focus on follower development and change initiatives. Foundational aspects of these theories not only focus on follower development but also include elements of ethical and moral leadership. Students will apply both leadership and organizational change theory to examine human behavior and issues like overcoming groupthink, resistance to change, and coping with new paradigms. (3 s.h.)

EDD 740 Defining the Problem of Practice
The Carnegie Project on the Education Doctorate (CPED) serves as the structural foundation of the Dissertation in Practice. Applying inquiry, research, and discussion, the student will understand and define the Problem of Practice, upon which the Dissertation in Practice will be built. Based on self-awareness, a desire to address the needs of others, the context of the problem, an analysis between the current and preferred condition, and his or her own leadership background, each student will frame the Problem of Practice. The Problem of Practice is developed by answering the following questions: 1. Is the problem authentic? 2. Is the problem relevant? 3. Is the problem researchable? and 4. How will the problem be articulated? (3 s.h.)

EDD 741 Residency 1: Leadership Foundations and Dissertation Initiation
Residency is an intensive experience focused on leadership and dissertation development. Students will actively participate in discussions and reflective sessions, fostering the growth of their community of practice as they explore the challenges and nuances of being a leader in today's world. In coordination with EDD 740, students will concentrate on refining their Dissertation in Practice (DiP) topic and crafting a prospectus to guide the subsequent DiP research process. This first residency begins the shift toward a scholarly practitioner approach to leading. Corequisite: EDD 740. (2 s.h.)

EDD 745 Dissertation in Practice 1
Building upon the Problem of Practice course, students will engage in the literature review writing process focusing on a Problem of Practice within their professional context. Students will complete an extensive review of scholarly articles, theoretical frameworks, and indicate major trends related to their Problem of Practice. The final document produced in the course is a foundational piece to the Dissertation in Practice that students will continue to develop toward the proposal stage in Dissertation in Practice 2. The final document in this course will provide the reader with appropriate context, a critical analysis of the research and its relationship to the stated Problem of Practice. Prerequisite: EDD740. (3 s.h.)

EDD 750 Dissertation in Practice 2
This course will cover the requirements of the Dissertation in Practice, building upon previously completed work. Students will complete their Dissertation Research Proposal which consists of a title, abstract, chapters 1-3, and references, in addition to an oral presentation to the Dissertation Committee. Students will follow the guidance of the Dissertation in Practice Handbook to complete the proposal procedures. With the Dissertation Committee's approval of the proposal, students can then submit for IRB approval. Prerequisite: EDD745. (6 s.h.; minimum of 1 credit per semester. Total of 6 credits required)

EDD 751 Residency 2: Leadership Foundations and Dissertation Advancement
Residency is an intensive experience focused on leadership and dissertation development. Students will actively participate in discussions and reflective sessions, fostering the growth of their community of practice as they explore the challenges and nuances of being a leader in today's world. In coordination with EDD 750, students will enhance their Dissertation in Practice (DiP) proposal, prepare for the proposal defense and develop a comprehensive timeline for the anticipated phases of DiP work. This process marks a transition from a practitioner focus to a scholarly practitioner approach, ensuring a well-balanced integration of practical leadership skills and academic research for the remainder of the program. Corequisite: EDD 750. (1 s.h.)

EDD 755 Dissertation in Practice 3
In the final course of the Dissertation sequence, students will produce the final, generative project. This process will include incorporating research found in the literature review and directly applying methods, findings and the conclusion. The product should have an immediate impact in their workplaces, add to the body of knowledge and demonstrate how this knowledge may be applied to future challenges in a dynamic world. Students will provide written

documentation and an explanation of the product, but may also utilize a unique delivery method for the presentation to all stakeholders. The presentation/defense will be the last formal activity. Prerequisite: EDD750. (3 s.h.; minimum of 1 credit per semester. Total of 3 credits required)



UNDERGRADUATE COURSE DESCRIPTIONS



USF

UNIVERSITY OF **SIOUX FALLS**

Accounting (ACC)

ACC 225 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 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. Students must have access to a Windows-based system computer. 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. (3 s.h.)

ACC 317 Cost Accounting
Cost accounting 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 costing methods in the manufacturing and service industries. Prerequisite: ACC 226. (3 s.h.)

ACC 325 Intermediate Accounting I
An in-depth look at 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 325 (3 s.h.)

ACC 332 Financial Statement Analysis and Reporting
This course emphasizes the importance of 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. Prerequisite: ACC 226. (3 s.h.)

ACC 390 Special Topics in Accounting
This course addresses special topics related to the accounting discipline and profession. (1-4 s.h.)

ACC 395 Internship
The internship in this course is considered Curricular Practical Training (CPT) for international students. (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 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. (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 Department of the Air Force Professionalism
This course is designed to familiarize students with the Department of the Air Force environment, providing an overview of essential attributes required for success in the US Air Force and US Space Force. Topics include Air Force and Space Force core values, effective followership, teamwork and problem solving. Corequisite: AIR 101L. (1 s.h.)

AIR 102 Competition and Security
This course is an introductory-level exploration of national security, encompassing a broad perspective on the military's involvement in all facets of national security, ranging from cooperation to armed conflict. Topics include the instruments of power, the completion continuum and the strategic global landscape, as well as an introduction to Air Force and Space Force career fields. Co-requisite: AIR 102L. (1 s.h.)

AIR 201 Team and Leadership Fundamentals I
Provides a fundamental understanding of the concepts of leadership and team building. Topics include ethical decision making, self-assessment, effective listening, the full-range leadership model, followership, taking initiative and team building. Co-requisite: AIR 201L. (1 s.h.)

AIR 202 Team and Leadership Fundamentals II
Builds on the fundamentals taught in AIR 201 to use leadership and team building skills in practical applications. Topics include problem solving, critical thinking, accountability and stress management. Co-requisite: AIR 202L. (1 s.h.)

AIR 301 Air Force Leadership Studies
Provides in-depth exploration of the concept of leadership. Special emphasis is placed on enhancing communication skills and the relevance of communication in effective leadership. Topics include public affairs and the media, Department of the Air Force writing, establishing expectations, operations security, corrective supervision and counseling and creative thinking. Co-requisite: AIR 301L. (3 s.h.)

AIR 302 Air Force Leadership Studies
Builds on the lessons introduced in AIR 301. Topics include creating a positive organizational climate, mentoring, leading diverse organizations, individual motivation, culture and gender in military operations, change management, conflict management, critical thinking and ethical decision-making. Co-requisite: AIR 302L. (3 s.h.)

AIR 401 National Security Affairs/ Preparation for Active Duty
Designed to provide seniors the foundation to understand their role as military officers, this course is an overview of the complex issues facing those in the military profession. Topics include the US Constitution, national security policy, the organization of the Department of Defense and the Armed Forces, the law of war, nuclear operations and cyberspace operations. Co-requisite: 401L. (3 s.h.)

AIR 402 National Security Affairs/ Preparation for Active Duty
Building on the national security fundamentals established in AIR 401, this course prepares prospective lieutenants for the practical leadership challenges they will face on active duty in the Air Force or Space Force. Topics include the commission and the oath of office, leadership authority and responsibility, the enlisted force, officer career progression, military justice and ethical decision making. Co-requisite: 402L. (3 s.h.)

AIR 491 Independent Study (COM)
Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans (1-6 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 architecture from different times and places. (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. Students will create projects primarily through the introduction of Adobe Illustrator. (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 or ART 120. (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 camera with adjustable exposure and focus and ability to capture in "camera RAW," a professional 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. Students are expected to furnish all art supplies needed for this course. (3 s.h.)

ART 209 Art History I: Prehistory–1945
This course surveys art history from prehistoric times to the 20th century (1945). 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: A grade of "C" or higher in ENG 112 or HON 212. (3 s.h.)

ART 210 Art History II: 20th Century (1945)–Present
This course surveys art history from the 20th century (1945) 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: A grade of "C" or higher in ENG 112 or HON 212. (3 s.h.)

ART 220 Graphic Design: Typography
Introduction to the study of type and letterforms as a vital aspect of graphic design. The course focuses on printed and digital media. Prerequisites: a grade of "C" or higher in ART 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 240 Travel, Culture and Art
Travel with the Media and Visual Arts Department to worldwide destinations and visit museums, palaces and ancient cities across the globe. From the Vatican Museum to the Louvre to the Alhambra, explore art, architecture, food and culture that have claimed prestige and fame for centuries. Study the richness of other cultures and their art firsthand. This course fulfills the Fine Arts requirement as well as the Intercultural Awareness requirement. Prerequisite: ENG 112. (1-3 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 Print & Production
This introductory studio course offers direct experience in a variety of printmaking and ceramic processes. Students will be expected to apply their previously attained drawing and design skills to printmaking and ceramic techniques. Project assignments are chosen from the following: Print | monotypes, wood and linoleum blocks, embossments, collagraphs, screenprints, etc. Ceremics | clay building, glazing, kiln firing, etc. Prerequisite: a grade of “C” or higher in ART 101 or ART 120. (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. (3 s.h.)

ART 281 Digital Photography II
This course is an intermediate level course designed to further acquaint the student with alternative photographic processes and techniques. It also addresses issues associated with project development. Admission to this course is restricted to students who successfully complete ART181, a similar college course or by permission of the instructor based on experience and portfolio review. High school photography classes do not qualify as an equivalent course (3 s.h.)

ART 300 Communication Arts Colloquium
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 331 Graphic Design: Brand Identity
This course introduces the ideation tool & the process of design research and defines the role of brand identity in business practice and its use. It stresses graphic design history, vocabulary, theories, principles and technical processes used with traditional and computer tools to complete a variety of design and visual art problems. This course will utilize Adobe Photoshop, InDesign and Illustrator. Prerequisite: a grade of "C" or higher in ART 220. (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: a grade of "C" or higher in ART 261 (3 s.h.)

ART 372 2D/3D Motion Graphics
An introduction to production methods for 2D/3D Motion Graphics and animation. Students will create projects primarily using Adobe After Effects and create motion graphics used in commercials, corporate videos, animation productions, documentaries, and movies. Prerequisites: a grade of "C" or higher in MED204 and ART 120. (3 s.h.)

ART 381 Digital Photography III
Further study in photography for the advanced student. Prerequisite: a grade of "C" or higher in ART 281. (3 s.h.)

ART 395 Internship in Art
Individually-designed work plan adapted to each student's interest and skills. Forty hours on the job are required per credit, as certified by work and faculty supervisors. Prerequisites: Junior or senior standing and instructor approval. The internship in this course is considered Curricular Practical Training (CPT) for international students. (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 221 and ART 331. (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. Co-requisite: BIO 100L. (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 relate 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. Co-requisite: BIO 101L. (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. Co-requisite: BIO 102L. (4 s.h.)

BIO 203 General Botany
An introduction to the biology of major plant groups, including their structure, function, reproduction, classification and relationships. Prerequisite: BIO 100. Co-requisite: BIO 203L. (4 s.h.)

BIO 204 General Zoology
A comparative survey of the animal kingdom emphasizing morphology, physiology and taxonomy of major groups. Prerequisite: BIO 100. Co-requisite: BIO 204L. (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. Prerequisite: BIO 100. Co-requisite: BIO 222L. (4 s.h.)

BIO 300 Science Literature Review
As an introductory course to reviewing and analyzing peer-refereed research and clinical literature/articles, this course focuses on the development of skills associated with the critical evaluation of content, relevance, reliability and delivery of professional communications. This course consists of weekly "journal article reviews," led by students, pertaining to peer-refereed research and clinical journal literatures/articles. Faculty and guests, on occasion, may also be invited to demonstrate, instruct and lead 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: Sophomore science major or instructor approval. (0-1 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. Prerequisite: BIO 100. Co-requisite: BIO 302L. (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. Prerequisites: BIO 100, CHE 211 and 305. Co-requisite: BIO 309L. (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. Co-requisite: BIO 314L. (4 s.h.)

BIO 315 Human Physiology
Study of the physiology of human cells, tissues, organs, systems and multiple system homeostatic mechanisms. Prerequisite: BIO 314. Co-requisite: BIO 315L. (4 s.h.)

BIO 324 Ecology
Study of the relationship between organisms and environments with interrelationships of species, populations and communities. Prerequisites: BIO 203 and 204. Co-requisite: BIO 324L. (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, CHE 111 and 112. Co-requisite: BIO 380L. (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. Co-requisite: BIO 385L. (4 s.h.)

BIO 395 Internship
An internship is an individualized supervised learning experience in research or applied programs related to science, technology, engineering and/or mathematics (STEM). Students acquire experience in applying their interests, previous learning and skills in the STEM areas. Activities of the internship asist students in gaining

insight into the challenges, issues, complexity and management in the internship field(s). An off-campus supervisor and a science faculty internship coordinator direct and certify the experience. Fourty hours of experiential learning is required per semester hour of credit. (1-4 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. Prerequisite: BIO 222. Co-requisite: BIO 402L. (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 (pass/no credit). (1 s.h.)

BUS 208 Personal Financial
Personal Finance is designed to equip students with the knowledge and practical skills necessary to make informed financial decisions throughout their lives. The course introduces fundamental concepts in budgeting, saving, investing, credit management, insurance, taxes and retirement planning, with an emphasis on real-world application and long-term financial well-being. (3 s.h.)

BUS 280 Travel, Culture and Business
Travel with the Vucurevich School of Business to worldwide destinations and explore business practices across the globe. Through this international travel course, we will witness how cultural awareness drives innovation, helps build stronger relationships and enhances workplace productivity. This 10-day hybrid travel course will provide an opportunity for students to study business practices, culture and traditions of the country of destination. Only those students who have registered ahead for this travel course will be eligible to take the course for credit. This course will fulfill the Intercultural Awareness requirement. (3 s.h.)

BUS 306 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 307 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 310 Decision Making Strategies
This course examines and applies both quantitative and qualitative models utilized in the decision-making process. Prerequisite: BUS 306. (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 306 (3 s.h.)

BUS 316 Personal Selling and Sales Management
An introductory study of the marketing promotion mix focusing specifically on sales and the sales management function. Includes customer relations, consumer buying motives, sales presentation methods, social and ethical responsibilities of the salesperson and selection and training of salespeople. Prerequisite: BUS 307. (3 s.h.)

BUS 319 International Business
This course builds a foundational understanding of the various components involved in conducting international business. Specific areas covered include the study of cultural, political, legal and economic systems, trade theory, export and import considerations, global purchasing and supply chain management, development of global strategies & organizations and managing people across cultures. Course satisfies the Intercultural Awareness requirement. (3 s.h.)

BUS 320 Business Law
Legal principles underlying business relations, including contracts, agency and employment, negotiable instruments, personal property, bailments and sales. Prerequisites: BUS 306. (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. Prerequisite: basic Excel knowledge. (2 s.h.)

BUS 325 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 ECO 212. (3 s.h.)

BUS 335 Operations Management
An introductory study of operations management as a major functional area of manufacturing and service industries. The course covers the major decision areas of process, capacity, inventory, work force and quality through the application of management concepts and quantitative analysis. Prerequisites:

BUS 306 and MAT 155, 201 or 204. (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 306. (3 s.h.)

BUS 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.)

BUS 390 Selected Topics in Business Administration
This course addresses special topics related to the business administration discipline and profession. (1-4 s.h.)

BUS 391 Introduction to Trust Administration
This course covers the foundational concepts of South Dakota trust law, including the Uniform Trust Code, ethics, fiduciary standards and compliance obligations. Targeted towards students/newcomers to the industry with little to no previous experience or knowledge of trusts. Prerequisite: BUS325 or equivalent industry experience with finance. (3 s.h.)

BUS 392 Intermediate Trust Administration
This course covers additional information about South Dakota trust law, including corporate trustee activities and responsibilities, directed/discretionary investment activity (including alternative and unique investments) and the directed trust model and a general overview of federal taxes. Prerequisite: BUS391 or 1-3 years of industry experience. (3 s.h.)

BUS 393 Advanced Trust Administration
This course covers additional information about South Dakota specific trust administration in several subject areas, including foreign trusts, GST/perpetuities, special purpose entities, FATCA/CRS and asset protection. Prerequisite: BUS392 or 1-3 years of industry experience. (3 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, options and futures. Prerequisite: BUS 325. (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 306. (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. Prerequisite: BUS 307. (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 325. (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 420 Leadership in Organizations
This course provides a survey of the major theories on leadership within organizations. The course has an application focus to help students put to use what they learn. A cross-cultural perspective is used throughout to emphasize that leadership is not a culture-free process. The course also looks at the future by addressing the dramatic changes that organizations are undergoing. Leadership is discussed within the context of a Christian value system. Prerequisite: BUS 306. (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 427 Strategic Management
Integrates all of the business functions through a process involving strategic management and analysis, implementation and evaluation. This will assist students in developing the comprehensive understanding necessary to make sound business decisions. The areas covered include development of mission statements, analysis of internal and external environments, formulation of strategic

plans and methods of implementation. Prerequisite: Senior standing. (3 s.h.)

BUS 438 Project Management
This course investigates the increasing use of projects to accomplish important organizational goals and the unique style of administration required to manage such projects. Topics addressed include the selection and role of the project manager; organization and planning; budgeting and cost estimation; scheduling and resource allocation among multiple projects; and monitoring, controlling, auditing and terminating projects. Current software tools will be used to track and report on assigned projects. Prerequisite: BUS 306 (3 s.h.)

BUS 450 Senior Colloquium
This course is designed to help students prepare for their professional careers and/or to discuss topics or concepts absent directly or indirectly from the curriculum. The class is organic in nature, adapting to the specific needs of each cohort. Prerequisite: Senior standing. (1 s.h.)

BUS 491, BUS 492 Independent Study
Instructor approval required. (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: ACT math subscore of 20 or higher, or a SAT math score of 530 or higher, or successful completion of MAT 111 or its equivalent. Co-requisite: CHE 111L. (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. Co-requisite: CHE 112L. (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: ACT math subscore of 20 or higher, or a SAT math score of 530 or higher, or successful completion of MAT 111 or its equivalent. Co-requisite: CHE 121L. (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 111. Co-requisite: CHE 122L. (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. Co-requisite: CHE 211L. (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. Co-requisite: CHE 212L. (4 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. Co-requisite: CHE 305L. (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. Co-requisite: CHE 311L. (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. Co-requisite: CHE 332L. (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 laboratory. Prerequisites: 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. Co-requisite: CHE 411L. (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. (3 s.h.)

Communication Studies and Theatre (CST)

CST 100 Fundamentals of Communication
A theoretical and practical introduction to the process of communication. Students will study the four main models of communication: interpersonal, intrapersonal, mass communication and public communication. (3 s.h.)

CST 117 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. (0-1 s.h.)

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 Acting I
A study of the art of acting from the perspective of the father of modern acting: Constantin Stanislavski. Students will learn the system that he developed which is still the most prominent acting method in America today. No acting experience required. (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 263 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 how to design lights for the theater, 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. (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 semester course offerings 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. (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 310 Directing
A study of the principles and techniques of directing plays and musicals. 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 315 Leadership in Communication
This course will examine contemporary principles and practices of leadership a communications context. Emphasis will be placed on personal development, group dynamics, communication in leadership theory and skills, decision-making and problem-solving, conflict management and critical thinking. (3 s.h.)

CST 317 Power and Influence
This course will examine the dynamics of power and influence within our society as well as explore literature that addresses the importance of developing healthy leadership habits. This includes understanding one's own power and influence, ethical uses of power and how to influence people in modern organizations. (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 325 Winning Presentations
The study and practice of delivering presentations for a variety of audiences. The course will focus on the three essential components of effective presentation: preparation, design and delivery. Presentation skills involve more than simply speaking in public. Good presentation skills require an understanding of yourself, your subject and your audience. This

course will explore the skills involved in mastering all of these. (3 s.h.)

CST 340 Acting II
Using the principles learned in CST210 Acting I, this course continues the study of the Stanislavski system with more in-depth focus on textual analysis and character development. Prerequisite: CST 210. (3 s.h.)

CST 395 Internship
Each individual internship is an opportunity to apply knowledge and skills learned in the communication studies and theatre curriculum while working and learning in a setting related to the student's interests, skills and career goals. An off-campus supervisor and a faculty internship coordinator will direct and certify the experience. (1-3 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, creative performance and contemporary theatre. (1-3 s.h.)

CST 440 Advanced Acting
This course seeks to build upon the fundamental principles of acting through in depth scene analysis and performance. Using Stanislavski's system as a foundational knowledge, students will apply his theories to a variety of scenes and other performance opportunities. Prerequisite: CST 340. (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. (1-3 s.h.)

Computer Science (COM)

COM 104 Computer Solutions
Students will consider topics ranging from the practical like hardware and networking to the conceptual like the impact of technology on society and ethics in the digital world. Simultaneously, they will develop their ability to manage, analyze and present information using modern computing technologies through projects. (2 s.h.)

COM 205 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 205 is a 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. Prerequisite: MAT 155 or its equivalent. (3 s.h.)

COM 206 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 205 and includes introductions to algorithm analysis and data structures including stacks, queues, linked lists, graphs and trees. Other topics include discussion and implementation of elementary algorithms including searching and sorting. Prerequisite: COM 205. (3 s.h.)

COM 215 Web Programming
This course will cover the languages, tools and techniques for developing interactive and dynamic web pages. Topics will include page styling, design and layout; client and server side scripting; interacting with data sources like databases; and web security. Prerequisite: COM 206. (3 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 206 and MAT 205 with MAT 304 recommended. Cross-listed with MAT 300. (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. Prerequisite: COM 206. (3 s.h.)

COM 305 Introduction to Machine Learning
Machine learning is a growing field that combines techniques from computer science, mathematics and statistics. We look to introduce students to how a machine can learn from data to improve at completion of a given task. This includes understanding how that performance generalizes to new situations while also contending with limited time and resources. The course lays the foundation of supervised and unsupervised learning by using intuitive understanding, mathematical derivations and software implementation with use of existing libraries. Prerequisites: COM 205 and MAT 204. (3 s.h.)

COM 306 Logic and 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. Cross-listed with MAT 306. (3 s.h.)

COM 308 Introduction to Data Mining
This course provides an overview of applications, methods and tools in data mining. In particular, students will learn how the data mining methods of pattern discovery and cluster analysis can be used to support endeavors in machine learning, data visualization and statistics. Students will be asked to apply their knowledge with projects based on their own interests with real data sets. Prerequisites: COM 206 and MAT 205 or their equivalents. (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. Prerequisite: COM 206, 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. Prerequisite: COM 206. (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. Prerequisite: COM 206. (3 s.h.)

COM 320 Computer Architecture 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. Topics include number systems, combinational and sequential circuit design and analysis, finite state machines, arithmetic circuits, memory arrays, assembly language and memory systems. Prerequisites: COM 206 and COM/MAT 306 (recommended). (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. Prerequisite: COM 206. (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 206 and COM/MAT 306. (3 s.h.)

COM 390 Special Topics in Computer Application
This course 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 206 and COM/MAT 306. (3 s.h.)

COM 395 Internship
Internships in computer science are learning and work experiences that enable students to gain hands-on experience in the computing field. The internship allows students to set themselves apart from others and gain relevant, unique experiences beyond the classroom. The internship in this course is considered Curriculuar Practical Training (CPT) for international students. (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. Cross-listed with MAT 481. (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. Cross-listed with MAT 482. (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. (Pass/No-Credit) (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. (3 s.h.)

CRJ 300 Crime in Film
This course will provide an opportunity

to observe, analyze and discuss the portrayal of crime and the criminal justice system in film. Discussion topics will include portrayal of law enforcement, attorneys, criminal behavior, victims, trials, capital punishment and the corrections system. Cross-listed with SOC 300. (3 s.h.)

CRJ 303 Criminal Law in Indian Country
This course begins with discussion and analysis of the Marshal Trilogy – the three cases that defined the relationship between the United States and Indian Tribes. Thereafter, the course explores the development of statutory, common and Constitutional governing State and Federal relations with Indians, with a special emphasis on which sovereigns can and do have criminal jurisdiction in Indian Country. Prerequisite: CRJ 203. (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. (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. (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, PSY 233 and PSY 250. (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. Co-requisite: CRJ 320L. (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. Co-requisite: CRJ 328L. (3 s.h.)

CRJ 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. Cross-listed with PSY and SOC 355. (3 s.h.)

CRJ 360 World Criminal Justice Systems
A comparative analysis of crime and criminal justice systems in select countries around the world. This course focuses on various legal traditions, issues of enforcement, prosecution, courts and prisons with emphasis on critical comparisons with similar institutions in the United States. Additional focus is placed on issues such as genocide, human trafficking and other crimes against humanity as defined by the United Nations and other international conventions. Fulfills the intercultural awareness core requirement. Prerequisite: CRJ 203. (3 s.h.)

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. (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. (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. (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. (3 s.h.)

CRJ 430 Corrections: Operations and Issues
During this course, students will learn about the development and history of Corrections from early ideas and implementation, to the evolution of modern day Corrections. It will also look at current trends, concerns and future issues. Prerequisite: CRJ 203. Cross-listed with SOC 430. (3 s.h.)

CRJ 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, religion and politics. Given ongoing developments in society and the law, special focus will be given to recent cases and trends. Prerequisite: CRJ 203. Cross-listed with SOC 440. (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. The internship in this course is considered Curricular Practical Training (CPT) for international students. Prerequisites: 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 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 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 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. Prerequisites: ECO 212 and 213. (3 s.h.)

ECO 325 The Evolution of Economic Thought
Using original text and historical reviews, this course will look at how economic thought has evolved over time. Beginning with biblical perspectives on money and markets students will review the writings of Adam Smith, Malthus, John Stuart Mills, Karl Marx and more. Students will investigate the economic ideas in the historical context in which they were written. With this as the foundation, the course will explore contemporary issues to see how these economic philosophies fit into the larger arc and progression of these thoughts. Prerequisites: ECO 212 or ECO 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 and 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 and MAT 155 or higher. (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 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: ECO 212, ECO 213 and MAT 233. (3 s.h.)

ECO 395 Internship
The internship in this course is considered Curricular Practical Training (CPT) for international students. (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 or 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: ECO 213. (3 s.h.)

ECO 430 Labor Economics
This course uses economic theory and data to answer questions about the labor market and the role of public policy. Microeconomic principles will be applied to topics such as wage determination, education, labor force participation, unemployment, immigration, labor unions and specific labor policies including the minimum wages. Students will investigate these topics by evaluating recent economic research findings and analyzing labor market data. Prerequisites: ECO 212 or ECO 213. (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 213. (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. (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. Cross-listed with SED 220. (3 s.h.)

EDU 218 Introduction to Field Experience
The first field experience in the teacher education program. Elementary, Secondary, K-12 education and Special Education candidates work as a teacher assistant for 9 full school days. The course provides students with opportunities to participate in early field experiences within a PK-12 school and provides students support from college and school personnel. Performance evaluation serves as one of the admission criteria for admittance into the teacher education program. (3 s.h.)

EDU 225 K-8 Movement and Arts Integration
This course introduces future educators to the integration of movement, visual art, music, theatre and dance across the K-8 curriculum. Students examine key concepts in movement and the visual and performing arts while exploring creative, kinesthetic teaching strategies that enrich learning, engagement and whole-child development. The course aligns with the South Dakota Fine Arts, Health and Physical Education Standards. (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 233 English Learner Foundations
The purpose of this course is to give students a foundational understanding of teaching English Learners (ELs). Students will become knowledgeable about cultural backgrounds and be able to select or adapt curriculum and pedagogy to meet the needs of diverse learners. The course will also focus on how to accurately assess ELs' academic achievement by developing an understanding of policies, procedures and instruments used in assessing English language proficiency and academic competency. Students will come away with a basic understanding of the historical, legal and theoretical framework of education for ELs. Finally, this course will enable students to become skillful practitioners and reflective professionals who strive to be agents for positive change in the lives of their students, in their schools and in society as a whole. (3 s.h.)

EDU 235 Kindergarten Methods
An investigation and development of kindergarten curricula as a reflection of the developmentally appropriate needs of children. Practical experience in a 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. (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. (3 s.h.)

EDU 260 Language Development
This course examines 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 young children will be explored. Candidates will be responsible for planning and implementing language-based activities. (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 EL and Struggling Readers
This course focuses on the development of academic language and literacy strategies in cross curricular content for English 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 EL specialists/reading specialists. A 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. This course should be taken with Teacher Residency. (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 and designing materials that are appropriate for K-8 social studies. 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' developmental needs will be addressed through strategies for making science lessons available to all K-8 students. Students will be encouraged to read and think about science pedagogy and the integration of science into the curriculum. Field experience in aK-8 classroom will also be completed. Prerequisite: Admission into the teacher education program. (3 s.h.)

EDU 320 Literacy: Middle Level
An introduction to a literacy framework for transitional and fluent instruction. Instruction will review the foundations of literacy with a focus on comprehension skills, vocabulary development, and fluency. Students will use the assessment, planning and instruction cycle as they work with middle-level readers in book clubs and individual conferences. Field-based practicum experience in a primary classroom is included. Prerequisite: EDU 323 and Admission into the teacher education program. (3 s.h.)

EDU 323 Literacy: Early Reading Instruction
This course explores a comprehensive literacy framework for emergent and early reading instruction, focusing on the foundations of literacy, how reading develops and the stages of readers. Key topics include learner motivation, oral language, common models of reading, phonological and phonemic awareness, vocabulary, fluency and comprehension. Students will examine and facilitate assessments and instructional practices that foster literacy development, grounded in the Science of Reading. Emphasis is based on effective individual, small-group and large-group instruction. A field-based practicum experience in a primary classroom is included. Prerequisite: Admission into teacher education program. (4 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 program. (3 s.h.)

EDU 326 Literacy: Writing Instruction
An introduction to a foundational framework for writing instruction and the stages of spelling assessment and instruction. Students will assess writing samples at K-8 grade levels and identify instructional strategies to meet assessment goals. Field-based practicum experience will be integrated with residency teaching. Prerequisite: Admission into teacher education program. (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, adolescent psychology, 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 EL and Struggling Readers
This course is intended to help participants identify EL 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 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 403 Teacher Residency Elective A: Instructional Strategies
This course will provide current teacher residents with an opportunity to analyze effective instructional management techniques and to incorporate effective instructional management techniques into lesson planning and instruction in their placement classroom. Prerequisites: Student must be taking EDU 406A, EDU 406B, EDU 406C or SED 416 and need an additional credit to maintain full-time status. (1 s.h.)

EDU 404 Teacher Residency Elective B: Classroom Management
This course will provide current teacher residents with an opportunity to analyze effective instructional management techniques and to incorporate effective instructional management techniques into instruction in their placement classroom. Prerequisites: Student must be taking EDU 406A, EDU 406B, EDU 406C or SED416 and need an additional credit to maintain full-time status. (1 s.h.)

EDU 405 Instructional Management
This course presents best practices in classroom and behavior management-from organizing time, materials and classroom space to strategies for managing individual and large-group student behaviors, transitions, lab activities and other arrangements for classrooms in general education. This course will prepare the university student to consider reasons for behaviors and strategies to address them. Prerequisite: Admission to teacher residency. Students should be concurrently enrolled in teacher residency unless approved by instructor and area chair. (3 s.h.)

EDU 406 Teacher Residency: Elementary
Teaching in the elementary school under the direction and supervision of classroom and USF teachers. Prerequisite: Admission to teacher residency. (4, 6 or 10 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 Teacher Residency: Secondary
Teaching in the secondary school under the direction and supervision of classroom and USF teachers. Prerequisite: Admission to teacher residency. (10 s.h.)

EDU 414 Teacher Residency: K-12
Teaching in the elementary and secondary school in art, music or Spanish under the direction and supervision of classroom and USF teachers. Prerequisite: Admission to teacher residency. (10 s.h.)

EDU 418 Practicum in Classroom Organization
This course provides the opportunity to participate in preparation and organization of a classroom to begin the school year. Junior or senior teacher education candidates work as a teacher assistant for 15 hours (1 credit) or 30 hours (2 credits) as school begins in the fall, including such activities as assisting the teacher in room preparation, attending in-service meetings as appropriate and observing the activities of the first days of teaching. Prerequisite: Admission to teacher residency. (1-2 s.h.)

EDU 425 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. Prerequisite: Admission into the teacher education program. (3 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)

ENG 111 University Writing and Rhetorics
The first in a two-course sequence designed to provide students with preparation for and practice in college-level writing, with an emphasis on building awareness of rhetorical situation and addressing a variety of purposes and audiences. (3 s.h.)

ENG 112 Information Literacy and Rhetorical Purpose
The second in a two-course sequence designed to provide students with preparation for and practice in college-level writing, with an emphasis on persuasive writing and on the development of research sensibilities and skills essential to the student's subsequent research writing within their chosen majors. Prerequisite: ENG 111 (3 s.h.)

ENG 200 Literature and the Critical Imagination
An examination of literature from aesthetic and cultural perspectives. Discussion of the methods and elements of various genres, along with cultural relevance of literature. Practice in writing critical analysis of literary works and other modes of expression as they relate to literature. Prerequisite: ENG 111. (3 s.h.)

ENG 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. Cross-listed with MED 206. (3 s.h.)

ENG 221 British Literature: Origins and Intersections
An examination of major works of early British literature—origins through the 18th century—and their intersections with contemporary British literature, with attention to cultural contexts and

predominant interests, themes and literary forms. Prerequisite: ENG 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: ENG 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: ENG 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: ENG 111. (3 s.h.)

ENG 226 American Slave Narratives
A multidisciplinary critical survey of American slave narratives, with special attention to the historical method and examining slave narratives as literary texts. This cross-listed English and history course satisfies the Liberal Arts Core requirement for literature and/or intercultural awareness requirement. Cross-listed with HIS 226. (3 s.h.)

ENG 250 Professional and Technical Writing
A writing course designed to give the student instruction and practice in a wide range of professional and technical writing situations and techniques, such as intra- and interoffice communications, proposals, reports and instructions. Includes careful exploration of rhetorical situation within professional communities. Prerequisite: ENG 111. (3 s.h.)

ENG 290 Special Topics in Literature for the Liberal Arts Core
A focused exploration of literature from aesthetic and/or cultural perspectives. Discussions of the methods and elements of various genres. Within the specified focus, the course will pursue the outcomes related to the Literature requirement of the liberal arts core and will also serve as an elective in the English majors. Prerequisite: ENG111. (3 s.h.)

ENG 291 Special Topics in Short Fiction for the Liberal Arts Core
A focused exploration of short fiction from aesthetic and/or cultural perspectives, including discussions of the methods and elements of the genre. Within the specified focus, and in conjunction with at least two other genre courses, the course will pursue the outcomes related to the Literature requirement of the liberal arts core and will also serve as an elective in the English majors. Prerequisite: ENG111. (1 s.h.)

ENG 292 Special Topics in the Novel for the Liberal Arts Core
A focused exploration of the novel from aesthetic and/or cultural perspectives, including discussions of the methods and elements of the genre. Within the specified focus, and in conjunction with at least two other genre courses, the course will pursue the outcomes related to the Literature requirement of the liberal arts core and will also serve as an elective in the English majors. Prerequisite: ENG111. (1 s.h.)

ENG 293 Special Topics in Poetry for the Liberal Arts Core
A focused exploration of poetry from aesthetic and/or cultural perspectives, including discussions of the methods and elements of the genre. Within the specified focus, and in conjunction with at least two other genre courses, the course will pursue the outcomes related to the Literature requirement of the liberal arts core and will also serve as an elective in the English majors. Prerequisite: ENG111. (1 s.h.)

ENG 294 Special Topics in Drama for the Liberal Arts Core
A focused exploration of drama from aesthetic and/or cultural perspectives, including discussions of the methods and elements of the genre. Within the specified focus, and in conjunction with at least two other genre courses, the course will pursue the outcomes related to the Literature requirement of the liberal arts core and will also serve as an elective in the English majors. Prerequisite: ENG111. (1 s.h.)

ENG 295 Special Topics in Creative Nonfiction for the Liberal Arts Core
A focused exploration of creative nonfiction from aesthetic and/or cultural perspectives, including discussions of the methods and elements of the genre. Within the specified focus, and in conjunction with at least two other genre courses, the course will pursue the outcomes related to the Literature requirement of the liberal arts core and will also serve as an elective in the English majors. Prerequisite: ENG111. (1 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 Advanced 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. Prerequisites: ENG 111 and ENG 112. (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. Prerequisites: ENG 111 and ENG 112. (3 s.h.)

ENG 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.)

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 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: ENG 112 or HON 212. Cross-listed with SOC 368. (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. The internship in this course is considered Curricular Practical Training (CPT) for international students. (1-4 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 and the Ethics of Technology
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. Cross-listed with HIS 425 and PHI 425. (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 Entrepreneurial Mindset
The Entrepreneurial mindset is a foundational course in entrepreneurship and designed for students with limited or no prior exposure to entrepreneurship. In this course, students will learn about conceptual creativity — problem solving. Course content covers where ideas originate and how to develop and validate potential solutions. Several frameworks and templates are used within the course to help a student develop their own entrepreneurial toolbox. This includes learning about various aspects of creativity and innovation, problem-solving, customer discovery, finance and marketing. Students will also learn about the various types of entrepreneurship and the level of risk associated with each one. Students will learn how entrepreneurs test and validate their hypothesis through structured experiments and how to create value. Various funding streams available to entrepreneurs will be explored too. (3 s.h.)

ENT 335 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 various ways to start a business venture, selecting a business structure, identifying and understanding the functional areas of a business, learning various tools and resources to help manage a business, along with firsthand accounts of the highs and lows of owning a business. Prerequisite: ENT 225 and sophomore standing. (3 s.h.)

ENT 340 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. Students will engage in consulting related projects with small business owners to assist with sales and marketing-related activities. Prerequisites: ENT 225 and sophomore standing. (3 s.h.)

ENT 345 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. Prerequisite: ENT 225 and sophomore standing. (3 s.h.)

ENT 350 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. Prerequisite: ENT 225 and sophomore standing. (3 s.h.)

ENT355 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: ENT 225. (1 s.h.)

ENT 380 Entrepreneurial Leadership from a Biblical Worldview
Students will examine leadership theories, skills and practices essential for effectiveness in entrepreneurial environments including private businesses, corporations, nonprofit organizations and social movements. This course explores entrepreneurial leadership through the lens of Christian values and ethics, emphasis is placed on developing and applying a biblical worldview that informs leadership identity, decision-making and organizational influence. Through engagement with Scripture, contempoary leadership insights and modern business frameworks, students will evaluate competing definitions of leadership and articulate a personal, biblically grounded leadership philosophy. Students will also practice ethical discernment in entrepreneurial contexts and develop skills for leading with integrity, stewardship and purposeful influence. Prerequisites: ENT 225 and junior standing. (3 s.h.)

ENT 390 Special Topics in Entrepreneurial Studies
This course addresses special topics related to the entrepreneurial studies discipline and profession. (1-4 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 405 Business Modeling & Finance
An innovative product may be a feat of engineering, but that does not automatically turn into a commercial success. What makes the difference between success in the lab and success in the marketplace is the business model. How will you create and deliver value for your customer? How will you extract some of that value for your organization? The business model encompasses your product or service, your customers and the economic engine that will enable you to meet your profitability and growth objectives. Business model analysis is important for startups, new and established businesses that need to discover, defend or evolve their business models. This course introduces a structured way to think about, analyze and develop a sound business model. Additionally, this course covers the entire lifecycle of a startup company from launch to IPO/ M&A and delves into a wide variety of financing alternatives from equity to debt, bootstrap to buyout, including many successes and some challenges. Prerequisite: ENT 225 and junior standing. (3 s.h.)

ENT 411 Experiencing Entrepreneurship
This course, grounded in effectuation theory (e.g., effectual reasoning), focuses on the use of experiential learning to build upon a foundational knowledge of the various aspects of creating, running and harvesting a venture. Students will present an idea for consideration, some ideas will move on, others will not. When a student's idea is not selected, they will be merged with another team. Eventually through this process, the formation of 2-3 teams/projects will move forward into the spring semester. The final ideas will receive seed money to aid in launching their venture. Students will use the seed money for inventory/COGS, SG&A, etc. and net profits from the venture will be donated to a local service organization. Additionally, all students will be working directly with a service organization throughout the course as well. A full-time faculty member will teach the course, individuals from the local small business community will also provide unique insights into entrepreneurial activities. Prerequisites: ENT 225, ENT 335, ENT 340 and ENT405; or instructor approval. (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. Prerequisites: ENT 225 and ENT 405 or instructor approval. (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 147 Wellness Workshop
Health is not a destination, but a journey. Wellness is a continual balancing of dimensions of human needs — spiritual, emotional, social, physical and intellectual. This course is intended to help students gain knowledge and understanding about the components of health (i.e., nutrition, fitness, stress management, spiritual growth), enabling them to make behavioral choices that will improve the quality of their lives. (1 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 165 Practicum in Strength & Conditioning I
Supervised experience in strength and conditioning. Students will work with the strength and conditioning staff to provide training programs for athletes. An entry-level practicum in which students will learn basic strength

and conditioning knowledge, skills and abilities. (1-2 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. (3 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 Social and Ethical Issues in Sport
This course explores current trends in sport and examines the sociological connections between sport and politics, economics, race, gender and youth as well as a range of ethical dilemmas that are omnipresent in sport. (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
The study of nutrition and its effects on the health, development and physical performance of an individual. This course also covers the basic chemistry and physiology of carbohydrates, lipids, proteins, vitamins, minerals and water, including the process of digestion, absorption, transport, storage and utilization. Students will analyze and evaluate food intake, applying current diatary research and guidelines. (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 265 Practicum in Strength & Conditioning II
Supervised experience in strength and conditioning. Students will work with the strength and conditioning staff to provide training programs for athletes. A practicum in which students will build on basic strength and conditioning knowledge, skills and abilities gained in *Practicum in Strength & Conditioning I* and begin to develop a professional portfolio. Prerequisite: EXS165. (1-2 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. (2 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 314 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. (Pass/No-Credit) (0-1 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. (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. Cross-listed with PSY 340. (3 s.h.)

EXS 344 Cardiovascular Physiology/ECG
Exploration of cardiovascular physiology including electrical activity of the heart, control of cardiac output and peripheral blood flow and hemodynamics. Basic and intermediate electrocardiography including cardiac function, lead systems, rate, rhythm, axis, infarction, ischemia, hypertrophy and effects of cardiovascular drugs and exercise on ECG. Prerequisite: BIO 315 or EXS 280. (3 s.h.)

EXS 360 Practicum in Sports Medicine III
Supervised experience in sports medicine. Students will work with USF's athletic training staff to provide care and treatment for athletes. A practicum in which students will build on the athletic training knowledge, skills, and abilities they gained in *Practicum in Sports Medicine II.* Prerequisite: EXS 260. (0-3 s.h.)

EXS 365 Practicum in Strength & Conditioning II
Supervised experience in strength and conditioning. Students will work with the strength and conditioning staff to provide training programs for athletes. A practicum in which students will build on basic strength and conditioning knowledge, skills and abilities gained in *Practicum in Strength & Conditioning II.* Prerequisite: EXS265. (1-2 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: EXS 220 and EXS 310. (2 s.h.)

EXS 390 Special Topics
Courses offered at irregular intervals and determined by student and faculty interests and needs. (2-4 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 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 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 220 Service in the Arts
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.)

General Studies (GEN)

GEN 490 General Studies Major Capstone
This capstone course is designed to review and clarify the student's learning in the B.A. in General Studies program. It is characterized by a research paper that draws from background gained during the student's previous coursework in this program. The course is open only to students who are enrolled in the B.A. in General Studies program at the University of Sioux Falls and who have

completed at least 27 s.h. of the major requirements for this program. (1 s.h.)

Health and Physical Education (HPE)

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)

History (HIS)

HIS 103 World History to 1200
Introduction to World History to the year 1200. The course addresses human connections and interactions across time and space from prehistory to the late 12th century. The themes of the course include the exchanges of people, goods, technology, ideas, religious beliefs and ideologies. (3 s.h.)

HIS 104 World History 1200-Present
Introduction to World History since 1200 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 204 Introduction to Gender Studies
"Gender" refers to the ways in which a society formulates acceptable and unacceptable behaviors based on beliefs, either explicit or implicit, about sexual difference. This course explores history through the lens of gender and poses questions including: How has gender influenced and been influenced by the social, political, legal and economic developments of different societies? Why does gender play such an important role in the way a society organizes itself? How have ideas about gender changed over time? How have they stayed the same? What is the relationship between gender and feminism? Gender and sexuality? Cross-listed with SOC204. (3 s.h.)

HIS 208 History of Philosophy
This course is intended to introduce students to some of history's most influential philosophers and philosophical ideas, from Plato through the 20th Century. Special attention will be paid to the historical context of philosophical reflection, and how specific problems and innovations prompted philosophers to propose new theories in metaphysics, epistemology, politics and ethics. Cross-listed with PHI 208. (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 and Political Methods
This course introduces students to the process of writing the most common kinds of history and political science essays and papers. Students will learn to research and find sources, structure ideas, write essays and papers, evaluate their writing and revise their work. While these exercises stress history and political science essays and papers, the lessons learned here will contribute to strengthening writing ability across the curriculum. (3 s.h.)

HIS 226 American Slave Narratives
A multidisciplinary critical survey of American slave narratives, with special attention to the historical method and examining slave narratives as literary texts. This cross-listed English and history course satisfies the Liberal Arts Core requirement for literature and/or intercultural awareness requirement. Cross-listed with ENG 226. (3 s.h.)

HIS 300 Modern European History 1865 to Present
Europe from the Congress of Vienna to the present. This course is designed as general background to the modern Western world and specifically for an understanding of contemporary Europe. (3 s.h.)

HIS 301 American Women's History Colonial Era to the Present
Drawing on the important scholarship of women's history this course explores the history of American women from the colonial period to the present and poses several questions, including: How did women experience and shape American history? How have women influenced (both directly and indirectly) legal, political, social and economic developments in the United States? What were the periods of greatest change for American women? Did (and do) American women have anything in common? How does an understanding of women's history influence our lives today? Prerequisite: Sophomore status. Cross-listed with SOC 303. (3 s.h.)

HIS 303 Ancient World History
Overview of the Classical Era, including civilizations of Eurasia and Africa. The emphasis will be on the rise and development of civilizations over time, from prehistory to roughly the year 500. (3 s.h.)

HIS 304 Medieval World History
The political, social, religious and economic developments of the post-Classical civilizations of Europe, Asia and Africa covering the years 500-1500. (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 economic relations. Cross-listed with ECO 305. 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 African Americans in American culture and society. This course also covers the Civil War and Reconstruction, the origins of segregation, African American cultural traditions, the 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 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 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. Cross-listed with SWK 330. (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: 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. The internship in this course is considered Curricular Practical Training (CPT) for international students. (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 semester hours 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
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. Cross-listed with THE 411. (3 s.h.)

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). Prerequisite: THE 303 or HIS 304. Cross-listed with THE 414. (3 s.h.)

HIS 425 Digital Humanities and the Ethics of Technology
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. Cross-listed with ENG 425 and PHI 425. (3 s.h.)

HIS 491, 492 Independent Study
Individual study for majors. Prerequisites: Instructor approval and sophomore standing. (1-3 s.h.)

Honors (HON)

HON 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. Co-requisite: HON 211SE. (5 s.h.)

HON 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: HON 211. Co-requisite: HON 212SE. (5 s.h.)

HON 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 (0-3 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: MAT 155, MAT 165 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 155 Quantitative Reasoning
A survey of mathematics with applications to contemporary problems. Topics are drawn from set theory, logic, algebra, the mathematics of finance, geometry, fair division, voting theory and graph theory. This course is not intended to prepare students for calculus or science courses. Prerequisite: ACT math subscore ≥20 or SAT math subscore ≥530 or successful completion of MAT111 or its equivalent. (3 s.h.)

MAT 165 Precalculus
This course prepares students for calculus and higher mathematics and for courses in science and technology where knowledge of precalculus is required. Topics include: algebraic, exponential, logarithmic, trigonometric and inverse trigonometric functions; trigonometric equations, identities and applications; and analytical geometry. Prerequisite: MAT 111 or its equivalent or an ACT math subscore ≥20 or a SAT math subscore ≥530 with recommended ACT subscore ≥23 or SAT math subscore ≥570. (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: A course at the level of or greater than MAT 155 or its equivalent, ACT math subscore ≥23 or SAT math subscore ≥570. (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: ACT math subscore ≥20 or SAT math subscore ≥530 or successful completion of MAT111. (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 165 or its equivalent, ACT math subscore ≥26 or SAT math subscore ≥620. (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. (4 s.h.)

MAT 207 Introduction to Data Science
An introductory course in the study of data science. The course offers students opportunities to learn and use the tools of exploring, wrangling and modeling data. Students will also learn to use data-driven inferential techniques and, ultimately, to communicate decisions in a variety of modes. Prerequisites: MAT165 or higher. (3 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 155 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 155 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: A course at the level of or greater than MAT 155 or its equivalent, ACT math subscore ≥ 23 or SAT math subscore ≥ 570. (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 206 and MAT 205 with MAT 304 recommended. Cross-listed with COM 300. (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: Prior completion of the Liberal Arts Core mathematics requirement. (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. (3 s.h.)

MAT 305 Abstract Algebra
An introduction to abstract mathematical systems, including groups, rings and fields. Prerequisite: MAT 204. (3 s.h.)

MAT 306 Logic and 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. Cross-listed with COM 306. (3 s.h.)

MAT 308 Mathematical Foundations for Data Analysis
The course integrates basic mathematical principles and techniques used in modern data analysis. Topics that may be covered include: nearest neighbors, principle component analysis, clustering and classification. Prerequisites: Junior or Senior in mathematics, applied mathematics or data science with commensurate coursework completed. (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. (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 303, MAT 305 or MAT/COM 306. (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 395 Internship
Students receiving credit for this course design and implement an experiential learning plan that applies mathematical or statistical competencies to a work environment in a specific company or organization.

The internship in this course is considered Curricular Practical Training (CPT) for international students. (2-4 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. Cross-listed with COM 481. (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. Cross-listed with COM 482. (1 s.h.)

MAT 491 Independent Study
Individual research. Prerequisite: Instructor approval. (1-3 s.h.)

Media Studies (MED)

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 magazine, *The Vessel*. Prerequisite: MED 206. (1 s.h. each)

MED 125 Introduction to Social Media Management
An introductory course in social media marketing and its role in media and business promotion. Students will create assignments focusing on social media post writing and publishing, management and measurement tools, a social media strategy and tactical plan, and emerging platforms. The course will cover blogs, social media platforms, social media management software and monitoring tools. (3 s.h.)

MED 130 Introduction to Sports Marketing
In this course you will learn how to apply marketing principles to the growing field of sports, both professional and amateur. Sports entertainment continues to expand beyond just professional leagues and has grown into a big business for college, high school and even community-level teams. This course will explore all facets of sports marketing from the players, to spectators, sporting good businesses, digital promotion of the teams and live events and marketing offices that work on the daily business of promoting a franchise. (3 s.h.)

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. (1 s.h. each)

MED 132, 232, 332 and 432 Television Production Lab
Practice with the operation of television production equipment for television and online video including 4K and HD cameras, audio mixers, lighting and software. (1 s.h. each)

MED 204 Introduction to Media and Visual Arts
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. Cross-listed with ENG 206. (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 208 Media Graphics
This course will help students develop proficiency in and knowledge of digital graphics used in broadcasting, film and web-based media and art production. Students will learn raster and vector based graphic design programs including Adobe Photoshop, Illustrator, and InDesign, and gain hands-on experience in the integration of graphic design into video and motion graphics projects. Students will design graphics packages for broadcast video production, movie titles, full screen photo and video graphics, lower-third templates and understand image resolution, compression and manipulation for television, film and the web. Prerequisite: MED 204. (3 s.h.)

MED 225 Social Media for Public Relations and Marketing
Examines the strategic use of digital and social media platforms and tools for public relations and marketing purposes with an emphasis on hands-on experience and skills. Students will develop PR content for all types of social media such as blogs, newsrooms, wikis, tweets, website copy, SEO, press releases and taglines. (3 s.h.)

MED 235 Digital Strategy and Web Analytics
Web analytics is the measurement, collection, analysis and reporting of detailed statistics about visits to a web site. Internet analytics provides important information in order to optimize and improve the web site usability and performance. Students will examine and craft digital strategies that include search engine optimization, pay-per-click campaigns and gain an understanding of web analytics as well as industry best practices and their business implications. Prerequisite: MED 329. (3 s.h.)

MED 290 Photojournalism
Study of spot news and feature photography as it pertains to both print and television news photography. Prerequisite: MED 206. (3 s.h.)

MED 295 Sports Broadcasting
This course provides practical

application and analysis of sports broadcasting and marketing and teaches the fundamentals of both on-air talent and behind-the-scenes production. Students will function as broadcast producers, directors, writers, videographers and talent as they learn to produce content used in the sports broadcasting field. Prerequisite: MED 130 and MED 204. (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 304 Advanced Media and Visual Arts
Advanced study of electronic audio/visual production, graphic design, motion graphics, lighting and color correcting. This is the continuation of Introduction to Media and Visual Arts for students wanting to pursue a career in professional media production. Students will conceive, write, produce and edit professional-level video and audio projects using Adobe After Effects, Premier Pro, Illustrator, Photoshop and Media Encoder. Creation of a personal logo, demonstration reel, video resume and portfolio website will prepare students to enter a media career. Prerequisite: MED 204. (3 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 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 329 Web Design
An introduction to the tools and techniques associated with building webpages and sites using professional-level software. (3 s.h.)

MED 335 Email Marketing
Email marketing has become one of the most effective marketing strategies, ahead of social media, affiliate and other forms of online marketing. Email marketing jobs are increasing and these skills are needed for most marketing professionals. In this course you will learn about the various ways to build an email marketing strategy, create and manage email campaigns and subscription lists, explore design options using web development tools, measure the campaign results with analytics and understand how email marketing fits into an overall marketing business strategy. (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 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. The internship in this course is considered Curricular Practical Training (CPT) for international students. (1-3 s.h.)

MED 396 USF Athletics Internship
The Media Studies program includes Associate of Art degrees in Social Media Marketing, Media Studies and Graphic Design, and Bachelor of Art degrees in Media Studies and Sports Marketing and Media. These programs highlight many aspects of sports management. USF supervises this unpaid internship opportunity, which is an experiential and culminating activity, designed to provide practical and applied work in sports media, marketing, compliance and management. Interns will gain realistic insight into the challenges and issues faced by those employed in their specific area of industry within USF Athletics. This internship course is considered Curricular Practical Training (CPT) for international students. Prerequisite: Consent of USF Athletics, the instructor and the Academic Success Center. Cross-listed with SPM 395. (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 Issues and Law
Study of major contemporary issues in media theory and law, as well as ethical considerations in advertising, journalism and public relations. Emphasis will be placed on research findings regarding mass media effects, communication and media theory. Students will create and implement a media marketing and public relations plan for an organization and create a digital case study at the end of the course. Prerequisite: junior or senior status. (3 s.h.)

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. (0-1 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. (0-1 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 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. (0-1 s.h.)

MUS 135 Folk Song Traditions
This course will survey selections of musics from around the world with the intent to understand music-making as one of many interrelated cultural systems. Students will become familiar with some of the key ideas and methods ethnomusicology (no prior formal musical training necessary). (3 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.)

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. (0-1 s.h.)

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. (0-1 s.h.)

MUS 160 Wind Ensemble
The Wind Ensemble repertoire consists of literature from the 18th century to contemporary compositions with emphasis on original works for band. Membership is open to all members of the student body. Selection by audition. (0-1 s.h.)

MUS 161 Chamber Ensemble
A small instrumental or vocal ensemble performing repertoire appropriate to the specific ensemble. Selection by audition. (0-1 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. (0-1 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. (0-1 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 Christmas carols. Membership is open to participants in the Concert Chorale. Selection by audition. (0-1 s.h.)

MUS 165 Pop, Blues and Jazz Ensemble
A small instrumental ensemble specializing in the performance of a wide variety of genres and styles of American popular music. Membership is open to all members of the student body. Selection by audition. (0-1 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. (0-1 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. 0-1 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. (0-1 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. (0-1 s.h.)

MUS 170 Cougar Band
The Cougar Band provides music for athletic events, concerts and other campus activities enhanced by 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. (0-1 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 190 Music Theory and Aural Skills I
The teaching of diatonic theory with emphasis on analysis, piano proficiency and aural skills. (4 s.h.)

MUS 193 Music of the Movies
A survey of the history and impact of music upon movies and television programs, and the influence of the cinema upon the music of contemporary composers. (3 s.h.)

MUS 195 Music Theory and Aural Skills II
The teaching of diatonic theory with emphasis on analysis, piano proficiency and aural skills. Prerequisite: MUS 190 (4 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 American 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. (3 s.h.)

MUS 228 Worship Technology
This course is designed to introduce students to the technological aspects of organizing and producing a worship service in churches where technology is necessary. Sound, lighting and other types of technology will be introduced and discussed. The computer is not the main focus of this course. (2 s.h.)

MUS 235 Worship Perspectives and Planning
The study of music and its connection to worship from Ancient times to current trends. Along with historical study, students will observe different worship settings, along with producing and leading a moden worship. (3 s.h.)

MUS 245 Instrumental Musicianship
Introduction to the major instruments of the woodwind, brass, percussion and string families, and the basic techniques required to perform on each. (3 s.h.)

MUS 246 Vocal Musicianship
This course introduces the student to the pronunciation of a variety of languages by administering the International Phonetic Alphabet. The course will also address the teaching of voice and the pedagogical concerns of singing for the student preparing to give voice lessons and/or lead in a choral setting. (3 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 25-minutes 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 315 Administering the School Music Program
Preparation for teaching music and administering the music program in public or private schools, kindergarden through 12th grade. (3 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. (0-2 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 Conducting
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 190. (3 s.h. each)

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. The internship in this course is considered Curricular Practical Training (CPT) for international students. (1-4 s.h.)

MUS 400 Music Colloquium/ Senior Recital
Designed as the culminating final project for the Music major, a 50-minute 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)

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 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 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 NSC 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 111 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 NSC 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 111 or equivalent. (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 liberal arts core requirement for a laboratory science. Co-requisite: NSC 140L. (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 155 or MAT 165. Co-requisite: NSC 220L. (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. (1 s.h.)

NSC 390 Special 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.)

Nursing (NUR)

NUR 200 Nursing Foundations for the LPN to BSN Student
This course is intended to bridge LPN education to BSN education. This adult focused course prepares the student to perform at a novice level a person-centered health assessment, which includes physical, psychological, sociocultural and spiritual variables. Therapeutic communication, interviewing and documentation skills related to the health assesment and interview will be further-developed. A focus on the theoretical basis for selected nursing skills will be emphasized. The student's psychomotor ability to perform these skills completely will be validated in the laboratory setting. Clinical application will be assessed in the lab and will focus on therapeutic communication and recognizing assessment cues. The role of the nurse is promoting healthy lifestyles and self-care management at the primary, secondary and teritary levels of prevention will be discussed. Students will also consider strategies and interventions for specific healthcare issues within diverse populations.. Prerequisites: Please refer to the School of Nursing student resource book. Co-requisite: NUR 200L. (4 s.h.)

NUR 205 Basic Life Support for Healthcare Professionals
This course trains healthcare professionals to promptly recognize several life-threatening emergencies, give high-quality chest compressions, deliver appropriate ventilations and provide early use of an AED. This course will reflect on the science and education from the American Heart Association (AHA) Guidelines Update for CPR and Emergency Cardiovascular Care (ECC). Upon completing all course requirements, participants will receive a BLS Provider Course Completion Card, valid for two years. (.5 s.h.)

NUR 220 Health Promotion and Disease Prevention
This course will introduce how the professional nurse plays an essential role in health promotion at the individual, local, state, national and global levels. The role of the nurse in promoting healthy lifestyles and self-care management at the primary, secondary and tertiary levels of prevention will be emphasized. Students will also consider strategies and interventions for specific health care issues within diverse populations.

The philosophical and ethical basis for the nurse's role in these activities will be explored. Prerequisites: Please refer to the School of Nursing student resource book. (3 s.h.)

NUR 231 Fundamentals of Nursing
This adult-focused course prepares the student to perform at a novice level a person-centered health assessment, which includes physical, psychological, sociocultural and spiritual variables. Therapeutic communication, interviewing and documentation skills related to the 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 in the laboratory setting. The clinical application focuses on recognizing assessment ques and therapeutic communication. Prerequisites: Please refer to the School of Nursing student resource book. Co-requisites NUR 231L and NUR 231CL. (5 s.h.)

NUR305 Cultural, Spiritual, and Ethical Dimensions of Holistic Care
This course will promote an awareness of one's own cultural, spiritual and ethical beliefs and how these beliefs influence one's nursing practice of providing holistic person-centered 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 explored. Students will also 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 321 Applied Pathophysiology I
This course focuses on alterations of selected physiological functions that occur in response to a disease process, or compensate for common stressors like inflammation or pain. The content builds upon previous understanding of anatomy, physiology, microbiology, basic chemistry and the usual manifestations of common diseases. Pathophysiological functions of cells and the interrelationships of body units are explored. Physiological theory and treatment implications are discussed using case situations and discussion questions that exemplify the content. This course is Part I of a 2-course series. Prerequisite: Please refer to the School of Nursing student resource book. (2 s.h.)

NUR 322 Applied Pathophysiology II
This course focuses on alterations of selected physiological functions that occur in response to a disease process, or compensate for common stressors like inflammation or pain. The content builds upon previous understanding of anatomy, physiology, microbiology, basic chemistry and the usual manifestations of common diseases. Pathophysiological functions of cells and the interrelationships of body units are explored. Physiological theory and treatment implications are discussed using case situations and discussion questions that exemplify the content. This course is Part II of a 2-course series. Prerequisite: Please refer to the School of Nursing student resource book. (2 s.h.)

NUR 323 Applied Pathophysiology
This course builds knowledge for nursing practice by focusing on the complex mechanisms of human disease processes and their application to nursing care of individuals and populations. The content builds upon previous understanding of anatomy, physiology, microbiology and basic chemistry. Disease etiologies,; pathophysiologic changes in cells, tissues and organs; and clinical manifestations are discussed to provide background for preventative and restorative healthcare. Prerequisites: Please refer to the School of Nursing student resource book. (4 s.h.)

NUR 327 Pharmacology for Nurses
This course builds knowledge for nursing practice by introducing pharmacodynamics, pharmacokinetics and pharmacogenomics. The content builds upon previous learning in the areas of math, anatomy, physiology and chemistry. Classifications of medications, their mechanisms of action, drug effects, indications, adverse reactions and nursing implications are discussed regarding safe medication administration. Prerequisites: Please refer to the School of Nursing student resource book. (4 s.h.)

NUR 333 Gerontological Nursing
This course will examine how aging adults respond to transitions such as health challenges, changes in living environments, family dynamics and end of life. Emphasis lies in addressing the continuum of care and how nurses can deliver person-centered care to individuals to maximize health and wellness during their own process of aging. Prerequisites: Please refer to the School of Nursing student resource book. (2 s.h.)

NUR 342 Medical-Surgical Nursing
This adult-focused course continues to build student knowledge for nursing practice by focusing on frequently occurring health problems within the medical-surgical population. Students will further develop competence in health assessments and psychomotor skills. The clinical application focuses on recognizing cues, analyzing cues and prioritizing initial actions. Co-requisite: NUR 342CL. (5 s.h.)

NUR 345 Medical-Surgical Nursing LPN to BSN
This adult-focused course is designed for the LPN to BSN student and continues to build student knowledge for nursing practice by focusing on frequently occurring health problems within the medical-surgical population. Students will further develop competence in health assessments and psychomotor skills, with an emphasis on recognizing cues, analyzing cues and prioritizing initial actions. The clinical application focuses on recognizing cues, analyzing cues and prioritizing initial actions. Co-requisite: NUR 345CL. (4 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. Prerequisites: Please refer to the School of Nursing student resource book. (3 s.h.)

NUR 415 Maternal Newborn Nursing LPN to BSN
This clinical course is designed for the LPN to BSN student. 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, postpartum care and the care of the newborn. This course incorporates holistic, person-and family- centered care for all stages of women's health. Clinical application includes the prenatal, birthing and initial post-partum recovery time periods and occurs in a range of practice environments. Prerequisites: Please refer to the School of Nursing student resource book. Co-requisite: NUR 415CL. (2.5 s.h.)

NUR 416 Pediatric Nursing LPN to BSN
This clinical course is designed for the LPN to BSN student and introduces students to the vulnerable population of children and their families. Students will integrate and build upon previous knowledge and skills within the context of pediatric healthcare. Course content includes growth and development, health promotion, influences on health, assessment techniques and the health problems of children. Clinical application will focus on children and their families along the health-illness continuum. Prerequisites: PSY 211. Please also refer to the School of Nursing student resource book. Co-requisite: NUR 416CL. (2.5 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 integrate nursing and public health concepts to promoting and restoring the health of population groups while examining various roles of the community/public health nurse. Selected community health problems and their implications for community health nursing practice are considered. Emphasis is placed on identifying determinants of health, advocating for vulnerable populations, prioritizing primary prevention and utilizing available resources to improve the health of populations. Clinical application will provide students an opportunity to provide nursing care to aggregates of populations within a public health nursing model. Prerequisites: Please refer to the 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 refer to the School of Nursing student resource book. (3 s.h.)

NUR 432 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. Emphasis is placed on therapeutic communication, principles of professional relationships and promoting, maintaining and restoring health across the lifespan. Clinical application focus on utilization of a framework for assessing, implementing and evaluating care in mental health settings. Please refer to the School of Nursing student resource book. Co-requisite: NUR 432CL. (4 s.h.)

NUR 441 High Acuity Nursing
This adult-focused course expands on previous nursing knowledge and skills, applying these to complex medical-surgical health problems with unpredictable outcomes. The focus of the course is providing comprehensive nursing care to adults with critical body system alterations. The course examines the interrelationship of epidemiology, pathophysiology, clinical data, technologically advanced interventions and person-centered nursing care. Clinical application focuses on recognizing cues, analyzing cues and prioritizing actions and evaluation outcomes. Prerequisites: Please refer to the School of Nursing student resource book. Co-requisite: NUR 441CL. (5 s.h.)

NUR 446 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, postpartum care and the care of the newborn. This course incorporates holistic, person- and family- centered care for all stages of women's health. Clinical application includes the prenatal, birthing and initial post-partum recovery time periods and occurs in a range of practice environments. Prerequisites: Please refer to the School of Nursing student resource book. Co-requisite: NUR 446CL. (4 s.h.)

NUR 447 Pediatric Nursing
This clinical course introduces students to the vulnerable population of children and their families. Students will integrate and build upon previous knowledge and skills within the context of pediatric healthcare. Course content includes growth and development, health promotion, influences on health, assessment techniques and the health problems of children. Clinical application will focus on children and their families along the health-illness continuum. Prerequisites: Please refer to the School of Nursing student resource book. Co-requisite: NUR 447CL. (4 s.h.)

NUR 451 Management, Leadership and Professional Issues
This course helps students grow in their professional identity as a nurse and a leader. Leadership, management styles and organizational structures will be discussed. This course focuses on change theories, quality improvement, evidence-based practice, budgeting and staffing, informatics and interdisciplinary collaboration to help students think in a systems-based manner. Leadership skills such as delegation, prioritization and conflict/ incivility management are emphasized. Leadership through political action and health policy development are discussed. Prerequisites: 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)

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 208 History of Philosophy
This course is intended to introduce students to some of history's most influential philosophers and philosophical ideas, from Plato through the 20th Century. Special attention will be paid to the historical context of philosophical reflection, and how specific problems and innovations prompted philosophers to propose new theories in metaphysics, epistemology, politics and ethics. Cross-listed with HIS 208. (3 s.h.)

PHI 216 Thinking About The Arts
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, MUS or THS class. (3 s.h)

PHI 324 Political Philosophy
An investigation of the major political philosophies and theories from Plato to the present. (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 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 425 Digital Humanities and the Ethics of Technology
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. Cross-listed with ENG 425 and HIS 425. (3 s.h.)

PHI 491, 492 Independent Study in Philosophy
Prerequisite: Instructor approval. (1-3 s.h. each)

Physics (PHY)

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 165 or its equivalent. Offered every year. Co-requisite: PHY 101L and PHY 102L. (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. Co-requisite: PHY 201L and PHY 202L. (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 215 Religion and Politics
An inquiry into individual moral perspectives, and potential conflicts between individual conscience and social and legal responsibility to others. Included is an analysis of the historical relationship between religion and politics, as well as the treatment of religion and morality from an American political and constitutional perspective. (3 s.h.)

PSC 395 Internship
Supervised experience in research or applied programs related to political science or history. Prerequisite: Instructor approval. The internship in this course is considered Curricular Practical Training (CPT) for international students. (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. Prerequisite: Sophomore standing. (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. Cross-listed with CRJ 405. (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: A course at the level of or greater than MAT 155 or its equivalent or an ACT math subscore ≥ 23 or a SAT math subscore ≥ 570 and PSY 201. Cross-listed with SOC 233. (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/SOC 233 or MAT 233. Cross-listed with SOC 250. (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. Cross-listed with SOC 306. (3 s.h.)

PSY 325 Psychology & Christianity
This course is focused on the relationship between psychological science, psychological practice, Christian theology and Christian faith. Students will have the opportunity to explore psychological research and theory and christian thought related to the following questions: How can we understand key psychological topics from both a psychological and a Christian perspective? How can we deal with tensions that arise from differences in people's core belief and values and conflicting conclusions about human nature? How can psychology and Christian faith mutually enrich each other? What are the various approaches for relating or integrating psychology and Christianity? What are common psychological challenges to growing in faithful practice? What parallels exist between contemporary moral psychology and early Christian scholars' insights on the impact of vices and virtues on character? Prerequisite: PSY 201. Cross-listed with THE 325. (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. Cross-listed with EXS 340. (3 s.h.)

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. Cross-listed with CRJ and SOC 355. (3 s.h.)

PSY 363 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. Prerequisites: PSY 201. Cross-listed with SWK 363. (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. The internship in this course is considered Curricular Practical Training (CPT) for international students. (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. (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. (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. Prerequisites: 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. Prerequisites: 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. (3 s.h.)

PSY 491, 492 Independent Study
(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. Cross-listed with SOC 230. (3 s.h.)

SSC 283 Experiencing Island Culture
This travel course will lead students on a two-week scientific and cultural adventure to the Hawaiian islands of Oahu and Maui. Hawaiian culture is rich and diverse, and this course will afford a unique opportunity for students to study the history and development of this island culture, the historical and political journey which led Hawaii to statehood, and the natural history which makes Hawaii unique including volcanoes, ocean life, rainforests and the stars. (4 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.)

Social Work (SWK)

SWK 130 Introduction to Social Work
This course introduces students to the profession of social work, including its values, ethics and historical development, as well as the roles and responsibilities of the generalist practitioner. Course learning highlights the impact of systemic oppression and the skills needed to practice effectively across boundaries of difference, including age, culture, class, race, gender, religion, sexual orientation, and ability. Through reflection, analysis, engagement with lived narratives, and connections with social workers in the field, students will consider how social work responds to diverse client needs and promotes human rights and social justice. By the end of the course, students will understand the foundations of social work and be able to connect ethical principles, critical thinking and cultural responsiveness to practice across micro, mezzo and macro settings. (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 introduces students to the fundamental interviweing and documentation skills required for effective social work practice. Students gain hands-on experience through structured practice in learning triads, recorded interviews and professional writing exercises. Emphasis is placed on motivational interviewing techniques, ethical documentation and culturally responsive assessment. By the end of the course, students will demonstrate the ability to conduct social work interviews, produce professional documentation and integrate cultural awareness into the helping process. Prerequisite: SWK 130 (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 violence within our homes and communities. Students will learn assessment, intervention and evaluation procedures utilized by social workers in the prevention and treatment of domestic violence and violence throughout the lifespan. (3 s.h.)

SWK 302 Social Diversity
This course explores the dynamics of social diversity in American society, critically analyzing prejudice and discrimination from both individual and societal perspectives while also celebrating the strengths and richness that diverse cultures and people bring to community life. Students will reflect on their own cultural and racial identities while developing curiosity and a willingness to engage with people from backgrounds different than their own. Through stories, reflection and dialogue, students will consider the role of several dimensions of diversity (race, ability, gender, etc.) in shaping human experience. Emphasis is placed on recognizing personal biases, understanding systemic inequities, and cultivating respect across boundaries of difference. This course fulfills the intercultural awareness core course requirement and is cross-listed with SOC 302. (3 s.h.)

SWK 309 Social Work Policy Analysis
This course prepares social work students to understand the importance of policy and the link between it and social work practice. They will also learn about the historical foundations of social policy practice in the profession and understand ways they can influence policy decisions to create change. Students will use their curiosity to explore policies and learn how policy decisions impact their own lives, the lives of others and their communities. The course will help students develop critical thinking skills as they assess policies and engage in self-reflection about why students understand the world the way they do. Prerequisites: SWK 130 (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. Cross-listed with HIS 330. (3 s.h.)

SWK 341 Human Behavior and the Social Environment I (HBSE I)
This course introduces students to major psychological, sociological and anti-oppressive theories about human behavior in the social environment and teaches students how to apply these theories to a variety of cases and contexts. It also covers life span psychology and life course sociology knowledge relevant to assessment and anti-oppressive practice in social work. This course also introduces students to important developmental, social and cultural issues related to specific phases of life that are often relevant to practice. HBSE I addresses pre-pregnancy through adolescence. Prerequisites: SWK 130 and PSY 201 (3 s.h.)

SWK 342 Human Behavior and the Social Environment II (HBSE II)
This course introduces students to major psychological, sociological and anti-oppressive theories about human behavior in the social environment and teaches students how to apply these theories to a variety of cases and contexts. It also covers life span psychology and life course sociology knowledge relevant to assessment and anti-oppressive practice in social work. This course also introduces students to important developmental, social and cultural issues related to specific phases of life that are often relevant to practice. HBSE II addresses early adulthood through late adulthood, including end of life care and social policy issues impacting older adults. This course also includes the application of human behavior in the social environment to address community challenges. Prerequisite: SWK 130 (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: instructor approval. (1-4 s.h.)

SWK 362 Social Work Practice: Individuals and Families
This course builds on students' learning of generalist social work practice with individuals and families. Emphasis is placed on the Generalist Intervention Model (GIM), systems theory, ecological perspective and strengths-based practice. Students will learn to engage, assess, plan, intervene, evaluate and terminate services with clients across diverse contexts. Learning activities promote ethical decision-making, self-reflection, critical thinking and integration of evidence-informed research. Students will also apply theory to practice through case analysis and community-based experiences in preparation for Field Placements. By the end of the course, students will be able to demonstrate

core competencies in applying social work knowledge, skills and values in micro and mezzo practice. Prerequisites: Admission to the Social Work program, SWK 341 and SWK 342 (3 s.h.)

SWK 363 Social Work Practice: Small Groups
This course provides a basic introduction to working with groups including history, ethics, group consultation and working in therapeutic groups. It examines theory that guides generalist practice in therapeutic groups- stages of group development and psychodynamics. Students will learn and practice self-awareness in a group setting, assessing group dynamics and using theory to guide group interventions through discussion and in-class exercises. Prerequisites: Admission to the Social Work program, SWK 341 and SWK 342. Cross-listed with PSY 363. (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 policy, community needs and organizational programs. Students will learn skills to engage, assess, intervene and evaluate practice with organizations and communities. Students will learn foundational skills such as needs assessment, strategic planning, grant writing/budgeting, program design and evaluation and change management. This course will incorporate social work ethics and the values of social justice and client self-determination by teaching students how to empower people through community organizing and responsive program design. Prerequisites: Admission to the Social Work program, SWK 341 and 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 the USD medical program, USD/SDSU/ Augustana nursing programs, USD Pharmacology 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. (3 s.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 204 Introduction to Gender Studies
"Gender" refers to the ways in which a society formulates acceptable and unacceptable behaviors based on beliefs, either explicit or implicit, about sexual difference. This course explores history through the lens of gender and poses questions including: How has gender influenced and been influenced by the social, political, legal and economic developments of different societies? Why does gender play such an important role in the way a society organizes itself? How have ideas about gender changed over time? How have they stayed the same? What is the relationship between gender and feminism? Gender and sexuality? Cross-listed with HIS 204. (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. Cross-listed with SSC 230. (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. Prerequisites: A course at the level of or greater than MAT 155 or its equivalent, ACT math subscore ≥ 23 or SAT math subscore ≥ 570. Cross-listed with PSY 233. (3 s.h.)

SOC 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/SOC 233 or MAT 233. Cross-listed with PSY 250. (3 s.h.)

SOC 300 Crime in Film
This course will provide an opportunity to observe, analyze and discuss the portrayal of crime and the criminal justice system in film. Discussion topics will include portrayal of law enforcement, attorneys, criminal behavior, victims, trials, capital punishment and the corrections system. Cross-listed with CRJ 300. (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 explores the dynamics of social diversity in American society, critically analyzing prejudice and discrimination from both individual and societal perspectives while also celebrating the strengths and richness that diverse cultures and people bring to community life. Students will reflect on their own cultural and racial identities while developing curiosity and a willingness to engage with people from backgrounds different than their own. Through stories, reflection and dialogue, students will consider the role of several dimensions of diversity (race, ability, gender, etc.) in shaping human experience. Emphasis is placed on recognizing personal biases, understanding systemic inequities, and cultivating respect across boundaries of difference. This course fulfills the intercultural awareness core course requirement and is cross-listed with SWK 302. (3 s.h.)

SOC 303 American Women's History Colonial Era to the Present
Drawing on the important scholarship of women's history this course explores the history of American women from the colonial period to the present and poses several questions, including: How did women experience and shape American history? How have women influenced (both directly and indirectly) legal, political, social and economic developments in the United States? What were the periods of greatest change for American women? Did (and do) American women have anything in common? How does an understanding of women's history influence our lives today? Prerequisite: sophomore status. Cross-listed with HIS 301. (3 s.h.)

SOC 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. Cross-listed with PSY 306. (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. (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. Cross-listed with THE 330. (3 s.h.)

SOC 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. Cross-listed with CRJ and PSY 355. (3 s.h.)

SOC 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: ENG 112 or HON 212. Cross-listed with ENG 368. (3 s.h.)

SOC 390 Special Topics in Sociology
An exploration of topics of current interest or those not covered in other courses. (3 s.h.)

SOC 395 Internship
Supervised experience in research or applied programs related to sociology. Prerequisite: Instructor approval. The internship in this course is considered Curricular Practical Training (CPT) for international students. (1-3 s.h.)

SOC 400 Seminar
Advanced study of special problems in sociology. Prerequisites: Completion of three courses in sociology and instructor approval. (3 s.h.)

SOC 430 Corrections: Operations and Issues
During this course, students will learn about the development and history of Corrections from early ideas and implementation, to the evolution of modern day Corrections. It will also look at current trends, concerns and future issues. Prerequisite: CRJ 203. Cross-listed with CRJ 430. (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. Prerequisite: CRJ 203. Cross-listed with CRJ 440. (3 s.h.)

SOC 491, 492 Independent Study
Prerequisite: instructor approval. (1-3 s.h.)

Spanish (SPA)

SPA 101 First Semester Spanish
In this 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. A placement exam is required prior to registering for this course. Fulfills the intercultural awareness core requirement. (3 s.h.)

SPA 102 Second Semester Spanish
In this 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. (3 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 SPA 102 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 SPA 201 is required before registering for this course. Fulfills the intercultural awareness core requirement. (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 a license in K-12 special education. The course is designed as an introductory study of the history, philosophy and legal implications of educating students with exceptional needs including mild to severe categories. This course provides special education teacher candidates; basic knowledge concerning the learning characteristics of exceptional student populations, assessment strategies, curriculum and program design, evidence-based instructional strategies and partnering with community transition programs. Cross-listed with EDU 202. (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. (3 s.h.)

SED 340 Strategic Instruction 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 transition planning for post-secondary outcomes. 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. Prerequisites: SED 220. (3 s.h.)

SED 342 Strategic Instruction for Learning and Emotional/ Behavioral 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 are explored within this course. Prerequisites: 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: SED 220. (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.

Prerequisites: SED 220. (3 s.h.)

SED 416 Teacher Residency: Special Education
This course is required for all special education teacher candidates seeking an endorsement or license in k-12 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 and secondary. All students majoring in Elementary Education and Special Education will complete their three placements in one semester (General education K-8, special education elementary, middle-level special education or secondary special education.) Prerequisite: Admission to student residency. (6-10 s.h.)

Sports Management (SPM)

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. The internship in this course is considered Curricular Practical Training (CPT) for international students. (3 s.h.)

MED 396 USF Athletics Internship
The Media Studies program includes Associate of Art degrees in Social Media Marketing, Media Studies and Graphic Design, and Bachelor of Art degrees in Media Studies and Sports Marketing and Media. These programs highlight many aspects of sports management. USF supervises this unpaid internship opportunity, which is an experiential and culminating activity, designed to provide practical and applied work in sports media, marketing, compliance and management. Interns will gain realistic insight into the challenges and issues faced by those employed in their specific area of industry within USF Athletics. This internship course is considered Curricular Practical Training (CPT) for international students. Prerequisite: Consent of USF Athletics, the instructor and the Academic Success Center. Cross-listed with SPM 395. (1-3 s.h.)

Student Development (SDV)

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 101 Cougar Rebound
This course is intended for students placed on Academic Probation for the first time. The immediate goal of this course is for students to improve their GPA in order to meet the minimum academic standard set by USF and continue as a student at the university. The long-term goal of this course is to provide students with knowledge of learning strategies, techniques, tools and resources that will help them become excellent students at the University of Sioux Falls and ultimately, life-long learners. Topics will include mindset, motivation, time management, The Study Cycle, test-taking, note-taking, reading, writing, critical thinking and available resources. (P/NC) (1 s.h.)

SDV 150 Writing for Diverse Learners
This course is designed to assist learners whose first language is not English with the skills necessary for academic writing. Students will learn about sentence structure, paragraph development and formal essay structure. They will also study word choice, punctuation, grammar, usage and the integration of sources. Course taken prior to the Liberal Arts Core ENG 111/112 sequence. Prerequisite: Placement assessment. (3 s.h.)

SDV 151 Oral Communication Development
This course is designed to help learners develop basic oral presentation skills through multiple opportunities for practice. Emphasis will be placed on presentation purpose and structure, grammatical accuracy, vocal projection, inflection, pronunciation and enunciation. It is required of all students enrolled in the A.A. in Workforce and Career Studies program and must be taken prior to CST100, Fundamentals of Communication. (3 s.h.)

SDV 170 Writing Studio
This course provides support for students concurrently enrolled in ENG111 and ENG112. Students work with the Director of the USF Writing Center to schedule weekly one-hour sessions with a member of the USF Writing Center staff. These sessions provide support throughout the

writing process, including planning, organization, drafting, revising and editing/proofreading. The course may be repeated for credit up to three times. (Pass/No Credit) (1 s.h.)

SDV 200 Career Planning and Preparation
This course will provide students with the necessary skills for career planning and preparation. Students will gain skills in their ability to make career related decisions with regard to their interests, values and beliefs. Coursework and activities will prepare students for the process of applying to jobs and graduate school/professional school following graduation. (1 s.h.)

SDV 205 Peer Mentoring Practicum
This practicum involves service as a Peer Advisor to new students as they transition into USF through 1-on-1 interactions, attending and participating in an SDV 100 section and providing general support for new students during the fall semester as part of a credit/no credit course. Prerequisite: SDV 100. (0-1 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 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 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 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. (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. Prerequisite: THE 310. (1 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 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 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 325 Psychology & Christianity
This course is focused on the relationship between psychological science, psychological practice, Christian theology and Christian faith. Students will have the opportunity to explore psychological research and theory and christian thought related to the following questions: How can we understand key psychological topics from both a psychological and a Christian perspective? How can we deal with tensions that arise from differences in people's core belief and values and conflicting conclusions about human nature? How can psychology and Christian faith mutually enrich each other? What are the various approaches for relating or integrating psychology and Christianity? What are common psychological challenges to growing in faithful practice? What parallels exist between contemporary moral psychology and early Christian scholars' insights on the impact of vices and virtues on character? Prerequisite: PSY 201. Cross-listed with PSY 325. (3 s.h.)

THE 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. Cross-listed with SOC 330. (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. (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 352 Genesis
A concentrated study of the book of Genesis. Attention will be directed to historical context, literary form, theological themes and present-day application. Prerequisite: THE 140. (3 s.h.)

THE 353 Exodus
A concentrated study of the book of Exodus. Attention will be directed to historical context, literary form, theological themes and present-day application. Prerequisite: THE 140. (3 s.h.)

THE 356 Psalms and Wisdom
A concentrated study of the books of Psalms, Proverbs, Job, Ecclesiastes and Song of Songs. Attention will be directed to historical context, literary form, theological themes and present-day application. Prerequisite: THE 140. (3 s.h.)

THE 359 Minor Prophets
A concentrated study of the last twelve books of the Old Testament. 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 362 Parables of Jesus
A concentrated study of Jesus' parables in Matthew, Mark and Luke. Attention will be directed to historical context, literary form, theological themes and present-day application. Prerequisite: THE 140. (3 s.h.)

THE 363 Gospel of Matthew
A concentrated study of the Gospel of Matthew. Attention will be directed to historical context, literary form, theological themes and present-day application. Prerequisite: THE 140. (3 s.h.)

THE 365 Acts of the Apostles
A concentrated study of the book of the Acts of the Apostles. Attention will be directed to historical context, literary form, theological themes and present-day application. Prerequisite: THE 140. (3 s.h.)

THE 366 1 Corinthians
A concentrated study of the book of Paul's First Letter to the Corinthians. Attention will be directed to historical context, literary form, theological themes and present-day application. Prerequisite: THE 140. (3 s.h.)

THE 367 2 Corinthians
A concentrated study of Paul's Second Letter to the Corinthians. Attention will be directed to historical context, literary form, theological themes and present-day application. Prerequisite: THE 140. (3 s.h.)

THE 368 Paul's Prison Letters
A concentrated study of Philippians, Philemon, Colossians, Ephesians and 2 Timothy. Attention will be directed to historical context, literary form, theological themes and present-day application. Prerequisite: THE 140. (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: Junior standing. (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: Junior standing. (3 s.h.)

THE 376 Faith & Worldview
This course is an introduction to essential Christian teachings as they help shape and form a person's worldview. Students also explore how the concept of faith and worldview relates to one's values and to the work environment. (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 392 Issues in Church History
An advanced study of selected persons, movements or time periods in the Christian church. A different issue or topic may be addressed each time the course is offered. Prerequisite: THE 303. (3 s.h.)

THE 393 Issues in Theological Studies
An advanced study of selected doctrines, theologians or theological movements. A different issue or topic may be addressed each time the course is offered. Prerequisite: THE 240. (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 may be addressed each time the course is offered. Prerequisite: THE 140. (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. The internship in this course is considered Curricular Practical Training (CPT) for international students. (2-4 s.h.)

THE 396 Youth Ministry Internship
A practicum experience designed for the Theology and Youth Ministry major involving supervised ministry with adolescents in a church or parachurch setting. An on-site supervisor and USF youth ministry internship mentor will direct and certify the experience. Prerequisites: Junior standing. The internship in this course is considered Curricular Practical Training (CPT) for international students. (3-4 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. Cross-listed with HIS 411. (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 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 304. Cross-listed with HIS 414. (3 s.h.)

THE 490 Senior Seminar
An advanced study of essential doctrines of the Christian faith. This is the capstone course for the Theology and 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. Prerequisites: THE 303 and THE 317 (3 s.h.)

THE 491, 492 Independent Study in Biblical, Historical, Theological, or Religious Studies
Prerequisite: Instructor approval. (1-3 s.h. each)



PERSONNEL



USF

UNIVERSITY OF **SIOUX FALLS**

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Sioux Falls, SD

Management Team

Effective as of September, 1, 2026.

Brett Bradfield, Ed.D.
President; B.S., Dakota State University; M.S., Ed.D., University of South Dakota

William Bartell
Vice President for Information Technology/Chief Information Officer; B.S., University of Sioux Falls

Jason Douma, Ph.D.
Associate Vice President for Institutional Research, Professor of Mathematics; B.A., Gustavus Adolphus College; M.S., Ph.D., Northwestern University

Julie Dunlop Gednalske, Ed.D.
Vice President for Administration/ HR and Innovation; B.S., M.S.A.S., University of South Dakota; Ed.D., Bethel University

Melinda Else, M.B.A.
Vice President for Business and Finance; B.S., Colorado Technical University; M.B.A., University of Sioux Falls

Jonathon Hart, M.A.
Director of Intercollegiate Athletics; B.A., M.A., Dakota Wesleyan University

Joseph Obermueller, M.F.A.
Vice President for Academic Affairs; B.A., Pepperdine University; M.F.A., Virginia Commonwealth University

Andrew Porteous, M.A.
Associate Vice President for Student Life; B.A., University of Otago; M.A., California State University, Northridge

Dustin Sedars, M.B.A.
Vice President for Institutional Advancement; B.A., M.B.A. Minnesota State University, Mankato

Aimee Vander Feen, Ed.D.
Vice President for Enrollment Management; B.B.A., University of Iowa; M.B.A., Chadron State College; Ed.D., University of Sioux Falls

Academic Area Chairpersons and Academic Program Directors

Jessica Cherenegar, D.N.P.
Director of USF School of Nursing

Shawn Chiappetta, Ph.D.
Professor of Mathematics, Computer Science and Data Science; Area Chair of Natural Science

David DeHoogh-Kliewer, D.M.A.
Professor of Music, Director of Choral Activities; Area Chair of Visual & Performing Arts

James J.S. Foster, Ph.D.
Professor of Theology and Philosophy; Area Chair of Humanities

Michelle Fryer Hanson, Ed.D.
Associate Professor of Education; Area Chair of Fredrikson School of Education

Lorri Halverson, M.B.A.
Assistant Professor of Business Administration; Director of M.B.A. Program

Gretchen Hoffman, Ph.D.
Professor of Psychology; Area Chair of Social Science

Jamie Juhl, Ed.D.
Assistant Professor of Special Education; Director of M.Ed. Programs

Matthew Manes, Ed.D.
Director of Doctoral Studies; Instructor of Mathematics; Director of Chess

Bradley D. Van Kalsbeek, Ed.D.; CPA
Associate Professor of Accounting; Area Chair of Vucurevich School of Business

Madeline Voegeli, M.Ed.
Assistant Professor of Education; Director of Education Specialist Programs

Full-time Faculty

Effective as of September 1, 2026.

Date refers to year of appointment.

A list of faculty and personnel can be found at: https://usiouxfalls.edu/directory.

Jenny Bangsund (2007)
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

Andrew Beck (2017)
Associate Professor of Psychology; B.A., University of Sioux Falls; M.A., Ph.D., University of South Dakota

Shawn Chiappetta (2003)
Professor of Mathematics, Computer Science and Data 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

Patricia 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, Director of USF Sculpture Walk; B.F.A., B.S., University of Houston; M.F.A., University of South Dakota

David DeHoogh-Kliewer (2006)
Professor of Music, Director of Choral Activities; Area Chair of Visual & Performing Arts; B.A., Bethel University; M.M., University of South Dakota; D.M.A., University of Kansas

Carla Diede (2023)
Assistant Professor of Education; Director of Field Experiences; B.S., South Dakota State University; M.S., Southwest Minnesota State University

Jason Douma (1998)
Professor of Mathematics; Associate Vice President for Institutional Research; B.A., Gustavus Adolphus College; M.S., Ph.D., Northwestern University

Amy Drummond (2026)
Assistant Professor of Nursing; B.S., South Dakota State University; M.A., Walden University

Greg Dyer (2000)
Associate Professor of English; B.S., M.A., Kansas State University; Ph.D., University of North Texas

James J. S. Foster (2013)
Professor of Theology and Philosophy; Area Chair of Humanities; B.S., Northwestern University; M.Div., Th.M., Ph.D., Princeton Theological Seminary

Megan Fredrickson (2023)
Assistant Professor of Nursing; A.S., University of South Dakota; B.S., University of Sioux Falls; M.S.N., University of Phoenix

Brian Gregg (2005)
Professor of Biblical Studies; B.A., University of California Berkeley; M.Div., Fuller Theological Seminary; Ph.D., University of Notre Dame

Lorri A. Halverson (2011)
Assistant Professor of Business Administration; Director of M.B.A. Program; B.A., Concordia College; M.B.A., University of Sioux Falls

Michelle Fryer Hanson (2000)
Associate Professor of Education; Area Chair of Fredrikson School of Education; B.S., M.S., South Dakota State University; Ed.D., University of South Dakota

Kayla Hinrichs (2024)
Assistant Professor and Director of Social Work Field; B.S.W., Bethel University; M.S.W., University of Minnesota

Christina S. Hitchcock (2001)
Professor of Theology; B.A., Geneva College; M.A., Gordon-Conwell Theological Seminary; Ph.D., University of Aberdeen

Gretchen Hoffman (2007)
Professor of Psychology; Area Chair of Social Science; B.S., Northwest Missouri State University; M.A., Ph.D., University of South Dakota

Jessica Jarding (2023)
Associate Professor of Nursing; B.S.N., South Dakota State University; M.S.N., University of Wyoming; D.N.P., Morningside University

Alecia Juelfs (2022)
Assistant Professor of Theatre; Director of Theatre; B.A., University of Sioux Falls; M.A., Regent University

Jamie Juhl (2019)
Assistant Professor of Special Education; Director of M.Ed. Programs; B.A., Boise State University; M.A., Saint Mary's University of Minnesota; Ed.D., Liberty University

Cheri Kovalenko (2009)
Professor of Family and Pediatric Nursing; Assistant Director of Nursing; B.S.N., M.S., Ohio State University; D.N.P., University of Minnesota

Victor Larsen (2018)
Associate Professor of Mathematics; B.A., Middlebury College; M.S., Ph.D., Emory University

Brent Lerseth (2016)
Assistant Professor of Social Science; B.A., Augustana University; M.A., Northern Illinois University; M.A., Ph.D., University of California, Riverside

Joy Lind (2008)
Professor of Business Administration and Accreditation Director; B.A., Transylvania University; M.S., Ph.D., University of Kentucky

Bradley 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

Katherine Luecke (2026)
Assistant Professor of Nursing; B.A., Augustana University; M.S., Clarkson College; Ph.D., South Dakota State University

Heather Mileham (2025)
Assistant Professor and Director of Social Work; B.S., South Dakota State University; M.S.W., University of South Dakota

Brooke Murphy (2017)
Associate Professor of Education; B.A., M.A., Ed.D., University of South Dakota

Jonathan Neiderhiser (2007)
Professor of Music; Director of Instrumental Music; B.M., M.M., Duquesne University; D.M.A., West Virginia University

Elisabeth O'Toole (1998)
Professor of Criminal Justice; B.S., M.A., J.D., University of South Dakota

Nick Poppens (2013)
Associate Professor of Media Studies; B.A., M.Ed., University of Sioux Falls; Ed.D., University of St. Thomas

Lisa Riddle (2015)
Assistant Professor of Education; B.A., Concordia College; M.Ed., South Dakota State University

Eric Sazama (2021)
Assistant Professor of Biology; B.S., University of Sioux Falls; Ph.D., University of South Dakota

Joe Schaeffer (2020)
Associate Professor of Graphic Design; Art Gallery Director; B.F.A., M.F.A., University of South Dakota

Rebecca Schultz (2001)
Professor of Exercise Science; B.S., University of North Dakota; M.S., University of Southern Mississippi; Ph.D., University of South Dakota

Adam Sturlaugson (2013)
Professor of Chemistry; B.S., University of Sioux Falls; Ph.D., Stanford University

Nancy Sutton (2018)
Assistant Professor of Media Studies; Vessel Advisor; B.A., Stephens College; M.S., Capella University

Michael Thompson (2008)
Associate Professor of Criminal Justice; General Counsel; B.S., South Dakota State University; J.D., University of South Dakota

Bradley D. Van Kalsbeek (2005)
Associate Professor of Accounting; Area Chair of Vucurevich School of Business; B.A., Northwestern College; M.B.A., Colorado Technical University; Ed.D., Nebraska Methodist College; C.P.A.

Corynn Vande Kamp (2026)
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Madeline Voegeli (2024)
Assistant Professor of Education; Director of Education Specialist Programs; B.S., Minnesota State University, Mankato; M.Ed., University of Sioux Falls

Bruce Watley (2010)
Associate Professor of Business Administration; Director of Lillibridge Center for Entrepreneurial Leadership and Innovation; B.S., Creighton University; M.B.A., University of Phoenix; Ph.D., Regent University; PGDip., University of Oxford

Nancy Wilcoxson (1988)
Assistant Professor of Music; B.A., University of Sioux Falls; M.M., University of South Dakota

Faculty Emeriti

Mike C. Grevlos
B.A., Augustana University; M.A., Ed.D. University of South Dakota

Sherry Halleen
B.A., Luther College; M.A., Ed.D., University of Northern Colorado

Edgar S. Harvey, Jr.
B.A., Northwestern University; M.A., Ph.D., University of Minnesota

Charles Herman
B.A., Trinity College; M.A., Ph.D., University of Minnesota

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B.S., M.A., M.B.A., University of South Dakota; Ed.D., Montana State University

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B.A., University of California, Los Angeles; M.Div., Ph.D., Fuller Theological Seminary

Beth Jernberg
B.A., University of Sioux Falls; M.A., Ed.D., University of Northern Colorado

L. Cliff Lewis
B.S., Ph.D., University of Oklahoma

Rachelle Loven
B.S., Bemidji State University; M.Ed., University of Sioux Falls; Ed.D., University of South Dakota

George Mwangi
B.S., University of Prune; M.S., University of Nairobi; Ph.D., University of New Hampshire

Randy Nelson
B.A., University of Sioux Falls; M.A., Augustana University; Ed.D., University of St. Thomas

Nancy J. Olive
B.A., St. Catherine University; M.A., Minnesota State University-Mankato; M.A., M.F.A., Michigan State University

Arlys E. Peterson
B.A., University of Sioux Falls; M.A.T., Augustana University; Ed.D., University of South Dakota

Gerry Schlenker
B.S., North Dakota State University; M.A., Moorhead State University/ North Dakota State University; Ph.D., University of Oregon

Harriet Scott
B.A., Augustana University; M.S.W., University of Chicago; Ph.D., South Dakota State University

William Soeffing
B.S., M.S., South Dakota State University; Ph.D., University of South Dakota

Jill E. Whitley
B.A., University of Sioux Falls; M.B.A., University of South Dakota; C.P.A.

Personnel

A list of faculty and personnel can be found at: https://usiouxfalls.edu/directory.

NOTES

USF

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. Jorden Hall (Administration)
11. Grand Island Residence Hall
12. Glidden Hall
13. Norman B. Mears Library
14. John & Ann Collier Living Center
15. Facilities Services

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 Residence Hall
- I North Residence Hall
- J Collier Baker/Kroske Residence Hall
- K McDonald Center
- L Stewart Center—North

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