

Graduate Programs

MASTER OF BUSINESS ADMINISTRATION (M.B.A.)

General Information

The MBA Program at the University of Sioux Falls is a broad-based management program with an emphasis on practical application. The USF MBA program is designed to meet the professional development needs of working professionals.

Learning Outcomes

MBA students at the University of Sioux Falls are expected to demonstrate competency in:

1. Problem recognition
2. Identification of optimal alternatives
3. Use of primary and secondary data to support decision processes
4. Strategic analysis & integration
5. Application of quantitative methods to real-world business situations
6. Effective communication to relevant stakeholders in written and oral forms, including one-on-one or business presentation situations
7. Teamwork & collaboration

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

Admissions Requirements

1. Evidence of academic ability (3.0 undergraduate GPA)
2. Three years of work experience (a combination of significant volunteer, internship, & part-time work experiences may be considered)
3. Three recommendations testifying to capabilities and promise of future success
4. Evidence of competency through undergraduate coursework in accounting, finance, economics, and statistics.

Admissions Procedures

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

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

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

USF does not discriminate against qualified students on the

basis of sex, race, color, national or ethnic origin, physical handicap or age.

Admission Requirements & Expectations

Admission to the USF MBA program is competitive. Prospective students should consider their previous academic experiences, their work experience, age, and maturity when assessing their readiness for graduate work.

An application for admission is evaluated in terms of the applicant's undergraduate GPA, three personal recommendations, a current resume and other supporting documents. Previous course preparation must include knowledge of microeconomics, accounting, managerial finance, and statistics.

Applicants not meeting the course pre-requisites and/or with undergraduate GPAs less than 3.0 are accepted on a provisional basis. Provisional admission may be granted to an applicant who does not possess the minimum required grade point average. If a student's GPA is less than the required 3.0 grade point average in undergraduate work, a typed statement must be submitted to the MBA director which addresses the circumstances which affected previous academic experiences, the student's maturity level, and experiences or other circumstances under which the student may be deemed capable of high quality graduate study. (If the GMAT has been taken, scores may be submitted to demonstrate support for current aptitude for graduate work.) Provisionally admitted candidates must maintain a GPA 3.0 or greater during the first three MBA courses and complete the competency course requirement(s) before enrolling in the MBA core course in that subject.

In addition to demonstrating competency in the courses described above, students are also expected to be proficient in the use of Microsoft application software such as Word, Excel, and PowerPoint. Students are expected to demonstrate strong written and oral communication skills, critical thinking skills, and analytic skills. Further, students will be expected to demonstrate leadership and collaboration skills in a wide range of team-based projects.

Financial Aid

Graduate students are eligible to receive federal financial aid as long as he or she is enrolled in at least 4.5 credit hours per term. Some M.B.A. groups will encounter terms where he or she will only take 3 credit hours, and therefore, not be eligible for aid. Private alternative loan options are available for students during these times. Graduate students interested in federal financial aid must be accepted for admission into the USF M.B.A. program and file the Free Application for Federal Student Aid (FAFSA). Other sources of financial assistance may include employer tuition assistance/reimbursement and Veterans' Benefits if eligible. Students receiving these types of assistance need to notify the Financial Aid Office and complete additional USF paperwork. Graduate students are not eligible for USF institutional financial aid.

For additional information about graduate financial aid, contact the USF Financial Aid Office at (605) 331-6623.

Transfer of Credits

A maximum of nine semester hours of graduate credit earned at other regionally accredited degree-granting institutions may be transferred into a graduate program at the University of Sioux Falls.

Time Limit

All work to fulfill the requirements of a master's degree is to be completed within seven years from the date of the first course accepted into the program.

Minimum GPA

A minimum grade point average of 3.0 is required for all work included in the master's degree program.

Application for Graduation & 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.

Right of Appeal on Academic Issues

Students who have complaints about an instructor, course or other academic issues should discuss these with the instructor involved. If this does not lead to a satisfactory resolution of the issue, the student should discuss the matter with the Director of Graduate Studies in their respective program. If that also fails to resolve the issue, the student should consult with the Vice President for Academic Affairs.

In a case in which the student finds the resulting decision of the Vice President unacceptable, an appeal may be made to the Graduate Policies Committee of the faculty. Such an appeal should be submitted in written form to the Chairperson of the Graduate Policies Committee.

Repeating Courses

Any course in which the student has received a grade of "C" or below may be repeated. Both enrollments will be recorded on the student's official transcript, with the second final grade used in calculating the GPA.

Incompletes

A student who has completed a substantial portion of the requirements for a course and is earning a grade of "C" or above may receive an Incomplete for that course. The student will have a limit of one year to remove the Incomplete by finishing the requirements for the course. If an Incomplete is not removed within this time limit, the Registrar will record a grade of "F" for that course. The Incomplete Policy does not apply to thesis credit.

Satisfactory Progress

Students are expected to maintain a 3.0 GPA in a master's program. Probationary status will be assigned for one semester or course period if the GPA falls below the minimum. A graduate student will not be allowed to continue in the program if the GPA remains below the required level after the probationary period. A student on academic probation who raises his or her GPA above

stated minimum will be automatically released from probationary status.

John T. Vucurevich School of Business Mission

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

Student Learning Outcomes

The goals of the Master of Business Administration Program are to (1) provide mastery of knowledge and competency in the M.B.A. core and in the chosen concentration, (2) develop the strategic/critical thinking skills encompassing the ability to link data, knowledge and insight from within the business environment and (3) facilitate an understanding of the relationship between ethics, leadership and personal faith.

Master of Business Administration Degree Requirements

All students must show evidence of completing all competency coursework for full admission into the MBA program. If the competency coursework was completed more than 7 years prior to enrollment in the MBA program, the student may be required to repeat this coursework or may be offered the opportunity to demonstrate competency in any or all competency coursework through challenge exams administered by the MBA program.

Competency Courses

<input type="checkbox"/> BUS 501 MBA Opening Residency (completed at the beginning of the MBA Program)	1
<input type="checkbox"/> Financial Accounting or equivalent	3
<input type="checkbox"/> Microeconomics or equivalent	3
<input type="checkbox"/> Managerial or Business Finance	3
<input type="checkbox"/> Statistics	3

The M.B.A. program includes minimum of 36 semester hours. Students will complete the set of courses listed under "Core M.B.A. Courses". In addition to the core courses, students will select appropriate electives to meet the minimum 36 semester-hour requirement for the program. The MBA core requires the completion of 24 semester credits. Students must select a concentration (marketing, management, or health care management) and complete a minimum of 12 semester credits from elective coursework to complete the total 36-hour requirement of the degree.

Degree Plan

All MBA students must develop a degree plan in consultation with the MBA director. This degree plan is viewed as a cooperative effort between the student and the MBA Director. This plan is an important tool for future planning in regard to registration and for use as an auditing tool to monitor progression toward completion of the MBA degree. This degree plan must be completed in the MBA Opening Residency before the student begins any coursework in the MBA program. Any subsequent revisions require formal approval from the MBA director.

Core M.B.A. Courses

24 s.h.

<input type="checkbox"/> BUS 510 Managerial Communications	3
<input type="checkbox"/> BUS 520 Managing Organizational Dynamics	3
<input type="checkbox"/> BUS 524 Marketing Management	3
<input type="checkbox"/> BUS 530 Leadership & Ethical Management	3

- BUS 535 Cost Management 3
- or BUS 545 Healthcare Cost Management**
- BUS 550 Managerial Economics 3
- BUS 554 Financial Planning and Control 3
- BUS 560 Strategic Management 3

** Students who select the Health Care Concentration must enroll in BUS 545 Healthcare Cost Management.

MBA Electives:

Health Care Concentration 12 s.h.

Required:

- BUS 518 Health Care Systems 3
- BUS 532 Legal & Regulatory Issues in Healthcare 3
- BUS 515 Human Resources Management 3
- BUS 556 Health Care Colloquium 3

Marketing Concentration 12 s.h.

Electives (Choose 4 courses):

- BUS 525 Marketing Research 3
- BUS 526 Strategic Brand Management 3
- BUS 527 International Marketing 3
- BUS 562 Commercial Law 3
- BUS 580 MBA Colloquium 3

Management Concentration 12 s.h.

Electives (Choose 4 courses):

- BUS 515 Human Resource Management 3
- BUS 538 Project Management 3
- BUS 548 Organization Development & Change 3
- BUS 562 Commercial Law 3
- BUS 564 Negotiations 3
- BUS 580 MBA Colloquium 3

Recommended Sequence for Management & Marketing Concentration Students:

Year 1

- BUS 501 Opening Residency
- BUS 520 Management of Organization Dynamics
- BUS 510 Managerial Communications
- BUS 524 Marketing Management
- BUS 535 Cost Management
- BUS 550 Managerial Economics
- BUS 530 Leadership & Ethical Management

Year 2

- Concentration Elective
- Concentration Elective
- Concentration Elective
- Concentration Elective
- BUS 544 Financial Planning & Controls
- BUS 560 Strategic Management

Recommended Sequence for Healthcare Concentration Students:

Year 1

- BUS 501 Opening Residency
- BUS 510 Managerial Communications
- BUS 518 Health Care Systems
- BUS 520 Management of Organization Dynamics
- BUS 524 Marketing Management
- BUS 545 Healthcare Cost Management
- BUS 550 Managerial Economics

Year 2

- BUS 556 Healthcare Colloquium
- BUS 515 Human Resources Management
- BUS 530 Leadership & Ethical Management
- BUS 532 Legal & Regulatory Issues In Healthcare
- BUS 544 Financial Planning & Controls
- BUS 560 Strategic Management

M.B.A. Courses

BUS 501 MBA Opening Residency The Opening Residency is a case-based, assessment-oriented experience for students enrolled in the USF MBA Program. Satisfactory completion of this residency is a prerequisite for enrollment in any MBA class. During the residency, students are provided with basic knowledge of the various business disciplines that constitute the MBA curriculum and will engage in completing extensive assessments to gauge writing proficiency, quantitative analysis skills, technology skills, and leadership & team building skills. Students will work in teams on case studies containing facts and issues relevant to real organizations. The students will be required to grapple with applying their knowledge and skills in complex, ambiguous situations where problems are not clearly defined and where multiple, alternative solutions may be feasible. The teams will be charged with crafting and presenting their action plans to address the problems and issues. A panel of MBA faculty, area business executives, and former MBA students will evaluate the quality of the action plan presentations. Prerequisite: Admission to the MBA program (1 s.h.).

BUS 510 Managerial Communications The primary goals of the course are to develop competence in observing, describing and critiquing managerial communication practices; further, it is designed to develop an understanding of the history of communication and its policies, institutions and culture, and to develop knowledge of communication theory and philosophy and its application. (3 s.h.)

BUS 515 Human Resources Management This course is an examination of the effective use of human resources to achieve organization goals given operational constraints. The process of meeting outside requirements, recruitment, selection, development, utilization and compensation of human resources are also presented. (3 s.h.)

BUS 518 Health Care Systems This course is an overview of U.S. health care system and focuses on a variety of health care delivery system topics. Key topics include the historical aspect of health care systems in the U.S., system organization, an overview of economics and financing of health care, role of quality, and future directions of health care. Students will also be assigned a research paper project which investigates and compares the health care system of another developed nation to that of the United States. On occasion, health care leaders and executives will be guest speakers in the class addressing relevant health system issues, challenges, and future developments that they foresee. (3 s.h.)

BUS 520 Managing Organizational Dynamics This course examines the development of organizational theory along with the application of behavioral science concepts to understanding individual and group behavior in organizations. Students will develop analytical skills necessary to interpret research findings in the area of study. The purpose of the course is to provide a general understanding of possible managerial approaches to particular organizational problems from the strategic design, political and cultural perspectives. (3 s.h.)

BUS 524 Marketing Management This course provides a managerial approach to the study of marketing, develops managerial perspective and analytical ability in solving marketing problems, and deals with the management challenge of designing and implementing the best combination of marketing variables to carry out a firm's strategy in its target markets. Special consideration is

given to ethical concerns in the design and implementation of marketing strategy. (3 s.h.)

BUS 525 Marketing Research This course encompasses the process of investigation and problem analysis through research and integration of marketing statistics, management, and communications. This course culminates in the execution, interpretation, and presentation of marketing research. Prerequisite: BUS524 Marketing Management (3 s.h.).

BUS 526 Strategic Brand Management Brand equity refers to the value of a brand as an intangible asset. The management of a brand implies an understanding of the elements that contribute to value created through the use of branding. Students become familiar with the customer-based brand equity model, with planning and implementing brand marketing programs, with measuring & interpreting brand performance, and with growing and sustaining brand equity. Prerequisite: BUS524 Marketing Management (3 s.h.).

BUS 527 International Marketing This course is designed to introduce students to the importance of international marketing practices. Students will be able to apply marketing concepts and principles that account for the diverse cultural, economic, political, legal, and technological factors found within an international context. Students will demonstrate their ability to apply marketing principles in an international context by developing a major feasibility study for a country outside of the United States. Prerequisite: BUS524 Marketing Management (3 s.h.).

BUS 530 Leadership & Ethical Management Various leadership theories are studied for this theoretical foundation and for practical application. The concept of Transformational Leadership is contrasted with Transactional Leadership. Characteristics of ethical and effective management including an assessment of leadership styles within the context of a Christian value system are stressed. Ethical reasoning is developed and applied to a variety of organizational situations through practical case studies and on-the-job examples for real life insight. (3 s.h.)

BUS 532 Legal & Regulatory Issues in Health Services This course provides an overview of the legal and regulatory issues in the health care industry. With this familiarity, students can learn the skills needed to define relevant legal issues, to understand how these issues would be resolved, and to seek out, communicate with, and evaluate legal counsel. (3 s.h.)

ACC/BUS 535 Cost Management Cost management provides an enhanced understanding of the costing concepts, tools and techniques relevant for successfully managing an organization. A principle focus is on the use of the cost information to design and implement planning and controlling systems in line with the strategic plan. The course will also examine performance measurements for management and the organization. (3 s.h.)

BUS 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 & planning, budgeting and cost estimation; scheduling and resource allocation among multiple projects, and monitoring, controlling, auditing and terminating projects. Emphasis will be placed on the role that project management can play in accomplishing strategic objectives of the organization. Project management software will be used as a tool to

track and report on assigned projects and case studies. Prerequisites: BUS 520 Management of Organizational Dynamics and BUS 535 Cost Management (3 s.h.).

BUS 545 Healthcare Cost Management This course focuses on the essentials of measurement and control of costs from the perspective of a healthcare organization. The concepts and cost management applications will encompass hospitals, nursing homes, physician practices, managed care organizations, clinics, and a range of other healthcare organizations. Additionally, focus is on the use of the cost information to design and implement planning and controlling systems in line with the 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 548 Organization Development & Change This course provides the student with a broad background in organization development. Organization development utilizes behavioral science knowledge to help organizations build the capacity to function more effectively and to be more effective with dealing with change. Organization development involves a systematic approach to build organization capacity for change through data collection, diagnosis, action planning, intervention, and evaluation. Focus will be placed on organizational strategy and structure that complement social processes within the organization. Prerequisite: BUS 520 Management of Organizational Dynamics (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 554 Financial Planning & Control This course provides an understanding of financial principles and the application of financial techniques in decision-making. The topics covered include methods and tools of financial analysis, planning and control, working capital management, valuation, capital budgeting, cost of capital and methods of short- and long-term financing. The goal is to help managers develop the analytical thinking and financial judgment necessary for making sound, ethical business decisions. Prerequisite: Undergraduate business or managerial finance. (3 s.h.)

BUS 556 Health Care Colloquium This course will provide the platform for the in-depth pursuit of topics or concepts addressed in previous classes and/or topics or concepts absent directly or indirectly from the core curriculum. In order to fully appreciate and understand the complexities of health care issues, a scholar must be able to analyze issues through multiple lenses-multiple perspectives. Thus, each issue selected will be analyzed and discussed by using a multiple perspective approach to include, but not limited to perspectives from the following domains: political, economic, technological, societal, and spiritual.

BUS 558 Current Issues in Management This course focuses on current, ever-changing issues facing organizations in a competitive business environment. The course is designed to provide the student with an overall understanding of real-world business issues from an integrated multi-functional perspective. (3 s.h.)

BUS 560 Strategic Management This course deals with the determination of strategic goals and objectives for an organization, along with the methods used in solving various managerial problems. Strategic management focuses on developing a mission statement, analyzing the organization and its environment and establishing goals and objectives that will help perpetuate the organization into the future. Managerial problem-solving develops a foundation for critical thinking and then applies it to the organization through case analysis of various managerial problems and dilemmas. (3 s.h.)

BUS 562 Commercial Law After reviewing foundational concepts related to business relations, including contracts, agency, and employment, negotiable instruments, and personal property, this course treats in greater detail Articles 2, 3, 4, and 9 of the Uniform Commercial Code and laws governing antitrust, labor, real property, and the environment. (3 s.h.)

BUS 564 Negotiations Bargaining is an essential skill in the day-to-day competition for scarce resources. After introducing the art and science of negotiation and reviewing the conduct and outcomes of some actual negotiations, this course engages students in simulated negotiations ranging from simple, single-interest discussions to complicated, multiple-party dispute resolutions. Prerequisites: BUS510 Managerial Communications, BUS 515 Human Resource Management, AND BUS 520 Management of Organizational Dynamics (3 s.h.).

BUS 580 MBA Colloquium This course will provide the platform for the in-depth pursuit of topics or concepts addressed in previous classes and/or topics or concepts absent directly or indirectly from the core curriculum. In order to fully appreciate and understand the complexities of organization-based issues, a scholar must be able to analyze issues through multiple lenses—multiple perspectives. Thus, each issue selected will be analyzed and discussed by using a multiple perspective approach to include, but not limited to perspectives from the following domains: political, economic, technological, societal, and spiritual. (3 s.h.)

FREDRIKSON SCHOOL OF EDUCATION GRADUATE PROGRAMS

General Information

The University of Sioux Falls has received approvals from the North Central Association (NCA) Higher Learning Commission to offer graduate programs leading to a Master of Education (M.Ed.) degree with four major areas of concentration, and an Education Specialist degree with an emphasis in district-level leadership and school superintendency. The University of Sioux Falls also offers a collaborative Doctorate (Ed.D.) in educational leadership in conjunction with the University of St. Thomas of St. Paul, Minnesota. In addition, the University offers an extensive workshop program focused on professional development of K-12 educators. Workshop credits are made available at the graduate level.

Admissions Procedures

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

- a formal application and appropriate fee
- official transcripts of all undergraduate and graduate work
- USF recommendation forms from three professional and personal references
- Supporting data as designated within the application form

If a student does not meet the minimum criteria for acceptance, an application may be submitted to the Director of Graduate Programs in Education for consideration to be accepted under provisional status. Inquiries regarding this process should be addressed to the Director of Graduate Programs in Education. International applicants must submit verification of approved and acceptable visa status. For individuals seeking student visa status acceptable scores on the Test of English as a Foreign Language (TOEFL) are required before admission to the Graduate Program is granted. Visa information and processes will be completed through the USF Admissions and Financial Aid offices. All expenses of the test and obtaining a visa are to be borne by the applicant. USF does not discriminate against qualified students on the basis of sex, race, color, national or ethnic origin, physical handicap or age.

Financial Aid

Graduate students may be eligible to receive federal financial aid if they are enrolled in at least 4.5 credit hours per term. During fall and spring semesters, typical plans of study are set up for only 2-3 credit hours; therefore, students may not be eligible for aid during those semesters. Private alternative loan options may be available for students during those times. Graduate students interested in federal financial aid must be accepted into a USF graduate education program and file the Free Application for Federal Student Aid (FAFSA). Other sources of financial assistance may include employer tuition assistance/reimbursement and Veterans' Benefits if eligible. Students receiving these types of assistance need to notify the Financial Aid Office and complete additional USF paperwork. Graduate students are not eligible for USF institutional financial aid.

For additional information about graduate financial aid, contact the USF Financial Aid Office at (605) 331-6623.

Transfer of Credits

Nine semester hours of graduate credit earned at other regionally accredited, degree-granting institutions may be transferred into a graduate program at the University of Sioux Falls. However, the Director of Graduate Programs in Education must analyze official transcripts and make the final determination of course transfer eligibility. In some cases, due to course replication or redundancy there may be an exception to the nine semester hour limitation of transfer credits. In using transfer credits for reading specialization, additional and ongoing supporting coursework is expected to insure up to date knowledge of effective practices in reading instruction. The Director will make determinations based on program requirements as aligned to accreditation standards and in keeping with USF program characteristics and integrity. Specific questions regarding transfer credits should be addressed to the Director of Graduate Education Programs in Education. Transfer allowances are determined on a case by case basis and may reflect changes in catalog, state or university requirements, and /or updated curriculum specifications.

Commencement

Graduate students anticipating completion of their program(s) in spring or summer must submit an application to the Registrar prior to January 31 to be eligible for graduation in May. Commencement ceremonies are only held in the spring at which time diplomas are awarded publicly. Those anticipating finishing all coursework at the end of fall semester, who would like to have a conferred degree noted on transcripts prior to the spring commencement, must apply prior to September 15 for graduation in December. However, there are no commencement ceremonies held in December. Students must file an application for graduation with the Office of the Registrar and will be billed for the fee covering graduation processes and documents. Students who will complete their last classes in the summer semester may participate in commencement ceremonies, but will not receive transcripts or documents indicating program completion and graduation until all official coursework and requirements are completed.

Auditing

Students may enroll in any course for non-credit by registering, paying the designated audit fee, and obtaining the consent of the instructor. Audited courses will not count toward graduation.

Right of Appeal on Academic Issues

Students with a grievance about an instructor, course or other academic issues should discuss the grievance with the instructor involved. If this does not lead to a satisfactory resolution of the issue, the student should discuss the matter with the Director of Graduate Programs in Education (or the chair of Fredrikson School of Education if the situation of concern involves the Director as part of the issue.). If that also fails to resolve the issue, the student should submit a written appeal to the Graduate Policies Committee of the faculty. Such an appeal should be submitted in written form to the Chair of the Graduate Policies Committee.

Repeating Courses

Any course in which the student has received a grade of "C" may be repeated. If a student receives below a "C" the course must

be repeated. Both enrollments will be recorded on the student's official transcript, with the second final grade used in calculating the GPA.

Incompletes

A student who has completed a substantial portion of the requirements for a course and is earning a grade of "C" or above may receive an Incomplete for that course. The student will have a limit of one year to remove the Incomplete by finishing the requirements for the course. If an Incomplete is not removed within this time limit, the Registrar will record a grade of "F" for that course. The Incomplete Policy does not apply to Research Application Project (RAP) credit, which is set up on a variable credit basis so that the course can be repeated. A failing grade for a 1st semester RAP course requires the student to delay the spring semester segment of the RAP 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 RAP completion at an acceptable level.

Satisfactory Progress

Students are expected to maintain a minimum 3.0 GPA in a master's program and a 3.5 in the Education Specialist degree program for superintendents. Probationary status will be assigned for one semester or course period if the GPA falls below the minimum established level. A graduate student will not be allowed to continue in the program if the GPA remains below the required level after the probationary period. A student on academic probation who raises his or her GPA above stated minimums will automatically be released from probationary status.

MASTER OF EDUCATION (M.Ed.)

The Master of Education seeks "...to enable students to become servant-leaders as a result of their education." This program is designed to prepare graduates to serve their school communities in the areas of leadership in reading, leadership in schools, and leadership in school technology.

Admission Requirements

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

- A bachelor's degree from a regionally accredited, degree granting institution
- A minimum of a 3.0 undergraduate grade point average*
- A valid teaching certificate*
- A minimum of one year teaching experience*
- Three completed recommendation forms that address the applicant's potential as a leader in reading, schools, or school technology.

Those holding graduate degrees or having performed satisfactorily in another graduate program are also eligible to apply. Applicants for admission are evaluated in terms of their Undergraduate GPA and their graduate GPA (if applicable), recommendations and other supporting documents. Graduate Record Examination or Miller Analogy Examination scores may be submitted in support of an application but are not required. Senior level undergraduates with a GPA of 3.0 may register for elective graduate courses and workshops with permission of their advisor

and the Director of Graduate Programs in Education. Courses may not be applied to both undergraduate and graduate programs. (*Provisional admission may be allowed if the asterisked requirements above are not met at the time of application to a program. Provisional admission is determined by the Director of Graduate Programs in Education and students will be advised of any certification limitations or additional requirements.

Time Limit

A student has seven years to complete a program from the date of the first course accepted in the program, which includes any transfer work. It should be noted that some programs are offered with courses scheduled specifically for a 2 year plan of study. Students who decide to delay their program completion are advised that course scheduling is not guaranteed beyond the initial plan of study. However, USF graduate program faculty is committed to advising students and will assist in program planning and determining what options will be available when circumstances require a student to delay program completion. In some cases, where transfer or earlier coursework ages beyond the allowed range, a limited extension may be granted by the Director of Graduate Programs in Education. In cases where program coursework has aged in excess of a year beyond the allowed range, students must submit a written request to the Graduate Policies Committee for determination of program continuation. If program continuation is granted, students will be advised of requirements that reflect current program requirements and additional provisions set by the Committee.

General Degree Requirements

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

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

For certification requirements in addition to the course requirements, students participating in some advanced programs must provide evidence of three years of experience on a valid certificate in an accredited K-12 school, one year of which includes classroom teaching experience or direct services to students.

Workshop Credits

No more than three semester hours of graduate credit received as workshop credit may be applied to the master's program. Such credit must be approved by the Director of Graduate Programs in Education. The workshops accepted must be conducted under the auspices of a regionally accredited, degree-granting institution and must be at the graduate level.

Research Application Project

The Research Application Project (RAP) is completed during two courses that are the final practicum experiences of the degree program. Students receive instruction in basic research techniques and are required to apply and synthesize learning from the entire program in a research project designed to address impact of

leadership on student achievement. The project must benefit the school/district, require a synthesis of knowledge, skills, and dispositions set forth in the USF EDPCM and program standards, and present a review of current literature relevant to the topic. In addition, the RAP should be focused on creating the potential for positive change in the school leading to increased student achievement, as well as provide valid recommendations for future research. A Research Application Project proposal is presented by the student to his or her Graduate Committee Chairperson, must be approved prior to the collection of data, and must hold to the highest ethical standards of research as designated by the USF Institutional Review Board. The project is presented according to the specific procedures outlined in the Graduate Program Handbook and Guidelines for the Research Application Project Manual. Satisfactory completion of a Research Application Project or designated coursework is required to complete the degree programs in leadership, reading, and technology.

Graduate Committee

A culminating event of the Master of Education program is the Research Application Project (RAP). For this research and writing process, a graduate committee is formed to oversee progress of the RAP and be present for the final presentation and defense of the project. Work on the RAP begins during the final practicum experience of the degree program within each of the concentration areas. The faculty members assigned to the final practicum class are also designated as committee chairpersons for the graduate students enrolled in the practicum class. The committee chairperson has the responsibility of advising and ensuring that the RAP is completed in a manner consistent with existing guidelines established by the University. A second member of the committee serves as the onsite advisor. The on-site member of the committee is generally an approved person selected by the student at the student's worksite or who is available via technology and who possesses abilities to appropriately advise the graduate student regarding research and writing associated with the RAP and APA style formats. The third and final member of the committee serves as a second reader. The Director of Graduate Programs in Education is not eligible to serve on a committee during this process.

Second Master's Degree

In most cases, a student seeking a second master's degree will earn a minimum of 24 semester hours at the University of Sioux Falls specific to his or her second master's degree program. Program completion must include coursework in research techniques, coursework aligned to program and department standards, and coursework conveying the professional core. Official transcripts of previous coursework and initial advanced degree completion must be submitted to the Director of Graduate Programs in Education. The Director will review the previous program and coursework to determine additional USF coursework required of the candidate to fulfill program expectations. The Director will then develop a degree plan meeting the needs of the student relevant to the desired program. Factors such as the age of the previous degree and coursework alignment will be considered by the Director of Graduate Programs in Education in determining additional hours required to complete a second master's degree.

Second Major

For those students who have already completed a master's degree in leadership, reading, or technology from the University of

Sioux Falls, a second major may be earned by completing the remaining 12-18 semester hours required for the second major. An additional Research Application Project (RAP) will not be required. Factors such as the age of the first degree and coursework alignment will be considered by the Director of Graduate Education Programs who will assist the student in devising an approved plan of study.

Master of Education Course Requirements

Master of Education Core Courses			s.h.
<input type="checkbox"/>	EDU 501	Professional & Ethical Leadership	3
<input type="checkbox"/>	EDU 521	Curriculum Development & Design	3
	or EDU 557	Literacy Across Disciplines	
<input type="checkbox"/>	EDU 585	Research Methods	3

Leadership in Reading Concentration

The leadership in reading concentration prepares educators to assume leadership roles in curriculum development, staff development and evaluation of literacy at the K-12 levels. This concentration meets USF, state, and national standards. In completing this area of specialization, graduates are eligible for South Dakota Department of Education certification as a K-12 reading specialist. In addition, three years of experience in teaching is required for certification.

<input type="checkbox"/>	EDU 517	Constructive Literacy Assessment	3
<input type="checkbox"/>	EDU 518	Practicum: Teaching Diverse Literacy Learners	3
<input type="checkbox"/>	EDU 536	Adolescent Literacy	3
<input type="checkbox"/>	EDU 537	Foundations of Literacy	3
<input type="checkbox"/>	EDU 538	Practicum: Literacy (K-12)	3
<input type="checkbox"/>	EDU 551	Professional, Student, & Staff Development	3
<input type="checkbox"/>	EDU 592	Practicum: Planning & Implementing School Change (Fall & Spring)	2/2
<input type="checkbox"/>	Electives	_____	2

Leadership in Schools Concentration

The leadership in schools concentration prepares educators to assume administrative and leadership roles in implementing and stewarding a vision for effective schools, developing and assessing curriculum, providing for a positive school culture, managing resources and schools in a professional and ethical manner, and collaborating with families and communities all within the larger context of education. This concentration meets USF, state, and national standards for preparation of principals, curriculum directors and supervisors. Students completing this strand who wish to be school principals and who have completed a minimum of three years of teaching experience on a valid certificate in an accredited K-12 school, one year of which includes classroom teaching experience or direct services to students or who have passed the appropriate Praxis exam, may apply for South Dakota.

<input type="checkbox"/>	EDU 504	Telecommunication in Education	3
<input type="checkbox"/>	EDU 522	Practicum: Curriculum Development & Design-Elementary Emphasis	
	or EDU 530	Practicum: Curriculum Development & Design-Secondary Emphasis	3
<input type="checkbox"/>	EDU 531	Legal Foundations of Education	3
<input type="checkbox"/>	EDU 532	Practicum: School Law Applications for Student Discipline & Staff Development	3
<input type="checkbox"/>	EDU 551	Professional, Student, & Staff Development	3

<input type="checkbox"/> EDU 561	Management of School & Community Resources	3
<input type="checkbox"/> EDU 592	Practicum: Planning & Implementing School Change (Fall & Spring)	2/2
<input type="checkbox"/> Electives _____	(EDU 553 recommended)	2

Leadership in Technology Concentration

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

<input type="checkbox"/> EDU 504	Telecommunications in Education	3
<input type="checkbox"/> EDU 514	Teaching & Learning with Technology	3
<input type="checkbox"/> EDU 531	Legal Foundations of Education	3
<input type="checkbox"/> EDU 535	Practicum: Applying Educational Technology	3
<input type="checkbox"/> EDU 554	Leadership Issues in Ed. Technology	3
<input type="checkbox"/> EDU 564	Multimedia/Hypermedia Applications in Education	3
<input type="checkbox"/> EDU 592	Practicum: Planning & Implementing School Change (Fall & Spring)	2/2
<input type="checkbox"/> Electives _____		2

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

Requirements: The coursework is designed *for an applicant without any administrative endorsements*. In addition to the course requirements, applicants seeking this endorsement must provide evidence of three years of teaching experience on a valid certificate in an accredited K-12 school, one year of which includes classroom teaching experience or direct services to students or pass the Praxis II exam for school administration.

<input type="checkbox"/> EDU 501	Professional & Ethical Leadership	3
<input type="checkbox"/> EDU 521	Curriculum Development & Design	3
<input type="checkbox"/> EDU 522	Practicum: Curriculum Development & Design-Elementary Emphasis	3
<input type="checkbox"/> EDU 531	Legal Foundations of Education	3
<input type="checkbox"/> EDU 551	Professional, Student, & Staff Development	3
<input type="checkbox"/> EDU 553	Leadership for Programs for Exceptional Needs	3

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

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

Requirements: The coursework is designed for an *applicant without any administrative endorsements*. In addition to the course requirements, applicants seeking this endorsement must provide evidence of three years of teaching experience on a valid certificate in an accredited K-12 school, one year of which includes classroom teaching experience or direct services to students or pass the Praxis II exam for school administration.

<input type="checkbox"/> EDU 501	Professional & Ethical Leadership	3
<input type="checkbox"/> EDU 521	Curriculum Development & Design	3
<input type="checkbox"/> EDU 522	Practicum: Curriculum Development & Design-Elementary Emphasis	3

<input type="checkbox"/> EDU 530	Practicum: Curriculum Development & Design-Secondary Emphasis	3
<input type="checkbox"/> EDU 531	Legal Foundations of Education	3
<input type="checkbox"/> EDU 551	Professional, Student, & Staff Development	3
<input type="checkbox"/> EDU 553	Leadership for Programs for Exceptional Needs	3

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

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

Requirements: The coursework is designed for an *applicant without any administrative endorsements*. In addition to the course requirements, applicants seeking this endorsement must provide evidence of three years of teaching experience on a valid certificate in an accredited K-12 school, one year of which includes classroom teaching experience or direct services to students or pass the Praxis II exam for school administration.

<input type="checkbox"/> EDU 501	Professional & Ethical Leadership	3
<input type="checkbox"/> EDU 521	Curriculum Development & Design	3
<input type="checkbox"/> EDU 530	Practicum: Curriculum Development & Design-Secondary Emphasis	3
<input type="checkbox"/> EDU 531	Legal Foundations of Education	3
<input type="checkbox"/> EDU 551	Professional, Student, & Staff Development	3
<input type="checkbox"/> EDU 553	Leadership for Programs for Exceptional Needs	3

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

PreK-8 School Principal Endorsement

Requirements: The coursework is designed for an *applicant currently possessing a valid elementary administrative endorsement*. In addition to the course requirements, applicants seeking this endorsement must provide evidence of three years of teaching experience on a valid certificate in an accredited K-12 school, one year of which includes classroom teaching experience or direct services to students.

<input type="checkbox"/> EDU 522	Practicum: Curriculum Development & Design-Elementary Emphasis	3
<input type="checkbox"/> EDU 553	Leadership for Programs for Exceptional Needs	3

7-12 School Principal Endorsement

Requirements: The coursework is designed for an *applicant currently possessing a valid elementary administrative endorsement*. In addition to the course requirements, applicants seeking this endorsement must provide evidence of three years of teaching experience on a valid certificate in an accredited K-12 school, one year of which includes classroom teaching experience or direct services to students.

<input type="checkbox"/> EDU 530	Practicum: Curriculum Development & Design-Secondary Emphasis	3
<input type="checkbox"/> EDU 553	Leadership for Programs for Exceptional Needs	3

Reading Specialist Endorsement

Requirements: : In addition to the course requirements, applicants seeking this endorsement must provide evidence of three years of teaching experience on a valid certificate in an accredited K-12 school, one year of which includes classroom teaching experience or

direct services to students. The applicant must have earned a Master of Education degree. Similar courses offered by regionally accredited institutions may be substituted for the course requirements below if approved by the Director of Graduate Programs in Education and the Certification Officer.

<input type="checkbox"/> EDU 517	Constructive Literacy Assessment	3
<input type="checkbox"/> EDU 536	Adolescent Literacy	3
<input type="checkbox"/> EDU 537	Foundations of Literacy	3
<input type="checkbox"/> EDU 538	Practicum: Literacy (K-12)	
or EDU 518	Practicum: Teaching Diverse Literacy Learners	3
<input type="checkbox"/> EDU 557	Literacy Across the Curriculum	3

MASTER OF EDUCATION IN TEACHING (M.Ed.)

Program Description

The purpose of this program is to provide qualified candidates an additional route to teacher certification. This graduate-level course of study is for those candidates who currently hold a nonteaching baccalaureate degree, who desire teaching certification at the secondary level in their major or related area, and who wish to simultaneously pursue a Master of Education degree. The coursework includes online and evening delivery, allowing candidates to continue full-time employment until the final professional semester of the program. During the final semester the student must attend full time to complete a semester of student teaching experience.

Student Learning Outcomes

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

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

9. The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10. A teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support the students' learning and well being

Admission Requirements

To be eligible for the M.Ed. in Teaching program, applicants must meet the following established criteria:

- Baccalaureate degree with an academic major that aligns with those currently offered at the University of Sioux Falls OR, for those people holding a degree in a related area, demonstrated competency by an appropriate Praxis score
- Minimum 2.6 grade point average OR appropriate disposition and demonstrated knowledge and skill in a related field for provisional entrance;
- 3.0 grade point average for unconditional entrance
- Three completed recommendation forms that address the applicant's disposition as a teacher/leader in the classroom
- Completion of the Praxis II exam in the applicant's undergraduate major content area, taken within the first nine semester hours of graduate coursework
- Internet and e-mail access

Time Limit

Although the student has seven years to complete the program from the date of the first course accepted into the program, it is expected that the work be completed within two years. The student teaching semester requires full time student status and participation.

Degree and Certification Requirements

The Master of Education in Teaching program includes 34 semester hours. The recommended schedule is six semester hours per semester, including the summer session. The final professional semester requires full-time attendance for ten credit hours which include EDU 525 General and Secondary/K-12 Content Methods, EDU 555 Research and Instructional Management, and EDU 556 Secondary Student Teaching. Applicants are required to pass the Praxis II (Content) exam according to SD DOE designated cutoff scores. Content Praxis tests must be passed within the first nine semester hours of graduate work, the results serving as a basis for academic advising. Additional teaching endorsements will require a passing Praxis II score. Prior to applying for South Dakota certification, candidates must meet SD DOE minimum requirements for both the Praxis II Content and the Principles of Learning & Teaching exams.

M.Ed. in Teaching Required Courses

s.h.

<input type="checkbox"/> EDU 505	Human Relations	3
<input type="checkbox"/> EDU 506	Foundations of Education	3
<input type="checkbox"/> EDU 508	Adolescent Psych & Middle School Methods	3
<input type="checkbox"/> EDU 514	Teaching and Learning with Technology	3
<input type="checkbox"/> EDU 515	Exceptional Students	3
<input type="checkbox"/> EDU 525	General and Secondary/K-12 Content Methods	2-3
<input type="checkbox"/> EDU 526	Educational Psychology and Evaluation	3
<input type="checkbox"/> EDU 533	Native American Studies	3
<input type="checkbox"/> EDU 555	Research and Instructional Management	3
<input type="checkbox"/> EDU 556	Secondary Student Teaching	5
<input type="checkbox"/> EDU 557	Literacy Across the Curriculum	3

M.Ed. Courses

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

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

EDU 504 Telecommunications in Education This course will cover a variety of ways to use technology to communicate in education environments. Students will gain experience with using Wikis, Blogs, Web Pages, Podcasts, Social Networking, Chat Rooms, Virtual Worlds, and other forms of communication used on the Web. (3 s.h.)

EDU 505 Human Relations This course is intended to teach students about social diversity; how to teach students from social situations different from theirs; and how to teach in order to reduce prejudice and increase harmony among groups. This course meets the South Dakota requirement for certification. (3 s.h.)

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

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

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

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

EDU 514 Teaching & Learning with Technology This course focuses on the integration of technology into the school curriculum. It explores educational and management software, productivity tools, emerging technologies, instructional strategies, trouble shooting, and key issues and trends related to technology in the teaching and learning environment. (3 s.h.)

EDU 515 Exceptional Students An introductory study of the history, philosophy, and legal implications of the education of the exceptional child. 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 516 Foundations of Middle School This course is intended as a basic course for students in the field of middle school education. The students will gain an understanding of the unique position of the middle school in the American system of public education. The course will define the middle school concept, describe the characteristics of exemplary middle schools, and illustrate the implementation of these characteristics in practice. (3 s.h.)

EDU 517 Constructive Literacy Assessment Constructive review of a variety of formal and informal assessments that provide the basis for professional decision making practices needed by literacy specialists to interpret, plan, and evaluate effective reading instruction for readers and writers of all ability levels and backgrounds is provided. Class participants will develop an understanding of benchmarks and standards for proficient reading and writing. A balance of objective evaluation and student-centered observation will provide a strong basis for monitoring literacy achievement at both an individual and a school level. Emphasis will be placed on effective communication of assessment information to various audiences. The concepts presented will emphasize the teacher as evaluator, manager, and communicator. (3 s.h.)

EDU 518 Practicum: Teaching Diverse Literacy Learners This course requires the candidate to use a variety of assessment tools and practices to interpret, plan, and provide effective reading instruction for readers and writers of varied ability levels and backgrounds. Particular emphasis will be placed on the special needs of struggling readers and English Language Learners (ELL). Current research in brain-based learning principles is examined along with strategies for meeting the literacy needs of all students in today's diverse student populations. Candidates will participate in an inquiry-based study of specific student needs. Emphasis will be placed on communication of assessment information to various audiences. The concepts presented will emphasize the teacher as evaluator, servant leader, cognitive mediator, manager, researcher, and communicator. Prerequisite: Successful completion of EDU 517. (3 s.h.)

EDU 521 Curriculum Development & Design The central intent of this course is to provide students with knowledge and skills necessary to exercise leadership in curriculum at several levels and in many roles. This course is designed to assist leaders in bridging the gap between the curriculum guide and what is actually taught. The course will feature a theoretical component and practical applications for educators to use in their schools to implement standards developed by professional organizations, state departments, local school districts and classroom teachers. Conceptual tools for making curricular decisions and processes of curriculum development will be discussed. (3 s.h.)

EDU 522 Practicum: Curriculum Development & Design-Elementary Emphasis Graduate students will demonstrate leadership through a focus on curriculum and its centrality to student success and increased achievement. Following USF EDPCM and ELCC Standards, candidates will complete project based learning and practicum experiences at their school sites to develop knowledge, skills, and dispositions to implement and steward a vision for effective schools with positive cultures. Students will synthesize prior learning from EDU 521 to gain a leadership perspective that understands the larger context of schools and

districts as influenced by professional and ethical leaders in collaborating with families, school staff, and communities. (3 s.h.) Prerequisite: EDU 521 or equivalent course.

EDU 525 General and Secondary/K-12 Content Methods This course will prepare students to use and adapt effective instructional methods by introducing the major methods used by classroom teachers. Topics covered are curriculum materials, teaching methods, communication strategies, motivation, and evaluation techniques. In addition, students will receive specific methods relative to their content. Students seeking certification in a K-12 area will be required to take the additional credit in order to meet methods requirements for both elementary and secondary instruction. (2-3 s.h.)

EDU 526 Educational Psychology & Evaluation This course focuses on the application of psychology to educational practice, emphasizing psychological foundations of learning. It includes an overview of evaluation processes such as the development of instructional objectives, test construction, portfolio assessment and grading. The content of this course has obvious potential value for the student who is preparing to enter the teaching profession. The activities, reading, writing, discussion, and reflection are designed to increase understanding of learners at all levels, learning theories, instructional models, and assessment. Focus is on the processes by which information, skills, values, and attitudes are exchanged between teachers and students. (3 s.h.)

EDU 530 Practicum: Curriculum Development & Design-Secondary Emphasis Graduate students will demonstrate leadership through a focus on curriculum and its centrality to student success and increased achievement. Following USF EDPCM and ELCC Standards, candidates will complete project based learning and practicum experiences at their school sites to develop knowledge, skills, and dispositions to implement and steward a vision for effective schools with positive cultures. Students will synthesize prior learning from EDU 521 to gain a leadership perspective that understands the larger context of schools and districts as influenced by professional and ethical leaders in collaborating with families, school staff, and communities. (3 s.h.) Prerequisite: EDU 521 or equivalent course.

EDU 531 Legal Foundations of Education By building an awareness and understanding of legal provisions, statutory requirements, and regulatory standards students will gain knowledge and skills in managing school/district organizations. Students will consider policy development; ethical responsibility in educational political systems; and involvement of citizens and board members in order to exercise professional and ethical decision making in view of the larger context of education. (3 s.h.)

EDU 532 Practicum: School Law Applications for Student Discipline & Staff Development Students will gain knowledge, skills, and disposition to successfully meet legal requirements; write and apply appropriate policies; and practice ethical responsibility in either an elementary, middle, or secondary school in situations involving student discipline, staff development, staff evaluation, and special education. This course applies the concepts learned in EDU 531 Legal Foundations of Education and EDU 551 Professional, Student and Staff Development. Graduate students will complete assignments regarding effective professional development and evaluations for certified and non-certified staff, as well as develop and apply policies that promote a positive school culture and a safe learning environment. Included in the requirements are a shadowing experience and development of a final vision paper. Consideration

will be given to moral and ethical implications of policies and regulations. (3 s.h.) Prerequisites: EDU 531 and EDU 551.

EDU 533 Native American Studies Gaining understanding of the backgrounds and ways of life of the 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 K-12 classrooms. This course fulfills the requirement for South Dakota teacher certification. (3 s.h.)

EDU 535 Practicum: Applying Educational Technology This practicum will focus on observing and integrating technology into K-12 classes. Students will develop a portfolio as evidence of the growth in theory, practice, and application of instructional technology. (3 s.h.)

EDU 536 Adolescent Literacy The unique needs of the adolescent literacy learner are examined in this course. Foundational principles based on current research provide an opportunity to develop understanding of workshop approaches for reading and writing designed to provide rigor and relevance for students in grades 4-8. (3 s.h.)

EDU 537 Foundations of Literacy This course explores the foundational knowledge about reading and writing processes, instructional practices and curriculum materials needed by literacy specialists to support the creation of effective literacy environments that support all readers and writers. The course explores theoretical principles and practices based on current research with an emphasis on early literacy acquisition. The role of language and cognitive development in learning to read forms the foundation for study. Emergent and early instructional approaches provide a theory to practice experience. The concepts presented will emphasize the teacher as cognitive mediator, evaluator, manager, communicator, and researcher. (3 s.h.)

EDU 538 Practicum: Literacy (K-12) This course includes the application of literacy curricula from developmental reading and writing programs. Candidates apply research based knowledge of strategies for phonemic awareness, word identification, vocabulary and background knowledge, fluency, comprehension strategies and motivation used in fluent reading. Candidates will demonstrate the application of skills required by literacy specialists that show support for readers and writers of all abilities and backgrounds, knowledge of children's and adolescent literature, application of leadership skills, integration of technology into the curriculum, development of classroom study aids, and program adaptations that support the development of an effective literacy environment. The concepts presented will emphasize the teacher as cognitive mediator, servant-leader, evaluator, communicator and researcher. Prerequisites: Successful completion of EDU 537 (3 s.h.)

EDU 551 Professional, Student & Staff Development Candidates 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. Graduate students learn to plan and implement direct assistance to teachers and non-instructional staff, to plan and evaluate staff development programs and to research exemplary school-wide discipline models. 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 553 Leadership of Programs for Exceptional Needs This course will focus on the development of leadership skills and content knowledge related to administering and guiding program development in all areas of student exceptionality, including but not limited to: a) students in special education, b) English as Second Language learners, c) students of poverty, d) refugee and immigrant students, e) homeless students, and f) students in gifted education. Particular emphasis will be given to the improvement of math and reading skills acquisition within the legal guidelines and expectations of local, state, and federal policy. (3 s.h.)

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

EDU 555 Research & Instructional Management This class gives prospective teachers information and strategies regarding the organization and management of teaching. The South Dakota Teacher Education Competencies, national INTASC standards, and the USF EDPCM provide the framework for this course. (3 s.h.)

EDU 556 Secondary/K-12 Student Teaching This course involves teaching in the secondary school under the direction and supervision of classroom and university teachers. A portfolio is required as part of the application process, which is completed the semester prior to student teaching. (5 s.h.)

EDU 557 Literacy Across the Curriculum Application of literacy strategies across all curricular areas and in a variety of contexts is the focus of this course. The use of children's and adolescent literature integrated throughout the disciplines will provide strategic use of a variety of text features and structures. Attention is given to curriculum mapping and integrated designs to maximize the use of time and resources. (3 s.h.)

EDU 561 Management of School & Community Resources During this course, students will build a stronger vision of management of financial and other resources using leadership based on integrity, ethical behavior, and servant leadership. 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 564 Multimedia/HyperMedia Applications in Education This course will focus in on the use of interactive multimedia and hypermedia for instruction. Topics addressed include the use of digital video editing, scanners, digital cameras, presentation software, presentation equipment, K-12 multimedia software, and research on the uses of multimedia/hypermedia in education. (3 s.h.)

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

EDU 592 Practicum: Planning & Implementing School Change Graduate students will demonstrate leadership by applying knowledge, skills, and dispositions gained throughout the M.Ed. program to lead change in a school or district from the perspective of increasing student achievement. The application of strategic, instructional, organizational, and contextual leadership skills will result in the completion of a Research Application Project in approved written form. Within the FSoE model of educator as developing professional, this course will emphasize the components of researcher and communicator. The ensuing research will also serve as a synthesis and capstone aligned to the program standards for the candidate's major. Prerequisite: Successful completion of EDU 585 Research Methods and all courses specified as the content for the major (exceptions must be approved by the Director of Graduate Programs in Education.) *Special note: The Research Project continues over a full school-year. Students register for the two-credit course in the fall semester and again in the spring semester. Credits are repeatable.* (2/2 s.h.)

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

The purpose of the Education Specialist degree program is to prepare graduates to effectively lead school districts in ways that will ensure successful student achievement. This concentration meets USF, state and national standards for preparation of superintendents, curriculum directors and supervisors. The program is designed to:

- Prepare leaders who are servant leaders, demonstrating the compassion of Jesus Christ by creating a caring educational community in which each individual may achieve intellectual and personal growth.
- Prepare leaders who create and sustain a compelling personal and organizational vision and purpose.
- Prepare leaders who understand how to influence change and manage educational systems that are part of a larger context and are designed to increase student achievement.
- Prepare leaders who communicate a clear image of effective teaching and learning.
- Prepare leaders who work with all stakeholder groups to stay focused on an articulated vision of student achievement.
- Prepare leaders as educators of board members who can work collaboratively within effective school board function and parameters.
- Prepare leaders who encourage staff to grow professionally in ways that increase student achievement.
- Prepare leaders who are proactive and influence the direction of state policies and the effectiveness of professional associations.
- Prepare leaders who develop a comprehensive assessment approach to student, staff, and program evaluation leading to student and school success.
- Prepare leaders who improve their organizations, implement effective operational plans, manage financial resources, and utilize technology to enable a guaranteed and viable curriculum for all students.

The Education Specialist degree program is designed for school administrators who have full-time jobs. A cohort of students accepted into the program will take coursework in a prescribed sequence. Class sessions occur during both the academic year and summer term and include supervised internship projects throughout the program. Courses offered during the academic year are delivered through a combination of Saturday classes held once a month on the University of Sioux Falls campus along with online components for off campus participation between class sessions.

Admission Criteria

- Three years of verified experience on a valid certificate in an accredited K-12 school, one year of which includes classroom teaching experience or direct services to students*
- Master's degree from a regionally accredited college or university
- Minimum 3.5 G.P.A. from master's degree work*
- Three completed USF recommendation forms that address the applicant's potential as a leader of a school district

- Internet and e-mail access

(*Provisional admission may be allowed if the asterisked requirements above are not met at the time of application to a program. Provisional admission is determined by the Director of Graduate Programs in Education and students will be advised of any certification limitations and additional requirements.)

Degree Requirements

A candidate's achievement of initial district-level leadership competencies is demonstrated through successful completion of a written comprehensive exam at the end of designated coursework. For the usual plan of study, comprehensive exams follow the first 15 semester hours of coursework (alternative plans of study comprising a modified sequence of courses must be approved by the Director of Graduate Programs in Education). For final program completion and to earn the advanced degree, students submit and must pass the evaluation processes for a Professional Performance Portfolio at the completion of the required 30 semester hours of coursework. The Education Specialist degree for superintendents is designed to be completed as a cohort within a two year time period.

Required Courses

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

Upon completion of the coursework listed above, students must complete comprehensive written exams. After successful completion of prescribed coursework and comprehensive exams, students become eligible to apply for the 10-year endorsement for superintendent as specified in the Administrative Rules of SD.

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

Total s.h. 30

Upon completion of the 30 semester hours (s.h.), students must submit a professional portfolio containing artifacts from coursework projects that demonstrate competencies for the position of school superintendent as aligned to FSoE and program standards. After successful completion of all program requirements, students become eligible to apply for the Career School Superintendent endorsement as specified in Administrative Rules of SD.

Student Requirements for Program Completion

- Three years of verified experience on a valid certificate in an accredited K-12 school, one year of which includes classroom teaching experience or direct services to students.
- Successful completion of the ten required courses (30 semester hours) including the practica components throughout the program.
- Successful completion of the written comprehensive exam..
- Successful completion of the Professional Performance Portfolio.

Time Limit

Though students are expected to complete the program according to the usual plan of study over a two year period, it is acknowledged that occasionally unforeseen circumstances require a delay. A student has seven years to complete a program from the date of the first course accepted in the program, which includes any transfer work. It should be noted that the Ed. S. program is offered with courses specifically scheduled 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 is committed to advising students and will assist in program planning and determining what options will be available when circumstances require a student to delay program completion. In some cases, where transfer or earlier coursework ages beyond the allowed range, a limited extension may be granted by the Director of Graduate Programs in Education. In cases where program coursework has aged in excess of a year beyond the allowed range, students must submit a written request to the Graduate Policies Committee for determination of program continuation. If program continuation is granted, students will be advised of requirements that reflect current program requirements and additional provisions set by the Committee.

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

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 a successful district-level leadership. (3 s.h.)

EDU 615 Technology Applications for Districts This course will prepare administrators to take full advantage of technology to improve personal productivity and to maximize school district management and communication towards increased student achievement. Administrators will gain leadership skills and experiences that will help them position technology appropriately in their school district enabling schools to utilize new and emerging technologies to better serve their students and communities. (3 s.h.)

EDU 620 School Finance School finance introduces district-level leaders to principles of fiscal planning, budgeting, allocating, and monitoring resources according to district priorities and governmental regulations. Course instruction includes ways to enhance a positive district culture through collective bargaining between school board members and staff. Founded on professional and ethical leadership, students will learn different approaches to allocating resources to schools. Students will gain expertise in negotiation and decision making skills along with increasing their understanding of conflict resolution. (3 s.h.)

EDU 625 Intergovernmental Relations The 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 aspects of educational politics and policy making including macro- and micro-politics. Strategies are studied and practiced to influence and relate public

policy initiatives to student welfare and the district's vision, mission, and priorities in the larger contexts of education. (3 s.h.)

EDU 640 Curriculum & 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 towards a guaranteed and viable curriculum for all students. Leadership in PK-12 curricula will include the following: 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, staff development, assessing curricula effectiveness, and preparing leaders to integrate faith in learning. This course emphasizes all components of the USF Educator as Developing Professional Curriculum Model as the roles relate to effective curriculum and instruction. (3 s.h.)

EDU 645 Administration of Special Education This course includes a study of federal and state laws and regulations mandating the provision of special education and related services to children with disabilities. District leaders are responsible for guaranteeing access to designated curriculum and providing equitable opportunity for all children to learn. Candidates will gain knowledge, skills and dispositions needed for complying with Section 504, ADA, and other significant state and federal law addressing student rights to a free and appropriate public education along with the processes needed for the delivery of services for exceptional needs at the school district level. (3 s.h.)

EDU 650 Educational Statistics In this course, statistical techniques will be treated as tools that are used not only to analyze and organize information, but to make inferences from the data. The course will assist the participant in recognizing and emphasizing the correct use of statistics by exposing the participant to discussions and exercises in the methods and applications of statistics. (3 s.h.)

BUS 510 Managerial Communications This course focuses on increasing understanding of the role and value of communication in organizations. In addition, students will be exposed to proficient use of executive communication skills including nonverbal communication, formal presentations, group discussions, and interpersonal and intercultural communication. (3 s.h.)

BUS 520 Managing Organizational Dynamics This course will examine the development of organizational theory along with the application of behavioral science concepts to understanding individual and group behavior in organizations. Students will develop analytical skills necessary to interpret research findings in the area of study. The purpose of the course is to provide a general understanding of possible managerial approaches to particular problems and introduce ways to analyze the various social costs and benefits associated with any given approach. (3 s.h.)

BUS 558 Current Issues in Management The course focuses on current, ever-changing issues facing organizations in a competitive business environment. Course content is designed to provide students with an overall understanding of real-world business issues from an integrated, multi-functional perspective. (3 s.h.)

COLLABORATIVE DOCTORATE IN EDUCATIONAL LEADERSHIP

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

The University of Sioux Falls (USF) and the University of St. Thomas (UST) of St. Paul Minnesota cooperate in an Articulation Agreement to offer a Collaborative Doctorate (Ed.D.) in Educational Leadership. Provisions of this arrangement include seamless acceptance of 30 semester hours of coursework from the USF Educational Specialist degree program for superintendents into the UST Doctorate program. In addition, arrangements have been made to consider applicants that may have completed coursework at other institutions prior to the doctoral level work. Courses for the program will be offered by UST on the USF campus one Friday evening-Saturday class session per month. Students who successfully complete the program will receive their degree from UST with a notation on the diploma indicating the collaborative arrangement with USF. Students in the program will complete one course at a time in the once-a-month, meeting format. The doctorate portion of the degree program consists of 42 semester hours, 12 of which are dissertation hours. A person must have a Master's degree to be eligible for application to the program. The duration of the coursework for the cohort is approximately three years. However, time may extend beyond this due to the dissertation requirements. The time to complete the dissertation varies among individuals. The degree must be completed within a seven-year timeframe from the acceptance of the first course into the program. All coursework will be held on the USF campus and/or with some online components assuming that the student remains with the cohort as it progresses through the program. If a course is missed, there are options to take it in another location since the program is replicated on the St. Paul campus at various times during the year. By design, program autonomy was maintained by each institution in the agreement. Thus, tuition and policies regarding specific academic programs are established by each university, including acceptance of transfer credits from other institutions. The UST doctorate has all necessary state approvals and is accredited with the North Central Association Higher Learning Commission.

Admission Requirements

All students must complete the appropriate UST application forms and meet UST admission requirements. The Miller Analogy Test (MAT) is required as part of the admission process and arrangements have been made to administer the test for applicants to this program on the USF campus. Students completing the USF education specialist degree may have the Miller Analogies Test (MAT) requirement waived if they are recommended by the USF Director of Graduate Education Programs. Should a student not receive this recommendation, he/she may take the MAT and still be considered for admission. All Ed.D. admission decisions rest with the University of St. Thomas. Participation in the USF Educational Specialist Degree program does not guarantee admission into the Collaborative Doctorate in Educational Leadership program with UST. Normal admission procedures must be followed by all applicants.

Financial Aid

Students in the doctorate program may be eligible to receive federal financial aid. Financial aid for the doctorate program is applied for and issued through the University of St. Thomas Financial Aid Office.

University of St. Thomas Doctor of Education Degree

The University of St. Thomas Doctor of Education degree builds upon the University of Sioux Falls Ed.S. degree. However, other plans may be developed for students accepted into the program that completed degrees at other institutions. Specific inquiries can be addressed to the University of Sioux Falls or the University of St. Thomas. The typical course of study follows but is subject to program updates and will be determined specifically with advisement between UST faculty and the student and with regard to UST catalog requirements.

Leadership Core Courses 18 s.h

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

Research Courses 12 s.h.

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

Dissertation 12 s.h.

<input type="checkbox"/> EDLD 922	Dissertation	3
<input type="checkbox"/> EDLD 923	Dissertation	3
<input type="checkbox"/> EDLD 924	Dissertation	3
<input type="checkbox"/> EDLD 925	Dissertation	3

Total Credits 42 s.h. beyond Ed.S.

In addition, students transferring into the Ed.D. program may be required to audit up to two advanced research courses should they be needed for the successful completion of the dissertation.