

# **Academic Information**

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## **DEGREE PROGRAMS**

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

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

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

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

### **Philosophy of the Bachelor’s Degree Program**

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

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

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

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

At the University of Sioux Falls, we believe that a program of higher education should prepare students for dealing with every aspect of their lives, including such practical aspects as profession and family life. At the same time, it should seek to develop students with the insight, creativity and moral sensitivity that our world so

desperately needs. To achieve these goals, we have developed a program that combines a core of liberal arts core courses with a wide selection of individual academic majors.

### **Associate of Arts Degree Program**

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

The Associate of Arts degree requires a total of 64 semester hours (half the number required for the bachelor’s degree). The study includes 32 semester hours from the liberal arts core and 32 additional semester hours chosen in such fashion as to give the student an area of emphasis with 24 or more semester hours.

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

## **LIBERAL ARTS CORE REQUIREMENTS**

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### **What is a Liberal Art?**

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

### **What are the liberal arts core requirements?**

The liberal arts core requirements for the bachelor’s degree are designed to help students develop basic competencies, knowledge, and values that are characteristic of maturing, educated Christians. Requirements in the liberal arts core curriculum are intended to ensure that graduates are presented opportunity to become proficient in basic skills necessary for personal and career success. As a result, the liberal arts core curriculum focuses on developing competency in speaking, and writing, computer literacy, and facility in computation.

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

a specially-designated critical thinking course to establish basic proficiencies.

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

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

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

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

## **Assessment Program**

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

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

The Assessment Committee monitors the efficacy of assessment

within each major or academic area as well as to the greater educational community—including the liberal arts core. The Assessment Committee recommends changes to modify or enhance existing plans of academic assessment. These recommendations are discussed and acted upon in an effort to improve the overall quality of the education program and enhance student learning. For a greater depth of information concerning the assessment program at the University of Sioux Falls visit the web site at [www.usiouxfalls.edu/faculty/assessment/index.htm](http://www.usiouxfalls.edu/faculty/assessment/index.htm).



courses may also satisfy any of the above requirements. See course descriptions for details.

### Critical Thinking

Critical thinking courses are courses designed specifically to instruct students to develop the skills required to become a critical thinker, one who is capable of examining all aspects of a situation carefully before coming to a conclusion. These courses vary by semester and are determined by the qualifications of the instructor in conjunction with the course's content. These courses will be identified in each semester's course listing. They may be courses that also satisfy any of the above requirements.

### General Requirements

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

Associate's degree candidates must complete 64 s.h. including 32 s.h. from the Liberal Arts Core requirements, which must include the basic proficiencies courses.

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

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

## UNIVERSITY OF SIOUX FALLS DEGREES & PROGRAMS

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

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Applied Mathematics (B.S.)	.46
Applied Mathematics for Engineering (B.A.)*	.46
Art	.48
Art Education	.48
Biology	.50
Business Administration	.51
Chemistry	.54
Communication Studies & Theatre	.55
Computer Information Systems	.57
Computer Science	.58
Criminal Justice	.59
Elementary Education	.64
English	.68
Exercise Science	.71
History	.74
Interdisciplinary	.75
Mathematics	.76
Media Studies	.78
Medical Technology	.79
Music	.80
Music Education	.80
Nursing	.82
Paramedic Technology	.83
Political Science/History	.84
Psychology	.88

Public Accounting	.52
Radiologic Technology	.88
Social Science	.90
Social Work	.91
Sociology	.92
Spanish	.93
Theology & Philosophy	.94
Theology & Youth Ministry	.94

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

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

Accounting	.60
Management	.60

### Associate of Arts Program

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

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Business Administration	.99
Child Development	.99
Interdisciplinary	.100
Paramedic Technology	.100
Social Science	.100

### Teacher Certification

Teacher Certification is available in the following majors or disciplines:

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Art	.48
Biology	.50
Chemistry	.54
Communication Studies & Theatre	.56
Elementary Education	.64
English/Language Arts	.68
History	.74
Mathematics	.76
Music	.80
Special Education*	.66

\*Cooperative program with Augustana College.

### Cross-Registration

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

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

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

## NON-TRADITIONAL CREDIT OPTIONS

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

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

### College Level Exam Program

Students may earn college credit by taking CLEP exams in various subject areas. A grade of "P" (Pass) is assigned when a student scores at the 50th percentile or above. Up to 32 hours may be gained in this way.

#### CLEP Policies

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

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

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

#### Humanities

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

College Spanish (Levels 1 and 2)	
<i>SPA 101-102 Elementary Spanish</i>	8
<i>SPA 201-202 Intermediate Spanish</i>	6

#### Social Science

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

#### Natural Science

Biology	
<i>BIO 100 Concepts in Biology</i>	4
General Chemistry	
<i>CHE 111 General Chemistry I</i>	5
College Algebra	
<i>MAT 113 College Algebra</i>	2
College Algebra with Trigonometry	
<i>MAT 112 College Algebra and Trigonometry</i>	4
Calculus with Elementary Functions	
<i>MAT 204 Calculus I</i>	4

#### Business Administration

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

### Advanced Placement Program

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

#### Course Test-out

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

## **Air Force Reserve Officer Training Corps (AFROTC)**

Qualified USF students may participate in the Air Force ROTC program offered on the campus of South Dakota State University in Brookings. They will be granted appropriate academic credit applicable toward graduation from USF for the successful completion of courses offered by the Department of Aerospace Studies at SDSU. Qualified USF students can compete for Air Force ROTC scholarships and financial assistance. For additional information, students should contact the USF Registrar or the Department of Aerospace Studies at (605) 688-6106. Refer to page 119 for a listing of course descriptions.

## **Assessment of Prior Learning**

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

## **American Council on Education**

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

## **Internships**

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

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

An internship may be a paid or non-paid work experience for a specific duration of time, such as less than one semester, a semester, summer session, Interim or other time period as approved by the Associate Academic Dean. The amount of credit given for such an experience is determined by the advisor in the major area of study. A maximum of four semester hours per discipline may be applied toward graduation or eight semester hours total. Student academic internships are also available in each academic department of the university each semester.

Students interested in inquiring about internship credit should contact the Career & Disability Services Office.

## **Workshops**

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

## **HONORS PROGRAM**

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

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

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

### **Eligibility Requirements**

Students awarded Honors Scholarships came to USF directly out of high school as freshmen students. These students had a minimum of a 27 ACT score and a 3.2 cumulative grade point average (CGPA) in high school. These students completed an application and interview process. Continuing eligibility of an Honors Scholarship requires students to maintain a high level of

academic achievement through the maintenance of a minimum CGPA. Students receiving the National Merit Finalists Scholarship are required to maintain a minimum 3.5 CGPA. Students receiving the Salsbury, Trustee, Lackey Presidential and Dean's Scholarships are required to maintain a minimum 3.2 CGPA.

Students receiving Honors Scholarships are expected to be full participants in campus life and, as such, are encouraged to live in University housing each year they receive the scholarships. Students who choose to live off campus will forfeit the amount of their Honors Scholarship established each year by the Honors Committee and University administration. Students may receive notification of this amount by contacting the Honors Committee. Honors students are subject to the same housing policies and procedures that govern all students at the university.

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

### **Honors Scholars**

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

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

Those who complete the Honors Scholar requirements are accorded the distinction, "Honors Scholar," at graduation, in addition to receiving the traditional graduation honors based on cumulative grade point average. For further information on the Honors Scholar Program, students may contact the Registrar or the Honors Committee of the Faculty Association.

## **GRADUATION HONORS**

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

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

## **INTERDISCIPLINARY COURSES**

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### **Liberal Arts Courses**

Courses designated as Liberal Arts present a wide range of interdisciplinary and cross-disciplinary public interest and honors programs. For a complete listing of these courses see the Undergraduate Courses section, pg. 136.

### **Student Development Courses**

The University of Sioux Falls is concerned about the development of mature Christians. It is recognized that students grow during their college years intellectually, emotionally, morally, physically, spiritually and in their interpersonal relations. The

university seeks to assist students in setting goals for their own growth and personal fulfillment. This happens in counseling, in academic advising and in courses specifically designed for this purpose. For a complete listing of these courses see the Undergraduate Courses section, pg. 140.

## **SPECIAL ACADEMIC PROGRAMS**

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### **January Interim**

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

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

Interim tuition and board and room for on-campus students are included in the fall and spring semester tuition and residence costs. For full-time students attending either fall or spring semester, there is no charge for the Interim, unless there are extra costs for travel experiences or particular courses covered by special course fees.

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

### **Summer School**

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

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

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

### **Degree Completion Program**

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

The accelerated program meets one evening each week for four hours and leads to a Bachelor of Arts degree in Management or

Accounting. An academic background in business is helpful, but not required. Students work in a variety of occupations, including business, health care and administration, government, social service and agriculture. For admission criteria and course descriptions, see Degree Completion Program Section, pg. 60.

## ACADEMIC POLICIES

### General

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

### Registration & Class Changes

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

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

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

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

Students may withdraw from a course after the second Friday of the semester until the second Friday after midterm. A grade of "W" will be issued for withdrawals during this period. No withdrawal from courses for the semester will be permitted after this date. Withdrawal deadlines are prorated for summer sessions, Interim, and accelerated courses. All deadlines will be published in the Academic Calendar for each semester. For refund information refer to pg. 16.

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

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

### Classification

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

### Application for Graduation

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

Candidates for degrees must be certified with the Registrar for graduation by their area chairpersons upon recommendation of the major program faculty. Competency of the student for graduation may be determined by special examinations, research papers, successful completion of designed courses or by other prescribed methods. Graduation Honors will be granted based off of pg.36.

### Academic Performance and Grading

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

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

Grade	Points	Grade	Points
A	4.0	D	1.0
A-	3.7	D-	0.7
B+	3.3	F	0
B	3.0	I	0
B-	2.7	WF	0 (discontinued in Fall 2001)
C+	2.3	WP	— (discontinued in Fall 2001)
C	2.0	P	—
C-	1.7	NC	—
D+	1.3	W	—

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

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

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

### **Academic Probation Policy**

To assure satisfactory progress toward a degree, the university has set the following minimum cumulative grade point standards for students to achieve:

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

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

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

### **Student Records Policy**

The Family Educational Rights and Privacy Act of 1974 (Buckley amendment) provides college students with more control over their educational records. The University of Sioux Falls accords

all rights under the law to students who are declared independent. Students’ records may only be released to the student or proper authorities within the institution unless the student has provided written authorization for release of his or her academic records. Students’ financial aid and billing account records are also protected under the law. Students who wish to release their financial aid and billing account information may also sign a release form on an annual basis to give written authorization to others needing to access their records. More complete details about the act are published each year in the Student Handbook on the USF web site at [www.usiouxfalls.edu](http://www.usiouxfalls.edu).

### **Directory Information**

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

### **Student Access to Records**

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

### **Computer Use Policies**

Every USF student (part or full time) is urged to obtain a computer account through the Computer Center. This account is one of the official ways the University communicates to students and staff. Professors use e-mail for class announcements and the University offices use the campus e-mail to make contact with students. This service is provided through the USF Student Access and Technology fee.

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

### **USF Software Policy**

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

1. It is in the public domain.
2. It is covered by a licensing agreement with the software author, authors, vendor or developer, whichever is applicable
3. It has been donated to the University and a written record of a bona fide contribution exists.
4. It has been purchased by the University and a record of a bona fide purchase exists.
5. It has been purchased by the user and a record of a bona fide purchase exists and can be produced by the user upon demand.

6. It is being reviewed or demonstrated by the users in order to reach a decision about possible future purchase or request for contribution or licensing.
7. It has been written or developed by the USF Computer Center, faculty or staff for the specific purpose of being used in USF computer laboratories.
8. It is being written or has been developed by the user and reasonable documentation exists to verify the user's ownership.

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

### **Improper Use of Computers**

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

**Examples:**

1. downloading or transmitting libelous material, obscene or offensive messages, or threats
2. using computers to harass, intimidate, or make trouble for another person
3. hacking, circumventing protection codes, obtaining/using another person's pass-word without permission, invading protected files
4. deleting, changing, or introducing erroneous information into grade records, confidential files, or another user's files (whether protected or not)
5. constructing viruses or knowingly introducing viruses into a system; attempting to halt the system or to compromise its performance
6. stealing software or copying programs and data without written permission
7. cheating, obtaining/using unauthorized material, supplying/communicating unauthorized information to another user using a stand-in respondent or substitute participant in an online course.

### **Sanction for Failure to Log-Off the Computer**

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

### **Attendance Policy**

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

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

student. Reinstatement would require an appeal through the Office of the Vice President for Academic Affairs within ten calendar days of the suspension.

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

### **Policy on Academic Misconduct**

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

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

#### **Abuse of Confidentiality**

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

#### **Cheating**

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

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

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

#### **Fabrication**

**Definition:** Presenting or submitting fraudulent information (i.e.,

information that has been altered or created for the purpose of deceiving one's audience, readers, instructors, or colleagues).

### **Impersonation**

*Definition:* Posing or presenting one's self as another person or stealing the identity of another person. (Coercing or encouraging someone to assume the identity of a third party is similarly offensive to the integrity of the university as an academically and socially responsible community.)

### **Improper Collaboration**

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

### **Improper Use of Computers**

See pg. 38 for Computer Use Policies.

### **Misrepresentation of Academic Records**

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

### **Multiple Submission**

*Definition:* Fulfilling requirements in a second/subsequent course by submitting substantially similar work from a previous course, unless permission was obtained in advance from the second/subsequent instructor. (If the same/similar work would be submitted in courses meeting concurrently, permission must be obtained in advance and separately from each instructor.)

### **Plagiarism**

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

## **Procedures for Incidents of Academic Misconduct**

### **First Review Process**

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

### **Second Review Process**

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

### **Appeals Process**

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

### **Penalties**

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

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

### **Eligibility for Activities & Organizations**

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

### **Student Eligibility for Participation in Intercollegiate Athletic Competition**

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

## ACADEMIC CENTERS

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### Correa Center for Entrepreneurial Studies (CCES)

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

### Center for Management

The Center for Management provides business professionals with courses to enhance business knowledge and career skills. Seminars and training workshops may be designed to meet organizational needs and presented at the organization's location.

### Center for Youth Ministry Impact

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

### Equip

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

### Fredrikson School of Education & Center for Christian Thought

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

### USF Learning Institute

The University of Sioux Falls Learning Institute provides workshops and seminars for students and professionals in a variety of academic areas. Workshops and seminars are offered for credit, non-credit and continuing education units (CEUs). See pg. 35 for further workshop information.

## John T. Vucurevich School of Business

The Vucurevich School of Business includes the University's undergraduate and graduate business programs and the Degree Completion Program. In addition to academic courses, the Business Administration faculty provide training, certification and seminars for local companies and organizations. The Vucurevich School of Business mission is: To liberally educate students in business foundations preparing for (1) careers in accounting, business, and service organizations and (2) advanced professional study.

## OFF-CAMPUS PROGRAMS

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

### Council for Christian Colleges & Universities

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



### CCCU Semester Study Programs:

#### American Studies Program (ASP)

Founded in 1976, the ASP has served hundreds of students as a "Washington, D.C. campus." ASP uses Washington as a stimulating educational laboratory where collegians gain hands-on experience with an internship in their chosen field. Internships are tailored to fit the students' talents and aspirations and are available in a wide range of fields. Participants also explore pressing national and international issues in public policy seminars that are issue-oriented, interdisciplinary and led by ASP faculty and Washington professionals. The ASP bridges classroom and marketplace, combining biblical reflection, policy analysis and real world experience. Students are exposed to on-the-job learning that helps them build for their futures and gain perspective on the calling of God for their lives. They are challenged in a rigorous course of study to discover for themselves the meaning of Christ's lordship by putting their beliefs into practice. The aim of the program is to help Council schools prepare their students to live faithfully in contemporary society as followers of Christ. Students earn 16 semester hours of credit.

### **China Studies Program (CSP)**

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

### **Contemporary Music Center (CMC)**

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

### **Latin American Studies Program (LASP)**

Students of CCCU colleges have the opportunity to live and learn in Latin America through the Latin American Studies Program, based in San Jose, Costa Rica. The program introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology and religion of the region. Living with a Costa Rican family, students experience and become a part of the day-to-day lives of typical Latin Americans. Students also take part in a service opportunity and travel for three weeks to nearby Central American nations. Students participate in one of four concentrations: Latin American Studies (offered both fall and spring terms); Advanced Language and Literature (designed for Spanish majors and offered both fall and spring terms); International Business: Management and Marketing (offered only in fall terms); and Environmental Science (offered only during spring terms). Students in all concentrations earn 16-18 semester credits.

### **Los Angeles Film Studies Center (LAFSC)**

Founded in 1991, the Los Angeles Film Studies Center is designed to train students to serve in various aspects of the film industry with both professional skill and Christian integrity. Each semester, students live, learn, and work in L.A. The curriculum consists of two required seminars, Hollywood Production Workshop and Theology in Hollywood, focusing on the role of film in culture and the relationship of faith to work in this very influential industry.

In addition, students choose one elective course from a variety of offerings in film studies. Internships in various segments of the film industry provide students with hands-on experience. The combination of the internship and seminars allows students to explore the film industry within a Christian context and from a liberal arts perspective. Students earn 16 semester hours of credit, 6 from the internship and 10 from seminar study.

### **Middle East Studies Program (MESP)**

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

### **Russian Studies Program (RSP)**

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

### **The Scholars' Semester in Oxford (SSO)**

SSO is designed for students interested in doing intensive scholarship in this historic seat of learning. Working with academic tutors, students hone their skills and delve into the areas that interest them most. As Visiting Students of Oxford University and members of Wycliffe Hall, students have the privilege to study and learn in one of university's historic halls. SSO students enroll in a Primary and Secondary Tutorial, an Integrative Seminar and the course Christianity and Cultures. The SSO is designed for students interested in the fields of Classics, English & Literature, Theology & Religious Studies, Philosophy, and History, though all majors may apply. Applicants are generally honors and other very high-achieving students. Students earn 17 semester hours of credit.

### **Washington Journalism Center (WJC)**

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

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

### **CCCU International Partner Programs:**

#### **Australian Studies Centre (ASC)**

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

#### **Uganda Studies Program (USP)**

Winston Churchill is credited with nicknaming Uganda the “Pearl of Africa,” and many visitors since his time have come to agree with him. The USP offers students a very personal encounter with this African success story, which has become an economic and public health model in its region. Another success story, Uganda Christian University (UCU), serves as the base of study for students in the USP. Set on the outskirts of the capital city Kampala, this rapidly growing institution brings USP students together with the UCU Honours College. Courses taught by local faculty in the English tutorial tradition will immerse students in a uniquely African education. Topics such as Christianity and Islam in Contemporary Africa, African Literature and East African History will present many insights into African life because of the guidance of faculty who live in and love Uganda and East Africa. Home stays, travel, service learning and daily interaction with Honours College students form the backbone of the USP experience. In addition to the core experiential course, students will choose from an approved selection of courses from the UCU Honours College to earn up to 16 hours of credit.

### **CCCU Summer Study Programs:**

#### **Oxford Summer Programme (OSP)**

The Oxford Summer Programme (OSP) is a program of the Council for Christian Colleges & Universities and Wycliffe Hall, Oxford. The program is designed for students wishing to gain a more comprehensive understanding of the relationship between

Christianity and the development of the West and who wish to do specialized work under expert Oxford academics in the areas of History, Religious Studies, Political Theory, Philosophy, English, and History of Science. The Programme is structured for rising college sophomores, juniors, and seniors, graduate and seminary students, non-traditional students, teachers, and those enrolled in continuing education programs. Additional information is available through the Assistant Academic Dean’s Office.

### **USF Exchange & Foreign Study Programs**

#### **Focus on the Family Institute**

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

#### **Handong University**

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

#### **Hong Kong Baptist University**

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

#### **Institute of Italian Studies**

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

#### **Social Work in a Latin American Context**

Offered on site in Cuernavaca, Mexico, the Social Work in Latin American Context program was jointly created in 2003 by a collaboration of CSWE accredited social work programs in the Minnesota/South Dakota area. The program satisfies the curriculum requirements for the BSW degree and is in accord with CSWE

accreditation standards. When space is available, it is open to social work majors who meet the pre-requisites for the program. The mission of the program is to develop cross-culturally competent, ethical social work professionals with a global perspective by providing a semester of transformative, experiential learning focused on social and economic justice. Students register and pay tuition at the University of Sioux Falls. Additional funds for housing and travel may be available for approved students.