

The appendices can be found at the end of the PDF document or by clicking on the bookmarks at the left.

# Iowa College Student Aid Commission

Postsecondary Approval and Registration Administrator  
200 10<sup>th</sup> Street, Fourth Floor  
Des Moines, IA 50309  
(515) 725-3470

## Application for Approval and Registration of Postsecondary School Iowa Code Chapter 261B

Pursuant to Iowa Code Chapter 261B, the undersigned school applies for registration to conduct or maintain one or more courses of instruction, including courses of instruction by correspondence, where the courses are offered in Iowa or the school has a presence in Iowa and desires to offer courses in other states or foreign countries.

Submit a paper document and a complete duplicate in pdf format on a CD.  
Applications may be submitted electronically by contacting the Postsecondary Approval Administrator at the Iowa College Student Aid Commission.

Applications for an initial approval and registration must include a *non-refundable* check for \$4,000 payable to the State of Iowa.

Applications fees are to be sent to:

Postsecondary Approval and Registration Administrator  
200 10th Street, Fourth Floor  
Des Moines, IA 50309

**All items must be completed** before the application will be considered as received by the Commission. Attach additional pages as needed to provide the requested information. Responses are required to have a minimum of a summary paragraph on this form. Responses that include only statements similar to "please see attached", will be considered incomplete. Other documents or materials may also be attached to support the application. Attachments must be tabbed and clearly marked on both the paper and pdf documents..

(Registrations must be renewed every four years or upon any substantive change in program offerings, location, or accreditation.)

Name of school and address of the principal office as defined in Iowa Code Section 490.140 or 510.141:  
[(261B.4(2))] and [(261B.4(1))]

Name of School: **The University of South Dakota**  
Suite: **Division of Continuing and Distance Education**  
Street: **414 East Clark Street**  
City: **Vermillion**  
State: **South Dakota**  
Zip: **57069**  
Country: **USD**  
Telephone Number (including country or area code): **605-677-6926 or 1-800-233-7937**

Type of corporation:

For-profit  
 Non-profit

Address of this school in all other states, and in foreign countries:  
**None**

Address of all locations in Iowa where instruction is to be provided

Suite	Street	City	State	Zip	Country	Telephone
Floyd Valley Hospital	714 Lincoln Street NE	LeMars	IA	51031	USA	712-546-7871
Horn Physician's Clinic	700 East 2 <sup>nd</sup> Street	Ida Grove	IA	51455	USA	712-364-4479
Orange City Area Health System	1000 Lincoln Circle SE	Orange City	IA	51041	USA	712-737-5358
Western Iowa Tech Community College	4647 Stone Avenue	Sioux City	IA	51102	USA	712-274-6400

Tuition charges, fees and other costs payable to the school by a student. [(261B.4(3))]

Program to be Offered in Iowa	Tuition	Fees	Books and Supplies	Other	Total
Associate of Science In Nursing	\$16,822	\$6733.20	\$3200.00	NA	\$26,755.20
Sioux City undergraduate level	\$258.80 per credit hour	NA	\$2000	NA	\$9764.00 (30 cr hr load)
Sioux City graduate	\$343.75 per credit hour	NA	\$900	NA	\$7087.50 (18 cr hr load)
BS in Health Science (WIT)	\$258.80	NA	\$3000	NA	\$10,764 (30 cr hr load)
Degree completion bac. Programs at WIT	\$133 per credit hour (WITCC)	\$15.50 per cr hr	\$2000	NA	\$6455 (30 cr hr load, ea first 60 hrs)
	\$258.80 per credit hour (USD)	NA	\$2000		\$9764 (30 cr hr load, ea last 60 hrs)
Online Undergraduate	\$258.80 per credit hour	NA	\$2000	NA	\$9764.00 (30 cr hr load)
Online Graduate	\$343.75 per credit hour	NA	\$900	NA	\$7087.50 (18 cr hr load)
F2f graduate classes	\$343.75 per credit hour	NA	\$900	NA	\$7087.50 (18 cr hr load)

Refund policy of the school for the return of refundable portions of tuition, fees, or other charges [(261B.4(4))] If the refund policy is attached, please summarize the policy below.

Please see attached "South Dakota Board of Regents Policy Manual: Refunds, Number 5:7, pages 4-8. (Appendix A)

A student receives a 100% refund of tuition and per credit hour fees for dropped courses within the 100% Refund Period and if there is evidence they never attended a class (by petition). The 100% Refund Period for standard and non-standard courses offered in a semester shall be the date the first 10% of the term ends or the day following the first class meeting, whichever is later.

Students who withdraw or are administratively withdrawn, suspended or expelled from the Regental system within the 100% Refund Period receive a 100% refund of tuition and per credit hour fees. Students who withdraw or are administratively withdrawn, suspended, or expelled from the Regental system after the date the first 10% of the term ends for the period of enrollment for which they are assessed may be entitled to a refund as set forth herein.

Students who received Federal Title IV student financial aid may receive a refund of tuition and fees and institutional charges if they withdraw from the Regental system during the first 60% of the term. Students who do not receive Federal Title IV student financial aid and who withdraw from the Regental system may be entitled to a refund of tuition and fees and institutional charges calculated through 60% of an enrollment period.

If a student's registration is cancelled, no tuition and fee payment is due. If payments have been made, a student is eligible for a full refund.

Degrees granted by the school [(261B.4(5))]

Offered in Iowa [(261B.4(11))]

- **Assoc of Science in Nursing (in partnership with Good Samaritan Society) – clinical portion only**
- **Degree completion plan for BS in Health Science in partnership with WIT**
- **Select f2f classes for Master of Science in Administration, Master of Business, Executive Masters of Public Administration, Master of Professional Accounting.**
- **Online programs available to Sioux City regional residents:**
  - Undergraduate Certificate in Alcohol and Drug Studies**
  - Graduate Certificate in Alcohol and Drug Studies**
  - Graduate Certificate in Disaster Mental Health**
  - Graduate Certificate in Long-Term Care Management**
  - Graduate Certificate in Literacy Leadership and Coaching**
  - Associate of Arts (A.A.) in General Studies**
  - Associate of Science (A.S.) in Nursing in partnership with Good Samaritan Society**
  - Bachelor of Science (B.S.) in Alcohol and Drug Studies**
  - Bachelor of General Studies (B.G.S.)**
  - Bachelor of Science (B.S.) in Health Sciences**
  - Master of Science (M.S.) in Administration/Alcohol and Drug Studies**
  - Master of Science (M.S.) in Administration/Criminal Justice**
  - Master of Science (M.S.) in Administration/Health Services Administration**
  - Master of Science (M.S.) in Administration/Long-Term Care Administration**
  - Master of Science (M.S.) in Administration/Interdisciplinary Studies (select options)**
  - Master of Science (M.S.) in Administration/Organizational Leadership**
  - Executive Master of Public Administration (EMPA)/NEW PROGRAM!**
  - Master of Science (M.S.) in Technology for Education and Training**
  - Master of Arts (M.A.) in Addiction Studies**
  - Master of Arts (M.A.) Educational Administration/Adult and Higher Education**
  - Master of Arts (M.A.) Educational Administration/Elementary School Principal**
  - Master of Arts (M.A.) Educational Administration/Secondary School Principal**
  - Master of Arts (M.A.) Educational Administration/Pre-K – 12 School Principal**
  - Master of Arts (M.A.) Educational Administration/School District Superintendent**
  - Master of Business Administration (M.B.A.)**
  - Master of Business Administration (M.B.A.)/Health Services Administration**
  - Education Specialist Degree (Ed.S.) Educational Administration/Elementary School Principal**
  - Education Specialist Degree (Ed.S.) Educational Administration/Secondary School Principal**
  - Education Specialist Degree (Ed.S.) Educational Administration/Pre-K – 12 School Principal**
  - Education Specialist Degree (Ed.S.) Educational Administration/School District Superintendent**
  - Transitional Doctorate in Physical Therapy (t-DPT)**
- **Other proposed degree completion baccalaureate programs at WITC**
  - Bachelor of Science (B.S.) in Health Sciences**
  - Bachelor of General Studies (B.G.S.)**
  - Bachelor of Business Administration (B.B.A.)**
  - Bachelor of Science (B.S.) in Alcohol and Drug Studies**

Offered outside of Iowa

#### **UNDERGRADUATE PROGRAMS**

##### **Majors:**

Associate of Arts (A.A.); Associate of Science (A.S.); Bachelor of Arts (B.A.); Bachelor of Business Administration (B.B.A.); Bachelor of Fine Arts (B.F.A.); Bachelor of General Studies (B.G.S.); Bachelor of Liberal Studies (B.L.S.); Bachelor of Music (B.M.); Bachelor of Musical Arts (B.M.A.); Bachelor of Science (B.S.); Bachelor of Science in Education (B.S.Ed)

Accounting (B.B.A.)  
 Alcohol and Drug Studies (B.S.)  
 American Indian Studies (B.A.)  
 Anthropology (B.A., B.S.)  
 Art (B.F.A.)  
 Art Education (B.F.A.)  
 Biology, Ecology & Evolution Specialization (B.S.)  
 Biology, Molecular Biology & Physiology Specialization (B.S.)  
 Biology Education - See Secondary Education/Biology Education (B.S.Ed.)  
 Chemistry-American Chemical Society (ACS) Approved Chemistry (B.S.)  
 Chemistry Coordinate (B.S.)  
 Chemistry Education - See Secondary Education/Chemistry Education (B.S.)  
 Clinical Laboratory Science (B.S.)  
 Communication Sciences and Disorders (B.A., B.S.)  
 Communication Studies (B.A., B.S.)  
 Computer Science (B.A., B.S.)  
 Contemporary Media and Journalism (B.A., B.S.)  
 Criminal Justice (B.A., B.S.)  
 Dental Hygiene (A.S., B.S.)  
 Early Childhood Education - See Elementary Education & Early Childhood (B.S.Ed.)  
 Earth Sciences (B.S.)  
 Earth Sciences Education - See Secondary Education/Earth Sciences Teacher (B.S.)  
 Economics (B.A., B.S.) - Through College of Arts & Sciences  
 Economics (B.B.A.) - Through School of Business  
 Elementary Education (B.S.Ed.)\*  
 Elementary Education & Early Childhood (B.S.Ed.)  
 Elementary Education & Kindergarten Education (B.S.Ed.)  
 Elementary & Special Education (B.S.Ed.)\*  
 English (B.A., B.S.)  
 English Education - See Secondary Education/English Education (B.S.Ed.)  
 Finance (B.B.A.)  
 French Education - See Secondary Education/French Teacher (B.A.)  
 French Studies (B.A.)  
 General Studies (A.A.)  
 General Studies (B.G.S.)  
 German (B.A.)  
 German Education - See Secondary Education/German Teacher (B.A.)  
 Health Services Administration (B.B.A.)  
 Health Sciences (B.S.)  
 History (B.A., B.S.)  
 History Education - See Secondary Education/History Education (B.S.Ed.)  
 Human Resource Management (B.B.A.)  
 International Studies (B.A.)  
 Kindergarten Education - See Elementary Education & Kindergarten Education (B.S.Ed.)  
 Liberal Studies (B.L.S.)  
 Management (B.B.A.)  
 Marketing (B.B.A.)  
 Mathematics (B.S.)  
 Mathematics Education - See Secondary Education/Mathematics Education (B.S.Ed.)  
 Music Education (B.M.)  
 Music Education - See Secondary Education/Music Education  
 Music Performance (B.M.)  
 Musical Arts (B.M.A.)  
 Nursing (A.S.)  
 Nursing-LPN to RN Upward Mobility  
 Nursing-LPN to RN Upward Mobility (Watertown)  
 Philosophy (B.A., B.S.)  
 Physical Education (B.S.Ed.)  
 Physics (B.S.)  
 Physics Education - See Secondary Education/Physics Education (B.S.)  
 Political Science (B.A., B.S.)  
 Political Science Education - See Secondary Education/Political Science Education (B.A./B.S.)  
 Psychology (B.A., B.S.)  
 Recreation Management (B.S.RECM)  
 Secondary Education/Biology Education (B.S.Ed.)  
 Secondary Education/Chemistry Education (B.S.)  
 Secondary Education/Earth Sciences Teacher (B.S.)  
 Secondary Education/English Education (B.S.Ed.)

Secondary Education/French Teacher (B.A.)  
 Secondary Education/German Teacher (B.A.)  
 Secondary Education/History Education (B.S.Ed.)  
 Secondary Education/Mathematics Education (B.S.Ed.)  
 Secondary Education/Music Education  
 Secondary Education/Physics Education (B.S.)  
 Secondary Education/Political Science Education (B.A./B.S.)  
 Secondary Education/Spanish Education (B.A., B.S.Ed.)  
 Secondary Education/Special Education (B.S.Ed.)\*  
 Secondary Education/Speech Communication Education (B.S.Ed.)  
 Secondary Education/Theatre Education (B.F.A.)  
 Social Work (B.S.)  
 Sociology (B.A., B.S.)  
 Spanish (B.A.)  
 Spanish Education - See Secondary Education/Spanish Education (B.A., B.S.Ed.)  
 Special Education/Elementary - See Elementary & Special Education (B.S.Ed.)\*  
 Special Education/Secondary - See Secondary Education/Special Education (B.S.Ed.)\*  
 Speech Communication Education - See Secondary Education/Speech Communication Education (B.S.Ed.)  
 Theatre Education - See Secondary Education/Theatre Education (B.F.A.) Inactive 2010-2011  
 Theatre: Theatre Specialization (B.F.A.)  
 Theatre: Acting Specialization (B.F.A.)  
 Theatre: Design/Technology Specialization (B.F.A.)  
 Theatre: Musical Theatre Specialization (B.F.A.)

### **Minors**

Adapted Physical Education Minor  
 Alcohol and Drug Studies Minor  
 American Indian Studies Minor  
 Anthropology Minor  
 Archaeology Minor  
 Art Minor  
 Art History Minor  
 Biology Minor  
 Biology Teaching Minor  
 Business Administration Minor (Non-Business Majors)  
 Chemistry Minor  
 Civic Leadership Studies Minor  
 Classical Humanities Minor  
 Coaching Minor\*  
 Communication Sciences and Disorders Minor  
 Communication Studies Minor  
 Computer Science Minor  
 Contemporary Media and Journalism Minor  
 Creative Writing Minor  
 Criminal Justice Minor  
 Disaster Response Minor  
 Earth Sciences Minor  
 Earth Sciences Teaching Minor  
 Economics Minor (Non-Business Majors Only)  
 Economics Teaching Minor  
 Education Composite Minor  
 English Minor  
 English Teaching Minor  
 Entrepreneurial Studies Minor (Business Majors)  
 Entrepreneurial Studies Minor (Non-Business Majors)  
 Film Studies Minor  
 French Studies Minor  
 Geography Minor  
 German Minor  
 Gerontology Minor  
 Health Minor (Teaching and Non-Teaching)  
 Health Sciences Minor  
 Health Teaching Minor  
 Health Services Administration Minor  
 History Minor  
 Interdisciplinary Language Areas Minor  
 Interdisciplinary Sciences Minor  
 International Studies Minor

Latin Minor  
Legal Studies in Business Minor (Business Majors Only)  
Mass Communication Teaching Minor  
Mathematics Minor  
Mathematics: Composite Minor  
Military Science Minor  
Modern Foreign Languages (K-12) Teaching Minor  
Music (K-12) Teaching Minor  
Music Minor (Non-Teaching)  
Philosophy Minor  
Physics Minor  
Physical Sciences Teaching Minor  
Physics Teaching Minor  
Political Science Minor  
Psychology Minor  
Reading (K-12) Teaching Minor  
Religious Studies Minor  
Sociology Minor  
Sociology Teaching Minor  
Spanish Minor  
Spanish Teaching Minor  
Speech Communication Teaching Minor  
Statistics Minor  
Theatre Minor  
Theatre Teaching Minor  
Women Studies Minor

### **Specializations**

Acting  
Adapted Physical Activity and Therapeutic Recreation  
Advertising  
Ceramics  
Creative Writing  
Design/Technology-Theatre  
Disaster Response  
Ecology and Evolution  
Electronic Media  
Exercise Science and Health Promotion  
Graphic Design  
Journalism  
Molecular Biology and Physiology  
Musical Theatre  
Painting  
Photography  
Prevention-Alcohol and Drug Studies  
Printmaking  
Public Relations  
Recreation  
Sculpture  
Secondary Teaching-English  
Sport Business  
Theatre  
Treatment-Alcohol and Drug Studies

### **Certificates**

Alcohol and Drug Studies Certificate - Online Only  
Drafting for the Entertainment Industry Certificate

### **Pre-Professional Programs**

Pre-Chiropractic  
Pre-Dentistry  
Pre-Engineering  
Pre-Law  
Pre-Medicine  
Pre-Occupational Therapy  
Pre-Optometry  
Pre-Osteopathic Medicine

Pre-Pharmacy  
Pre-Physical Therapy  
Pre-Physician Assistant Studies  
Pre-Podiatry  
Pre-Veterinary Medicine

## **GRADUATE DEGREES**

### **Master of Arts**

Addiction Studies  
Biology  
Communication Studies  
Counseling and Psychology in Education  
Educational Administration  
Elementary Education  
English  
Health, Physical Education and Recreation  
History  
Interdisciplinary Studies  
Mathematics  
Political Science  
Psychology  
Secondary Education  
Special Education  
Speech-Language Pathology  
Theatre

### **Master of Business Administration**

### **Master of Fine Arts**

Art  
Theatre

### **Master of Music**

### **Master of Natural Science**

### **Master of Professional Accountancy**

### **Master of Public Administration**

### **Master of Science**

Administrative Studies  
Basic Biomedical Sciences  
Biomedical Engineering  
Biology  
Chemistry  
Computer Science  
Mathematics  
Occupational Therapy  
Physician Assistant Studies  
Physics  
Technology for Education and Training

### **Master of Social Work**

### **Specialist in Education**

Counseling and Psychology in Education  
Curriculum and Instruction  
Educational Administration

### **Doctor of Education**

Curriculum and Instruction  
Educational Administration

### **Clinical Doctorate**

Audiology  
Physical Therapy  
Transitional Doctorate in Physical Therapy (tDPT)

**Doctor of Philosophy**

Basic Biomedical Sciences  
Biological Science  
Biomedical Engineering  
Computational Science and Statistics  
Counseling and Psychology in Education  
English  
Materials Chemistry  
Political Science  
Psychology

**Juris Doctor**

Law  
Joint Law/Master's Program

**Doctor of Medicine**

School of Medicine

**M.D./Ph.D.**

School of Medicine

**Graduate Certificates offered include:**

Alcohol and Drug Studies  
Disaster Mental Health  
Long-Term Care Management  
Public Health  
State Government Leadership (available only to selected State of South Dakota employees)

Name, business address and telephone number of the chief executive officer of the school: [(261B.4(7))]

Name: **James W. Abbott, J.D.**

Suite: **Office of the President**

Street: **414 East Clark Street**

City: **Vermillion**

State: **South Dakota**

Zip: **57069**

Country: **USA**

Telephone Number (including country or area code): **605-677-5641**

Provide a copy or description of the means by which the school intends to comply with 261B.9 [(261B.4(8))].

Code section 261B.9 is as follows:

**261B.9 DISCLOSURE TO STUDENTS.**

Prior to the commencement of a course of instruction and prior to the receipt of a tuition charge or fee for a course of instruction, a school shall provide written disclosure to students of the following information accompanied by a statement that the information is being provided in compliance with this section:

The systems of USD's Continuing and Distance Education assure compliance with this requirement. The website provides disclosure of the course titles, subject matter and tuition and fees. A student's bill on SDePay provides a summary of all charges. Once face-to-face courses are scheduled at WITCC, a Sioux City section would be added to the web.

1. The name or title of the course. (Appendix B)  
**Found at <http://www.usd.edu/continuing-and-distance-education/fall-2010-courses.cfm>**
2. A brief description of the subject matter of the course. (Appendix B)  
**Found at <http://www.usd.edu/continuing-and-distance-education/fall-2010-courses.cfm>**

3. The tuition charge or other fees charged for the course. If a student is enrolled in more than one course at the school, the tuition charge or fee for all courses may be stated in one sum.

**Found at <http://www.usd.edu/continuing-and-distance-education/tuition-rates.cfm>**

**It is stated as follows:**

**2010-2011 Tuition Rates**

**Approved by the BOR - Effective '10 Summer Term Self Support Rates**

**Tuition Rates for Correspondence, Online, DDN, Telecourses, HEC-WR in Rapid City, Capital University Center in Pierre, University Center in Sioux Falls & Sioux City:**

Undergraduate.....\$258.80 per credit hour

Graduate.....\$343.75 per credit hour

For more information about Tuition Rates, visit the [Business Office Tuition & Fees](#).

**Also, a total summarized bill is available online and sent to each student via the Business Office. Bills can be accessed online far in advance so a student has plenty of time to cancel his/her registration if needed. A registration cancellation removes all charges.**

4. The refund policy of the school for the return of the refundable portion of tuition, fees, or other charges.

**A student registration confirmation is a special separate document provided to distance learners instructing them in accessing their online course and auxiliary resources. Off-campus learners also receive special registration confirmations relevant to each location.**

**This statement is included with every distance registration confirmation:**

*"Please know you are financially responsible for courses in which you are registered. To receive a 100% refund, you must complete and process the appropriate drop or withdrawal paperwork on or before the 100% Refund Deadline (see below). If you are a returning student within the South Dakota Public Higher Education system, please use WebAdvisor to process your course drops.*

**Important Dates**

**8/30/2010: Course Start Date**

**9/9/2010: 100% Refund Deadline**

**11/15/2010: Last Day to Drop for a "W" grade**

**12/17/2010: Course End Date"**

**Examples of distance and site based registration confirmations can be found in the appendices. (Appendix C)**

**Business Office web site also has stated refund policy; <http://www.usd.edu/financial-affairs/business-office/refunds.cfm>. It is stated as follows:**

**Refunds**

**Withdrawal and Refund**

- When students withdraw from school, tuition and fees are assessed or credited, as appropriate, according to the date of withdrawal.
- Meal plans and room charges are adjusted according to the date of withdrawal.
- The federal refund policy will be used for all students receiving federal aid. If you received loan money, the University will calculate the amount of your loan that was "earned" according to your date of withdrawal, following federal Title IV regulations. The unearned portion will be paid back to your lender by the University. This amount paid by the University to your lender will then be charged to your University account. If this amount is larger than the credits on your account following withdrawal, you will be required to pay the difference due.

**Refunds from Overpayment**

- Refund requests are made at the Business Office. A credit balance can be refunded to the student or left on the account to pay for future charges. The credit will remain on the student's account until a refund is requested. At the time that the request is made, the student will be given the date that the check will be available. Refund checks will also be mailed upon request. No refunds are made to the student until all charges are paid.
- Students receiving financial aid or funds from a third party might not personally receive a refund check. Refunds may be credited against financial aid received or to a third party and not to the student, regardless of how the bill was paid. For example, if you withdraw from school, and receive money back for your classes, but have picked up loan checks, your refund will be sent to your lender.
- **Direct Deposit** is the preferred method for student refunds. This program allows you to have your Student Account Refund deposited directly into your personal checking or savings account. You

may sign up for Direct Deposit of your refund checks through [WebAdvisor](#) under Financial Information.

5. Whether the credential or certificate issued, awarded, or credited to a student upon completion of the course or the fact of completion of the course is applicable toward a degree granted by the and, if so, under what circumstances the application will be made.

**The University of South Dakota showcases advising documents for all of its off-campus and distance degrees clearly revealing the required courses leading to a degree or certification. Once Sioux City face-to-face offerings are solidified, advising documents will be developed for the degrees there. USD also publishes online graduate and undergraduate catalogs which confirm the curriculum requirements for a degree or credential.**

**Shown on Undergraduate catalog web link: (Appendix D)**  
**<http://catalog.usd.edu/content.php?catoid=7&navoid=297>**

**Shown on Graduate catalog web link: (Appendix E)**  
**<http://catalog.usd.edu/content.php?catoid=8&navoid=344>**

**Advising Documents – Off-campus and Distance web link: (Appendix F)**  
**<http://www.usd.edu/continuing-and-distance-education/online-off-campus-and-distance-programs.cfm>**

6. The name of the accrediting agency recognized by the United States department of education or its successor agency which has accredited the school.

**The University of South Dakota is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. This affiliation is disclosed to students in the Undergraduate and Graduate catalogs.**

**Shown on Undergraduate catalog web link:**  
**<http://catalog.usd.edu/content.php?catoid=7&navoid=300> (Appendix G)**

**Higher Learning Commission**  
**230 S La Salle Street Suite 7-500**  
**Chicago, IL 60604-1413**  
**[www.ncahlc.org](http://www.ncahlc.org)**

Name, address, and telephone number of a contact person in Iowa. [(261B.4(10))]

Name: **Western Iowa Tech Community College**  
**Mary C. Mohni, Ph.D, Dean of Instruction**

Street: **4647 Stone Ave**

City: **Sioux City**

State: **IA**

Zip: **51102**

Country: **USA**

Telephone Number (including country or area code): **712-274-8733 ext. 1278**

Name: **Tri-State Graduate Center**

**Carrie Radloff**

Suite: **Suite 318**

Street: **1520 Morningside Ave**

City: **Sioux City**

State: **IA**

Zip: **51106**

Country: **USA**

Telephone Number (including country or area code): **712-274-1277**

Name, address, and title of the other officers and members of the legal governing body of the school:  
[(261B.4(6))]

Officer Number 1

Name: **South Dakota Board of Regents**

**Dr. Jack R. Warner, Executive Director; Terry Baloun, President; Kathryn Johnson, Vice President; James O. Hansen, Secretary**  
**Members: Harvey C. Jewett, Dean Krogman, Randall K. Morris, Carole Pagones, Patrick Weber, Randy Schaefer**

Suite: **Suite 200**  
Street: **306 East Capitol Avenue**  
City: **Pierre**  
State: **SD**  
Zip: **57501**  
Country: **USA**  
Telephone No. (including country or area code): **605-773-3455**

Owner Number 2

Names and addresses of persons owning more than 10% of the school: [(261B.4(6))]  
**NA**

Name all agencies accrediting the institution. For each agency, include **name, address, telephone number, and whether the agency is recognized by the U.S. Department of Education.** [(261B.4(9))] Attach copies of accreditation certificates of status for each agency. If the Iowa location is not accredited, provide accrediting agency certification that the Iowa location will be granted accreditation upon approval by the College Student Aid Commission. **Provide documentation that every location of applicant school is approved by the accrediting agency and in good standing, for all locations throughout the world.**

Accrediting agency 1

Name: **Higher Learning Commission**  
Suite: **7-500**  
Street: **230 South LaSalle Street**  
City: **Chicago**  
State: **IL**  
Zip: **60604**  
Country: **USA**  
Telephone Number (including country or area code): **800-621-7440**  
Contact Person: Dr. Eric V. Martin

Is this agency recognized by the U. S. Department of Education? [ X ] Yes [ ] No

**Attached is the accreditation certificate from the Higher Learning Commission. (Appendix H) Sioux City is currently listed as an out-of-state additional location as a result of its long standing association with the Tri-State Graduate Center. The University's US Department of Eligibility and Approval Report ( Appendix I) will list WITCC as an additional location after approval is received by the Iowa College Student Aid Commission. The instructional address will also be updated with HLC at that time. USD is approved for HLC's streamlined system for providing notice on additional locations.**

Describe the procedures followed by the school for permanent preservation of student records. [(261B.4(12))]

**USD follows the South Dakota Board of Regents Records Retention Policies. The policy for Student Academic Folders states: "This series is arranged alphabetically by student's name and contains the student's academic history within his/her department major. Information may include: name, social security number, ID number, address, date of birth, place of birth, course name, course number, course title, credit hours attempted, credit hours completed, grades assigned, semester grade point average, accepted transfer credits (if applicable), current academic status, honors, and other degrees and programs completed. This record series provides a history of the courses completed and grades earned in the pursuit of a major within the college and/or department. Other information may include: admission, correspondence, registration forms, incomplete grade extensions, change of major requests, change of grade forms, repeated course forms, copies of transcripts from other schools, high school transcripts, waivers, class request forms, petitions, withdrawal from class forms, add/drop forms, withdrawal from school forms, and other related information. This record series is also used to document the transactions the university has with the student and for reference to academic information related to the**

**student. This record series is a closed record. Retention: Retain current in office. Microfilm student academic folder when volume warrants and maintain film for 75 years.**

Provide the contact information to be used by students and graduates who seek to obtain transcript information.

Name: **Jen Jost**  
 Suite: **Office of the Registrar, Belbas Center Room 223**  
 Street: **414 East Clark Street**  
 City: **Vermillion**  
 State: **SD**  
 Zip: **57069**  
 Country: **USA**  
 Telephone Number. (including country or area code): **605-677-5339**

List the states and approval or registration agencies for all states in which the school operates or maintains a presence.

State	Agency Name	Address	Contact Person	Telephone Number
South Dakota	Board of Regents (South Dakota Codified Law)	Suite 200, 306 E. Capitol Avenue, Pierre, SD 57501	Dr. Jack Warner	605-773-3455
South Dakota	Board of Nursing	4305 South Louise Avenue, Suite 201, Sioux Falls SD 57106-3115	Nancy Bohr	605-362-2760
North Dakota	Board of Nursing	919 S. 7 <sup>th</sup> Street, Suite 504, Bismarck, ND 58504-5881	Linda Shanta	701-328-9777
North Dakota	Department of Career and Technical Education	State Capitol 15 <sup>th</sup> Floor, 600 E. Blvd. Ave Dept 270, Bismarck, ND 58505-0610	Debra J. Huber	701-328-3180
Kansas	Board of Nursing	900 SW Jackson, Ste. 1051, Topeka, KS 66612-1230	Janette Pucci	785-296-3782
Kansas	Board of Regents	1000 SW Jackson, Ste. 520, Topeka, KS 66612-1368	Dr. Patricia M. Anderson	785-296-3421
Wisconsin	Department of Regulation and Licensing	P. O. Box 8935, Madison, WI 53708	Barbara Showers	877-617-1565
Wisconsin	Educational Approval Board	30 West Mifflin Street, P.O. Box 8696, Madison, WI 53708-8696	David C. Dies	608-266-1996
Nebraska	Health & Human Services System	P. O. Box 95007, Lincoln, NE 68509-5007	Sheila Exstrom	402-471-2133
Nebraska	Coordinating Commission for Postsecondary Education	140 N. 8 <sup>th</sup> Street, Suite 300, Lincoln, NE 68508	Dr. Kathleen L. Fimple	402-471-2847
Iowa	Board of Nursing	RiverPoint Business Park, 400 S.W. 8 <sup>th</sup> Street, Suite B, Des Moines, IA 50309-4685	Lorinda Inman	515-281-3255
New Mexico	Board of Nursing	6301 Indian School NE, Suite 710,	Joanna D. Giglio	505-841-9083

		<b>Albuquerque, NM 87110</b>		
<b>Minnesota</b>	<b>Board of Nursing</b>	<b>2829 University Avenue SE, #500, Minneapolis, MN 55414-3253</b>	<b>Sharon Ridgeway</b>	<b>612-617-2270</b>
<b>Idaho</b>	<b>Board of Nursing</b>	<b>280 North 8<sup>th</sup> Street, Suite 210, Boise, ID 83720- 0061</b>	<b>Sandra Evans</b>	<b>208-334-3262</b>

Describe the academic and instructional methodologies and delivery systems to be used by the school and the extent to which the school anticipates each methodology and delivery system will be used,, including, but not limited to, classroom instruction, correspondence, internet, electronic telecommunications, independent study, and portfolio experience evaluation. [(261B.4(13))]

**Below are USD's Distance Education Codes representing delivery modality effective September 2010**

<u>Section</u>	<u>Delivery Method</u>
U820T or 820N, 821-829, 831-839	Off-campus online
U830	Good Sam DLN
U910, 912-919	Sioux Falls
U911	Sioux Falls DDN
U915T	Term based correspondence courses
U920, 922-929	Rapid City
U921	Rapid City DDN
U930	Misc/Workshops
U931	Externally Funded
U940, 942-949	Sioux City
U941	Sioux City DDN
U970, 972-979	Pierre
U971	Pierre DDN
U980-988; 990	DDN Statewide (other than designated site) (if cross listing use 1,2,3, etc)
U989I	Web Conferencing (Elluminate) Independent Receive Sites
U989G	Web Conferencing (Elluminate) Group Receive Sites
U725	Nursing Online Sioux Falls
U745	Nursing Online Rapid City
U765	Nursing Online GSS

The University of South Dakota intends to use coding U940, 942-949 for on ground courses delivered to Sioux City, and U941 for video conferenced courses delivered to Sioux City. U820-839 represents the code for online courses.

Provide the name of every other State of Iowa agency required to approve the applicant school in Iowa, the school's contact person at the agency and the current status of that approval. Attach documentation in the form of a letter or certificate for each agency.

Agency Name	Contact Person	Telephone Number	Approval Status
<b>Iowa Board of Nursing</b>	<b>Lorinda K. Inman, Executive Director</b>	<b>515-281-3255</b>	<b>Mutual Recognition Model—Nursing Education Regulation dated 5-13-2003</b>

Attached are the following:

- "Mutual Recognition Model – Nursing Education Regulation (Appendix J)

Is the school subject to a limitation, suspension or termination (LST) order issued by the U.S. Department of Education?

Yes  No

If yes, explain below.

Provide the name and contact information for a U. S. Department of Education official who can verify the LST statement.

**NA**

Do you:

Enroll students in Iowa?  Yes  No

Employ Iowa faculty?  Yes  No

Do you intend to:

Enroll students in Iowa?  Yes  No

Employ Iowa faculty?  Yes  No

Describe current operations or plans to enroll students in Iowa or employ Iowa faculty.

**The University of South Dakota offers nursing clinical instruction in Iowa and USD hires clinical faculty. Future plans are to offer undergraduate degree completion plans in partnership with Western Iowa Tech and select f2f graduate courses at Western Iowa Tech. The University may appoint regular faculty to travel to Sioux City to teach or hire faculty in the region where classes are offered.**

Name, address, and telephone number of full-time employees in Iowa.

**None**

Will your school comply with Iowa Code section 261B.7 limiting the use of references to the Secretary of State, State of Iowa, or College Student Aid Commission in promotional material (See the Iowa Code for details)

Yes  No

Will your school comply with the requirements of Iowa Code section 261.9(1)"e" to "g"? [

(See the Iowa Code for details.)  Yes  No

Does the school agree to file annual reports that the Commission requires from all Iowa colleges and universities?

Yes  No

Attach a copy of the applicant school's most recent audit prepared by a certified public accounting firm no more than 12 months prior to the application and state below where, in the audit report, there is evidence that the auditor is providing an unqualified opinion.

**Attached are the following:**

- **"Auditor's Report on Supplementary Schedule of Expenditures of Federal Awards" dated March 31, 2010 (Appendix K)**
- **"Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards" dated March 31, 2010 (Appendix L)**
- **Summary of Auditor's Results: "State of South Dakota – Schedule of Prior and Current Audit Findings and Questioned Costs For the Fiscal Year Ended June 30, 2009" – Please see page 1 which states that the type of auditor's report issued is unqualified. (Appendix M)**

Describe how students will be provided with access to learning resources, including appropriate library and other support services requisite for the schools' degree programs.

**Distance students located at campus locations other than the main campus have access to a variety of student services. Students have access 24 hrs to the USD myU campus portal, which enables convenient and effective communications among USD students and faculty and provides a single point of entry to e-mail, Desire2Learn, personal calendar, an array of student services, library services for distance learners and other university-wide network communications and functions.**

**Link to CDE website: <https://myu.usd.edu/uPortal/render.userLayoutRootNode.uP>**

**Student User ID and Password is required for security purposes. Student view examples are showcased. (Appendix N)**

Provide evidence that faculty within an appropriate discipline are involved in developing and evaluating curriculum for the program(s) to be registered in Iowa.

**The Division of Continuing & Distance Education at USD is administratively centralized and academically decentralized. This model has been very effective in developing and growing off-campus and distance education, which requires a great deal of communication with each academic unit. Attached are important documents outlining how USD manages the course scheduling/contract process for off-campus and distance education and the associated course approval forms needed for each course offered. Documents reveal that academic units approve faculty are involved in course delivery planning.**

**Attached are the following:**

- **Schedule Building Process for USD Off-Campus and Distance Courses (Appendix O)**
- **Course Approval Form (Appendix P)**
- **Faculty Approval Forms verifying academic unit approves faculty (Appendix Q)**

Provide evidence that the school has adequate physical facilities appropriate for the program(s) to be offered and are located in the state. Include a copy of a signed agreement for a facility purchase or lease or option to purchase or lease. Please include a photograph of the location.

**Attached is a statement from Western Iowa Technical Community College. (Appendix R)  
A formal contract for space use will be created upon USD receiving approval to operate in Iowa.  
Attached is a campus map of Western Iowa Technical Community College. (Appendix S)**

Include a statement, signed by the chief executive officer of the applicant school, on school letterhead, demonstrating the school's commitment to the delivery of programs located in Iowa, and agreeing to provide alternatives for students to complete programs at other institutions if the applicant school closes the program before students have completed their courses of study.

Statement may be in an attached document.

**President James W. Abbott supports this application. A letter of support is included in the Application and labeled accordingly. (Appendix T)**

Provide an organizational plan that shows the location and physical address, telephone number, fax number and contact information for all internet-based and site-based educational locations, administrative, and service centers operated by the applicant and any parent organization.

**The Division of Continuing and Distance Education serves this role. Furthermore, students accepted to extended degrees are provided a first point of contact and an advisor once the student is accepted to the University and enrolled. The advising document is included in the appendices. ( Appendix U) A Sioux City section would be added for degrees extended there when USD is approved.**

**Division of Continuing and Distance Education  
McKusick Technology Center  
414 E Clark Street  
Vermillion, SD 57069  
Phone: 605-677-6926  
Fax: 605-677-6118**

Provide documentation showing the school's policy for the resolution of student and graduate comments and complaints. Provide complete contact information to which complainants may be referred

The South Dakota Board of Regents has policies in place governing student disputes and grievances. Policies 2.9 and 3.4 serve this purpose. Complaints are referred to the Division of Continuing and Distance Education and students are guided accordingly.

Division of Continuing and Distance Education  
McKusick Technology Center  
414 E Clark Street  
Vermillion, SD 57069  
Phone: 605-677-6926  
Fax: 605-677-6118

The Board Policies are included in the appendices.  
SD Board of Regents Policy 2.9 "Student Appeals for Academic Affairs" (Appendix V)  
SD Board of Regents Policy 3.4 "Student Conduct Code" (Appendix W)

Provide a copy of a current Certificate of Authority provided by the applicant's home state and the Iowa Secretary of State.

**13-57-1. Designation and location--Control by board of regents--Programs of instruction.** Designated as South Dakota's Liberal Arts University, the University of South Dakota, established and located at Vermillion, in Clay County, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in business, education, fine arts, law and medicine, and other courses or programs as the Board of Regents may determine. Source: SDC 1939, § 15.1101; SDCL, §§ 13-57-2, 13-57-3; SL 1975, ch 128, § 350.

<http://legis.state.sd.us/statutes/DisplayStatute.aspx?Type=Statute&Statute=13-57>

Provide the U.S. Department of Education cohort default rate for each associated organizational entity for which the U.S. Department of Education reports a cohort default rate.

**FY 2008 Cohort Default Rate = 2.6**

**FY 2007 Cohort Default Rate = 2.6**

**See attached letters for verification (Appendix X)**

Provide the average debt upon graduation of individuals completing programs at each branch location and the entire organization,

**\$22,676 – Confirmed on page 19 of the enclosed USD Common Data Set. (Appendix Y)**

Provide the U. S. Department of Education cohort graduation rate for each branch location and the total organization, showing rates for graduates of diploma, two-year, and four-year, programs if those rates are reported to the U. S. Department of Education National Center for Education Statistics.

**Graduation rates correspond to data elements collected by IPEDS. Six year graduation rate = 46% for Fall 2003 Cohort, 47% for Fall 2002 Cohort. The retention rate for full-time, first-time bachelor's degree-seeking undergraduate students who entered USD in Fall 2008 or the preceding Summer and returned Fall 2009 is 72%. The University of South Dakota's full common data set for 2009-2010 academic year is included in the appendices.**

#### SIGNATURE

Applicant School Chief Executive Officer

JAMES W. ABBOTT  
Name

PRESIDENT  
Title

James W. Abbott  
Signature

10/21/10  
Date

**If any information in this application changes between the time of application Commission action, the school must inform the Commission by filing an Amended Application clearly indicating the information which is being amended. Amendments must be received before the Commission takes action.**

# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** Refunds

**NUMBER:** 5:7

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### 1. Status Definitions

#### A. Canceled Registration

A student's registration should be canceled if:

- 1) A Regental university erroneously registered the student.
- 2) The Regental university(s) in which the student is early registered is notified, by the student, prior to the first day of classes for the term that the student shall not be attending the university(s) or
- 3) A Regental university terminates a student's enrollment in a particular course for a student's failure to meet prerequisites, or because of low enrollments, or because the university cancels a class; or
- 4) The student has not made payment or arrangements for payment and has not attended a class, or classes, as determined by the institution in collaboration with the faculty.
- 5) Cancellation, by the Home University, for non payment will occur no earlier than the end of the third business day of the semester and the Home University will complete student cancellations prior to the census date of the term, if possible, and no later than the census extract freeze date.
- 6) Students who have not paid in full and were not cancelled by the census date extract freeze date will have the appropriate restriction entered on Colleague by the Home University reflecting the "arrangement to pay".
- 7) When a student's enrollment is cancelled, no tuition or fees are due to the Regental system and no entry will be made on the student's academic transcript.

#### B. Withdrawn Status (Student Initiated)

A student is considered withdrawn during a term if classes have begun and:

- 1) The student has registered for at least one course and the student has initiated withdrawal from all state-support and self-support courses at all Regental universities in which the student was actively enrolled at the time of withdrawal, including courses in progress as well as those that have not yet begun,
- 2) Students enrolled in two or more Regental universities pursuant to financial aid consortia will be eligible for refunds as set forth herein only if they withdraw, drop out or are expelled from all classes at all Regental universities for which they have enrolled.

**C. Withdrawn Status (Administrative Withdrawal for Non Payment of Tuition and Fees or Failure to Make Arrangements to Pay)**

A student should be administratively withdrawn during a term if classes have begun and:

- 1) The student has not made payment, or made arrangements for payment, and has attended a class, or classes, as determined by the institution in collaboration with the faculty.
- 2) Administrative Withdrawal by the Home University will occur no earlier the end of the third business day and the Home University will complete administrative withdrawals by the end of the nineteenth day of class for the term.
- 3) Students who have not paid in full and were not administratively withdrawn prior to end of the nineteenth day of class will have the appropriate restriction entered on Colleague by the Home University reflecting the “arrangement to pay”.
- 4) To determine the date for the administrative withdrawal the last date of academic activity (for currently active course enrollments) will be determined by the institution in collaboration with the faculty. The date of administrative withdrawal will be the last date of academic activity determined.
- 5) The student will owe the Regental System for tuition and fees assessed as of the date of the Administrative Withdrawal.
- 6) A Withdrew/Date entry will be recorded on the student’s academic transcript.

**D. Withdrawn Status (Administrative Withdrawal for Other Reasons)**

Occurs when the Home University has completed withdrawal procedures for administrative reasons, other than nonpayment, including, without limitation, disciplinary sanctions.

**E. Dropped Course**

Terminated enrollment in a state-support or self-support course by a student who continues to be actively enrolled in at least one additional course at a Regental university.

**F. Standard Term**

The officially adopted Fall and Spring academic terms.

**G. Non-Standard Term**

The summer term, correspondence courses, and all other academic calendar types with begin and/or end dates that are different from the officially adopted Fall and Spring academic terms.

**2. Transcripts**

If a student's registration is canceled, there shall be no permanent transcript record for the semester. If a student initiates withdrawal as stated in 1.B. above or the home university has completed withdrawal procedures for administrative reasons as stated in 1.C above, the statement "Withdrew", a withdrawal date, and "W" grades will be entered on the Transcript. See also policy 2:6.

A student who is required to withdraw from the term or from a course after the final withdrawal date (see policy 2:6.8) due to illness or extenuating circumstances may petition the Vice President for Academic Affairs of the student's home university for an exception to the final withdrawal date. If approved, the student's withdrawal is processed and the final withdrawal date of the term is used as the official date of the student's withdrawal.

**3. Re-admission Following Withdrawal**

A student may be readmitted by permission of the Vice President for Academic Affairs in the same semester after a withdrawal if the student has paid the appropriate tuition and fees.

#### **4. Refunds of Tuition and Fees**

##### **A. Refunds for Dropped Course**

A student receives a 100 percent refund of tuition and per credit hour fees for dropped courses within the drop/add period. The drop/add period for standard and non-standard courses offered in a semester shall be the date the first 10 percent of the term ends or the day following the first class meeting, whichever is later. When calculating 10% of the term, breaks of five or more days are not included when counting the total number of days but Saturdays, Sundays and holidays are. Any course meeting during a standard semester which meets for less time than the standard semester shall be treated as a non-standard semester course for refund purposes. No refund shall be provided for courses dropped after that time by other than administrative action. Courses offered during summer school term, correspondence courses, asynchronous internet courses, and all other academic calendar type courses with begin and/or end dates that are different from the officially adopted Fall and Spring terms are considered non-standard courses. Refer to policy 2:6.

##### **B. Withdrawal from the Regental System**

Students who withdraw or are administratively withdrawn, suspended or expelled from the Regental system within the drop/add period receive a 100 percent refund of tuition and per credit hour fees. Students who withdraw or are administratively withdrawn, suspended, or expelled from the Regental system after the date the first 10 percent of the term ends for the period of enrollment for which they are assessed may be entitled to a refund as set forth herein.

##### **C. Calculating Refunds**

###### **1) Students Who Received Federal Title IV Financial Aid**

- a. Students who received Federal Title IV student financial aid may receive a refund of tuition and fees and institutional charges if they withdraw from the Regental system during the first 60 percent of the term. The home university would retain that portion of the tuition, fees, and institutional charges presumed to cover costs it incurred during the time that the student remained enrolled in the Regental system. Thus, for example, a student who withdrew from the Regental system after completing 45 percent of a semester would be entitled to a refund equal to 55 percent of the tuition, fees and institutional charges.

Students who withdraw after 60 percent of the term has been completed receive no refunds.

- b. The date of withdrawal is determined to be the date on which
- i. a student provides to the home university's designated office for processing withdrawals notification of his or her intent to withdraw;
  - ii. the designated office for processing withdrawals becomes aware that the student ceased attendance;
  - iii. the designated office for processing withdrawals becomes aware that the student ceased attendance without providing written notification to the home university because of illness, grievous personal loss, other such circumstances beyond the student's control, the date on which the home university determines is related to that circumstance;
  - iv. the earlier date on which the student does not return from an approved leave of absence or the date the student notifies the home university that he or she will not be returning to the institution;
  - v. the date the student fails to meet the terms of a repayment agreement while maintaining his or her eligibility for Title IV funds;
  - vi. the date on which a student begins an academic leave of absence; or
  - vii. the date for a student who withdraws from the Regental system after rescinding an intent to withdraw is the date that the student first provided notification to the home university's designated office for processing withdrawals or began the withdrawal process, unless the home university chooses to document a last date of attendance at an academically related activity.
- c. For purposes of determining the date of withdrawal, approved leaves of absences include any written permission by the home university's Vice President for Academic Affairs, or that person's designee, of a request to be absent from the Regental system and to discontinue class attendance. Permission may be given for approved leaves of absence or for academic leaves of absence. Approved leaves of absence may not exceed 180 days in any twelve-month period, though a leave extension of thirty days may be granted upon receipt of written request.

Approved leaves of absence may only be granted where circumstances beyond the student's control interfere with their ability to pursue their studies. Such circumstances include the student's disabling conditions or severe illnesses, the death, disability or severe illness of an immediate family member if that causes the student's severe financial or mental hardship, jury duty

or military duty, or other extenuating circumstances beyond the student's control.

Academic leaves of absence may be granted on such terms and conditions as the home university may establish for academic reasons. Each Regental university will inform students about the possibility of obtaining approved and academic leaves of absence and will notify students about the process for submitting all necessary forms and documentation.

- d. Students who receive a refund may be required to repay the appropriate Title IV aid program from which they received assistance for any sums that have not been retained by the home university for services rendered or that will no longer be required to support other on-going expenses for attending the Regental system. Specific information about possible repayment obligations may be obtained through the financial aid offices at each Regental university. Payment options are available through the business office.

The intent of Section C.1., Students Receiving Federal Title IV Financial Aid, is for implementing the Higher Education Act of 1965, as amended.

## **2) Students Who Do Not Receive Federal Title IV Financial Aid**

Students who do not receive federal Title IV student financial aid and who withdraw from the Regental system may be entitled to a refund of tuition and fees and institutional charges calculated through 60 percent of an enrollment period. The refund shall be determined by computing the percentage of an enrollment period remaining after the date of withdrawal times the tuition and fees and institutional fees originally assessed the student. Dates of withdrawal will be determined in the same manner as is done for students receiving Title IV federal financial aid. At no time will refunds be awarded after the 60 percent point of the enrollment period.

### **D. Cancelled Registration**

If a student's registration is cancelled, no tuition and fee payment is due. If payments have been made, a student is eligible for a full refund.

**E. Extensions and Waivers**

The president of the home university, or a designee, may extend the time periods in sections A through D above or waive sections A through D above in the following circumstances:

- the death of the student;
- the student's disabling condition or severe illness;
- the death, disability, or severe illness of an immediate family member causing severe financial hardship to the student; or,
- other extenuating circumstances beyond the student's control.

**5. Refunds of Residence Hall and Food Service Fees**

**A. Residence Hall Fees**

Students with a room contract who withdraw from the Regental system will receive a proportional refund at the time of withdrawal up to the 60 percent point after which no refund is available.

**B. Food Service Fees**

Students with a food service contract who withdraw from the Regental system will receive a proportional refund at the time of withdrawal up to the 60 percent point, after which no refund is available. The balance of flex plan dollars will be refunded at 100 percent.

**6. Military Service - Withdrawal Without Penalty**

**A. Academic Credit**

Students required to withdraw from the Regental system before completing a semester may receive credit or refund privileges if they are regularly enrolled and belong to a military unit called for duty or are drafted and not eligible for deferment and the discontinuance of class attendance is on the last practicable day before reporting for duty as determined by the student's home university. Eligible students who are required to report for military duty not earlier than four (4) calendar weeks prior to the date a semester ends as stated in the official catalog of the home university, or after completion of at least seventy-five per cent (75%) of the enrollment period in a non-standard semester course, may, when authorized by the instructor, be given full credit for all courses for which they have an average of "C" or better. Eligible students who receive credit, or an incomplete, in progress, or normal progress grade for any course for which they are enrolled shall not be entitled to any refund of tuition or fees paid. Eligible students who do not receive an incomplete, in progress, or normal progress grade or credit for a course in which they are enrolled shall be entitled to a full refund of tuition and academic fees.

### Options for Final Grades and Refunds

Course Grade	WEEKS REMAINING IN STANDARD SEMESTER	
	More Than 4 Weeks	Less Than 4 Weeks
	Refund	Student Options
A	Refund	A or Refund
B	Refund	B or Refund
C	Refund	C or Refund
D	Refund	Refund
F	Refund	Refund
S	Refund	S or Refund
U	Refund	Refund
I, IP, NP	Refund	I, IP, NP or Refund

NOTE: Course Grade is as determined by the instructor, either the grade to date or the final grade earned to date.

**B. Refunds for Room and Board**

Refunds for room and board shall be pro-rata refunds for the entire semester. Board flex plans will be refunded at 100% of the unused value.

**C. Refunds for Books**

Refunds for books for military personnel called up for active duty is as follows:

- 1) New books with no markings or writing – 100% of purchase price
- 2) New books with highlighting or writing – 75% of purchase price
- 3) Books purchased used – 100% of used price

Books must be returned within the semester. Normal campus refund policies apply to books that are not returned prior to the end of the semester.

**SOURCE:** RR 10:03, 1977, (Revised BOR, June 1991); RR 10:14, 1977; BOR, April 1992, BOR, December 1992; BOR, October 1993; 64 Fed. Reg. 59016 (1999); BOR, June 2000; BOR, December 2000; BOR, October 2001; BOR, January 2002; BOR, December 2002; March 2003; BOR, October 2004.

# The University of South Dakota

## Division of Continuing & Distance Education, Summer School Off-Campus & Distance Learning

You are here: Home Off-Campus & Distance

### Fall 2010 Online Courses

Online courses are designed for distance learning and use the Internet for delivery.

**Open Registration is currently underway -  
Webadvisor or Register Online Now!**

Online Orientation Packet

Proctor Form

Step-by-Step: Accessing Your Online Course

Service-Learning Handbook for Distance Learning

Desire2Learn Login Demo

**REGISTER  
NOW!**

**Order Your  
Textbooks  
Now**

Course are listed on this page alphabetically by course prefix. **Please Note:** Once the semester has begun, please reference the syllabus posted directly in your D2L course for the most up to date version/revisions. The section number for online courses is U820T.

<p><b>ACCT 520</b> Foundations of Accounting</p> <p><b>Synonym #</b> 83331</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p>	<p><b>Description</b> Foundations of Accounting is an introduction to accounting as the means of recording, summarizing, and communicating events of the business enterprise. Basic accounting fundamentals and concepts that underlie the preparation, analysis, and interpretation of financial statements will be explored. The use of accounting information by business management in planning and controlling operations will also be emphasized. Exposure will be given to such topics as budgeting, performance evaluation, and relevant decision-making, cost behavior, and cost accumulation techniques.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b> <i>Financial and Managerial Accounting, (2E with My Accounting Lab)</i> by Horngren, Harrison, and Oliver, ISBN 0135080193 or 0135082307.</p>
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<b>Instructor</b> Erin Cornelsen	<a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a>
<b>ACCT 781</b> Managerial Accounting  <b>Synonym #</b> 83334  <b>Credits</b> 3  <b>Dates</b> 8/30-12/17 100% refund date: 9/9/10  <b>Instructor</b> Leon Korte	<b>Description</b> Managerial Accounting is a study of current and developing processes by which financial and operational information is prepared for management use, with an emphasis on information needs for planning, controlling, decision-making, and performance evaluation.  <b>Prerequisites</b> ACCT 210 and ACCT 211 or ACCT 520 or its equivalent. Not open to M.P.A. students.  <b>Book Info</b> Horngren, Sundem, Stratton, Burgstahler and Schatzburg [2010]. <i>Introduction to Management Accounting</i> , Fifteenth edition. Upper Saddle River, NJ: Pearson/Prentice Hall. [ISBN: 0-13- 211313-9 - this includes a license to use MyAccountingLab.com for this course].  <a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a>
<b>ACCT 781</b> Managerial Accounting (2nd section)  <b>Synonym #</b> 83335  <b>Credits</b> 3  <b>Dates</b> 8/30-12/17 100% refund date: 9/9/10  <b>Instructor</b> Annette Hebble	<b>Description</b> Managerial Accounting is a study of current and developing processes by which financial and operational information is prepared for management use, with an emphasis on information needs for planning, controlling, decision-making, and performance evaluation.  <b>Prerequisites</b> ACCT 210 and ACCT 211 or ACCT 520 or its equivalent. Not open to M.P.A. students.  <b>Book Info</b> Horngren, Sundem, Stratton, Burgstahler and Schatzburg [2011]. <i>Introduction to Management Accounting</i> , Fifteenth edition [including MyAccountingLab homework manager]. Upper Saddle River, NJ: Pearson/Prentice Hall. [ISBN: 978-1-13-610265-6].  <a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a>
<b>ACCT 781</b> Managerial Accounting (3rd section)  <b>Synonym #</b> 92195  <b>Credits</b> 3  <b>Dates</b> 8/30-12/17 100% refund date: 9/9/10  <b>Instructor</b> Annette Hebble	<b>Description</b> Managerial Accounting is a study of current and developing processes by which financial and operational information is prepared for management use, with an emphasis on information needs for planning, controlling, decision-making, and performance evaluation.  <b>Prerequisites</b> ACCT 210 and ACCT 211 or ACCT 520 or its equivalent. Not open to M.P.A. students.  <b>Book Info</b> Horngren, Sundem, Stratton, Burgstahler and Schatzburg [2011]. <i>Introduction to Management Accounting</i> , Fifteenth edition [including MyAccountingLab homework manager]. Upper Saddle River, NJ: Pearson/Prentice Hall. [ISBN: 978-1-13-610265-6].  <a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a>
<b>ADS 116</b> Study of Alcohol Use & Abuse  <b>Synonym #</b> 83337	<b>Description</b> This course provides an introduction to the use, abuse and addictive nature of ethyl alcohol. Students will explore the history of alcohol use, basic knowledge of the medical effects of alcohol use and abuse, the basic premise behind the biopsychosocial model, the continuum of care and personal risk for alcohol problems.

<p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> John Stoddard</p>	<p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b> Yalisove, 2004, <i>Introduction to Alcohol Research: Implications for Treatment, Prevention and Policy</i>, Pearson-Allyn &amp; Bacon.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>ADS 116</b> Study of Alcohol Use &amp; Abuse (2nd section)</p> <p><b>Synonym #</b> 83351</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> John Stoddard</p>	<p><b>Description</b> This course provides an introduction to the use, abuse and addictive nature of ethyl alcohol. Students will explore the history of alcohol use, basic knowledge of the medical effects of alcohol use and abuse, the basic premise behind the biopsychosocial model, the continuum of care and personal risk for alcohol problems.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b> Yalisove, 2004, <i>Introduction to Alcohol Research: Implications for Treatment, Prevention and Policy</i>, Pearson-Allyn &amp; Bacon.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>ADS 117</b> Study of Drug Use &amp; Abuse</p> <p><b>Synonym #</b> 83379</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Erin Nielsen</p>	<p><b>Description</b> Fundamentals of mood-altering chemicals other than ethyl alcohol and the symptomatology and treatment of the abuse of them. Provides facts and insights concerning the abuse of a wide variety of "legal" and "illegal" mood-altering chemical substances and approaches to treatment and prevention of drug abuse.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b> Ray, O., and Ksir, C. (2004). <i>Drugs, Society, and Human Behavior</i> Thirteenth Edition. McGraw Hill Companies, St. Louis, MO 63146 ISBN- 978-0-07-338079-7</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>ADS 117</b> Study of Drug Use &amp; Abuse (2nd section)</p> <p><b>Synonym #</b> 83380</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p>	<p><b>Description</b> Fundamentals of mood-altering chemicals other than ethyl alcohol and the symptomatology and treatment of the abuse of them. Provides facts and insights concerning the abuse of a wide variety of "legal" and "illegal" mood-altering chemical substances and approaches to treatment and prevention of drug abuse.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b> Ray, O., and Ksir, C. (2004). <i>Drugs, Society, and Human Behavior</i> Thirteenth Edition. McGraw Hill Companies, St. Louis, MO 63146 ISBN- 978-0-07-338079-7</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>

<b>Instructor</b> Erin Nielsen	
<b>ADS 220</b> Alcohol & Drug Helping Skills  <b>Synonym #</b> 83381  <b>Credits</b> 3  <b>Dates</b> 8/30-12/17 100% refund date: 9/9/10  <b>Instructor</b> John Stoddard	<b>Description</b> An introduction to multicultural counseling theories and skills. The student will develop basic communication and individual helping skills appropriate in dealing with abusers of alcohol and other drugs.  <b>Prerequisites</b> ADS 116 and ADS 117  <b>Book Info</b>  <i>Essentials of Chemical Dependency Counseling 3/E.</i> , Larson, Lawson & Rivers ISBN 0-944480-9.  <i>Packet: Helping Skills Models &amp; Theories</i> , Dona Kenneally.  <b>Welcome Letter   Syllabus   Register Now   Order Books</b>
<b>ADS 222</b> Alcohol & Drug Group Interaction  <b>Synonym #</b> 83383  <b>Credits</b> 3  <b>Dates</b> 8/30-12/17 100% refund date: 9/9/10  <b>Instructor</b> Mary Rogers	<b>Description</b> Introduces basic theories and dynamics of counseling groups. Develops the facilitative skills appropriate to working with those groups in the management of alcohol and drug abuse.  <b>Prerequisites</b> ADS 116 and ADS 117 and ADS 220  <b>Book Info</b>  <i>Groups: Process and Practice</i> , 8th edition, Corey et al., Brooks/Cole ISBN 9780495600763  <i>Student Manual for Theory and Practice of Counseling and Psychotherapy</i> , 8th edition, G. Corey, Brooks/Cole ISBN 139780495102090  <b>Welcome Letter   Syllabus   Register Now   Order Books</b>
<b>ADS 415</b> Native Americans & Substance Abuse  <b>Synonym #</b> 83384  <b>Credits</b> 3  <b>Dates</b> 8/30-12/17 100% refund date: 9/9/10  <b>Instructor</b> Erin Nielsen	<b>Description</b> This course is designed to acquaint the substance abuse student/professional with the cultural and spiritual basics of effective substance abuse prevention and treatment with Native American populations and individuals. This will aid the student in applying culturally and spiritually appropriate prevention and treatment with Native American clients.  <b>Prerequisites</b> ADS 116 and ADS 117 and ADS 220 and ADS 222  <b>Book Info</b>  Coyhis and White ( 2006) <i>Alcohol Problems in Native America: The untold Story</i> ISBN 1-59975-229-8 (available through <a href="http://www.whitebison.org">www.whitebison.org</a> )  White Bison, Inc. (2002) <i>The Red Road to Wellbriety: In the Native American Way</i> ISBN 0-9719904-0-9 (available through <a href="http://www.whitebison.org">www.whitebison.org</a> )  Clark, J., et. al., (2002) 2nd edition, <i>A Gathering of Wisdoms: Tribal Mental Health: A Cultural Perspective</i> , Swinomish Mental Health Project ISBN 09631016-0-9 (do not get the first edition, the 2nd is extensively revised)  <b>Welcome Letter   Syllabus   Register Now   Order Books</b>
<b>ADS 420</b> CADE:	<b>Description</b> The fundamentals of the use, abuse and addictive nature of ethyl alcohol and other mood altering

<p>Comprehensive Alcohol &amp; Drug Prevention</p> <p><b>Synonym #</b> 83386</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Mary Rogers</p>	<p>chemicals and the symptomatology of alcoholism and other drug addiction. Provides facts and insights concerning the nature, scope and complexity of mood altering chemical substances and current approaches to treatment and prevention of alcohol and other drug abuse.</p> <p><b>Prerequisites</b> ADS 116 or ADS 117 or Instructor Consent</p> <p><b>Book Info</b></p> <p>Jung, J., 2010. <i>Alcohol, Other Drugs, and Behavior-Psychological Research Perspectives</i>, 2nd edition, Sage Publication, ISBN 9781412967648.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>ADS 422</b> Alcohol &amp; Drug Treatment Continuum</p> <p><b>Synonym #</b> 83388</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Erin Nielsen/ Frank Zavadil</p>	<p><b>Description</b> The concept that alcohol and drug abuse treatment is a continuum from intervention through continuing care is emphasized. Acquaints the student with theories, models, stages and functions of alcohol and drug abuse treatment.</p> <p><b>Prerequisites</b> ADS 116 and ADS 117 or ADS 420 and ADS 220 and ADS 222</p> <p><b>Book Info</b></p> <p>Taleff, M.J., (2006). <i>Critical thinking for addiction professionals</i>. Springer Publishing Company, Inc., 11 West 42nd Street, New York, NY 10036. ISBN# 0-8261-1824-0.</p> <p><i>Diagnostic Criteria from DSM- IV-TR Desk Reference</i> (2000). American Psychiatric Association, Washington, DC. ISBN# 0-89042-027-0. -You do not have to buy this one, but try and find one that you can take a look at in your agency or the library.</p> <p>Sevening, D., (2007). <i>ADAS 422/522 Alcohol and Drug Treatment Continuum</i>. University of South Dakota.</p> <p>Substance Abuse and Mental Health Services Administration (SAMHSA). (2006). <i>Addiction counseling competencies: The knowledge, skills, and attitudes of professional practice</i>. Technical Assistance Publication (TAP) Series 21. (DHHS Publication No. (SMA) 06-4171). Rockville, MD.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>ADS 422</b> Alcohol &amp; Drug Treatment Continuum (2nd section)</p> <p><b>Synonym #</b> 91437</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Erin Nielsen/</p>	<p><b>Description</b> The concept that alcohol and drug abuse treatment is a continuum from intervention through continuing care is emphasized. Acquaints the student with theories, models, stages and functions of alcohol and drug abuse treatment.</p> <p><b>Prerequisites</b> ADS 116 and ADS 117 or ADS 420 and ADS 220 and ADS 222</p> <p><b>Book Info</b></p> <p>Taleff, M.J., (2006). <i>Critical thinking for addiction professionals</i>. Springer Publishing Company, Inc., 11 West 42nd Street, New York, NY 10036. ISBN# 0-8261-1824-0.</p> <p><i>Diagnostic Criteria from DSM- IV-TR Desk Reference</i> (2000). American Psychiatric Association, Washington, DC. ISBN# 0-89042-027-0. -You do not have to buy this one, but try and find one that you can take a look at in your agency or the library.</p> <p>Sevening, D., (2007). <i>ADAS 422/522 Alcohol and Drug Treatment Continuum</i>. University of South</p>

Frank Zavadil	<p>Dakota.</p> <p>Substance Abuse and Mental Health Services Administration (SAMHSA). (2006). <i>Addiction counseling competencies: The knowledge, skills, and attitudes of professional practice</i>. Technical Assistance Publication (TAP) Series 21. (DHHS Publication No. (SMA) 06-4171). Rockville, MD.</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>ADS 515</b> Native Americans &amp; Substance Abuse</p> <p><b>Synonym #</b> 83385</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Erin Nielsen</p>	<p><b>Description</b> This course is designed to acquaint the substance abuse student/professional with the cultural and spiritual basics of effective substance abuse prevention and treatment with Native American populations and individuals. This will aid the student in applying culturally and spiritually appropriate prevention and treatment with Native American clients.</p> <p><b>Prerequisites</b> ADS 520, ADS 524 and ADS 552</p> <p><b>Book Info</b> Coyhis and White ( 2006) <i>Alcohol Problems in Native America: The untold Story</i> ISBN 1-59975-229-8 (available through <a href="http://www.whitebison.org">www.whitebison.org</a> )</p> <p>White Bison, Inc. (2002) <i>The Red Road to Wellbriety: In the Native American Way</i> ISBN 0-9719904-0-9 (available through <a href="http://www.whitebison.org">www.whitebison.org</a> )</p> <p>Clark, J., et. al., (2002) 2nd edition, <i>A Gathering of Wisdoms: Tribal Mental Health: A Cultural Perspective</i>, Swinomish Mental Health Project ISBN 09631016-0-9 (do not get the first edition, the 2nd is extensively revised)</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>ADS 520</b> CADE: Comprehensive Alcohol &amp; Drug Prevention</p> <p><b>Synonym #</b> 83387</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Mary Rogers</p>	<p><b>Description</b> The fundamentals of the use, abuse and addictive nature of ethyl alcohol and other mood altering chemicals and the symptomology of alcoholism and other drug addiction. Provides facts and insights concerning the nature, scope and complexity of mood altering chemical substances and current approaches to treatment and prevention of alcohol and other drug abuse. Can be used toward Alcohol/Drug Treatment or Prevention State Certification.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b> Jung, J., 2010. <i>Alcohol, Other Drugs, and Behavior-Psychological Research Perspectives</i>, 2nd edition, Sage Publication, ISBN 9781412967648.</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>ADS 522</b> Alcohol &amp; Drug Treatment Continuum</p> <p><b>Synonym #</b> 83389</p> <p><b>Credits</b> 3</p> <p><b>Dates</b></p>	<p><b>Description</b> The concept that alcohol and drug abuse treatment is a continuum from intervention through continuing care is emphasized. Acquaints the student with theories, models, stages and functions of alcohol and drug abuse treatment. Can be used for Alcohol/ Drug State Certification</p> <p><b>Prerequisites</b> ADS 552</p> <p><b>Book Info</b> Taleff, M.J., (2006). <i>Critical thinking for addiction professionals</i>. Springer Publishing Company, Inc., 11 West 42nd Street, New York, NY 10036. ISBN# 0-8261-1824-0.</p>

<p>8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Erin Nielsen/ Frank Zavadil</p>	<p><i>Diagnostic Criteria from DSM- IV-TR Desk Reference</i> (2000). American Psychiatric Association, Washington, DC. ISBN# 0-89042-027-0. -You do not have to buy this one, but try and find one that you can take a look at in your agency or the library.</p> <p>Sevening, D., (2007). <i>ADAS 422/522 Alcohol and Drug Treatment Continuum</i>. University of South Dakota.</p> <p>Substance Abuse and Mental Health Services Administration (SAMHSA). (2006). <i>Addiction counseling competencies: The knowledge, skills, and attitudes of professional practice</i>. Technical Assistance Publication (TAP) Series 21. (DHHS Publication No. (SMA) 06-4171). Rockville, MD.</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>ADS 522</b> Alcohol &amp; Drug Treatment Continuum (2nd section)</p> <p><b>Synonym #</b> 91438</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Erin Nielsen/ Frank Zavadil</p>	<p><b>Description</b> The concept that alcohol and drug abuse treatment is a continuum from intervention through continuing care is emphasized. Acquaints the student with theories, models, stages and functions of alcohol and drug abuse treatment. Can be used for Alcohol/ Drug State Certification</p> <p><b>Prerequisites</b> ADS 552</p> <p><b>Book Info</b> Taleff, M.J., (2006). <i>Critical thinking for addiction professionals</i>. Springer Publishing Company, Inc., 11 West 42nd Street, New York, NY 10036. ISBN# 0-8261-1824-0.</p> <p><i>Diagnostic Criteria from DSM- IV-TR Desk Reference</i> (2000). American Psychiatric Association, Washington, DC. ISBN# 0-89042-027-0. -You do not have to buy this one, but try and find one that you can take a look at in your agency or the library.</p> <p>Sevening, D., (2007). <i>ADAS 422/522 Alcohol and Drug Treatment Continuum</i>. University of South Dakota.</p> <p>Substance Abuse and Mental Health Services Administration (SAMHSA). (2006). <i>Addiction counseling competencies: The knowledge, skills, and attitudes of professional practice</i>. Technical Assistance Publication (TAP) Series 21. (DHHS Publication No. (SMA) 06-4171). Rockville, MD.</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>ADS 754</b> Public Policy &amp; Addiction</p> <p><b>Synonym #</b> 83390</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Erin Nielsen</p>	<p><b>Description</b> This course provides a comprehensive understanding of policies related to drugs and alcohol in the United States, their historical antecedents, and the socio-political forces that influence their development. It also introduces students to emerging controversies concerning these policies and ethical issues related to policies. Students will utilize tools and skills necessary for conducting policy analysis and program evaluation.</p> <p><b>Prerequisites</b> Admission to ADS graduate program or consent of instructor</p> <p><b>Book Info</b> Goldberg, Raymond. <i>Taking Sides: Clashing Views in Drugs and Society</i>. 8th Edition. ISBN: 978-0-07-351511-3</p> <p>Bardach, Eugene. 2009. <i>A Practical Guide for Policy Analysis: The Eightfold Path to more Effective Problem Solving</i>. 3rd ed. Washington D.C.: CQ Press. ISBN: 978-0-87289-952-0</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>AHED 701</b> Adult Learning Theory</p>	<p><b>Description</b> Techniques of motivation, methodology, and evaluation in teaching adult classes and students.</p>

<p><b>Synonym #</b> 83391</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Mejai Avoseh</p>	<p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b></p> <p>Merriam, S., Caffarella, R., &amp; Baumgartner, L. (2007). <i>Learning in Adulthood: A comprehensive guide</i>. San Francisco, CA: Jossey-Bass (ISN 13: 978-0-7879-7588-3).</p> <p>Knowles, M., Holton III, E &amp; Swanson, R. (2005). <i>The Adult Learner</i> (Sixth Edition). Burlington, MA, Elsevier (ISN 0-7506-7837-2).</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>AHED 720</b> Principles of Post Secondary Education</p> <p><b>Synonym #</b> 83392</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Karen Card</p>	<p><b>Description</b> This course provides an overview of the postsecondary education system in the U.S. It surveys the history, major features, and effects of this system.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b></p> <p>Altbach, P. G., Berdahl, R. O., &amp; Gumport, P. J. (2005). <i>American higher education in the twenty-first century: Social, political, economic challenges</i>. Johns Hopkins University Press. ISBN 0-8018-8035-1.</p> <p>Pasque, P. A. (2009). <i>Critical Issues in higher education for the public good</i>. Kennesaw State University Press. ISBN 9781933483214</p> <p>Thelin, J. (2004). <i>A history of American higher education</i>. Johns Hopkins University Press.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>AHED 735</b> Instruction Strategies for Adult Education</p> <p><b>Synonym #</b> 83393</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Susan Santo</p>	<p><b>Description</b> An intensive study of advanced concepts in the field of study that relate to the research, reflective processes, and applications needed by practitioners via technology.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b></p> <p><i>The Systematic Design of Instruction</i>, 6th ed. Be sure to purchase this edition. Dick, Walter, Carey, Lou, &amp; Carey, James O. (2005). Boston: Pearson. ISBN 0-205-41274-2</p> <p><i>Tools for Teaching</i>, 2nd ed. Be sure to purchase the second edition. It has been extensively revised. Davis, Barbara Gross (2009). San Francisco: Wiley. ISBN: 978-0-7879-6567-9.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>AHED 760</b> Contemporary Views of Organizational Development</p> <p><b>Synonym #</b> 83394</p> <p><b>Credits</b> 3</p>	<p><b>Description</b> This course acquaints students with major theoretical traditions in the field of organizational development and change. Through writing and discussions, students will gain the reflective skills needed to make decisions based on theoretical, ethical, and professional knowledge. This course provides students with the background they will need to be effective change consultants and organizational leaders.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b></p>

<p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Susan Santo</p>	<p><i>Organization Development &amp; Change</i>, 9th edition. Make sure you get the 9th edition. It has been substantially revised. Cummings, Thomas G., &amp; Worley, Christopher, G. (2008). Mason, OH: Thomson/South-Western. ISBN: 0324421389</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>ARTH 100</b> Art Appreciation</p> <p><b>Synonym #</b> 83396</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Carol Geu</p>	<p><b>Description</b> Explores the nature of art in various aesthetic, formal, and psychological dimensions, involving analysis of art objects for understanding, enjoyment, and life enhancement.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b>  Zelanski, Paul &amp; Fisher, Mary Pat. (2007). <i>The Art of Seeing</i>, Seventh Edition. Pearson Education, Inc. ISBN # 013158345x</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>ARTH 212 - NEW!</b> History of World Art II</p> <p><b>Synonym #</b> 90839</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Carol Geu</p>	<p><b>Description</b> Art and architecture in the historical and contextual development of the role of visual arts including crafts, drawing, painting, sculpture, and architecture, in the historical and cultural development of world civilization from the renaissance through the 20th century.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b>  Stokstad, Marilyn. <i>Art History</i>. New York: Prentice Hall, Inc. and Harry N. Abrams, Inc., Publisher, 1995. Vol. 2 ISBN# 013145529x Combined Edition ISBN 0131455273.</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>ARTH 251</b> American Indian Art History</p> <p><b>Synonym #</b> 83397</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Carol Geu</p>	<p><b>Description</b> Surveys American Indian art ranging from traditional to contemporary.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b>  Berlo, Janet Catherine and Ruth B. Phillips. <i>Native North American Art</i>. Oxford University Press, 1998, ISBN: 0192842188</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>BADM 456</b> Cyberlaw</p>	<p><b>Description</b> Cyberlaw is a study of the legal aspects of managing technology both in the workplace and cyberspace. The course will focus on issues relating to electronic commerce, technology, intellectual property, and the</p>

<p><b>Synonym #</b> 83398</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Sarah Wittmuss</p>	<p>Internet. Social, legal, ethical, and political issues will be addressed with a global perspective.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b> <i>Legal Aspects of Managing Technology</i>. Lee B. Burgunder. South- Western College/West; 5th edition (2010), ISBN-10: 1439079811.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>BADM 556</b> Cyberlaw</p> <p><b>Synonym #</b> 83399</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Sarah Wittmuss</p>	<p><b>Description</b> Cyberlaw is a study of the legal aspects of managing technology in both the workplace and cyberspace. The course will focus on issues relating to electronic commerce, technology, intellectual property, and the internet. Social, legal, ethical, and political issues will be addressed with a global perspective.</p> <p><b>Prerequisites</b> BADM 350 or permission of the instructor</p> <p><b>Book Info</b> <i>Legal Aspects of Managing Technology</i>. Lee B. Burgunder. South- Western College/West; 5th edition (2010), ISBN-10: 1439079811.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>CHEM 106 &amp; 106L</b> Chemistry Survey &amp; Lab</p> <p><b>Synonym #</b> 83400 83401 Lab</p> <p><b>Credits</b> 3 1 Lab</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Mike Slabaugh</p>	<p><b>Description</b> A one-semester survey of chemistry. Introduction to the properties of matter, atomic structure, bonding, stoichiometry, kinetics, equilibrium, states of matter, solutions, and acid-base concepts.</p> <p><b>Prerequisites</b> MATH 101 or MATH 102 or MATH 115 or MATH 120 or MATH 121 or MATH 123 or MATH 125 or MATH 281</p> <p><b>Book Info</b> <i>Introductory Chemistry for Today</i>, SEAGER/SLABAUGH Edition 7th, ISBN 0-538-73430-2  <i>Safety Scale Lab Experiments-Chem for Today, Gen,Org &amp; Biochem</i>, SEAGER/SLABAUGH, Edition 7th, ISBN 007 0-538-73454-X</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>CJUS 201</b> Introduction to Criminal Justice</p> <p><b>Synonym #</b> 83402</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date:</p>	<p><b>Description</b> Overviews the criminal justice institutions involved in the operations of criminal law including the police, the attorney, the bail system, the trial, the guilty plea, sentencing, corrections and an analysis of criminal law in terms of why certain kinds of conduct are criminal in our society.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b> Seigel, L. J. &amp; Senna, <i>Introduction to Criminal Justice</i>, 12th Edition, Belmont, CA, Wadsworth, ISBN 0495599778.</p>

<p>9/9/10</p> <p><b>Instructor</b> Michelle Skaff</p>	<p>Optional: Tonry, M. (2004). <i>Thinking about Crime: Sense and Sensibility in American Penal Culture</i>. Oxford: Oxford Univeristy Press. ISBN 0195141016.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>CJUS 334</b> Criminal Investigation</p> <p><b>Synonym #</b> 83404</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Mark Skaff</p>	<p><b>Description</b> A study of the fundamental principles of a criminal investigation subsequent to the initial activities of the first investigator at the scene. The intent of this course is to acquaint the student with those investigative actions which are most applicable to all types of investigations.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b>  Gilbert, James. (2007). <i>Criminal Investigation</i> 7th ed. Prentice Hall, ISBN: 0-13-196207-8.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>CJUS 351</b> Introduction to Criminology</p> <p><b>Synonym #</b> 83405</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Heidi Linngren</p>	<p><b>Description</b> Sociology of criminal behavior and juvenile delinquency, with an emphasis on etiological theory. Extent and forms of crime are considered together with the characteristics of offenders.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b>  <i>Crime and Nature</i> by Marcus Felson ISBN is 0-7619-2910-X  <i>Criminology: An Interdisciplinary Approach</i> by Anthony Walsh and Lee Ellis ISBN 1-4129-3840-6.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>CJUS 367</b> Introduction to Research Methods</p> <p><b>Synonym #</b> 83407</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Richard Braunstein</p>	<p><b>Description</b> An introduction to the systematic analysis of government problems, behavior, organization, and decision making with attention to research planning, data collection, report writing, and elementary statistical analysis.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b>  <i>Experiencing Research</i>, Neil J. Salkind, Prentice Hall, 7th Edition. ISBN 0-13-601137-3.  <i>On Bullshit</i>, Harry G. Frankfurt, Princeton University Press, 2005. ISBN 0-691-12294-6.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>CJUS 431</b> Criminal Law</p> <p><b>Synonym #</b></p>	<p><b>Description</b> Examines the substantive criminal law, exploring the larger issues concerning the relationship of the individual to the state through analyzing such topics as the nature of criminal liability and the functions and justifications for criminal punishment, legal limitations upon criminalization, and the general principles of criminal liability, such as the Act and State of Mind requirements, specific offenses against persons and</p>

<p>83409</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> J. Michael Martinez</p>	<p>property, the law of attempt, the law of complexity, and conspiracy.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b> Samaha, Joel. <i>Criminal Law</i>. 10th ed. Wadsworth Publishing Company, 2011. ISBN-10: 0495807494. ISBN-13: 9780495807490.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>CJUS 531</b> Criminal Law</p> <p><b>Synonym #</b> 83411</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> J. Michael Martinez</p>	<p><b>Description</b> Examination of the substantive criminal law and a unique opportunity to explore the larger issues concerning the relationship of the individual to the state. Includes analysis of the following topics: the nature of criminal liability and the functions and justifications for criminal punishment, legal limitations upon criminalization, the general principles of criminal liability such as the "act" and "state of mind" requirements, specific offenses against persons and property, and law of attempt, the law of complicity, and conspiracy.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b> Samaha, Joel. <i>Criminal Law</i>. 10th ed. Wadsworth Publishing Company, 2011. ISBN-10: 0495807494. ISBN-13: 9780495807490.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>CLHU 101</b> Medical Terminology</p> <p><b>Synonym #</b> 83413</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Judith Sebesta</p>	<p><b>Description</b> Analysis of word formation with special attention to Latin and Greek elements in medical terminology.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b> <i>Dunmore and Fleischer's Medical Terminology</i>, Cheryl Walker-Esbaugh, Laine H. McCarthy, Rhonda A. Sparks, FA Davis Co., 3d ed. (2004), 978-0-8036-0032- 4.  A medical dictionary. Suggested is <i>Taber's Cyclopedic Medical Dictionary</i> (or any, current medical dictionary), Taber, FA Davis Co., any edition. The most current is the 21st ed. (2010), ISBN 978-0-8036-1559-5; it comes with Taber's Plus DVDm which, inter alia, has pronunciation of 30,000 medical terms.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>COUN 705</b> Career Development for Human Resource Professionals</p> <p><b>Synonym #</b> 83414</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p>	<p><b>Description</b> The purpose of this course is to provide an overview of career and lifespan development theories and skills, including how personal growth and life stages impact individuals and society. Emphasis is on understanding career and job choices and personal strategies for career decision-making. This course is designed for non-counseling majors.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b> Dugan, M. H. &amp; Jurgens, J.C. (2007). <i>Career interventions and techniques: A complete guide for human service professionals</i>. Pearson Education, Inc. ISBN: 0205452388.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>

<b>Instructor</b> Douglas Tillman	
<b>CSC 105</b> Introduction to Computers  <b>Synonym #</b> 83415  <b>Credits</b> 3  <b>Dates</b> 8/30-12/17 100% refund date: 9/9/10  <b>Instructor</b> Janell Scardino	<b>Description</b> Overview of computer applications with emphasis on word processing, spreadsheets, database, presentation tools and Internet-based applications.  <b>Prerequisites</b> N/A  <b>Book Info</b>  ISBN: 0131356518 Includes: <i>Exploring Microsoft Office 2007 Volume 1</i> by GRAUER, <i>Transition Guide to Microsoft Office 2007</i> , <i>myitlab for Exploring Microsoft Office 2007</i>  <b>Welcome Letter   Syllabus   Register Now   Order Books</b>
<b>ECON 580</b> Foundations of Economics  <b>Synonym #</b> 83417  <b>Credits</b> 3  <b>Dates</b> 8/30-12/17 100% refund date: 9/9/10  <b>Instructor</b> David Carr	<b>Description</b> Foundations of Economics rigorously develops the fundamental concepts of micro- and macroeconomics. The theory of consumer behavior and the theory of the firm dominate the microeconomic section of the course, while the macroeconomic section analyzes equilibrium national income, employment and prices.  <b>Prerequisites</b> N/A  <b>Book Info</b>  TBA  <b>Welcome Letter   Syllabus   Register Now   Order Books</b>
<b>ECON 782</b> Managerial Economics  <b>Synonym #</b> 83418  <b>Credits</b> 3  <b>Dates</b> 8/30-12/17 100% refund date: 9/9/10  <b>Instructor</b> Randall Waldron	<b>Description</b> Managerial Economics utilizes microeconomic theory and econometric techniques to analyze business decision making. Major topics include demand analysis and estimation, forecasting, cost analysis and estimation, market structures, pricing strategies, and game theory.  <b>Prerequisites</b> Calculus or equivalent; and ECON 201 and ECON 202 or ECON 580 or equivalent  <b>Book Info</b>  TBA  <b>Welcome Letter   Syllabus   Register Now   Order Books</b>
<b>EDAD 701</b> Introduction to Educational Administration  <b>Synonym #</b> 83420	<b>Description</b> An introduction to (1) the organization, administration, and control of public education; and (2) the profession of educational administration, including task, process, and activity analysis. Open to non-majors. Required of all majors.  <b>Prerequisites</b> N/A

<p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Marcia Morrison</p>	<p><b>Book Info</b></p> <p>Kowalski, T.J. (2003). <i>Contemporary School Administration: An introduction</i> (2nd edition). Boston: Allyn &amp; Bacon.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>EDAD 712</b> School District Administration</p> <p><b>Synonym #</b> 83421</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Robert Mayer</p>	<p><b>Description</b> Overview of central-office administration in the local school district. Emphasis is on non-fiscal affairs, governmental relations, and roles of the board of education and the school district superintendent.</p> <p><b>Prerequisites</b> EDAD 701</p> <p><b>Book Info</b></p> <p><i>The School Superintendent: Theory, Practices, and Cases</i> (2nd ed.) by Theodore Kowalski, Sage Publications, Inc., Thousand Oaks, CA.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>EDAD 715</b> Administration &amp; Instructional Supervision</p> <p><b>Synonym #</b> 83422</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Melody Schopp</p>	<p><b>Description</b> Administrator's role in general supervision of educational programs.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b></p> <p>Glickman, C. G., Gordon, S. P., &amp; Ross-Gordon, J. M. (2010) <i>Supervision and instructional leadership: A developmental approach</i> (8th ed.). Boston, MA: Pearson/ Allyn &amp; Bacon (ISBN: 0-205-62503-7).</p> <p>Collins, Jim (2001). <i>Good to great: Why some companies make the leap and others don't</i>. Harper Collins. ISBN-13: 9780066620992.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>EDAD 716</b> Administrator &amp; Curriculum Development</p> <p><b>Synonym #</b> 83423</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p>	<p><b>Description</b> Examination of the principles and practices essential to developing and administering curricular programs, including knowledge and understanding about measurability, scope and sequence, taxonomy, program designs, and the fit between a planned program and a taught or implemented one.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b></p> <p>Glatthorn, A, Boschee, F. &amp; Whitehead, B. (2006). <i>Curriculum Leadership: Development and Implementation</i>. Thousand Oakes, CA: Sage Publications.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>

<b>Instructor</b> Marcia Morrison	
<b>EDAD 720</b> Special Education Law for School Administrators  <b>Synonym #</b> 83424  <b>Credits</b> 3  <b>Dates</b> 8/30-12/17 100% refund date: 9/9/10  <b>Instructor</b> Joanne Van Osdel	<b>Description</b> A study of the organizational structure and administrative procedures at the federal, state, and local governmental level used in special education service delivery systems.  <b>Prerequisites</b> N/A  <b>Book Info</b>  <i>The Law and Special Education</i> , 2nd Edition, by Michael L. Yell, (2006). published by Pearson Education, Upper Saddle River, NJ ISBN 0-13-110670-8  <b>Welcome Letter   Syllabus   Register Now   Order Books</b>
<b>EDAD 735</b> School Law  <b>Synonym #</b> 83425  <b>Credits</b> 3  <b>Dates</b> 8/30-12/17 100% refund date: 9/9/10  <b>Instructor</b> Wade Pogany	<b>Description</b> Principles of law applicable to practical problems of school organization and administration.  <b>Prerequisites</b> N/A  <b>Book Info</b>  TBA  <b>Welcome Letter   Syllabus   Register Now   Order Books</b>
<b>EDAD 740</b> School Community Relations  <b>Synonym #</b> 83426  <b>Credits</b> 3  <b>Dates</b> 8/30-12/17 100% refund date: 9/9/10  <b>Instructor</b> Larry Bright	<b>Description</b> Relationships between school and community. Public information techniques and procedures.  <b>Prerequisites</b> N/A  <b>Book Info</b>  TBA  <b>Welcome Letter   Syllabus   Register Now   Order Books</b>
<b>EDER 761</b> Research Methods in Education  <b>Synonym #</b> 83427	<b>Description</b> This course is an introduction to the methods and skills important to becoming an informed consumer and producer of educational research, including principles of research design. Both quantitative and qualitative research paradigms are addressed.  <b>Prerequisites</b> N/A

<p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Marcia Reisetler</p>	<p><b>Book Info</b></p> <p>Gay, L.R., Mills, G.E. &amp; Airasian, P. (2008).* <i>Educational Research: Competencies for Analysis and Applications</i>, 9th Edition. Pearson/Merrill/Prentice Hall Publishing. ISBN 9780135035016.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>EDER 761</b> Research Methods in Education (2nd section)</p> <p><b>Synonym #</b> 92050</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Garry Wickerd</p>	<p><b>Description</b> This course is an introduction to the methods and skills important to becoming an informed consumer and producer of educational research, including principles of research design. Both quantitative and qualitative research paradigms are addressed.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b></p> <p>Gay, L.R., Mills, G.E. &amp; Airasian, P. (2008).* <i>Educational Research: Competencies for Analysis and Applications</i>, 9th Edition. Pearson/Merrill/Prentice Hall Publishing. ISBN 9780135035016.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>EDFN 710</b> History of Education</p> <p><b>Synonym #</b> 83428</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Wade Pogany</p>	<p><b>Description</b> This course gives an overview of the history of educational thought, events, and persons affecting education in America.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b></p> <p>TBA</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>ELED 887 - NEW!</b> Coaching &amp; Mentoring Literacy</p> <p><b>Synonym #</b> 90861</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Susan Gapp</p>	<p><b>Description</b> Students in this course will explore the role of the literacy coach in working with teachers to improve instruction, strengthen capacity to use literacy data, and develop effective literacy communities within schools.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b></p> <p>Mraz, M., Algozzine, B. , &amp; Kissel, B. (2009 ). <i>The Literacy Coach's Companion PreK-3</i>. Thousand Oaks, CA: Corwin Press. ISBN 978-1-4129-6073-1.</p> <p>Toll, C. (2005). <i>The Literacy Coach's Survival Guide: Essential Questions and Practical Answers</i>. Newark, DE: International Reading Association. ISBN 13: 978-0-87207-565-8.</p>

	<p>Burkins, J. M. (2007). <i>Coaching for a Balance: How to Meet the Challenges of Literacy Coaching</i>. Newark, DE: International Reading Association. ISBN-978-0-87202-617-4.</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>EMPA 720</b> Executive Seminar in Public Administration</p> <p><b>Synonym #</b> 83429</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Chad Newswander</p>	<p><b>Description</b> A review of major literature and fundamental questions about leadership and executive management of public and nonprofit agencies. The course includes an overview of basic knowledge skills and abilities of the field of executive public administration.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b>  Brain R. Fry &amp; Jos C.N. Raadschelders (2008). <i>Mastering Public Administration: From Max Weber to Dwight Waldo</i>, 2nd Edition. Washington D.C.: CQ Press. ISBN: 193311682X  James Q. Wilson (1991). <i>Bureaucracy: What Government Agencies Do and Why They Do It</i>. New York: Basic Books. ISBN: 0465007856</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>EMPA 733</b> Administrative Law &amp; Government</p> <p><b>Synonym #</b> 86083</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Steve Wise</p>	<p><b>Description</b> An examination of the administrative agencies of government. Attention will be given to the use of the regulatory process and procedures applicable to administrative agencies.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b>  <i>Administrative Law: Bureaucracy in a Democracy</i>, Daniel E. Hall, Pearson/Prentice Hall, 4th Ed. 2009, ISBN: 0-13-500518-3  <i>Administrative Law for Public Managers</i>, David H. Rosenbloom, Westview Press, 2003, ISBN: 0-8133-9805-3</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>EMPA 733</b> Administrative Law &amp; Government (2nd section)</p> <p><b>Synonym #</b> 86085</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Mike Martinez</p>	<p><b>Description</b> An examination of the administrative agencies of government. Attention will be given to the use of the regulatory process and procedures applicable to administrative agencies.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b>  Cooper, Philip J. <i>Public Law &amp; Public Administration</i>. Fourth Edition. Boston, Mass.: Wadsworth, Centage Learning, 2007. ISBN-13: 978-0-495-00755-5; ISBN-10: 0-495-00755-2.  Rosenbloom, David H. <i>Administrative Law for Public Managers</i>. Boulder, Colo.: Westview Press, 2003. ISBN: 0-8133-4072-1 (HC); ISBN: 0-8133-9805-3 (Pbk.).</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>EMPA 792</b> ST: Leadership Theory &amp; Practice</p>	<p><b>Description</b> Review of contemporary theories of leadership, motivation, power, influence, and change with a focus on helping students recognize, articulate, and practice their own personal perspective of leadership. Different leadership perspectives will be identified, examined and critiqued to help students better ground their</p>

<p><b>Synonym #</b> 86086</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Jackie Faulhaber</p>	<p>leadership activities. Case studies, class discussion, presentations, and small-group activities are a basic part of the course delivery.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b> Northouse, P.G. (2010). <i>Leadership: Theory and practice</i>. (5th ed.). Thousand Oaks: Sage Publications.</p> <p>Wheatley, M. (2006). <i>Leadership and the new science: Discovering order in a chaotic world</i>. (3rd ed.). (San Francisco: Berrett-Koehler Publishers).</p> <p>Wren, J.T. (1995). <i>The leader's companion: Insights on leadership through the ages</i>. New York: The Free Press.</p> <p>Wren, D.A. (2005). <i>The evolution of management thought</i>. (6th ed.). Hoboken: Wiley.</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>ENGL 033 - NEW!</b> Basic Writing</p> <p><b>Synonym #</b> 90841</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Sarah Garelik</p>	<p><b>Description</b> Intensive work in grammar and usage, punctuation, and paragraph development.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b> <i>Along These Lines: Writing Paragraphs and Essays</i>, 5th Edition, by Biays and Wershoven, ISBN 10:0-205-64929-7 or 13:978020566.</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>ENGL 101</b> Composition I</p> <p><b>Synonym #</b> 83430</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Rachel Cox</p>	<p><b>Description</b> Practice in the skills, research, and documentation needed for effective academic writing. Analysis of a variety of academic and non-academic texts, rhetorical structures, critical thinking, and audience will be included.</p> <p><b>Prerequisites</b> Appropriate student placement based on entry level assessment or completion of ENGL 032, 033.</p> <p><b>Book Info</b> Ballenger, Bruce. <i>The Curious Writer Concise</i> 2nd Edition. New York: Pearson, 2009. ISBN: 0-205-62024-8.</p> <p>Troyka and Hesse. <i>Simon &amp; Schuster Handbook for Writers</i> 9th Edition. Upper Saddle River, NJ: Prentice Hall, 2009 ISBN: 0-13-602860-8.</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>ENGL 101</b> Composition I (2nd section)</p> <p><b>Synonym #</b> 83432</p> <p><b>Credits</b></p>	<p><b>Description</b> Practice in the skills, research, and documentation needed for effective academic writing. Analysis of a variety of academic and non-academic texts, rhetorical structures, critical thinking, and audience will be included.</p> <p><b>Prerequisites</b> Appropriate student placement based on entry level assessment or completion of ENGL 032, 033.</p>

<p>3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Rachel Cox</p>	<p><b>Book Info</b></p> <p>Ballenger, Bruce. <i>The Curious Writer Concise</i> 2nd Edition. New York: Pearson, 2009. ISBN: 0-205-62024-8.</p> <p>Troyka and Hesse. <i>Simon &amp; Schuster Handbook for Writers</i> 9th Edition. Upper Saddle River, NJ: Prentice Hall, 2009 ISBN: 0-13-602860-8.</p> <p>Welcome Letter   Syllabus   Register Now   Order Books</p>
<p><b>ENGL 210</b> Introduction to Literature</p> <p><b>Synonym #</b> 83433</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Sarah Garelik</p>	<p><b>Description</b> Readings in fiction, drama, and poetry to acquaint students with literature and aesthetic form.</p> <p><b>Prerequisites</b> ENGL 101</p> <p><b>Book Info</b></p> <p>Troyka and Hesse. <i>Simon &amp; Schuster Handbook for Writers</i> 9th Edition. Upper Saddle River, NJ: Prentice Hall, 2009 ISBN: 0-13-602860-8.</p> <p>Kirszner &amp; Mandell. <i>Literature: Reading, Reacting, Writing Compact</i> 7th Edition. Boston: Wadsworth, 2009 ISBN: 0-495-90455-4.</p> <p>McCarthy, Cormac. <i>No Country for Old Men</i>. New York: Vintage International, 2005. ISBN: 978-0-375-70667-7.</p> <p>Welcome Letter   Syllabus   Register Now   Order Books</p>
<p><b>ENGL 210</b> Introduction to Literature (2nd section)</p> <p><b>Synonym #</b> 83434</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Kaija Swisher</p>	<p><b>Description</b> Readings in fiction, drama, and poetry to acquaint students with literature and aesthetic form.</p> <p><b>Prerequisites</b> ENGL 101</p> <p><b>Book Info</b></p> <p>Troyka and Hesse. <i>Simon &amp; Schuster Handbook for Writers</i> 9th Edition. Upper Saddle River, NJ: Prentice Hall, 2009 ISBN: 0-13-602860-8.</p> <p>Kirszner &amp; Mandell. <i>Literature: Reading, Reacting, Writing Compact</i> 7th Edition. Boston: Wadsworth, 2009 ISBN: 0-495-90455-4.</p> <p>McCarthy, Cormac. <i>No Country for Old Men</i>. New York: Vintage International, 2005. ISBN: 978-0-375-70667-7.</p> <p>Welcome Letter   Syllabus   Register Now   Order Books</p>
<p><b>ENGL 210</b> Introduction to Literature (3rd section)</p> <p><b>Synonym #</b> 83435</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date:</p>	<p><b>Description</b> Readings in fiction, drama, and poetry to acquaint students with literature and aesthetic form.</p> <p><b>Prerequisites</b> ENGL 101</p> <p><b>Book Info</b></p> <p>Troyka and Hesse. <i>Simon &amp; Schuster Handbook for Writers</i> 9th Edition. Upper Saddle River, NJ: Prentice Hall, 2009 ISBN: 0-13-602860-8.</p> <p>Kirszner &amp; Mandell. <i>Literature: Reading, Reacting, Writing Compact</i> 7th Edition. Boston: Wadsworth, 2009 ISBN: 0-495-90455-4.</p>

<p>9/9/10</p> <p><b>Instructor</b> Sarah Garelik</p>	<p>McCarthy, Cormac. <i>No Country for Old Men</i>. New York: Vintage International, 2005. ISBN: 978-0-375-70667-7.</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>ENGL 474</b> Literature of Feminist Politics</p> <p><b>Synonym #</b> 83436</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Lynita Newswander</p>	<p><b>Description</b> Analysis of American feminism from its origins as a political movement through its current expressions in literature and literary criticism.</p> <p><b>Prerequisites</b> ENGL 210 or UHON 110</p> <p><b>Book Info</b></p> <p>Kate Chopin. (2003) <i>The Awakening</i>. Norton: New York.</p> <p>Betty Friedan. (2001) <i>The Feminine Mystique</i>. Norton: New York.</p> <p><i>Kramer v. Kramer</i> (the 1979 movie with Dustin Hoffman and Meryl Streep)</p> <p>Linda Hirshman. (2007) <i>Get to Work: A Manifesto for the Women of the World</i>. Viking, New York.</p> <p>Toni Morrison. (2004) <i>Beloved</i>. Knopf Doubleday: New York.</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>ENGL 574</b> Literature of Feminist Politics</p> <p><b>Synonym #</b> 83438</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Lynita Newswander</p>	<p><b>Description</b> Analysis of American feminism from its origins as a political movement through its current expressions in literature and literary criticism.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b></p> <p>Kate Chopin. (2003) <i>The Awakening</i>. Norton: New York.</p> <p>Betty Friedan. (2001) <i>The Feminine Mystique</i>. Norton: New York.</p> <p><i>Kramer v. Kramer</i> (the 1979 movie with Dustin Hoffman and Meryl Streep)</p> <p>Linda Hirshman. (2007) <i>Get to Work: A Manifesto for the Women of the World</i>. Viking, New York.</p> <p>Toni Morrison. (2004) <i>Beloved</i>. Knopf Doubleday: New York.</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>EPSY 741</b> Cognitive Approaches to Educational Psychology</p> <p><b>Synonym #</b> 83440</p> <p><b>Credits</b> 3</p> <p><b>Dates</b></p>	<p><b>Description</b> The purpose of this course is to familiarize the student with a cognitive learning theory with applications to learning situations. Major topics include cognition, motivation, and critical thinking.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b></p> <p><i>Cognitive Psychology and Instruction</i>, 4th Edition by Roger H. Bruning, Gregory J. Schraw, Monica M. Norby and Royce R. Ronning, ISBN: 0-13-094794-6.</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>

<p>8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Daniela Syed</p>	
<p><b>ESCI 101/101L</b> Principles of Earth Science I with Lab</p> <p><b>Synonym #</b> 83441 84453 Lab</p> <p><b>Credits</b> 4</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Jeanne Fromm</p>	<p><b>Description</b> The study of Earth's composition, landforms, geological processes, oceans and atmosphere. Laboratory includes study of minerals, rocks, topographic maps, and landforms.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b> <i>Essentials of Geology</i>, 3rd Edition, by Stephen Marshak ISBN: 978-0-393-93238-6 <i>Geology, Laboratory Manual for Distance Learning</i>, 4th Edition, by Ruhle ISBN-13: 978-0-7575-0479-2</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>ESCI 101/101L</b> Principles of Earth Science I with Lab (2nd section)</p> <p><b>Synonym #</b> 83442 84454 Lab</p> <p><b>Credits</b> 4</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Jeanne Fromm</p>	<p><b>Description</b> The study of Earth's composition, landforms, geological processes, oceans and atmosphere. Laboratory includes study of minerals, rocks, topographic maps, and landforms.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b> <i>Essentials of Geology</i>, 3rd Edition, by Stephen Marshak ISBN: 978-0-393-93238-6 <i>Geology, Laboratory Manual for Distance Learning</i>, 4th Edition, by Ruhle ISBN-13: 978-0-7575-0479-2</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>ESCI 103/103L</b> Principles of Earth Science II with Lab</p> <p><b>Synonym #</b> 83443 84455 Lab</p> <p><b>Credits</b> 4</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Jeanne Fromm</p>	<p><b>Description</b> An introductory course designed to complement ESCI 101. Emphasizes the origin, history, and dynamic nature of Earth through geologic time. Laboratory includes study of geologic maps, earth structures, fossils, and related topics.</p> <p><b>Prerequisites</b> ESCI 101</p> <p><b>Book Info</b> <i>Earth System History</i>, 3rd Edition, by Steven M. Stanley (<a href="http://www.whfreeman.com">http://www.whfreeman.com</a>) ISBN: 1429233494 Note: If you buy a used textbook you will have to purchase access to the publisher's Online Study Center from the publisher to complete the labs. New books come with an access code. <i>Laboratory Studies in Earth History</i>, 9th Edition, by Levin and Smith ISBN: 978-0-07-305072-0 Note: Do not buy a used lab manual because it may be missing some of the tear-out worksheets that you will need.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>

<p><b>ESCI 309</b> The Evolution-Creation Debate</p> <p><b>Synonym #</b> 90186</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Timothy Heaton</p>	<p><b>Description</b> Geological, biological, and philosophical elements of the Evolution/Creation Debate and its impact on religion and society.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b></p> <p><i>Why Evolution is True</i>, by Jerry A. Coyne, 2009, Penguin Books, ISBN 978-0-14-311664-6</p> <p><i>The New Creationism: Building Scientific Theory on a Biblical Foundation</i>, by Paul Garner, 2009, EP Books, ISBN 978-0852346921</p> <p><i>More than a Theory: Revealing a Testable Model for Creation</i>, by Hugh Ross, 2009, Baker Books, ISBN 0801013275</p> <p><i>Understanding Intelligent Design: Everything You Need to Know in Plain Language</i>, by William A. Dembski and Sean McDowell, 2008, Harvest House Publishers, ISBN 978-0736924429</p> <p><i>Scientists Confront Creationism: Intelligent Design and Beyond</i>, edited by and Andrew J. Petto, 2008, W. W. Norton &amp; Company, ISBN 978-0393330731</p> <p><i>Making Sense of Evolution: Darwin, God, and the Drama of Life</i>, by John F. Haught, 2010, Westminster John Knox Press, ISBN 978-0664232856</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>GFA 101</b> Introduction to Fine Arts</p> <p><b>Synonym #</b> 83444</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Carol Geu</p>	<p><b>Description</b> This course explores how and why the arts exist. Drama, dance, literature, music, visual arts, etc., are examined as inventions for sharing experiences.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b></p> <p>Sporre, Dennis J. <i>Reality through the Arts</i>. 7th Edition. Prentice Hall, Inc. 2010. ISBN-10: 0205660487 ISBN-13: 9780205660483</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>HSAD 511</b> Financial Management of Long-Term Care</p> <p><b>Synonym #</b> 83445</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p>	<p><b>Description</b> This course addresses the financial management of nursing homes, skilled nursing facilities, home health care agencies and other long-term care businesses. While narrow in its focus on long-term care, it is comprehensive in assembling the financial tools needed to quantify a strategic plan, develop a budget, implement and monitor budget performance, and merge clinical practice with reimbursement requirements. It is a specialty subset within the complex field of healthcare finance.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b></p> <p><i>Financial Management of Health Care Organizations</i> by Zelman, Wiley Publisher, ISBN #0470497521, 3rd edition.</p> <p><i>Documentation and Reimbursement for Long-Term Care</i> by James, American Health Information</p>

<b>Instructor</b> Jeanette Porter	Management Association, 2nd edition, ISBN 9-781594-261841.  <a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a>
<b>HSAD 710</b> Advanced Strategic Management of Health Care Organizations  <b>Synonym #</b> 83446  <b>Credits</b> 3  <b>Dates</b> 8/30-12/17 100% refund date: 9/9/10  <b>Instructor</b> Ashli Danilko	<b>Description</b> Advanced Strategic Management of Health Care Organizations addresses the theories and practices required to develop business plans for hospitals, clinics, nursing facilities, and other providers. This course explores marketing implementation, including the identification of specific health care products and service lines. Emphasis is placed on the financial performance of business strategies. Case studies are used.  <b>Prerequisites</b> N/A  <b>Book Info</b>  Swayne, <i>Strategic Management of Health Care</i> , 6th ed., 2009, Wiley, Blackwell, ISBN 978-1-4-0517918-8.  <a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a>
<b>HSAD 740</b> Advanced Health Care Systems  <b>Synonym #</b> 83447  <b>Credits</b> 3  <b>Dates</b> 8/30-12/17 100% refund date: 9/9/10  <b>Instructor</b> Mary Derby	<b>Description</b> Advanced Health Care Systems provides a comprehensive overview of the history and organization of health care delivery. This course focuses on a comparative examination of the evolution of health care systems throughout the world, with an emphasis on health care in the U. S. and includes role analysis of consumers, institutions, labor, and government.  <b>Prerequisites</b> N/A  <b>Book Info</b>  <i>Health Care USA: Understanding Its Organization and Delivery</i> , by Harry A. Sultz and Kristina M. Young, 6th Edition, Jones & Bartlett Publishers, 2008.  <a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a>
<b>HSC 110 - NEW!</b> The Multidisciplinary Health Team  <b>Synonym #</b> 86009  <b>Credits</b> 3  <b>Dates</b> 8/30-12/17 100% refund date: 9/9/10  <b>Instructor</b> Elizabeth Freeburg	<b>Description</b> This course provides an introduction to a wide variety of specialty areas in the health sciences professions. Service learning and other forms of experiential learning present the opportunity to function in a beginning role as a member of an interdisciplinary health team.  <b>Prerequisites</b> N/A  <b>Book Info</b>  Stanfield, P. S., Cross, N., and Hui, YH. (2009). <i>Introduction to the Health Professions</i> . Sudbury, MA: Jones and Bartlett Publishers. ISBN: 978-0-7637-5823-3.  Baron, R. and Wagele, E. (1994). <i>Enneagram Made Easy: Discover the 9 Types of People</i> . HarperCollins Publishers. ISBN: 978-0-06-251026-6.  <a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a>
<b>IdEA 310</b> Foundations for Liberal Learning: Students in a Global	<b>Description</b> Foundation course for the IdEA Program, which investigates the principles associated with community, justice, and sustainability from both classical and modern perspectives. Students explore how a liberal education prepares them to engage as citizens in the solution of the complex challenges facing society.

<p>Community</p> <p><b>Synonym #</b> 75372</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Carol Geu</p>	<p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b></p> <p>Bellah, R.N., R. Madsen, W.M. Sullivan, A. Swindler, and S.M. Tipton. (2008). <i>Habits of the Heart: Individualism and Commitment in American Life</i>, 3rd ed. Berkeley: University of California Press. ISBN 978-0-520-25419-0</p> <p>Diamond, J. (2005). <i>Collapse: How Societies Choose to Fail or Succeed</i>. New York: Penguin. ISBN 978-0-14-303655-5</p> <p>Miller, M. (2003). <i>The 2% Solution: Fixing America's Problems in Ways Liberals and Conservatives Can Love</i>. New York: Public Affairs Press. ISBN 1-58648-289-0</p> <p><i>Students in a Global Community Reading Packet</i> (May be purchased from Barnes and Noble Campus Bookstore at USD) ISBN 978-0-558-12288-1</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>LDR 501</b> Advanced Leadership Theory &amp; Practice</p> <p><b>Synonym #</b> 83451</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Jackie Faulhaber</p>	<p><b>Description</b> Review of contemporary theories of leadership, motivation, power, influence, and change with a focus on helping students recognize, articulate, and practice their own personal perspective of leadership. Different leadership perspectives will be identified, examined and critiqued to help students better ground their leadership activities. Case studies, class discussion, presentations, and small-group activities are a basic part of the course delivery.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b></p> <p>Northouse, P.G. (2010). <i>Leadership: Theory and practice</i>. (5th ed.). Thousand Oaks: Sage Publications.</p> <p>Wheatley, M. (2006). <i>Leadership and the new science: Discovering order in a chaotic world</i>. (3rd ed.). (San Francisco: Berrett-Koehler Publishers).</p> <p>Wren, J.T. (1995). <i>The leader's companion: Insights on leadership through the ages</i>. New York: The Free Press.</p> <p>Wren, D.A. (2005). <i>The evolution of management thought</i>. (6th ed.). Hoboken: Wiley.</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>LT 712</b> Principles of Learning for Instructional Technology</p> <p><b>Synonym #</b> 83452</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p>	<p><b>Description</b> This course provides an overview of the application of teaching and learning theories for diverse audiences. The focus will be on creating learning environments that are learner centered, emphasizing individual and technological approaches to the acquisition, processing, and application of information from a variety of sources. Topics for discussion include curriculum development, on-line learning, constructivist principles, web-based instruction, distance education, and best practices in technology integration.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b></p> <p>TBA</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>

<b>Instructor</b> Pat Bruinsma	
<b>MATH 021</b> Basic Algebra  <b>Synonym #</b> 91655  <b>Credits</b> 3  <b>Dates</b> 8/30-12/17 100% refund date: 9/9/10  <b>Instructor</b> Jamie Schaeffer	<b>Description</b> This course prepares students for college level mathematics. topics generally include: basic properties of real numbers, exponents & radicals, rectangular coordinate geometry, solutions to linear and quadratic equations, inequalities, polynomials, and factoring. students may also be introduced to functions and systems of equations. note: this is a remedial level course and no credit for MATH 021 will be granted for graduation.  <b>Prerequisites</b> Appropriate mathematics placement  <b>Book Info</b>  <i>MyMathLab</i> , ISBN 9780558736903.  <b>Optional Materials:</b> <i>Elementary &amp; Intermediate Algebra</i> , 5th Ed., Bittinger-Ellenbogen-Johnson, ISBN # 0-321-55944-4.  <b>Welcome Letter   Syllabus   Register Now   Order Books</b>
<b>MATH 101</b> Intermediate Algebra  <b>Synonym #</b> 83453  <b>Credits</b> 3  <b>Dates</b> 8/30-12/17 100% refund date: 9/9/10  <b>Instructor</b> Shannon Kortan	<b>Description</b> Basic properties of real numbers, linear equations and inequalities, quadratic equations, systems of equations, polynomials and factoring, rational expressions and equations, and radical expressions and equations, and an introduction to functions such as polynomial, exponential and logarithmic functions.  <b>Prerequisites</b> MATH 021 or appropriate mathematics placement  <b>Book Info</b>  <i>MyMathLab</i> , ISBN 9780558736903.  <b>Optional Materials:</b> <i>Elementary &amp; Intermediate Algebra</i> , 5th Ed., Bittinger-Ellenbogen-Johnson, ISBN # 0-321-55944-4.  <b>Welcome Letter   Syllabus   Register Now   Order Books</b>
<b>MATH 101</b> Intermediate Algebra (2nd section)  <b>Synonym #</b> 91543  <b>Credits</b> 3  <b>Dates</b> 8/30-12/17 100% refund date: 9/9/10  <b>Instructor</b> Shannon Kortan	<b>Description</b> Basic properties of real numbers, linear equations and inequalities, quadratic equations, systems of equations, polynomials and factoring, rational expressions and equations, and radical expressions and equations, and an introduction to functions such as polynomial, exponential and logarithmic functions.  <b>Prerequisites</b> MATH 021 or appropriate mathematics placement  <b>Book Info</b>  <i>MyMathLab</i> , ISBN 9780558736903.  <b>Optional Materials:</b> <i>Elementary &amp; Intermediate Algebra</i> , 5th Ed., Bittinger-Ellenbogen-Johnson, ISBN # 0-321-55944-4.  <b>Welcome Letter   Syllabus   Register Now   Order Books</b>
<b>MATH 102</b> College Algebra  <b>Synonym #</b> 83454	<b>Description</b> Equations and inequalities; polynomial functions and graphs, exponents, radicals, binomial theorem, zeros of polynomials; systems of equations; exponential, logarithmic, and inverse functions, applications and graphs. Other topics selected from sequences, series, and complex numbers.

<p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Shannon Kortan</p>	<p><b>Prerequisites</b> MATH 101 or appropriate mathematics placement</p> <p><b>Book Info</b> Subscription to <i>MyMathLab</i> (which includes access to e-version of the textbook). Access code can be purchased from bookstore with ISBN #032119991X.</p> <p>Optional materials: For a hard copy of the textbook: <i>College Algebra</i>, Blitzer, 5th Edition, ISBN 0321559835.</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>MATH 102</b> College Algebra (2nd section)</p> <p><b>Synonym #</b> 83455</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Shannon Kortan</p>	<p><b>Description</b> Equations and inequalities; polynomial functions and graphs, exponents, radicals, binomial theorem, zeros of polynomials; systems of equations; exponential, logarithmic, and inverse functions, applications and graphs. Other topics selected from sequences, series, and complex numbers.</p> <p><b>Prerequisites</b> MATH 101 or appropriate mathematics placement</p> <p><b>Book Info</b> Subscription to <i>MyMathLab</i> (which includes access to e-version of the textbook). Access code can be purchased from bookstore with ISBN #032119991X.</p> <p>Optional materials: For a hard copy of the textbook: <i>College Algebra</i>, Blitzer, 5th Edition, ISBN 0321559835.</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>MATH 104</b> Finite Mathematics</p> <p><b>Synonym #</b> 83456</p> <p><b>Credits</b> 4</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Shannon Kortan</p>	<p><b>Description</b> Linear systems of equations, matrices, linear programming, mathematics of finance, probability, statistics, and other topics.</p> <p><b>Prerequisites</b> MATH 101 or appropriate mathematics placement</p> <p><b>Book Info</b> Subscription to <i>MyMathLab</i> (which includes access to e-version of the textbook). Access code can be purchased from bookstore with ISBN #032119991X.</p> <p>Optional materials: <i>Finite Mathematics &amp; Its Applications</i>, 10th Ed, Goldstein, Schneider, &amp; Siegel, ISBN #0-321-57189-4.</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>MCOM 151</b> Introduction to Mass Communication</p> <p><b>Synonym #</b> 90184</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p>	<p><b>Description</b> A comprehensive look at the mass media in the United States and the world. Includes discussions of newspapers, magazines, radio, television, books, movies, recordings, advertising and public relations. Also studies mass media rights and responsibilities, ethics and censorship.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b> Rodman, G. (2010) <i>Mass Media in a Changing World: History, Industry, Controversy</i>, 3rd ed.: New York: McGraw-Hill (NO DVD).</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>

<b>Instructor</b> Candace Walton	
<b>MICR 230</b> Basic Microbiology  <b>Synonym #</b> 83457  <b>Credits</b> 3  <b>Dates</b> 8/30-12/17 100% refund date: 9/9/10  <b>Instructor</b> Dan Bird	<b>Description</b> A survey course in Microbiology designed for nursing and dental hygiene majors.  <b>Prerequisites</b> N/A  <b>Book Info</b>  <i>Microbiology, a Human Perspective</i> By Nester, Anderson, Roberts, and Nester 6th edition, ISBN10: 0077250419 or ISBN13: 9780077250416.  <a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a>
<b>MICR 230</b> Basic Microbiology (2nd section)  <b>Synonym #</b> 83458  <b>Credits</b> 3  <b>Dates</b> 8/30-12/17 100% refund date: 9/9/10  <b>Instructor</b> Dan Bird	<b>Description</b> A survey course in Microbiology designed for nursing and dental hygiene majors.  <b>Prerequisites</b> N/A  <b>Book Info</b>  <i>Microbiology, a Human Perspective</i> By Nester, Anderson, Roberts, and Nester 6th edition, ISBN10: 0077250419 or ISBN13: 9780077250416.  <a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a>
<b>MICR 230</b> Basic Microbiology (3rd section)  <b>Synonym #</b> 83459  <b>Credits</b> 3  <b>Dates</b> 8/30-12/17 100% refund date: 9/9/10  <b>Instructor</b> Cassandra Brinkman	<b>Description</b> A survey course in Microbiology designed for nursing and dental hygiene majors.  <b>Prerequisites</b> N/A  <b>Book Info</b>  TBA  <a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a>
<b>MLED 460</b> Middle Level Reading Methods  <b>Synonym #</b> 83460	<b>Description</b> Emphasis on special reading needs at junior high/middle level grades. Focus on developing comprehensive skills.  <b>Prerequisites</b> N/A

<p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Maurine Richardson</p>	<p><b>Book Info</b></p> <p>Atwell, N. (1998). <i>In the middle</i>. Portsmouth, NH: Heinemann Educational Books. ISBN 0-86709-374-9.</p> <p>Robb, L. (2000). <i>Teaching reading in the middle school</i>. New York, NY: Scholastic. ISBN 0-590-68560-0</p> <p>Biancarosa, G. &amp; Snow, C. E. (2004). <i>Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York</i>. Washington, D.C.: Alliance for Excellent Education. (Check Website: <a href="http://www.all4ed.org">www.all4ed.org</a>)</p> <p>McBride, W. (1998). <i>Entertaining an elephant</i>. San Francisco, CA: Under One Roof. ISBN 0-9656254-0-0.</p> <p>Richardson, M. V. (2010). <i>Middle Level Reading Methods</i> (Desire2Learn) Modules. The University of South Dakota.</p> <p>Optional Textbook American Psychological Association. (2001). <i>Publication Manual of the American Psychological Association</i>, 5th Edition. Washington, D.C.: American Psychological Association.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>MLED 560</b> Middle Level Reading Methods</p> <p><b>Synonym #</b> 83461</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Maurine Richardson</p>	<p><b>Description</b> Advanced study of the major components of reading; elements of a balanced, integrated, and comprehensive literacy curriculum including on line and offline materials, instructional practices and strategies for a diverse population focusing on a literate environment at the middle school level.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b></p> <p>Atwell, N. (1998). <i>In the middle</i>. Portsmouth, NH: Heinemann Educational Books. ISBN 0-86709-374-9</p> <p>Rycik, J. A. &amp; Irvin, J. L. (2005). <i>Teaching reading in the middle grades understanding and supporting literacy development</i>. Boston, MA: Allyn and Bacon. ISBN 0-205-37322-4</p> <p>Biancarosa, G. &amp; Snow, C. E. (2004). <i>Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York</i>. Washington, D.C.: Alliance for Excellent Education. (Check Website: <a href="http://www.all4ed.org">www.all4ed.org</a>)</p> <p>McBride, W. (1997). <i>Entertaining an elephant</i>. San Francisco, CA: Under One Roof. ISBN 09656254-0-0</p> <p>Richardson, M. V. (2009). <i>Middle School Reading Methods</i> (Desire2Learn) Modules. The University of South Dakota.</p> <p>Optional Textbook American Psychological Association. (2001). <i>Publication Manual of the American Psychological Association</i>, 5th Edition. Washington, D.C.: American Psychological Association.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>MLED 731</b> Middle Level Education Curriculum</p> <p><b>Synonym #</b> 83462</p> <p><b>Credits</b> 3</p>	<p><b>Description</b> The history, philosophy, organization, instruction and curriculum of middle level education.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b></p> <p>George, P. S. &amp; Alexander, W. M. (2003). <i>The exemplary middle school</i>. Belmont, CA: Wadsworth/Thomson Learning. ISBN 0-534-53948-3</p>

<p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Maurine Richardson</p>	<p>Wormeli, R. (2001). <i>Meet me in the middle becoming an accomplished middle level teacher</i>. Portland, ME: Stenhouse. ISBN 1-57110-328-7</p> <p>Richardson, M. V. (2010). <i>Middle Level Education and Curriculum Desire2Learn Modules</i>. The University of South Dakota.</p> <p>Optional Textbook American Psychological Association. (2001). <i>Publication Manual of the American Psychological Association</i>, 5th Edition. Washington, DC.: American Psychological Association.</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>MSAS 763</b> Professional Writing for Administration</p> <p><b>Synonym #</b> 83463</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Lynita Newswander</p>	<p><b>Description</b> Elements of effective administrative writing, research and technical writing, decision memoranda, grant writing, request for proposals, and annual reports.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b> Smith, Catherine (2009). <i>Writing Public Policy: A Practical Guide to Communicating in the Policy-making Process</i>. Oxford University Press.</p> <p>Strunk and White. <i>Elements of Style</i>. (feel free to use any edition of this book—Instructor recommends the illustrated version.)</p> <p><i>Publication Manual of the American Psychological Association</i>. 6th or 7th Edition.</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>MSAS 763</b> Professional Writing for Administration (2nd section)</p> <p><b>Synonym #</b> 83464</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Lynita Newswander</p>	<p><b>Description</b> Elements of effective administrative writing, research and technical writing, decision memoranda, grant writing, request for proposals, and annual reports.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b> Smith, Catherine (2009). <i>Writing Public Policy: A Practical Guide to Communicating in the Policy-making Process</i>. Oxford University Press.</p> <p>Strunk and White. <i>Elements of Style</i>. (feel free to use any edition of this book—Instructor recommends the illustrated version.)</p> <p><i>Publication Manual of the American Psychological Association</i>. 6th or 7th Edition.</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>MSAS 786</b> MSAS Capstone</p> <p><b>Synonym #</b> 83465</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17</p>	<p><b>Description</b> Application of various research methodologies to problems in administrative practice; use of analytical techniques and statistical methods to identify solutions to problems in organizational settings.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b> No Text Required</p>

<p>100% refund date: 9/9/10</p> <p><b>Instructor</b> Jackie Faulhaber</p>	<p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>MUS 100</b> Music Appreciation: Jazz</p> <p><b>Synonym #</b> 83466</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Eric Mosterd</p>	<p><b>Description</b> Non-technical discussion designed to increase the enjoyment and appreciation of music. It fulfills the music requirement in the general education program. Specifically, Jazz Appreciation is designed for the non-music major as a general cultural course to increase knowledge and discrimination of Jazz. It is a comprehensive overview of the origins of Jazz up to modern trends.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b> Harker, Brian. <i>Jazz: An American Journey</i>. First Edition. New York: Prentice Hall, 2005. ISBN: 0-131679635.</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>PHAR 720</b> Medical Pharmacology</p> <p><b>Synonym #</b> 83467</p> <p><b>Credits</b> 1</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Curt Kost</p>	<p><b>Description</b> Systematic presentation of pharmacologic agents based on drug group classification; their nature, mode of action and toxicity.</p> <p><b>Prerequisites</b> PHGY 720 or permission of the instructor</p> <p><b>Book Info</b> Pharmacology in Rehabilitation" by Charles D. Ciccone, 4th edition (2007) by F.A. Davis Company, Philadelphia, ISBN 10: 0803613776.</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>PHGY 220/220L</b> Human Anatomy &amp; Physiology I</p> <p><b>Synonym #</b> 83468 84621 Lab</p> <p><b>Credits</b> 4</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Steve Bambas</p>	<p><b>Description</b> Lectures, laboratory work, and demonstrations will enable students to understand normal and abnormal function of the human body and provide a foundation for any future healthcare course. Integration of anatomical structure as it relates to physiology will also be incorporated.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b> <i>Anatomy &amp; Physiology</i>, ISBN 032172244. This package includes the Marieb text, PhysioEx Lab Manual/CD, and the Interactive Physiology CD. (A PALS CD may also be included, but is also available online via text.). All resources are required. This text/package is used for PHGY 220 and PHGY 230.</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>PHGY 220/220L</b> Human Anatomy &amp; Physiology I (2nd section)</p>	<p><b>Description</b> Lectures, laboratory work, and demonstrations will enable students to understand normal and abnormal function of the human body and provide a foundation for any future healthcare course. Integration of anatomical structure as it relates to physiology will also be incorporated.</p>

<p><b>Synonym #</b> 83469 84625 Lab</p> <p><b>Credits</b> 4</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Steve Bambas</p>	<p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b></p> <p><i>Anatomy &amp; Physiology</i>, ISBN 032172244. This package includes the Marieb text, PhysioEx Lab Manual/CD, and the Interactive Physiology CD. (A PALS CD may also be included, but is also available online via text.). All resources are required. This text/package is used for PHGY 220 and PHGY 230.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>PHGY 220/220L</b> Human Anatomy &amp; Physiology I (3rd section)</p> <p><b>Synonym #</b> 83470 84627</p> <p><b>Credits</b> 4</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Gerald McGraw</p>	<p><b>Description</b> Lectures, laboratory work, and demonstrations will enable students to understand normal and abnormal function of the human body and provide a foundation for any future healthcare course. Integration of anatomical structure as it relates to physiology will also be incorporated.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b></p> <p><i>Anatomy &amp; Physiology</i>, ISBN 032172244. This package includes the Marieb text, PhysioEx Lab Manual/CD, and the Interactive Physiology CD. (A PALS CD may also be included, but is also available online via text.). All resources are required. This text/package is used for PHGY 220 and PHGY 230.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>PHGY 230/230L</b> Human Anatomy &amp; Physiology II</p> <p><b>Synonym #</b> 83471 84630</p> <p><b>Credits</b> 4</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Tony Slieman</p>	<p><b>Description</b> This course is a continuation of material covered in PHGY 220. Lectures, laboratory work, and demonstrations will enable students to understand normal and abnormal function of the human body and provide a foundation for any future healthcare course. Integration of anatomical structure as it relates to physiology will also be incorporated.</p> <p><b>Prerequisites</b> PHGY 220</p> <p><b>Book Info</b></p> <p><i>Anatomy &amp; Physiology</i>, 3rd Edition, Elaine Marieb, Katja Hoehn, Benjamin Cummings, ISBN 0321580443The ISBN package includes the Marieb text, PALS (Practice Anatomy Labs) CD, PhysioEx Lab CD, and the Interactive Physiology CD. All resources are required. This is the same package you purchased for PHGY 220.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>PHGY 230/230L</b> Human Anatomy &amp; Physiology II (2nd section)</p> <p><b>Synonym #</b> 83472 84632</p>	<p><b>Description</b> This course is a continuation of material covered in PHGY 220. Lectures, laboratory work, and demonstrations will enable students to understand normal and abnormal function of the human body and provide a foundation for any future healthcare course. Integration of anatomical structure as it relates to physiology will also be incorporated.</p> <p><b>Prerequisites</b> PHGY 220</p>

<p><b>Credits</b> 4</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Tony Slieman</p>	<p><b>Book Info</b></p> <p><i>Anatomy &amp; Physiology</i>, 3rd Edition, Elaine Marieb, Katja Hoehn, Benjamin Cummings, ISBN 0321580443The ISBN package includes the Marieb text, PALS (Practice Anatomy Labs) CD, PhysioEx Lab CD, and the Interactive Physiology CD. All resources are required. This is the same package you purchased for PHGY 220.</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>PHIL 309 - NEW!</b> The Evolution-Creation Debate</p> <p><b>Synonym #</b> 90187</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Timothy Heaton</p>	<p><b>Description</b> Geological, biological, and philosophical elements of the Evolution/Creation Debate and its impact on religion and society.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b></p> <p><i>Why Evolution is True</i>, by Jerry A. Coyne, 2009, Penguin Books, ISBN 978-0-14-311664-6</p> <p><i>The New Creationism: Building Scientific Theory on a Biblical Foundation</i>, by Paul Garner, 2009, EP Books, ISBN 978-0852346921</p> <p><i>More than a Theory: Revealing a Testable Model for Creation</i>, by Hugh Ross, 2009, Baker Books, ISBN 0801013275</p> <p><i>Understanding Intelligent Design: Everything You Need to Know in Plain Language</i>, by William A. Dembski and Sean McDowell, 2008, Harvest House Publishers, ISBN 978-0736924429</p> <p><i>Scientists Confront Creationism: Intelligent Design and Beyond</i>, edited by and Andrew J. Petto, 2008, W. W. Norton &amp; Company, ISBN 978-0393330731</p> <p><i>Making Sense of Evolution: Darwin, God, and the Drama of Life</i>, by John F. Haught, 2010, Westminster John Knox Press, ISBN 978-0664232856</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>PHTH 707</b> Health Promotion in Physical Therapy</p> <p><b>Synonym #</b> 83474</p> <p><b>Credits</b> 2</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Sonya Irons</p>	<p><b>Description</b> This course is designed to instruct physical therapy students in principles of health promotion and disease prevention, with emphasis on musculoskeletal, cardiovascular/pulmonary, neurologic, and integumentary conditions. Health disparities will be emphasized.</p> <p><b>Prerequisites</b> Successful completion of all classes in the first three semesters of the transitional Doctor of Physical Therapy Curriculum, PHTH 720 and PHTH 747</p> <p><b>Book info</b></p> <p>Thompson CR. <i>Prevention Practice: A Physical Therapist's Guide to Health, Fitness, and Wellness</i>. Thorafare, NJ: Slack Incorporated; 2007, ISBN 13 978-155642-617-9.</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>PHTH 718</b> Clinical Pathophysiology</p> <p><b>Synonym #</b> 83475</p>	<p><b>Description</b> The course begins with an overview of cell injury, inflammation, and repair. Fundamentals of pathophysiology of the musculoskeletal, integumentary, cardiovascular, pulmonary, and nervous systems are presented from various perspectives: etiology; pathogenesis; signs and symptoms; diagnosis, including laboratory tests; and treatment options including pharmacological intervention. Emphasis is placed on identifying "red flags" that would indicate to a physical therapist that treatment may be</p>

<p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Patrick Hauer</p>	<p>contraindicated or referral to another health care provider is warranted. Multiple formats including lecture, discussion and problem solving scenarios are used to assist students in making clinical correlations.</p> <p><b>Prerequisites</b> PHGY 730 and registered in Professional Physical Therapy Curriculum</p> <p><b>Book Info</b></p> <p>Goodman CC., Fuller KS. <i>Pathology: Implications for the Physical Therapist</i>, 3rd ed. Philadelphia, PA; W.B. Saunders, Co., 2009. ISBN 978</p> <p>Recommended Materials: <i>Guide to Physical Therapist Practice</i>, American Physical Therapy Association, 2000.</p> <p>Goodman CC., Snyder T.E.K. <i>Differential Diagnosis in Physical Therapy</i>, 4th ed. Philadelphia, PA: Saunders, Co., 2007.</p> <p>Kumar V., Cotran RS., Robbins SL. <i>Basic Pathology</i>. 7th ed. Philadelphia, PA: W.B. Saunders, Co., 2005.</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>PHTH 752</b> Clinical Applications of Diagnostic Imaging</p> <p><b>Synonym #</b> 83476</p> <p><b>Credits</b> 1</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Roy Osborn</p>	<p><b>Description</b> This physical therapy course is a continuation of PHTH 722: Diagnostic Imaging. This course will focus on the application of basic principles and the available evidence related to diagnostic imaging in the clinical setting with specific patient/client conditions. This is a required course for students in the second year of the Physical Therapy clinical doctorate program.</p> <p><b>Prerequisites</b> Registered in Professional Physical Therapy Curriculum</p> <p><b>Book Info</b></p> <p>McKinnis, LN. <i>Fundamentals of Musculoskeletal Imaging</i>. 3rd ed. Philadelphia, PA: F.A. Davis Co., 2005. ISBN: 978-0-8036-1946-3.</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>PHTH 782</b> Critical Evaluation of Literature</p> <p><b>Synonym #</b> 83477</p> <p><b>Credits</b> 1</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Justin Beebe</p>	<p><b>Description</b> This course is an introductory course in critical evaluation of research literature. The student will participate in evaluation of experimental and non-experimental research methods, including qualitative and quantitative, and apply concepts studied in this class to clinical practice. The student is expected to become proficient in the interpretation of published research by demonstrating knowledge of the different methods of research design and the application of statistics.</p> <p><b>Prerequisites</b> Enrolled in first semester of transitional Doctor of Physical Therapy Curriculum</p> <p><b>Book Info</b></p> <p>Domholdt E. <i>Rehabilitation Research: Principles and Applications</i>. 3rd ed. St. Louis, MO: Elsevier Saunders; 2005 (ISBN 0721600298)</p> <p>Supplementary Materials:</p> <ol style="list-style-type: none"> <li>1. Law M, MacDermid J, eds. <i>Evidence-Based Rehabilitation: A Guide to Practice</i>. 2nd ed. Thorofare, NJ: SLACK Incorporated; 2008. (ISBN 9781556427688)</li> <li>2. Iverson C (ed.) et al. <i>AMA Manual of Style: A Guide for Authors and Editors</i>. 10th ed. New York, NY: Oxford University Press; 2007. (ISBN 0195176332)</li> <li>3. Batavia M. <i>Clinical Research for Health Professionals: A User-Friendly Guide</i>. Boston, MA: Butterworth-Heinemann; 2001. (ISBN 0750671939) USD tDPT Beebe Revised 4/2010</li> <li>4. Helewa A, Walker JM. <i>Critical Evaluation of Research in Physical Rehabilitation: Towards Evidence-</i></li> </ol>

	<p><i>Based Practice</i>. Philadelphia, PA: W.B. Saunders; 2000. (ISBN 0721673902)</p> <p>5. McEwen I, ed. <i>Writing Case Reports: A How-To Manual for Clinicians</i>. Alexandria, VA: American Physical Therapy Association; 1996. (ISBN 1887759093)</p> <p>6. Polgar S, Thomas SA. <i>Introduction to Research in the Health Sciences</i>. 4th ed. Edinburgh: Churchill Livingstone; 2000. (ISBN 044306265X)</p> <p>7. Portney LG, Watkins MP. <i>Foundations of Clinical Research: Applications to Practice</i>. 2nd ed. Upper Saddle River, NJ: Prentice Hall Health; 2000 (ISBN 0838526950)</p> <p>8. Sackett DL, Straus SE, Richardson WS, Rosenberg W, Haynes RB. <i>Evidence-Based Medicine: How to Practice and Teach EBM</i>. 2nd ed. Edinburgh: Churchill Livingstone; 2000. (ISBN 0443062404)</p> <p>9. Stein F, Cutler SK. <i>Clinical Research in Occupational Therapy</i>. 4th ed. San Diego, CA: Singular Publishing Group, Inc.; 2000. (ISBN 0769300472)</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>PHTH 785</b> Independent Clinical Project in Physical Therapy</p> <p><b>Synonym #</b> 83478</p> <p><b>Credits</b> 2</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Various Instructors</p>	<p><b>Description</b> This is an advanced course in clinical research where students will complete individual clinical research projects. Students will develop and complete a clinical research project based on their current practice and related to any aspect of patient/client management, practice management, or professional practice. Students will be mentored by faculty research advisor who is assigned based on content area.</p> <p><b>Prerequisites</b> Successful completion of all classes in the first three semesters of the transitional Doctor of Physical Therapy Curriculum, PHTH 720 and PHTH 747</p> <p><b>Book Info</b> There are no required texts for this course. Books used in previous courses, PHTH 782, PHTH 784, and PHTH 747, are adequate.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>POLS 100</b> American Government</p> <p><b>Synonym #</b> 83484</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Matthew Hittle</p>	<p><b>Description</b> A study of the basic principles of the American system of government with emphasis on problems relating to governmental structure and policies.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b> Cal Jillson, <i>American Government: Political Development and Institutional Change</i> (5th edition), Routledge, New York, 2009.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>POLS 141</b> Governments of the World</p> <p><b>Synonym #</b> 83485</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p>	<p><b>Description</b> An introduction to political systems of the world, emphasizing political philosophy and comparative government. The course focuses on democratic systems other than the United States, authoritarian systems and third world systems.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b> Hauss, Charles. 2010. <i>Comparative Politics: Domestic Responses to Global Challenges</i>. 7th Ed, Belmont, CA: Wadsworth Cengage Learning, ISBN: 9780495833215</p>

<b>Instructor</b> Nathan Garrett	<a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a>
<b>POLS 201</b> Introduction to Criminal Justice  <b>Synonym #</b> 83403  <b>Credits</b> 3  <b>Dates</b> 8/30-12/17 100% refund date: 9/9/10  <b>Instructor</b> Michelle Skaff	<b>Description</b> Overviews the criminal justice institutions involved in the operations of criminal law including the police, the attorney, the bail system, the trial, the guilty plea, sentencing, corrections and an analysis of criminal law in terms of why certain kinds of conduct are criminal in our society.  <b>Prerequisites</b> N/A  <b>Book Info</b>  Seigel, L. J. & Senna, <i>Introduction to Criminal Justice</i> , 12th Edition, Belmont, CA, Wadsworth, ISBN 0495599778.  Optional: Tony, M. (2004). <i>Thinking about Crime: Sense and Sensibility in American Penal Culture</i> . Oxford: Oxford Univeristy Press. ISBN 0195141016.  <a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a>
<b>POLS 210 - NEW!</b> State & Local Government  <b>Synonym #</b> 83486  <b>Credits</b> 3  <b>Dates</b> 8/30-12/17 100% refund date: 9/9/10  <b>Instructor</b> Jamison Rounds	<b>Description</b> An analysis of the legal status, powers and functions, intergovernmental relations and political problems of state and local governments.  <b>Prerequisites</b> N/A  <b>Book Info</b>  Smith, Kevin B., Alan Greenblatt, and John Buntin. <i>Governing States &amp; Localities</i> . 2ed. CQ Press. Washington, DC. 2007. ISBN: 978-0-87289-379-5.  Aristotle. <i>The Politics</i> . (Book I) Online at: <a href="http://classics.mit.edu/Aristotle/politics.html">http://classics.mit.edu/Aristotle/politics.html</a> (recommend downloading text, as some on line portions have been slightly truncated).  Lewis, Clive Staples. <i>The Abolition of Man, or Reflections on education with special reference to the teaching of English in the upper forms of schools</i> . Available online at: <a href="http://www.columbia.edu/cu/augustine/arch/lewis/abolition1.htm#1">http://www.columbia.edu/cu/augustine/arch/lewis/abolition1.htm#1</a> .  <a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a>
<b>POLS 367</b> Introduction to Research Methods  <b>Synonym #</b> 83408  <b>Credits</b> 3  <b>Dates</b> 8/30-12/17 100% refund date: 9/9/10  <b>Instructor</b> Richard Braunstein	<b>Description</b> An introduction to the systematic analysis of government problems, behavior, organization, and decision making, with attention to research planning, data collection, report writing, and elementary statistical analysis.  <b>Prerequisites</b> N/A  <b>Book Info</b>  <i>Experiencing Research</i> , Neil J. Salkind, Prentice Hall, 7th Edition. ISBN 0-13-601137-3.  <i>On Bullshit</i> , Harry G. Frankfurt, Princeton University Press, 2005. ISBN 0-691-12294-6.  <a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a>
<b>POLS 431</b> Criminal Law	<b>Description</b> Examination of the substantive criminal law and a unique opportunity to explore the larger issues

<p><b>Synonym #</b> 83410</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> J. Michael Martinez</p>	<p>concerning the relationship of the individual to the state. Includes analysis of the following topics: the nature of criminal liability and the functions and justifications for criminal punishment, legal limitations upon criminalization, the general principles of criminal liability such as the "act" and "state of mind" requirements, specific offenses against persons and property, and law of attempt, the law of complicity, and conspiracy.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b></p> <p>Samaha, Joel. <i>Criminal Law</i>. 10th ed. Wadsworth Publishing Company, 2011. ISBN-10: 0495807494. ISBN-13: 9780495807490.</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>POLS 474</b> Literature of Feminist Politics</p> <p><b>Synonym #</b> 83437</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Lynita Newswander</p>	<p><b>Description</b> Analysis of American feminism from its origins as a political movement through its current expressions in literature and literary criticism.</p> <p><b>Prerequisites</b> ENGL 210 or UHON 110</p> <p><b>Book Info</b></p> <p>Kate Chopin. (2003) <i>The Awakening</i>. Norton: New York.</p> <p>Betty Friedan. (2001) <i>The Feminine Mystique</i>. Norton: New York.</p> <p><i>Kramer v. Kramer</i> (the 1979 movie with Dustin Hoffman and Meryl Streep)</p> <p>Linda Hirshman. (2007) <i>Get to Work: A Manifesto for the Women of the World</i>. Viking, New York.</p> <p>Toni Morrison. (2004) <i>Beloved</i>. Knopf Doubleday: New York.</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>POLS 574</b> Literature or Feminist Politics</p> <p><b>Synonym #</b> 83439</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Lynita Newswander</p>	<p><b>Description</b> Analysis of American feminism from its origins as a political movement through its current expressions in literature and literary criticism.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b></p> <p>Kate Chopin. (2003) <i>The Awakening</i>. Norton: New York.</p> <p>Betty Friedan. (2001) <i>The Feminine Mystique</i>. Norton: New York.</p> <p><i>Kramer v. Kramer</i> (the 1979 movie with Dustin Hoffman and Meryl Streep)</p> <p>Linda Hirshman. (2007) <i>Get to Work: A Manifesto for the Women of the World</i>. Viking, New York.</p> <p>Toni Morrison. (2004) <i>Beloved</i>. Knopf Doubleday: New York.</p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>POLS 733</b> Administrative Law &amp; Government</p>	<p><b>Description</b> An examination of the administrative agencies of government. Attention will be given to the use of the regulatory process and procedures applicable to administrative agencies.</p>

<p><b>Synonym #</b> 83487</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Steve Wise</p>	<p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b> <i>Administrative Law: Bureaucracy in a Democracy</i>, Daniel E. Hall, Pearson/Prentice Hall, 4th Ed. 2009, ISBN: 0-13-500518-3</p> <p><i>Administrative Law for Public Managers</i>, David H. Rosenbloom, Westview Press, 2003, ISBN: 0-8133-9805-3</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>POLS 733</b> Administrative Law &amp; Government (2nd section)</p> <p><b>Synonym #</b> 83488</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Mike Martinez</p>	<p><b>Description</b> An examination of the administrative agencies of government. Attention will be given to the use of the regulatory process and procedures applicable to administrative agencies.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b> Cooper, Philip J. <i>Public Law &amp; Public Administration</i>. Fourth Edition. Boston, Mass.: Wadsworth, Centage Learning, 2007. ISBN-13: 978-0-495-00755-5; ISBN-10: 0-495-00755-2.</p> <p>Rosenbloom, David H. <i>Administrative Law for Public Managers</i>. Boulder, Colo.: Westview Press, 2003. ISBN: 0-8133-4072-1 (HC); ISBN: 0-8133-9805-3 (Pbk.).</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>PSYC 101</b> General Psychology</p> <p><b>Synonym #</b> 83489</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Briana Kraayenbrink</p>	<p><b>Description</b> This course is an introduction survey of the field of psychology with consideration of the biological bases of behavior, sensory and perceptual processes, learning and memory, human growth and development, social behavior and normal and abnormal behavior.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b> <i>Psychology</i>, 8th Edition in Modules by David G. Myers, ISBN: 0716779277 .</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>PSYC 101</b> General Psychology (2nd section)</p> <p><b>Synonym #</b> 85946</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date:</p>	<p><b>Description</b> This course is an introduction survey of the field of psychology with consideration of the biological bases of behavior, sensory and perceptual processes, learning and memory, human growth and development, social behavior and normal and abnormal behavior.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b> <i>Psychology</i>, 8th Edition in Modules by David G. Myers, ISBN: 0716779277 .</p>

<p>9/9/10</p> <p><b>Instructor</b> Ashley Hanson</p>	<p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>REL 309 - NEW!</b> The Evolution- Creation Debate</p> <p><b>Synonym #</b> 90188</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Timothy Heaton</p>	<p><b>Description</b> Geological, biological, and philosophical elements of the Evolution/Creation Debate and its impact on religion and society.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b></p> <p><i>Why Evolution is True</i>, by Jerry A. Coyne, 2009, Penguin Books, ISBN 978-0-14-311664-6</p> <p><i>The New Creationism: Building Scientific Theory on a Biblical Foundation</i>, by Paul Garner, 2009, EP Books, ISBN 978-0852346921</p> <p><i>More than a Theory: Revealing a Testable Model for Creation</i>, by Hugh Ross, 2009, Baker Books, ISBN 0801013275</p> <p><i>Understanding Intelligent Design: Everything You Need to Know in Plain Language</i>, by William A. Dembski and Sean McDowell, 2008, Harvest House Publishers, ISBN 978-0736924429</p> <p><i>Scientists Confront Creationism: Intelligent Design and Beyond</i>, edited by and Andrew J. Petto, 2008, W. W. Norton &amp; Company, ISBN 978-0393330731</p> <p><i>Making Sense of Evolution: Darwin, God, and the Drama of Life</i>, by John F. Haught, 2010, Westminster John Knox Press, ISBN 978-0664232856</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>REL 352</b> Churches, Cults &amp; Culture</p> <p><b>Synonym #</b> 83494</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Richard Van Lente</p>	<p><b>Description</b> Examination of the teachings and practices of the major religious bodies (Protestant, Roman Catholic and Judaic) and new religious movements (cults) in contemporary American culture.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b></p> <p>Frank S. Mead, Samuel S. Hill and Craig D. Atwood. (12th printing 2005). <i>Handbook of Denominations in the United States</i>, 12th Edition. Abingdon Press, Nashville, TN. ISBN #0-687-05784-1.</p> <p>Lynn Bridges. <i>The American Religious Experience: A concise History</i>. Rowman &amp; Littlefield Publishers, Inc, Oxford, UK. ISBN #0-7425-5059-1</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>SEED 440</b> Classroom Management</p> <p><b>Synonym #</b> 83495</p> <p><b>Credits</b> 1</p> <p><b>Dates</b></p>	<p><b>Description</b> To explore the principles and problems of effective classroom discipline.</p> <p><b>Registration Restriction:</b> Admission to Teacher Education</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b></p> <p>Thompson, J.G. (2007). <i>The first-year teacher's survival guide</i>. San Francisco, CA: Jossey-Bass. 2nd Ed.</p>

<p>8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Heidi Tomek- Sackreiter</p>	<p>ISBN: 978-0-7879-9455-6.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>SEED 450</b> 7-12 Teaching Reading in teh Content Area</p> <p><b>Synonym #</b> 91206</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Trudi Nelson</p>	<p><b>Description</b> Introduction to the teaching of basic reading skills in all content areas of K-12 and secondary education. Methods, materials, and research findings used in teaching discipline-specific reading.</p> <p><b>Registration restriction:</b> Admission to Teacher Education</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b> Richardson, J.S., Morgan, R.F., &amp; Fleener, C. (2009). <i>Reading to learn in the content areas</i> (7th ed.). Belmont, CA: Wadsworth.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>SEED 550</b> 7-12 Teaching Reading in the Content Area</p> <p><b>Synonym #</b> 91207</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Trudi Nelson</p>	<p><b>Description</b> Advanced study of the major components of reading, including the elements of a balanced, integrated, and comprehensive literacy curriculum using on-line and offline materials and instructional practices and strategies for diverse populations in a literate environment that is appropriate for use in grades 7-12 content area classrooms.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b> Richardson, J.S., Morgan, R.F., &amp; Fleener, C. (2009). <i>Reading to learn in the content areas</i> (7th ed.). Belmont, CA: Wadsworth.</p> <p>plus choice of one of the following--either Daniels, H., &amp; Zemelman, S. (2004). <i>Subjects matter. Every teacher's guide to content-area reading</i>. Portsmouth, NH: Heinemann. <b>Or</b> Daniels, H., Zemelman, S., &amp; Steinke, N. (2007). <i>Content-area writing: Every teacher's guide</i>. Portsmouth, NH: Heinemann.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>SOC 351</b> Introduction to Criminology</p> <p><b>Synonym #</b> 83406</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Heidi Linngren</p>	<p><b>Description</b> Focuses on theories of crime, juvenile delinquency and justice, laws, systems of criminal behavior, victimization, and corrections.</p> <p><b>Prerequisites</b> SOC 100 or SOC 150</p> <p><b>Book Info</b> <i>Crime and Nature</i> by Marcus Felson ISBN is 0-7619-2910-X <i>Criminology: An Interdisciplinary Approach</i> by Anthony Walsh and Lee Ellis ISBN 1-4129-3840-6.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>

<p><b>SPCM 101</b> Fundamentals of Speech</p> <p><b>Synonym #</b> 83496</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Aimee Sorensen</p>	<p><b>Description</b> Introduces the study of speech fundamentals and critical thinking through frequent public speaking practice, including setting, purpose, audience, and subject.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b></p> <p>Required Textbook: Alberts, J. K., Nakayama, T. K., &amp; Martin, J. N. (2010). <i>Human communication in society</i> (2nd Ed.). Boston, MA: Allyn &amp; Bacon.</p> <p>Required Technology: 2010 Microsoft Office, including MS Word and MS Power Point</p> <p><b>IMPORTANT DIGITAL TECHNOLOGY NOTICE:</b> <u>You must secure access to digital recording equipment and a headset-microphone.</u></p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>SPCM 101</b> Fundamentals of Speech (2nd section)</p> <p><b>Synonym #</b> 83499</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Aimee Sorensen</p>	<p><b>Description</b> Introduces the study of speech fundamentals and critical thinking through frequent public speaking practice, including setting, purpose, audience, and subject.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b></p> <p>Required Textbook: Alberts, J. K., Nakayama, T. K., &amp; Martin, J. N. (2010). <i>Human communication in society</i> (2nd Ed.). Boston, MA: Allyn &amp; Bacon.</p> <p>Required Technology: 2010 Microsoft Office, including MS Word and MS Power Point</p> <p><b>IMPORTANT DIGITAL TECHNOLOGY NOTICE:</b> <u>You must secure access to digital recording equipment and a headset-microphone.</u></p> <p><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>SPCM 101</b> Fundamentals of Speech (3rd section)</p> <p><b>Synonym #</b> 83500</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Aimee Sorensen</p>	<p><b>Description</b> Introduces the study of speech fundamentals and critical thinking through frequent public speaking practice, including setting, purpose, audience, and subject.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b></p> <p>Required Textbook: Alberts, J. K., Nakayama, T. K., &amp; Martin, J. N. (2010). <i>Human communication in society</i> (2nd Ed.). Boston, MA: Allyn &amp; Bacon.</p> <p>Required Technology: 2010 Microsoft Office, including MS Word and MS Power Point</p> <p><b>IMPORTANT DIGITAL TECHNOLOGY NOTICE:</b> <u>You must secure access to digital recording equipment and a headset-microphone.</u></p>

<a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a>	
<p><b>SPCM 101</b> Fundamentals of Speech (4th section)</p> <p><b>Synonym #</b> 83501</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Andrea Diehm</p>	<p><b>Description</b> Introduces the study of speech fundamentals and critical thinking through frequent public speaking practice, including setting, purpose, audience, and subject.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b>  Required Textbook: Alberts, J. K., Nakayama, T. K., &amp; Martin, J. N. (2010). <i>Human communication in society</i> (2nd Ed.). Boston, MA: Allyn &amp; Bacon.</p> <p>Required Technology: 2010 Microsoft Office, including MS Word and MS Power Point</p> <p><b>IMPORTANT DIGITAL TECHNOLOGY NOTICE:</b> <u>You must secure access to digital recording equipment and a headset-microphone.</u></p> <p style="text-align: center;"><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>SPCM 101</b> Fundamentals of Speech (5th section)</p> <p><b>Synonym #</b> 83502</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Andrea Diehm</p>	<p><b>Description</b> Introduces the study of speech fundamentals and critical thinking through frequent public speaking practice, including setting, purpose, audience, and subject.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b>  Required Textbook: Alberts, J. K., Nakayama, T. K., &amp; Martin, J. N. (2010). <i>Human communication in society</i> (2nd Ed.). Boston, MA: Allyn &amp; Bacon.</p> <p>Required Technology: 2010 Microsoft Office, including MS Word and MS Power Point</p> <p><b>IMPORTANT DIGITAL TECHNOLOGY NOTICE:</b> <u>You must secure access to digital recording equipment and a headset-microphone.</u></p> <p style="text-align: center;"><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>
<p><b>SPED 703</b> Education of Persons with Exceptional Needs</p> <p><b>Synonym #</b> 83503</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Roberta Kaufman</p>	<p><b>Description</b> The characteristics, medical, communication, and special needs of persons with exceptionalities will be considered through a review of research relative to current trends and problems.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b>  Hallahan, D. P., Kauffman, J.M., &amp; Pullen, P. (2009). <i>Exceptional learners: An introduction to special education</i>, (11th ed). Boston, MA: Allyn &amp; Bacon. (A supplement, Cases for Reflection and Analysis accompanies the text and will be used for discussions.)</p> <p style="text-align: center;"><a href="#">Welcome Letter</a>   <a href="#">Syllabus</a>   <a href="#">Register Now</a>   <a href="#">Order Books</a></p>

<p><b>SPED 771</b> Young Children with Special Needs</p> <p><b>Synonym #</b> 83504</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Joanne Van Osdel</p>	<p><b>Description</b> Study of assessments and interventions employed with young children with special needs.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b>  Noonan, M.J. &amp; McCormick, L. (2006). <i>Young Children with Disabilities in Natural Environments: Methods and Procedures</i>. Baltimore, MD: Paul H. Brookes Publishing Co.</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>TET 732 - NEW!</b> Emerging Technologies in Teaching &amp; Training</p> <p><b>Synonym #</b> 83505</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Don Versteeg</p>	<p><b>Description</b> This course will provide students with the skills and appropriate application of current and emerging technologies and how to implement them with all learners in education and training.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b>  TBA</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>TET 780</b> Contemporary Views of Organizational Development</p> <p><b>Synonym #</b> 83395</p> <p><b>Credits</b> 3</p> <p><b>Dates</b> 8/30-12/17 100% refund date: 9/9/10</p> <p><b>Instructor</b> Susan Santo</p>	<p><b>Description</b> This course acquaints students with major theoretical traditions in the field of organizational development and change. Through writing and discussions, students will gain the reflective skills needed to make decisions based on theoretical, ethical, and professional knowledge. This course provides students with the background they will need to be effective change consultants and organizational leaders.</p> <p><b>Prerequisites</b> N/A</p> <p><b>Book Info</b>  <i>Organization Development &amp; Change</i>, 9th edition. Make sure you get the 9th edition. It has been substantially revised. Cummings, Thomas G., &amp; Worley, Christopher, G. (2008). Mason, OH: Thomson/South-Western. ISBN: 0324421389</p> <p><b>Welcome Letter   Syllabus   Register Now   Order Books</b></p>
<p><b>THEA 100</b> Introduction to Theatre</p> <p><b>Synonym #</b> 83506</p>	<p><b>Description</b> Introductory course designed to enhance the student's enjoyment and understanding of the theatrical experience. Play readings, films, and demonstrations acquaint the students with the history and techniques of the theatrical art.</p> <p><b>Prerequisites</b> N/A</p>

<b>Credits</b> 3  <b>Dates</b> 8/30-12/17 100% refund date: 9/9/10  <b>Instructor</b> Sandra Mollman	<b>Book Info</b>  <i>Theatre</i> by Robert Cohen, 9th edition (older editions will work), ISBN # 978-0-07-338218-0.  <b>Welcome Letter   Syllabus   Register Now   Order Books</b>
<b>THEA 201</b> Film Appreciation  <b>Synonym #</b> 83507  <b>Credits</b> 3  <b>Dates</b> 8/30-12/17 100% refund date: 9/9/10  <b>Instructor</b> Sandra Mollman	<b>Description</b> This course explores the art of film and its impact on society. The student explores American and International cultures through the study of their films, filmmaking, and critical analysis.  <b>Prerequisites</b> N/A  <b>Book Info</b>  <i>Understanding Movies</i> by Louis Giannetti, 12th Edition, Pearson, ISBN # 978-0-205-73754-3.  <b>Welcome Letter   Syllabus   Register Now   Order Books</b>

### Student Identity Verification Measures

- All online classes are password protected. Students must provide name, date of birth, and the last four digits of their social security number, to receive an email and password from The University of South Dakota. Access to online courses are managed through USD systems only and not a student's personal email.
- Assessment of student learning in online classes often assists in student identity verification. Many tests are proctored in person by University employees at the University's statewide higher education centers in Pierre, Rapid City, and Sioux Falls, SD and in Vermillion, SD at the Division of Continuing and Distance Education. Students in other states make application for a professional proctor in their region who is approved by The University of South Dakota in advance of testing. The Proctor Application can be found by logging into myU. Portal: Distance > Student Support > Proctor / Testing Info. University staff evaluate carefully the proposed proctors assessing potential conflicts of interest. Approved proctors verify student identity prior to each test.
- Finally, a growing number of online courses supplement instruction with web conferencing. This technology allows the professor to further authenticate identity through voice recognition and visual recognition if webcams are used.

## Contact Information

**Division of Continuing & Distance Education/Summer School**  
 McKusick Room 211  
 The University of South Dakota  
 414 E. Clark St.  
 Vermillion SD 57069  
 Work Phone: 1-800-233-7937  
 Work Phone2: 605-677-6240  
 cde@usd.edu  
 www.usd.edu/cde

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The University of South Dakota  
414 E Clark St.  
Vermillion SD 57069  
1-877-COYOTES | Work 1-877-269-6837

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## Continuing Education Registration

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**From:** Continuing Education Registration  
**Sent:** Thursday, October 21, 2010 8:25 AM  
**To:** Continuing Education Registration  
**Subject:** Registration Confirmation

### VERY IMPORTANT INFORMATION About Your Registration at USD

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#### The University of South Dakota Online Course Enrollment Confirmation

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This is your Student/Colleague Identification Number (ID) **9999999**  
Student Name: Test Test

Dear Test,

Welcome to Distance learning at The U!

This email confirms successful registration for the following course(s): EDAD-715 U820T  
Term: 2009FA

Please know you are financially responsible for courses in which you are registered. To receive a 100% refund, you must complete and process the appropriate drop or withdrawal paperwork on or before the 100% Refund Deadline (see below). If you are a returning student within the South Dakota Public Higher Education system, please use WebAdvisor to process your course drops.

Important Dates:

**8/31/2009** : Course Start Date  
**9/4/2009**: 100% Refund Deadline  
**10/7/2009**: Last Day to Drop for a "W" grade  
**10/23/2009**: Course End Date

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#### Accessing Your Online Course

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**Important Information for students who are enrolled in an online course at The University of South Dakota!**

You will use a learning management system called Desire2Learn (D2L) to access course materials, receive and submit assignments, and participate in online discussions with your classmates and your instructor. In order to access your course, you must be registered for the course and have a [WebAdvisor User ID](#) as described below in Step 2. WebAdvisor is our student registration system which provides course listings, grade, and program evaluation information for USD faculty, students and their advisors.

*Online students need to be familiar with six online resources: 1) WebAdvisor, 2) USD email account, 3) D2L, 4) myU.Portal, 5) CE Website, 6) Barnes and Noble Bookstore.*

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New Online Students

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Please follow these steps carefully so you will be ready to participate in your course and be comfortable with the Desire2Learn (D2L) online learning environment.

#### Step One:

##### Set up your USD Email Account.

1. Go to [www.usd.edu/accounts/pickup](http://www.usd.edu/accounts/pickup) and follow the steps. In Step 1 be sure to choose USD Student. All official USD communication will be sent to your USD email account and/or in the myU.Portal.
2. You can use your USD email Username and Password to log into **myU.Portal**: <https://myu.usd.edu/uPortal/> The Portal is a centralized communication portal for USD News, Information, Announcements, etc...
3. After completing the above steps correctly, you should have immediate access to USD email.

#### Step Two:

**Set up your WebAdvisor User ID and Password.** Your Username and Password for your WebAdvisor account will be different from your USD user name and password.

1. Log in to the **myU.Portal** <https://myu.usd.edu/> using your USD Username and Password from Step One. Click on the **Academics** tab and then click on the **Access WebAdvisor** link in the WebAdvisor channel. Click on the I'm New to WebAdvisor; this will take you through the step-by-step process to create your WebAdvisor User ID and Password.
2. You will retrieve your WebAdvisor Password from the email account you select. **(Please note this password as you will need it to set up D2L in Step 3)**
3. After completing the above steps correctly, you should have immediate access to WebAdvisor.
4. You may call the USD Helpdesk at 877-225-0027 or Continuing Education 800-233-7937 for additional support.

**Step Three:** \*\*Please note, it may take 2-3 days before you can log into the D2L website while our systems update your new student information\*\*

##### Log into your online course through the Desire2Learn (D2L) environment

1. In the **myU.Portal**, click on the **Academics** tab and then click on the **Access Desire2Learn** link in the Desire2Learn channel and then click on **What is my password?**
2. You will then be asked to enter your WebAdvisor User ID from step two **after the words: Username.** (YOUR WEBADVISOR USER ID AND D2L USERNAME ARE THE SAME)
3. Next, enter your home university email address **after the words: Email Address (example John.Doe@usd.edu).** **Please Note: If you do not know your home university email address, or if you receive an error stating that your account could not be found, go to email/username in the menu on the left-hand side of the page and enter your last name and student/colleague ID number. (Your student/colleague ID is located at the top of your registration email confirmation.) Click Retrieve my information.**
4. Click the **Send me a temporary password** button.
5. You will receive a message in your home university email account that provides a link to reset your password. Please click on this link. If it does not open a web browser to the password reset page, follow the instructions provided in the message to manually open the page.
6. On the password reset page opened from the previous step, enter your D2L Username after the D2L Username prompt: (again, this is your WebAdvisor User ID).
7. We recommend that you use your WebAdvisor Password as your D2L Password, so enter your WebAdvisor Password into the New Password and Confirm Password boxes.
8. Click **Reset my password.** Note: if you are unable to click on this, make sure that the status indicator to the right of the password boxes says **Strong**, as opposed to **Too Short**, or **Fair**. If it does not say **Strong**, make sure your password satisfies the password rules listed on the page.
9. Under the **Links** menu on the left-hand side of the page, click on **Desire2Learn.**
10. Enter your D2L Username after the D2L Username prompt: (again, this is your WebAdvisor User ID).
11. Enter your D2L password (again, if you followed the advice above, this is the same as your WebAdvisor password).
12. You will gain access to the course on the first day of class.
13. Visit the D2L Audio/Video Tutorial at: <http://www.usd.edu/continuing-and-distance-education/upload/login-2.swf>.

#### Step Four:

##### Important –

To access the course syllabus (which will also be available in your D2L course), welcome letter and other important information regarding your online course visit the [Continuing and Distance Education Website](#) and select the semester you are registered in from the leftside menu. In addition please read the [Online Orientation Guide](#) which provides clarification regarding how to get started, technology requirements, proctor/exam services, policies, etc...

#### Step Five:

#### To order your books for your online course

1. In the my.U Portal, on the **Campus Life** tab, scroll down to **At Your Service** and click on the **Barnes & Noble** link - select **Textbooks** from the menu bar.
2. You will then be asked to select the term for which you are purchasing your books.
3. Click on the Continue button.
4. You will then be taken to the Barnes & Noble website with the books you need for your courses automatically placed in your shopping cart.

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### Registration Confirmation & Billing Information

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**All Tuition and fees are due by the third day of the term.** (If any charges are added after the third day of the term, those charges are due by final fee payment).

1. **Registration Confirmation** – The Business Office uses Registration Confirmation to keep track of students' status for enrollment, payment, refund and financial aid. When the Business Office receives your online Registration Confirmation, they know you will be attending and how you are planning to pay your bill. Please access the U Student Portal to fill out and submit your Registration Confirmation by the third day of each term. The Business Office does not use the Registration Confirmation for Summer courses, Fall and Spring only.
2. **Billing Invoices** – SDePay Electronic Bill and Payment System is the official means of delivering tuition bills to all students at The University of South Dakota and the South Dakota Public University System. All enrolled students will have an eBill posted to their SDePay account. *Paper bills are not mailed.*

Students will receive a notice in their University assigned U.email account when their eBill is ready to be viewed on SDePay. The eBill details the amount due (tuition, fees, and other miscellaneous charges) as well as electronically applied financial aid payments and personal payments.

3. **How to pay your Bill** – Log in to SDePay via WebAdvisor and select payment method. eCheck payment is from a checking or savings account of a U.S. Bank and is a free service. Credit or Debit cards (American Express, MasterCard and Discover cards are accepted) may be used and are subject to a 2.75% service fee payable to the host provider of SDePay. If you are paying by a personal check or money order, please write the student ID on the memo line and mail (along with a copy of the eBill) payment to: The University of South Dakota – Business Office, 414 East Clark Street Vermillion, SD 57069.
4. **Billing Questions** – Contact the Business Office at 877-269-6837, 605-677-5613 or email [busoff@usd.edu](mailto:busoff@usd.edu).

#### Contact USD – Continuing & Distance Education

414 Clark Street  
Vermillion, SD 57069-2390  
Toll-free: 800-233-7937  
Local: 605-677-6240  
[cde@usd.edu](mailto:cde@usd.edu)

## Continuing Education Registration

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**From:** Continuing Education Registration  
**Sent:** Thursday, October 21, 2010 8:28 AM  
**To:** Continuing Education Registration  
**Subject:** Registration Confirmation

### VERY IMPORTANT INFORMATION About Your Registration at USD

---

#### The University of South Dakota Course Enrollment Confirmation

---

This is your Student/Colleague Identification Number (ID) (9999999)  
Student Name: Test Test

Dear Test,

Welcome to The U!

This email confirms successful registration for the following course(s): EDAD-890 U920

Location:

Term: 2010SU

Please know you are financially responsible for courses in which you are registered. To receive a 100% refund, you must complete and process the appropriate drop or withdrawal paperwork on or before the 100% Refund Deadline (see below). If you are a returning student within the South Dakota Public Higher Education system, please use WebAdvisor to process your course drops.

Key Dates:

7/12/2010 : Course Start Date

7/15/2010: 100% Refund Deadline

8/13/2010: Last Day to Drop for a "W" grade

8/27/2010: Course End Date

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#### Resources

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*Students need to be familiar with four online resources:* 1) WebAdvisor, 2) USD email account, 3) Desire2Learn, 4) Barnes and Noble Bookstore

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#### New Students

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Step One:

**Set up your USD Email Account.**

1. Go to [www.usd.edu/accounts/pickup](http://www.usd.edu/accounts/pickup) and follow the steps. All official USD communication will be sent to your USD email account and/or in the myU.Portal.
2. You can use your USD email Username and Password to log into **myU.Portal**: <https://myu.usd.edu/uPortal/> The Portal is a centralized communication portal for USD News, Information, Announcements, etc...
3. After completing the above steps correctly, you should have immediate access to USD email.

#### Step Two:

**Set up your WebAdvisor User ID and Password.** Your Username and Password for your WebAdvisor account will be different from your USD Email user name and password.

1. Log in to the **myU.Portal** <https://myu.usd.edu/> using your USD Username and Password from Step One. Click on the **Academics** tab and then click on the **Access WebAdvisor** link in the WebAdvisor channel. Click on the I'm New to WebAdvisor; this will take you through the step-by-step process to create your WebAdvisor User ID and Password.
2. You will retrieve your WebAdvisor Password from the email account you select.
3. After completing the above steps correctly, you should have immediate access to WebAdvisor.
4. You may call the USD Helpdesk at 877-225-0027 for additional support.

**Step Three:** \*\*Please note, it may take 2-3 days before you can log into the D2L website while our systems update your new student information\*\*

#### Log into Desire2Learn (D2L) environment

1. In the **myU.Portal**, click on the **Academics** tab and then click on the **Access Desire2Learn** link in the Desire2Learn channel and then click on **What is my password?**.
2. You will then be asked to enter your WebAdvisor User ID from step two **after the words: Username**. (YOUR WEBADVISOR USER ID AND D2L USERNAME ARE THE SAME)
3. Next, enter your home university email address **after the words: Email Address** (example [John.Doe@usd.edu](mailto:John.Doe@usd.edu)). **Please Note:** *If you do not know your home university email address, or if you receive an error stating that your account could not be found, go to email/username in the menu on the left-hand side of the page and enter your last name and student/colleague ID number. (Your student/colleague ID is located at the top of your registration email confirmation.) Click **Retrieve my information**.*
4. Click the **Send me a temporary password** button.
5. You will receive a message in your home university email account that provides a link to reset your password. Please click on this link. If it does not open a web browser to the password reset page, follow the instructions provided in the message to manually open the page.
6. On the password reset page opened from the previous step, enter your D2L Username after the D2L Username prompt: (again, this is your WebAdvisor User ID).
7. **We recommend that you use your WebAdvisor Password as your D2L Password**, so enter your WebAdvisor Password into the New Password and Confirm Password boxes.
8. Click **Reset my password**. Note: if you are unable to click on this, make sure that the status indicator to the right of the password boxes says **Strong**, as opposed to **Too Short**, or **Fair**. If it does not say **Strong**, make sure your password satisfies the password rules listed on the page.
9. Under the **Links** menu on the left-hand side of the page, click on **Desire2Learn**.
10. Enter your D2L Username after the D2L Username prompt: (again, this is your WebAdvisor User ID).
11. Enter your D2L password (again, if you followed the advice above, this is the same as your WebAdvisor password).
12. You will gain access to the course on the first day of class.

Visit the D2L Audio/Video Tutorial at: <http://www.usd.edu/continuing-and-distance-education/online-courses.cfm>

#### Step Four:

#### To order your books for your course

In the my.U Portal, on the **Campus Life** tab, scroll down to **At Your Service** and click on the **Barnes & Noble** link - select **Textbooks** from the menu bar.

You will then be asked to select the term for which you are purchasing your books.

Click on the **Continue** button.

You will then be taken to the Barnes & Noble website with the books you need for your course automatically placed in your shopping cart.

## Registration Confirmation & Billing Information

**All Tuition and fees are due by the third day of the term.** (If any charges are added after the third day of the term, those charges are due by final fee payment).

1. **Registration Confirmation** – The Business Office uses Registration Confirmation to keep track of students' status for enrollment, payment, refund and financial aid. When the Business Office receives your online Registration Confirmation, they know you will be attending and how you are planning to pay your bill. Please access the U Student Portal to fill out and submit your Registration Confirmation by the third day of each term. The Business Office does not use the Registration Confirmation for Summer courses, Fall and Spring only.
2. **Billing Invoices** – SDePay Electronic Bill and Payment System is the official means of delivering tuition bills to all students at The University of South Dakota and the South Dakota Public University System. All enrolled students will have an eBill posted to their SDePay account. *Paper bills are not mailed.*

Students will receive a notice in their University assigned U.email account when their eBill is ready to be viewed on SDePay. The eBill details the amount due (tuition, fees, and other miscellaneous charges) as well as electronically applied financial aid payments and personal payments.

3. **How to pay your Bill** – Log in to SDePay via WebAdvisor and select payment method. eCheck payment is from a checking or savings account of a U.S. Bank and is a free service. Credit or Debit cards (American Express, MasterCard and Discover cards are accepted) may be used and are subject to a 2.75% service fee payable to the host provider of SDePay. If you are paying by a personal check or money order, please write the student ID on the memo line and mail (along with a copy of the eBill) payment to: The University of South Dakota – Business Office, 414 East Clark Street Vermillion, SD 57069.
4. **Billing Questions** – Contact the Business Office at 877-269-6837, 605-677-5613 or email [busoff@usd.edu](mailto:busoff@usd.edu).

**Contact USD – Rapid City**  
Higher Education Center  
515 West Blvd  
Rapid City, SD 57701  
Local: 605-394-6720  
Toll Free: 800-874-7518

## Academic Majors, Minors, Specializations, Certificates, Pre-Professional Programs

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Click on any of the following links for information:

- Majors
- Minors
- Specializations
- Certificates
- Pre-Professional Programs

### Majors

[^TOP](#)

**Associate of Arts (A.A.); Associate of Science (A.S.); Bachelor of Arts (B.A.); Bachelor of Business Administration (B.B.A.); Bachelor of Fine Arts (B.F.A.); Bachelor of General Studies (B.G.S.); Bachelor of Liberal Studies (B.L.S.); Bachelor of Music (B.M.); Bachelor of Musical Arts (B.M.A.); Bachelor of Science (B.S.); Bachelor of Science in Education (B.S.Ed)**

Accounting (B.B.A.)  
 Alcohol and Drug Studies (B.S.)  
 American Indian Studies (B.A.)  
 Anthropology (B.A., B.S.)  
 Art (B.F.A.)  
 Art Education (B.F.A.)  
 Biology, Ecology & Evolution Specialization (B.S.)  
 Biology, Molecular Biology & Physiology Specialization (B.S.)  
 Biology Education - See Secondary Education/Biology Education (B.S.Ed.)  
 Chemistry-American Chemical Society (ACS) Approved Chemistry (B.S.)  
 Chemistry Coordinate (B.S.)  
 Chemistry Education - See Secondary Education/Chemistry Education (B.S.)  
 Clinical Laboratory Science (B.S.)  
 Communication Sciences and Disorders (B.A., B.S.)  
 Communication Studies (B.A., B.S.)  
 Computer Science (B.A., B.S.)  
 Contemporary Media and Journalism (B.A., B.S.)  
 Criminal Justice (B.A., B.S.)  
 Dental Hygiene (A.S., B.S.)  
 Early Childhood Education - See Elementary Education & Early Childhood (B.S.Ed.)  
 Earth Sciences (B.S.)  
 Earth Sciences Education - See Secondary Education/Earth Sciences Teacher (B.S.)  
 Economics (B.A., B.S.) - Through College of Arts & Sciences  
 Economics (B.B.A.) - Through School of Business  
 Elementary Education (B.S.Ed.)\*  
 Elementary Education & Early Childhood (B.S.Ed.)  
 Elementary Education & Kindergarten Education (B.S.Ed.)  
 Elementary & Special Education (B.S.Ed.)\*  
 English (B.A., B.S.)  
 English Education - See Secondary Education/English Education (B.S.Ed.)  
 Finance (B.B.A.)  
 French Education - See Secondary Education/French Teacher (B.A.)  
 French Studies (B.A.)  
 General Studies (A.A.)  
 General Studies (B.G.S.)  
 German (B.A.)  
 German Education - See Secondary Education/German Teacher (B.A.)  
 Health Services Administration (B.B.A.)  
 Health Sciences (B.S.)  
 History (B.A., B.S.)

History Education - See Secondary Education/History Education (B.S.Ed.)  
 Human Resource Management (B.B.A.)  
 International Studies (B.A.)  
 Kindergarten Education - See Elementary Education & Kindergarten Education (B.S.Ed.)  
 Liberal Studies (B.L.S.)  
 Management (B.B.A.)  
 Marketing (B.B.A.)  
 Mathematics (B.S.)  
 Mathematics Education - See Secondary Education/Mathematics Education (B.S.Ed.)  
 Music Education (B.M.)  
 Music Education - See Secondary Education/Music Education  
 Music Performance (B.M.)  
 Musical Arts (B.M.A.)  
 Nursing (A.S.)  
 Nursing-LPN to RN Upward Mobility  
 Nursing-LPN to RN Upward Mobility (Watertown)  
 Philosophy (B.A., B.S.)  
 Physical Education (B.S.Ed.)  
 Physics (B.S.)  
 Physics Education - See Secondary Education/Physics Education (B.S.)  
 Political Science (B.A., B.S.)  
 Political Science Education - See Secondary Education/Political Science Education (B.A./B.S.)  
 Psychology (B.A., B.S.)  
 Recreation Management (B.S.RECM)  
 Secondary Education/Biology Education (B.S.Ed.)  
 Secondary Education/Chemistry Education (B.S.)  
 Secondary Education/Earth Sciences Teacher (B.S.)  
 Secondary Education/English Education (B.S.Ed.)  
 Secondary Education/French Teacher (B.A.)  
 Secondary Education/German Teacher (B.A.)  
 Secondary Education/History Education (B.S.Ed.)  
 Secondary Education/Mathematics Education (B.S.Ed.)  
 Secondary Education/Music Education  
 Secondary Education/Physics Education (B.S.)  
 Secondary Education/Political Science Education (B.A./B.S.)  
 Secondary Education/Spanish Education (B.A., B.S.Ed.)  
 Secondary Education/Special Education (B.S.Ed.)\*  
 Secondary Education/Speech Communication Education (B.S.Ed.)  
 Secondary Education/Theatre Education (B.F.A.)  
 Social Work (B.S.)  
 Sociology (B.A., B.S.)  
 Spanish (B.A.)  
 Spanish Education - See Secondary Education/Spanish Education (B.A., B.S.Ed.)  
 Special Education/Elementary - See Elementary & Special Education (B.S.Ed.)\*  
 Special Education/Secondary - See Secondary Education/Special Education (B.S.Ed.)\*  
 Speech Communication Education - See Secondary Education/Speech Communication Education (B.S.Ed.)  
 Theatre Education - See Secondary Education/Theatre Education (B.F.A.) Inactive 2010-2011  
 Theatre: Theatre Specialization (B.F.A.)  
 Theatre: Acting Specialization (B.F.A.)  
 Theatre: Design/Technology Specialization (B.F.A.)  
 Theatre: Musical Theatre Specialization (B.F.A.)

**Minors**

[^TOP](#)

Adapted Physical Education Minor  
 Alcohol and Drug Studies Minor  
 American Indian Studies Minor  
 Anthropology Minor  
 Archaeology Minor

Art Minor  
 Art History Minor  
 Biology Minor  
 Biology Teaching Minor  
 Business Administration Minor (Non-Business Majors)  
 Chemistry Minor  
 Civic Leadership Studies Minor  
 Classical Humanities Minor  
 Coaching Minor\*  
 Communication Sciences and Disorders Minor  
 Communication Studies Minor  
 Computer Science Minor  
 Contemporary Media and Journalism Minor  
 Creative Writing Minor  
 Criminal Justice Minor  
 Disaster Response Minor  
 Earth Sciences Minor  
 Earth Sciences Teaching Minor  
 Economics Minor (Non-Business Majors Only)  
 Economics Teaching Minor  
 Education Composite Minor  
 English Minor  
 English Teaching Minor  
 Entrepreneurial Studies Minor (Business Majors)  
 Entrepreneurial Studies Minor (Non-Business Majors)  
 Film Studies Minor  
 French Studies Minor  
 Geography Minor  
 German Minor  
 Gerontology Minor  
 Health Minor (Teaching and Non-Teaching)  
 Health Sciences Minor  
 Health Teaching Minor  
 Health Services Administration Minor  
 History Minor  
 Interdisciplinary Language Areas Minor  
 Interdisciplinary Sciences Minor  
 International Studies Minor  
 Latin Minor  
 Legal Studies in Business Minor (Business Majors Only)  
 Mass Communication Teaching Minor  
 Mathematics Minor  
 Mathematics: Composite Minor  
 Military Science Minor  
 Modern Foreign Languages (K-12) Teaching Minor  
 Music (K-12) Teaching Minor  
 Music Minor (Non-Teaching)  
 Philosophy Minor  
 Physics Minor  
 Physical Sciences Teaching Minor  
 Physics Teaching Minor  
 Political Science Minor  
 Psychology Minor  
 Reading (K-12) Teaching Minor  
 Religious Studies Minor  
 Sociology Minor  
 Sociology Teaching Minor  
 Spanish Minor  
 Spanish Teaching Minor  
 Speech Communication Teaching Minor

Statistics Minor  
Theatre Minor  
Theatre Teaching Minor  
Women Studies Minor

### Specializations

[^TOP](#)

Acting  
Adapted Physical Activity and Therapeutic Recreation  
Advertising  
Ceramics  
Creative Writing  
Design/Technology-Theatre  
Disaster Response  
Ecology and Evolution  
Electronic Media  
Exercise Science and Health Promotion  
Graphic Design  
Journalism  
Molecular Biology and Physiology  
Musical Theatre  
Painting  
Photography  
Prevention-Alcohol and Drug Studies  
Printmaking  
Public Relations  
Recreation  
Sculpture  
Secondary Teaching-English  
Sport Business  
Theatre  
Treatment-Alcohol and Drug Studies

### Certificates

[^TOP](#)

Alcohol and Drug Studies Certificate - Online Only  
Drafting for the Entertainment Industry Certificate

### Pre-Professional Programs

[^TOP](#)

Pre-Chiropractic  
Pre-Dentistry  
Pre-Engineering  
Pre-Law  
Pre-Medicine  
Pre-Occupational Therapy  
Pre-Optometry  
Pre-Osteopathic Medicine  
Pre-Pharmacy  
Pre-Physical Therapy  
Pre-Physician Assistant Studies  
Pre-Podiatry  
Pre-Veterinary Medicine

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## Academic Programs and Degree Requirements

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- Accountancy (Professional Accountancy -M.P.A.)
- Addiction Studies (M.A., ADS)
- Alcohol and Drug Studies Graduate Certificate
- Art (M.F.A.)
- Audiology Doctorate (Au.D.)
- Basic Biomedical Sciences (M.S.)
- Basic Biomedical Sciences (Ph.D.)
- Biological Science (Ph.D.)
- Biology (M.A., M.S.)
- Biomedical Engineering (M.S.)
- Biomedical Engineering (Ph.D.)
- Business Administration (M.B.A.)
- Chemistry (M.S.)
- Communication Studies (M.A.)
- Computer Science (M.S.)
- Counseling and Psychology in Education-Counseling (M.A., Ed.S., Ph.D.)
- Counseling and Psychology in Education-Educational Psychology (M.A., Ed.S., Ph.D.)
- Counseling and Psychology in Education-School Psychology (Ed.S., Ph.D.)
- Curriculum and Instruction (Ed.S., Ed.D.)
- Disaster Mental Health Graduate Certificate
- Doctor of Medicine (M.D., M.D./Ph.D.)
- Educational Administration - Adult and Higher Education (M.A., Ed.D.)
- Educational Administration - Curriculum Director (M.A., Ed.S., Ed.D.)
- Educational Administration - Director of Special Education (Ed.S., Ed.D.)
- Educational Administration - Elementary School Principal (M.A., Ed.S., Ed.D.)
- Educational Administration - Pre-Kindergarten-12 Principal (M.A., Ed.S., Ed.D.)
- Educational Administration - School District Superintendent (M.A., Ed.S., Ed.D.)
- Educational Administration - Secondary School Principal (M.A., Ed.S., Ed.D.)
- Elementary Education (M.A.)
- English (M.A.)
- English (M.A./J.D.)
- English (Ph.D.)
- Executive Master of Public Administration (E.M.P.A.)
- Health, Physical Education and Recreation (M.A.)
- History (M.A.)
- History (M.A./J.D.) Joint Master's Program with Juris Doctor
- Interdisciplinary Studies (M.A.)
- Law (J.D.)
- Literacy Leadership and Coaching Graduate Certificate
- Long-Term Care Management Graduate Certificate
- Master of Public Administration (M.P.A.)
- Master of Science Administration (M.S.A.)
- Master of Social Work (M.S.W.)
- Materials Chemistry (Ph.D.)
- Mathematical Sciences (M.A., M.S.)
- Music (M.M.)
- Natural Science (M.N.S.)
- Occupational Therapy (M.S.)
- Physical Therapy (D.P.T., I-DPT)
- Physician Assistant Studies (M.S.)
- Physics (M.S.)
- Political Science (M.A.)
- Political Science (Ph.D.)
- Psychology-Specializations in Clinical and Human Factors (M.A., Ph.D.)
- Secondary Education (M.A.)
- Special Education (M.A.)
- Speech - Language Pathology (M.A.)
- State Government Leadership Graduate Certificate
- Technology for Education and Training (M.S.)
- Theatre (M.A.)
- Theatre - Design/Technology (M.F.A.)
- Theatre - Directing (M.F.A.)

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# The University of South Dakota

## Division of Continuing & Distance Education, Summer School Off-Campus & Distance Learning

You are here: Home Off-Campus & Distance

### Off-Campus & Distance Programs

We offer online programs, and off-campus and distance programs at University Centers in Sioux Falls, Rapid City and Pierre S.D., and at the Tri-State Graduate Center in Sioux City, I.A.

#### Online Programs:

- Associate of Arts (A.A.) in General Studies
- Associate of Science (A.S.) in Nursing in partnership with Good Samaritan Society
- Bachelor of Science (B.S.) in Alcohol and Drug Studies
- Bachelor of General Studies (B.G.S.)
- Bachelor of Science (B.S.) in Health Sciences
- Educational Specialist (Ed.S.) in Educational Administration: Elementary School Principal
- Educational Specialist (Ed.S.) in Educational Administration: Pre-K-12 School Principal
- Educational Specialist (Ed.S.) in Educational Administration: School District Superintendent
- Educational Specialist (Ed.S.) in Educational Administration: Secondary School Principal
- Executive Master of Public Administration (EMPA)
- Graduate Certificate: Alcohol and Drug Studies
- Graduate Certificate: Disaster Mental Health
- Graduate Certificate: Literacy Leadership & Coaching
- Graduate Certificate: Long-Term Care Management
- Master of Arts (M.A.) in Addiction Studies
- Master of Arts (M.A.) in Educational Administration: Adult & Higher Education
- Master of Arts (M.A.) in Educational Administration: Elementary School Principal
- Master of Arts (M.A.) in Educational Administration: Pre-K-12 School Principal
- Master of Arts (M.A.) in Educational Administration: School District Superintendent
- Master of Arts (M.A.) in Educational Administration: Secondary School Principal
- Master of Business Administration (M.B.A.)
- Master of Business Administration (M.B.A.): Health Services Administration specialization
- Master of Science in Administration (M.S.A.): Alcohol & Drug Studies
- Master of Science in Administration (M.S.A.): Criminal Justice
- Master of Science in Administration (M.S.A.): Health Services Administration
- Master of Science in Administration (M.S.A.): Interdisciplinary Studies
- Master of Science in Administration (M.S.A.): Long-Term Care Administration
- Master of Science in Administration (M.S.A.): Organizational Leadership
- Master of Science (M.S.) in Technology for Education and Training
- Transitional Doctorate of Physical Therapy (t-DPT)
- Undergraduate Certificate in Alcohol and Drug Studies



#### Sioux Falls Programs:

- Associate of Arts (A.A.) in General Studies
- Associate of Science (A.S.) in Nursing
- Bachelor of Arts (B.A.) / Bachelor of Science (B.S.) in Criminal Justice
- Bachelor of Arts (B.A.) / Bachelor of Science (B.S.) in Economics
- Bachelor of Business Administration (BBA): Accounting
- Bachelor of Business Administration (BBA): Economics
- Bachelor of Business Administration (BBA): Finance
- Bachelor of Business Administration (BBA): Management

- Bachelor of Business Administration (BBA): Marketing
- Bachelor of General Studies (B.G.S.)
- Bachelor of Science (B.S.) in Health Sciences
- Doctor of Education (Ed.D.) in Educational Administration: Adult & Higher Education
- Doctor of Education (Ed.D.) in Educational Administration: Pre-K-12 Principal
- Master of Arts (M.A.) in Counseling Education with Clinical Mental Health Specialization
- Master of Business Administration (M.B.A.) - Hybrid Delivery
- Master of Professional Accountancy
- Master of Science in Administration (M.S.A.): Alcohol & Drug Studies
- Master of Science in Administration (M.S.A.): Health Services Administration
- Master of Science in Administration (M.S.A.): Human Resources
- Master of Science in Administration (M.S.A.): Interdisciplinary Studies
- Master of Science in Administration (M.S.A.): Long-Term Care Administration
- Master of Science in Administration (M.S.A.): Organizational Leadership

HIGHER  
EDUCATION  
CENTER

#### Rapid City Programs:

- Associate of Science (A.S.) in Nursing
- Bachelor of Arts (B.A.) / Bachelor of Science (B.S.) in Criminal Justice
- Bachelor of General Studies (B.G.S.)
- Bachelor of Science (B.S.) in Health Sciences
- Doctor of Education (Ed.D.) in Educational Administration: Adult & Higher Education
- Doctor of Education (Ed.D.) in Educational Administration: PreK-12 Principal
- Master of Science in Administration (M.S.A.): Alcohol & Drug Studies
- Master of Science in Administration (M.S.A.): Criminal Justice
- Master of Science in Administration (M.S.A.): Health Services Administration
- Master of Science in Administration (M.S.A.): Human Resources
- Master of Science in Administration (M.S.A.): Interdisciplinary Studies
- Master of Science in Administration (M.S.A.): Long-Term Care Administration
- Master of Science in Administration (M.S.A.): Organizational Leadership

#### Pierre Programs:

- Associate of Science (A.S.) in Nursing
- Bachelor of General Studies (B.G.S.)
- Master of Science in Administration (M.S.A.): Human Resources (Online/webconference delivery)

#### Sioux City, Iowa Programs:

- Master of Science in Administration (M.S.A.): Human Resources (Online/webconference delivery)

## Contact Information

### Division of Continuing & Distance Education/Summer School

McKusick Room 211  
The University of South Dakota  
414 E. Clark St.  
Vermillion SD 57069  
Work Phone: 1-800-233-7937  
Work Phone2: 605-677-6240  
cde@usd.edu  
www.usd.edu/cde

The University of South Dakota  
414 E Clark St.  
Vermillion SD 57069  
1-877-COYOTES | Work 1-877-269-6837

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# MASTER OF BUSINESS ADMINISTRATION - ONLINE

"The University of South Dakota's Beacom School of Business is one of the best in the region and was an obvious choice for pursuing my MBA. The online format allowed me to work classes into my professional and personal life without much disruption. The online MBA program at USD was very affordable and has allowed me to pursue new opportunities in my career field. I would highly recommend USD's online MBA program to anyone looking to advance their career."

Deidre Budahl  
Senior In-Charge Auditor  
Casey Peterson & Associates  
Rapid City, S.D.

## PROGRAM DESCRIPTION

The purpose of the Online MBA program is to develop current and future leaders for business, industry and government, and to encourage those students who have an interest in teaching at the college level and an aptitude for an academic career to continue their work at the doctoral level. The emphases in this program are on decision making, problem solving, understanding the role of business in society, and developing leadership ability and social responsibility to progress to positions of executive responsibility.

The minimum amount of credit hours required for the Online MBA program is 33 credit hours, 80 percent of which must be at the 700 level or above.

## ACCREDITATION INFORMATION

The University of South Dakota's Beacom School of Business, established in 1927, offers the only accredited program of business in South Dakota. The U has been continuously accredited by AACSB International - The Association to Advance Collegiate Schools of Business (AACSB) since 1949.

Less than 10 percent of the nation's top business schools have earned this prestigious designation. Therefore, you can be confident that an Online MBA from The University of South Dakota is of high quality and is well regarded by the business community. For more information about this prestigious designation, visit [www.aacsb.edu](http://www.aacsb.edu).

## APPLICATION DEADLINES

The priority application review dates for the MBA program are as follows:

Fall Semester ..... apply by June 1  
Spring Semester ..... apply by October 1  
Summer Semester ..... apply by March 1

## FOR MORE INFORMATION

For more information about the Online MBA program, contact a higher education service site that is appropriate for you:

**Sioux Falls, Sioux City,  
Vermillion area & Worldwide**  
Division of Continuing Education  
1-800-233-7937  
605-677-6240  
[cde@usd.edu](mailto:cde@usd.edu)

**Rapid City & Pierre area**  
Higher Education Center  
Contact: Brad Henrich  
605-394-6720  
[Brad.Henrich@usd.edu](mailto:Brad.Henrich@usd.edu)

## GETTING STARTED

Prospective students may apply through the Graduate School at [www.usd.edu/grad/how-to-apply.cfm](http://www.usd.edu/grad/how-to-apply.cfm).

The Graduate School forwards completed applications to the appropriate academic department for review. The department will then recommend the admission status of the applicant to the Dean of the Graduate School, who will make the final decision on admission.

Once accepted, students can register online through WebAdvisor at [www.usd.edu/webadvisor](http://www.usd.edu/webadvisor) or through the online form located at <https://www.usd.edu/cde/registration>.

## ADMISSION REQUIREMENTS

- Completed graduate application form
  - 1 official transcript of all prior academic work showing undergraduate degree earned
  - 2 letters of recommendation - placed in separate, sealed envelopes and signed. Please use the required form available at [www.usd.edu/grad/how-to-apply.cfm](http://www.usd.edu/grad/how-to-apply.cfm)
  - Non-refundable application fee of \$35 made payable to USD
  - Resume
  - Statement of Purpose
  - Official copy of GMAT scores
- 
- International students must submit a financial statement and the TOEFL or IELTS.

## NON-DEGREE PURSUANT STATUS

To experience The University of South Dakota as a non-degree pursuant student, the University offers graduate students the option of learning under a non-degree pursuant classification. Up to nine credit hours earned as a non-degree pursuant student may be applied to a graduate degree from The U at the discretion of the academic department.

Enrolling as a non-degree pursuant student is easy. Simply complete the online registration form at <https://www.usd.edu/cde/registration> during the registration session open to the public.

**Please note:** Enrollment in a course does not guarantee acceptance into the program. Priority registration for MBA courses is given to students accepted into the MBA program.

## TUITION RATES

For the most up-to-date online course tuition information, please visit: [www.usd.edu/cde/tuition-rates.cfm](http://www.usd.edu/cde/tuition-rates.cfm)

## PROGRAM REQUIREMENTS

The Online MBA curriculum is comprised of 18 hours of foundations courses and 33 hours of advanced business coursework, as indicated below. All foundations and advanced courses are offered online. Students possessing an undergraduate degree in business may have fulfilled some or all of the foundations coursework requirements already. Applicants who enter the program with the foundations courses (or their baccalaureate-level equivalents) completed will be given "advanced standing" and will only need to complete the 33 hours of advanced courses.

**FOUNDATION COURSEWORK** - dependent upon undergraduate coursework (All courses are offered online).

Course/No.	Course Title	Rotation	Required Prerequisite for the Foundation Courses
ACCT 520	Foundations of Accounting (Equivalent to Principles of ACCT I and II)	Every Fall	
BADM 505	Foundations of Finance (Equivalent to Principles of Finance)	Every Summer	ACCT 520: Foundations of Accounting
BADM 520	Foundations of Calculus & Statistics for Business (Equivalent to Business Calculus & Statistics)	Every Spring	
BADM 523	Foundations of Operations Management (Equivalent to Production)	Every Spring	BADM 520: Foundations of Calculus & Statistics for Business
BADM 580	Foundations of Marketing & Organizational Behavior (Equivalent to Principles of Marketing and Organizational Behavior)	Every Summer	
ECON 580	Foundations of Economics (Equivalent to Principles of Micro & Macro Economics)	Every Fall	

**ADVANCED COURSES - MBA GENERAL (33 credit hours)** (All Courses are offered online).

Course/No.	Course Title	Rotation	Required Prerequisite
BADM 710	Managerial Finance	Fall Odd Years	BADM 505: Foundations of Finance
BADM 720	Quantitative Analysis	Summer Even Years	BADM 520: Foundations of Calculus & Statistics for Business
BADM 760	Operations Management	Spring Even Years	BADM 523: Foundations of Operations Management
BADM 761*	Leadership Development	Every Spring	BADM 580: Foundations of Marketing & Organizational Behavior
BADM 762	Business and Its Environment	Spring Odd Years	ECON 782: Managerial Economics and BADM 761: Leadership Development
BADM 770	Managerial Marketing	Fall Odd Years	BADM 580: Foundations of Marketing & Organizational Behavior
BADM 780	Strategic Management	Spring Even Years	ACCT 781, BADM 710, BADM 770, ECON 782
ACCT 781	Managerial Accounting	Fall Even Years	ACCT 520: Foundations of Accounting
ECON 782	Managerial Economics	Fall Even Years	ECON 580: Foundations of Economics BADM 520: Foundations of Calculus & Statistics for Business
	Two Electives (500-level and above; cannot be a foundations course)	Every Semester	

\*BADM 761 Leadership Development will be extended online and will culminate with a rich, five-day, face-to-face residency experience. The online component of the course will take place first, and the five-day residency will follow. The five-day residency will be an executive, conference style component delivered each year at alternating sites between Sioux Falls, South Dakota (even years) and Rapid City, South Dakota (odd years). All online MBA students are required to take BADM 761 in the hybrid format with residency during their course of study.

\* If you are a prospective student with a disability and need assistance or accommodations during the admission/ application process, please contact the Director of Disability Services, 119B Service Center North, USD, Vermillion, SD 57069. Phone: 605-677-6389 • Fax: 605-677-3172 • E-mail: [disabilityservices@usd.edu](mailto:disabilityservices@usd.edu)

This document is available in alternative forms upon request. For assistance, call Disability Services at The U at: 605-677-6839 or email [disabilityservices@usd.edu](mailto:disabilityservices@usd.edu). The University of South Dakota is an equal opportunity, affirmative action institution committed to increasing the diversity of its faculty, staff and students.

# MASTER OF SCIENCE IN ADMINISTRATION: CRIMINAL JUSTICE

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## PROGRAM DESCRIPTION

This cross-disciplinary program provides the primary tools and organizational skills necessary to more effectively perform administrative roles. Course work focuses on the practical application of theory and developing an intellectual framework for analyzing and successfully addressing challenges associated with the administrative environment. This program values past work experience and benefits people from a variety of different backgrounds including health care, government, non-profit agencies, law enforcement, and social services.

The Criminal Justice option provides education in criminal law, fundamentals of criminal procedures, police administration, and an in depth look at criminal justice policy studies. The Criminal Justice Specialization requires a minimum of twelve hours of specified coursework.

## TUITION RATES

For the most up-to-date online course tuition information, please visit: [www.usd.edu/cde/tuition-rates.cfm](http://www.usd.edu/cde/tuition-rates.cfm)

## FOR MORE INFORMATION

For more information, please visit [www.usd.edu/msa](http://www.usd.edu/msa) or contact a higher education service site that is appropriate for you:

**Sioux City, Iowa,  
Vermillion area & Worldwide**  
Division of Continuing Education  
1-800-233-7937  
605-677-6240  
[cde@usd.edu](mailto:cde@usd.edu)

**MSA Department**  
1-888-493-9256  
605-677-6405  
[msa@usd.edu](mailto:msa@usd.edu)

**Rapid City & Pierre area**  
Higher Education Center  
Contact: Brad Henrich  
605-394-6720  
[Brad.Henrich@usd.edu](mailto:Brad.Henrich@usd.edu)

**Sioux Falls area**  
University Center  
1-866-220-7085  
[info@sducenter.org](mailto:info@sducenter.org)

## GETTING STARTED

Prospective graduate students may apply through the Graduate School at [www.usd.edu/grad/how-to-apply.cfm](http://www.usd.edu/grad/how-to-apply.cfm).

The Graduate School forwards completed application to the appropriate academic department for review. The department will then recommend the admission status of the applicant to the Dean of the Graduate School, who will make the final decision on admission. Students may be accepted to The University of South Dakota Graduate School with full admission or provisional admission.

Once accepted, students can register online through WebAdvisor at [www.usd.edu/webadvisor](http://www.usd.edu/webadvisor) or through the online form located at <https://www.usd.edu/cde/registration>.

## ADMISSION REQUIREMENTS

### Minimum Requirements for Admission

1. Baccalaureate degree or an equivalent degree from an institution with full regional accreditation for that degree
2. A minimum undergraduate grade point average of 2.7
3. Three years administrative work experience
4. Three years since receiving an undergraduate degree

### Applicants must submit:

- Application
- \$35 application fee
- 250-word statement of purpose
- Resume
- 3 Letters of Recommendation
- Official transcripts from all institutions attended

## NON-DEGREE PURSUANT STATUS

To experience The University of South Dakota as a non-degree pursuant student, the University offers graduate students the option of learning under a non-degree pursuant classification. Up to nine credit hours earned as a non-degree pursuant student may be applied to a graduate degree from The U at the discretion of the academic department. **Please note:** Enrollment in a course does not guarantee acceptance into the program.

Enrolling as a non-degree pursuant student is easy. Simply complete the online registration form at <https://www.usd.edu/cde/registration> during the registration session open to the public.



The University of South Dakota

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PROGRAM REQUIREMENTS AND COURSE ROTATIONS

**Required Core Courses (24 credit hours)**

Course/No.	Course Title	Site	Rotation
MSAS 763	Professional Writing for Administration (3 cr)	Online	Every Fall
MSAS 764	Research in Administrative Practice (3 cr)	Online Rapid City	Every Summer Spring Odd (starting 2011)
MSAS 786	MSAS Capstone Project (3 cr)	Online	Every Semester
POLS 722	Budgetary and Fiscal Management (3 cr)	Online Rapid City	Every Summer Fall Even Years
POLS 733	Administrative Law and Government (3 cr)	Online Sioux Falls	Every Fall, Every Spring Fall Odd Years
POLS 769	Administrative Thought and Ethics (3 cr)	Online Sioux Falls	Every Sp., Every Summer Fall Even Years
SPCM 754	Managerial Communication (3 cr)	Online Rapid City Sioux Falls	Every Spring Summer Odd Years Spring Odd Years
	Advisor approved elective (3 cr)		Every Semester

**Criminal Justice Required Courses (12 credit hours) - select four of the following courses**

Course/No.	Course Title	Site	Rotation
CJUS 525	Police Administration (3 cr)	Online Rapid City	Every Spring; Starting SP2011 Spring Odd Years
CJUS 531	Criminal Law (3 cr)	Online	Every Fall
CJUS 533	Fundamentals of Criminal Procedures (3 cr)	Online Rapid City	Every Spring Fall Odd Years
CJUS 790	Seminar in Criminal Justice Policy Studies (3 cr)	Online Rapid City	Every Spring Fall Even Years

**MSA Criminal Justice Program Total: Minimum 36 credit hours required**

**\*If you are a prospective student with a disability and need assistance or accommodations during the admission/application process, please contact the Director of Disability Services, 119B Service Center North, USD, Vermillion, SD 57069. Phone: 605-677-6389 Fax: 605-677-3172 E-mail: [disabilityservices@usd.edu](mailto:disabilityservices@usd.edu)**



The University of South Dakota

This document is available in alternative forms upon request. For assistance, call Disability Services at The U at: 605-677-6839 or email [disabilityservices@usd.edu](mailto:disabilityservices@usd.edu). The University of South Dakota is an equal opportunity, affirmative action institution committed to increasing the diversity of its faculty, staff and students.

# MASTER OF ARTS (M.A.) IN EDUCATIONAL ADMINISTRATION: ADULT AND HIGHER EDUCATION - ONLINE

## PROGRAM DESCRIPTION

Our mission is to prepare postsecondary education leaders to be reflective, active, and conscientious administrators, researchers, and teachers as they explore the postsecondary educational context as a means to expand, interpret, and apply current and personal conceptions of professional practice.

The Master of Arts degree in Educational Administration with an emphasis in Adult and Higher Education is offered through online instruction. The Adult and Higher Education program develops practitioners who can add substantially to this field. Within the program, students will be challenged to explore core themes and content that will provide them with a breadth of exposure pertinent to both professional and academic objectives in the field of adult and higher education.

## DELIVERY METHOD

The U offers busy professionals an opportunity to earn a Master of Arts degree totally online! Learn real-world solutions from distinguished faculty from The University of South Dakota who have a strong commitment to your success within a virtual learning environment.

## ADMISSION REQUIREMENTS

Applicants must meet the admission requirements of the Graduate School and specific requirements of the educational administration program. Graduate School requirements can be accessed online at [www.usd.edu/grad](http://www.usd.edu/grad).

To be eligible for the Master of Arts degree in Educational Administration, applicants must:

- Possess a bachelor's degree from a regionally accredited institution of higher learning and an undergraduate GPA of at least 2.7 (on a 4.0 scale) or its equivalent (2.5 for provisional admission)
- GRE score = 900 (Verbal + Quantitative, 700 for provisional admission) OR Miller Analogies Test = 45 (35 for provisional admission)
- Provide official transcripts from all institutions of higher learning
- Provide three letters of recommendation
- Provide a Statement of Purpose

## TUITION RATES

For the most up-to-date online course tuition information, please visit [www.usd.edu/cde/tuition-rates.cfm](http://www.usd.edu/cde/tuition-rates.cfm).



The University of South Dakota

## GETTING STARTED

Prospective graduate students may apply through the Graduate School at [www.usd.edu/grad/how-to-apply.cfm](http://www.usd.edu/grad/how-to-apply.cfm)

The Graduate School forwards completed application to the appropriate academic department for review. The department will then recommend the admission status of the applicant to the Dean of the Graduate School, who will make the final decision as to admission status. Students may be accepted to The University of South Dakota Graduate School with full admission or provisional admission.

Upon final decision of the Dean of the Graduate School, the Graduate School will notify in writing each applicant as to his/her admission status.

Once accepted, students can register online through WebAdvisor at [www.usd.edu/webadvisor](http://www.usd.edu/webadvisor) or through the online form located at <https://www.usd.edu/cde/registration>

**\* If you are a prospective student with a disability and need assistance or accommodations during the admission/application process, please contact the Director of Disability Services, 119B Service Center North, USD, Vermillion, SD 57069. Phone: 605-677-6389 Fax: 605-677-3172 E-Mail: [disabilityservices@usd.edu](mailto:disabilityservices@usd.edu)**

## NON-DEGREE PURSUANT STATUS

To experience The University of South Dakota as a non-degree pursuant student, the University offers graduate students the option of learning under a non-degree pursuant classification. Up to nine credit hours earned as a non-degree pursuant student may be applied to a graduate degree from The U at the discretion of the academic department. **Please note:** Enrollment in a course does not guarantee acceptance into the program.

Enrolling as a non-degree pursuant student is easy. Simply complete the online registration form at <https://www.usd.edu/cde/registration> during the registration session open to the public.

## FOR MORE INFORMATION

For more information, please visit [www.usd.edu/education/educational-administration/adult-and-higher-education.cfm](http://www.usd.edu/education/educational-administration/adult-and-higher-education.cfm) or contact a higher education service site that is appropriate for you:

**Sioux Falls, Sioux City,  
Vermillion area & Worldwide**  
Division of Continuing Education  
1-800-233-7937  
605-677-6240  
[cde@usd.edu](mailto:cde@usd.edu)

**Rapid City & Pierre area**  
Higher Education Center  
Contact: Brad Henrich  
605-394-6720  
[Brad.Henrich@usd.edu](mailto:Brad.Henrich@usd.edu)

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PROGRAM REQUIREMENTS AND COURSE ROTATIONS

MAJOR AREA REQUIRED COURSES (24 CREDIT HOURS)

Course/No.	Course Title	Site	Rotation
AHED 701	Adult Learning Theory (3 cr)	Online	Every Fall
AHED 710	Sociology of Adult Education (3 cr)	Online	Every Spring
AHED 720	Principles of Postsecondary Education (3 cr)	Online	Every Fall
AHED 752	College & University Administration (3 cr)	Online	Every Spring
AHED	Electives (6-12 cr)	Online	Every Semester

SUPPORTING AREA REQUIRED COURSES (9 CREDIT HOURS MINIMUM)

Course/No.	Course Title	Site	Rotation
EDER 761	Research Methods in Education (3 cr)	Online	Every Semester
Electives	Advisor Approved Electives (3-12 cr.)	Online	Every Semester

MASTER OF ARTS IN EDUCATIONAL ADMINISTRATION/ADULT AND HIGHER EDUCATION PROGRAM:  
33 CREDIT HOURS REQUIRED

## Accreditations

 Print this Page

### University and Program Accreditations

The University of South Dakota has been accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1913 ([www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org)). The University is an active member of the Association of American Colleges and Universities, the Association of Public and Land-Grant Universities, the American Association of State Colleges and Universities, the Council of Graduate Schools, and many other educational organizations.

Individual schools, departments, and programs have received additional accreditations from their appropriate professional organizations. These school/departments, their accrediting agencies, and dates of their initial accreditation are shared below: (Note: not all of these are undergraduate programs)

#### The University of South Dakota

Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) 1913 ([www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org))

#### School of Business

Association to Advance Collegiate Schools of Business International (AACSB) 1949

#### School of Education

National Council for Accreditation of Teacher Education (NCATE) 1956

#### School of Law

Council on the Section of Legal Education and Admissions to the Bar of the American Bar Association (ABA) 1923

#### School of Medicine

Liaison Committee on Medical Education (LCME) 1929

#### Office of Human Subjects Protection

Association for the Accreditation of Human Research Protection Programs (AAHRPP) 2005

#### Alcohol and Drug Studies

International Coalition of Addiction Studies Education (INCASE) 2006

#### Art

National Association of Schools of Art and Design (NASAD) 1979

#### Center for Disabilities

Administration for Developmental Disabilities (ADD) 1971

#### Chemistry

American Chemical Society (ACS) 1941

#### Clinical Psychology

American Psychological Association (APA) 1971

#### Communications Sciences and Disorders

Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA) 1974

#### Counseling and Psychology in Education

Council for Accreditation of Counseling & Related Educational Programs (CACREP) 1993

National Association of School Psychologists (NASP) 2000

#### Dental Hygiene

Commission on Accreditation of Dental & Dental Auxiliary Educational Programs of the American Dental Association (ADA) 1969

#### Health Services Administration

Association of University Programs in Health Administration (AUPHA) 1998

#### Contemporary Media and Journalism

Accrediting Council on Education in Journalism & Mass Communication (ACEJMC) 1997

#### Music

National Association of Schools of Music (NASM) 1956

#### National Music Museum

American Association of Museums (AAM) 1980

#### Nursing

National League for Nursing Accrediting Commission (NLNAC) 1976

#### Occupational Therapy

Accreditation Council for Occupational Therapy Education (ACOTE) 1993

**Physical Therapy**

Commission on Accreditation in Physical Therapy Education (CAPTE) 1993

**Physician Assistant Studies**

Accreditation Review Commission on Education for Physician Assistants (ARC-PA)  
1995

**Public Administration**

National Association of Schools of Public Affairs and Administration (NASPAA) 1983

**Social Work**

Council on Social Work Education (CSWE) 1974

**Theatre**

National Association of Schools of Theatre (NAST) 1991

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Currently or Previously Affiliated Institutions - 10/06/2010

*Information provided on the Statement of Affiliation Status reflects the most recent actions of the Commission. The Commission has a multi-level decision process. Any institutional changes that are currently under review are not made public until final action has been taken.*

## University of South Dakota

414 E. Clark Street  
Vermillion, SD 57069

<http://www.usd.edu/>

### Statement of Affiliation Status [Click here for definitions...](#)

*Chief Executive Officer:* Mr. James W. Abbott, President

*Name change notes:* State University of South Dakota to University of South Dakota (1914) to State University of South Dakota (1959) to University of South Dakota (1964)

HLC Institution ID: 1655  
 Current Accreditation Status: Accredited  
 Accreditation Date(s): (1913- )  
 Commission Participation: PEAQ PARTICIPANT

Year of Last PEAQ Comprehensive Evaluation: 2000 - 2001  
 Year of Next PEAQ Comprehensive Evaluation: 2010 - 2011

Last Action: 10/15/2008

Legal Status: Public  
 Degrees Awarded (details below): A, B, M, S, D

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#### Stipulations on Affiliation Status

None.

#### Approval of New Degree Locations:

The Commission's Streamlined Review Process is only available for offering existing degree programs at new sites within the state and within the United States.

#### Approval of Distance Education Degrees:

New Commission policy on Institutional change became effective July 1, 2010. Some aspects of the change processes affecting distance delivered courses and programs are still being finalized. This entry will be updated in early 2011 to reflect current policy. In the meantime, see the Commission's Web site for information on seeking approval of distance education courses and programs.

#### Reports Required:

None.

#### Other Visits Scheduled:

None.

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### Organizational Profile [Click here for definitions...](#)

Enrollment Headcount (last updated: 08/23/2010)

	Full-Time	Part-Time
Undergraduate:	4385	2713
Graduate:	1214	1305
Dual enrollment (high school) programs:	52	

**Degree Programs (last updated: 08/23/2010)**

	Programs Offered	Degrees Awarded in Last Reported Year
Associate Degrees	3	310
Bachelors Degrees	53	933
Masters Degrees	37	395
Specialist Degrees	3	29
Doctoral Degrees	16	222

**Certificate Programs (last updated: 08/23/2010)**

	Programs Offered	Certificales Awarded in Last Reported Year
Certificates	6	3

**Off-Campus Activities (last updated: 08/23/2010)**

<b>In-State:</b>	<b>Campuses:</b>	None
	<b>Additional Locations:</b>	EAFB (Ellsworth Air Force Base) ; Pierre (Capial University Center) ; Rapid City (Higher Education Center West River) ; Rapid City (Rapid City Health Science Building) ; Rapid City (Sanford School of Medicine--Rapid City Site) ; Sioux Falls (University Center) ; Sioux Falls (Sanford School of Medicine--Sioux Falls Site) ; Sioux Falls (University Center North) ; Watertown (USD Watertown) ; Yankton (Sanford School of Medicine-Yankton Site)
	<b>Course Locations:</b>	16
<b>Out-of-State:</b>	<b>Campuses:</b>	None
	<b>Additional Locations:</b>	Sioux City, IA (Tri-State Graduate Center)
	<b>Course Locations:</b>	None
<b>Out-of-U.S.:</b>	<b>Campuses:</b>	None
	<b>Additional Locations:</b>	None
	<b>Course Locations:</b>	None

**Distance Learning (last updated: 04/23/2010)**

**Distance Ed**

- Associate - 24.0102 General Studies (Internet)
- Associate - 51.16 Nursing (Internet)
- Bachelor - 51.1501 Substance Abuse/Addiction Counseling (Internet)
- Doctor - 51.2308 Physical Therapy/Therapist (Internet)
- Master - 11.0101 Computer and Information Sciences, General (Internet)
- Master - 13.04 Educational Administration and Supervision (Internet)
- Master - 13.0501 Educational/Instructional Media Design (Internet)
- Master - 44.0000 Human Services, General (Internet)
- Master - 51.0201 Communication Disorders, General (Closed circuit,Internet)
- Master - 52.0201 Business Administration and Management, General (Internet)
- Master - 52.0301 Accounting (Internet)
- Specialist - 13.04 Educational Administration and Supervision (Internet)
- Certificate - 13.1205 Secondary Education and Teaching (Internet)
- Certificate - 51.1501 Substance Abuse/Addiction Counseling (Internet)
- Certificate - 51.99 Health Professions and Related Clinical Sciences, Other (Internet)

**Correspondence Ed**

None



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GO FURTHER  
FEDERAL STUDENT AID

## UNITED STATES DEPARTMENT OF EDUCATION

SCHOOL PARTICIPATION MANAGEMENT DIVISION

ELIGIBILITY AND CERTIFICATION APPROVAL REPORT

DATE PRINTED: 09/21/2010

PAGE A - 1

NAME AND ADDRESS OF INSTITUTION: University of South Dakota  
414 East Clark Street  
Vermillion, SD 57069-2390

TYPE OF INSTITUTION: Public

CONGRESSIONAL DISTRICT: AL

DEPARTMENT REGION: 08

SCHOOL PARTICIPATION TEAM: 08

ACTION DATE: 10/13/2009

ACTION: Reapprove Elig/Full Cert

OPE ID: 00347400

TIN: 466000364

IPEDS ID: 219471

DUNS NBR: 929930808

FEDERAL PELL GRANT ID: 003474

FEDERAL FAMILY EDUCATION LOAN ID: 003474

FEDERAL DIRECT STUDENT LOAN ID: G03474

FEDERAL PERKINS LOAN ID: 003845

FEDERAL SCHOOL CODE: 003474

FEDERAL WORK STUDY ID: 003845

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT ID: 003845

ACADEMIC CALENDAR: Semester Hours

EDUCATIONAL PROGRAM LEVELS OFFERED:

Graduate/Professional (>= 300 hours)

Non-Degree 1 Year (900-1799 hours)

Associate's Degree

Bachelor's Degree

First Professional Degree

Master's Degree or Doctor's Degree

ELIGIBLE: Y

INITIAL APPROVAL DATE: 12/01/1965

CERTIFIED: Certified

LOAN DEFERMENT: Y

WAIVER(S):

\*\*\* End of Waivers \*\*\*

PROGRAM PARTICIPATION AGREEMENT

EFFECTIVE DATE: 10/26/2009

EXPIRATION DATE: 09/30/2015

THE INSTITUTION IS ELIGIBLE TO APPLY FOR PARTICIPATION IN THE FOLLOWING PROGRAMS AUTHORIZED UNDER THE HIGHER EDUCATION ACT OF 1965, AS AMENDED:

TITLE I: Y	TITLE IV: Y	TITLE VII: Y	TITLE X: Y	TITLE XIII: Y
TITLE II: Y	TITLE V: Y	TITLE VIII: Y	TITLE XI: Y	TITLE XIV: Y
TITLE III: Y	TITLE VI: Y	TITLE XI: Y	TITLE XII: Y	TITLE XV: Y

Program: TEACH GRANT

Certified: DATE:

TITLE IV STUDENT FINANCIAL ASSISTANCE PROGRAMS

<u>PROGRAM</u>	<u>CERTIFIED</u>	<u>APPROVAL DATE</u>	<u>PROGRAM</u>	<u>CERTIFIED</u>	<u>APPROVAL DATE</u>
FWS Com Serv	Y	12/01/1965	FWS Priv Sec Empl	Y	12/01/1965
FWS Job Loc Dev	Y	12/01/1965	FFEL Staff	Y	12/01/1965
FFEL Staff Unsub	Y	12/01/1965	FFEL PLUS	Y	12/01/1965
FPerkins	Y	12/01/1965	FSEOG	Y	12/01/1965
FPell	Y	07/01/1972	FDSL P Staff	Y	07/01/1994
FDSL P Staff Unsub	Y	07/01/1994	FDSL P PLUS	Y	07/01/1994

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\*\*\*\* End of Section A \*\*\*\*



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**UNITED STATES DEPARTMENT OF EDUCATION**  
**SCHOOL PARTICIPATION MANAGEMENT DIVISION**  
**ELIGIBILITY AND CERTIFICATION APPROVAL REPORT**

DATE PRINTED: 09/21/2010

ACCREDITATION SECTION

PAGE B - 1

INSTITUTION NAME : University of South Dakota

OPE ID : 003474 00

INSTITUTION TYPE : Public

ACCREDITATION

<u>ACCREDITING AGENCY</u>	<u>DESIGNATION SCOPE</u>		<u>EFFECTIVE YEAR</u>	<u>NUMBER OF YEARS</u>
North Central Association of Colleges and Schools - CIHE (Higher Educ)	Primary	Institutional	2001	10

\*\*\*\* End of Accreditation Section \*\*\*\*



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# UNITED STATES DEPARTMENT OF EDUCATION

SCHOOL PARTICIPATION MANAGEMENT DIVISION

*ELIGIBILITY AND CERTIFICATION APPROVAL REPORT*

DATE PRINTED: 09/21/2010

STATE AUTHORIZATION SECTION

PAGE C - 1

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INSTITUTION NAME : University of South Dakota

OPE ID : 003474 00

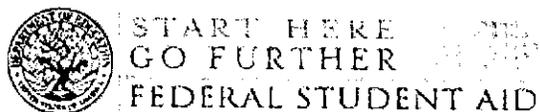
INSTITUTION TYPE : Public

## STATE AUTHORIZATION

### STATE AGENCY

SD Board Of Regents

\*\*\*\* End of State Authorization Section \*\*\*\*



**UNITED STATES DEPARTMENT OF EDUCATION**  
**SCHOOL PARTICIPATION MANAGEMENT DIVISION**  
**ELIGIBILITY AND CERTIFICATION APPROVAL REPORT**

DATE PRINTED: 09/21/2010

OFFICIALS SECTION

PAGE D - 1

INSTITUTION NAME : University of South Dakota

OPE ID : 003474 00

INSTITUTION TYPE : Public

## OFFICIALS

<u>NAME AND ADDRESS</u>	<u>TITLE</u>	<u>PHONE</u> <u>FAX</u>	<u>E-MAIL</u>
Abbott, James W 414 East Clark Vermillion, SD 57069	President	(605) 677-5641 5004 (605) 677-6520	jabbott@ usd.edu
Pier, Julie H 414 East Clark Vermillion, SD 57069	Financial Aid Administrator	(605) 677-5067 (605) 677-5238	jpier@ usd.edu
Van Den Hul, Richard 414 East Clark Vermillion, SD 57069	Vice President Finance & Administration	(605) 677-5255 (605) 677-5078	rich.vandenhul@ usd.edu
Krause, Monte M	Other		

\*\*\*\* End of Officials Section \*\*\*\*



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## UNITED STATES DEPARTMENT OF EDUCATION

SCHOOL PARTICIPATION MANAGEMENT DIVISION

### ELIGIBILITY AND CERTIFICATION APPROVAL REPORT

DATE PRINTED: 09/21/2010

ADDITIONAL LOCATIONS SECTION

PAGE E - 1

INSTITUTION NAME : University of South Dakota

OPE ID : 003474 00

INSTITUTION TYPE : Public

#### ADDITIONAL LOCATIONS

<u>OPE ID</u>	<u>NAME AND ADDRESS</u>	<u>APPROVED FOR CERTIFICATION</u>	<u>INITIAL APPROVAL DATE</u>
00347401	University of South Dakota - University Center South 2205 Career Avenue Sioux Falls, SD 57107-6412	Y	12/01/1965
00347402	University of South Dakota - Ellsworth Air Force Base Rushmore Center, Suite 2400 1000 Ellsworth Center Ellsworth AFB, SD 57706-0220	Y	12/01/1965
00347403	University of South Dakota - Medical School Clinical Site 640 FLormann, Suite 120 Rapid City, SD 57701-7362	Y	12/01/1965
00347404	University of South Dakota - State Wide Educational Services 414 East Clark Street Vermillion, SD 57069-2390	N	12/01/1965
00347405	University of South Dakota - Medical School Clinical Site 1400 West 22nd Street Sioux Falls, SD 57117-1570	Y	09/12/1984
00347406	University of South Dakota - Tri State Graduate Office 1520 Morningside Avenue Suite 301 Sioux City, IA 51106-1716	N	09/12/1984
00347408	University of South Dakota - Dakota Medical School Clinical Site 1000 West 4th Suite 200 Yankton, SD 57078-3700	Y	09/12/1984
00347409	University of South Dakota - Capital University Center I 809 East Dakota Pierre, SD 57501-3312	Y	09/12/1984
00347411	University of South Dakota - Nursing Program 230 11th Street NE	Y	09/12/1984

Watertown, SD 57201-2869

00347412	University of South Dakota - Rapid City Health Sciences Building 1011 11th Street Rapid City, SD 57701-3530	Y	09/12/1984
00347413	University of South Dakota - Higher Ed Center West River 515 W Boulevard Rapid City, SD 57701-0000	Y	05/09/2008
00347414	University of South Dakota - University Center North 4801 North Career Avenue Sioux Falls, SD 57107-0000	Y	10/13/2009

\*\*\*\* End of Additional Locations Section \*\*\*\*



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FEDERAL STUDENT AID

## UNITED STATES DEPARTMENT OF EDUCATION

SCHOOL PARTICIPATION MANAGEMENT DIVISION

### ELIGIBILITY AND CERTIFICATION APPROVAL REPORT

DATE PRINTED: 09/21/2010

VOCATIONAL/NON-DEGREE PROGRAMS  
SECTION

PAGE F - 1

INSTITUTION NAME : University of South Dakota

OPE ID : 003474 00

INSTITUTION TYPE : Public

#### VOCATIONAL/NON-DEGREE PROGRAMS

<u>CIP</u>	<u>INSTITUTION'S PROGRAM NAME</u>	<u>APPROVED FOR CERTIFICATION</u>	<u>FULL CREDIT TO DEGREE</u>	<u>INITIAL APPROVAL</u>	<u>CREDIT HOURS</u>	<u>TYPE</u>	<u>CLOCK HOURS</u>	<u>DURATION IN WEEKS</u>
13.0101	Alcohol & Drug Studies	N	Y	10/20/2003	64	Semester	960	72
51.0701	Certificate in Long Term Care	Y	-	05/09/2008	12	Semester		64
51.0807	Physicians Assistant Program	N	Y	11/04/1999	116	Semester	1740	50
51.1501	Alcohol and Drug Studies Certificate	Y	-	05/09/2008	15	Semester		80
51.1501	Certificate in Alcohol and Drug Studies	Y	Y	10/13/2009	27	Semester	405	144
51.1501	Certificate in Alcohol and Drug Abuse Studies	N	-	05/09/2008	27	Semester	405	144

\*\*\*\* End of Vocational/Non-degree Programs Section \*\*\*\*



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FEDERAL STUDENT AID

## UNITED STATES DEPARTMENT OF EDUCATION

SCHOOL PARTICIPATION MANAGEMENT DIVISION

### ELIGIBILITY AND CERTIFICATION APPROVAL REPORT

DATE PRINTED: 09/21/2010

SERVICER INFORMATION SECTION

PAGE H - 1

INSTITUTION NAME : University of South Dakota

OPE ID : 003474 00

INSTITUTION TYPE : Public

#### SERVICER INFORMATION

<u>SERVICER NAME</u>	<u>CONTACT NAME</u>	<u>SERVICES OFFERED</u>
ELM Resources 500 12th Street, Suite 300 Oakland, 94607	Maria ALvarez	Other
Great Lakes Educational Loan Svcs. 2401 International Lane Madison, WI 53704		Performing Loan Servicing
National Student Clearinghouse 2300 Dulles Station Boulevard Herndon, 20171	Daniel R Boehmer	Other
SD BOR-Enrollment Services Center 414 East Clark Street Sdu 317 Vermillion, SD 57069	MS Rose Hansen	Other
University Accounting Service, LLC Brookfield Square Drive Brookfield, 53008	Mr Bob Frick	Performing Loan Collection Performing Loan Servicing

\*\*\*\* End of Servicer Information Section \*\*\*\*

Return to the [Application Index](#)

## Mutual Recognition Model Nursing Education Regulation

The University of South Dakota is an institution of higher learning in the state of South Dakota; and

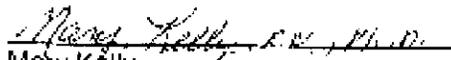
The University of South Dakota is the controlling institution for the University of South Dakota Department of Nursing; and

The South Dakota Board of Nursing is a regulatory body for this nursing education program.

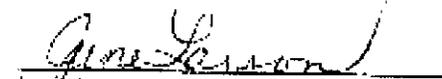
Thus,

The Iowa Board of Nursing honors the South Dakota Board of Nursing approval status for the University of South Dakota nursing education program.

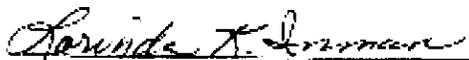
The Iowa Board of Nursing would appreciate annual correspondence to keep the board members informed of the number of Iowa students who graduate from the University of South Dakota and join the nursing workforce in Iowa.

  
Mary Kelly  
Interim Associate Director  
Iowa Board of Nursing

5/13/03  
Date

  
June Larson, Chairperson  
Department of Nursing  
University of South Dakota

5/30/03  
Date

  
Lorinda K. Inman  
Executive Director  
Iowa Board of Nursing

5/13/03  
Date

  
James N. Abbott, President  
University of South Dakota

6-13-03  
Date



427 SOUTH CHAPELLE  
C/O 500 EAST CAPITOL  
PIERRE SD 57501-6070  
(605) 773-3595  
FAX (605) 773-6454

MARTIN L. GUINDON, CPA  
AUDITOR GENERAL

## AUDITOR'S REPORT ON SUPPLEMENTARY SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

The Honorable M. Michael Rounds  
Governor of South Dakota

Members of the Legislature  
State of South Dakota

We have audited the accompanying financial statements of the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of the State of South Dakota as of and for the fiscal year ended June 30, 2009, which collectively comprise the State's basic financial statements as listed in the table of contents and have issued our report thereon dated March 31, 2010. Those financial statements are the responsibility of the State's management. Our responsibility was to express an opinion on these financial statements based on our audit. We did not audit the financial statements of the Unemployment Insurance Fund, the South Dakota Retirement System, the South Dakota Housing Authority and certain foundations of Higher Education. Those financial statements reflect total assets and revenue and additions of the business-type activities, the aggregate discretely presented component units, and the aggregate remaining fund information as follows:

	<u>Percent of Total Assets</u>	<u>Percent of Total Revenues/Additions</u>
Government-wide financial statements:		
Business-type activities:		
Unemployment Insurance Fund	2.3%	17.0%
Fund financial statements:		
Aggregate discretely presented component units:		
South Dakota Housing Authority	63.6%	17.2%
Foundations of Higher Education	9.5%	9.0%
Aggregate remaining fund information:		
Unemployment Insurance Fund	.2%	1.0%
South Dakota Retirement System	82.9%	47.9%

Those financial statements were audited by other auditors whose reports have been furnished to us, and our opinion, insofar as it relates to the amounts included for those funds and entities, was based on the reports of the other auditors.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit and the reports of other auditors provide a reasonable basis for our opinions.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the State of South Dakota's basic financial statements. The accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is not a required part of the basic financial statements.

As described in Note 2C of the Notes to the Schedule of Expenditures of Federal Awards, the accompanying schedule is prepared on the cash basis of accounting, which is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America.

The information in the accompanying schedule has been subjected to auditing procedures applied in the audit of the basic financial statements and, in our opinion, except for the effects of preparing the schedule on the cash basis of accounting as explained in the preceding paragraph, is fairly stated, in all material respects, in relation to the basic financial statements.

A handwritten signature in black ink, appearing to read "Martin L. Guindon". The signature is fluid and cursive, with a large initial "M" and "G".

Martin L. Guindon, CPA  
Auditor General

March 31, 2010



427 SOUTH CHAPELLE  
 C/O 500 EAST CAPITOL  
 PIERRE SD 57501-5070  
 (605) 773-3695  
 FAX (605) 773-6454

MARTIN L. GUINDON, CPA  
 AUDITOR GENERAL

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON  
 COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL  
 STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING  
 STANDARDS**

The Honorable M. Michael Rounds  
 Governor of South Dakota

Members of the Legislature  
 State of South Dakota

We have audited the accompanying financial statements of the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of the State of South Dakota as of and for the fiscal year ended June 30, 2009, which collectively comprise the State's basic financial statements as listed in the table of contents and have issued our report thereon dated March 31, 2010. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our report was modified to include reference to other auditors. Our responsibility is to express opinions on these financial statements based on our audit. We did not audit the financial statements of the Unemployment Insurance Fund, the South Dakota Retirement System, the South Dakota Housing Authority and certain foundations of Higher Education. Those financial statements reflect total assets and revenue and additions of the business-type activities, the aggregate discretely presented component units, and the aggregate remaining fund information as follows:

	<u>Percent of Total Assets</u>	<u>Percent of Total Revenues/Additions</u>
Government-wide financial statements:		
Business-type activities:		
Unemployment Insurance Fund	2.3%	17.0%
Fund financial statements:		
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South Dakota Housing Authority	63.6%	17.2%
Foundations of Higher Education	9.5%	9.0%
Aggregate remaining fund information:		
Unemployment Insurance Fund	.2%	1.0%
South Dakota Retirement System	82.9%	47.9%

This report includes our consideration of the results of the other auditor's testing of internal control over financial reporting and compliance and other matters that are reported on separately by those other auditors. However, this report, insofar as it relates to the results of the other auditors, is based solely on the reports of the other auditors.

### Internal Control Over Financial Reporting

In planning and performing our audit, we considered the State of South Dakota's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the basic financial statements, but not for the purpose of expressing an opinion on the effectiveness of the State's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the State's internal control over financial reporting.

Our consideration of internal control over financial reporting was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control over financial reporting that might be significant deficiencies or material weaknesses and therefore, there can be no assurance that all deficiencies, significant deficiencies, or material weaknesses have been identified. However, as described in the accompanying schedule of findings and questioned costs, we identified certain deficiencies in internal control over financial reporting that we consider to be material weaknesses and other deficiencies that we consider to be significant deficiencies.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. We consider the deficiencies described in the accompanying schedule of findings and questioned costs as finding numbers 01001200901 and 15000200901 to be material weaknesses.

*A significant deficiency* is a deficiency or combination of deficiencies in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. We consider the deficiencies described in the accompanying schedule of findings and questioned costs as finding numbers 10000200901, 15000200902 and 40014200901 to be significant deficiencies.

### Compliance and Other Matters

As part of obtaining reasonable assurance about whether the State of South Dakota's financial statements are free of material misstatement, we and the other auditors performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our and the other auditors' tests disclosed instances no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We also noted certain additional matters that were reported on various dates in separately issued letters to the management of the various departments, bureaus, boards, commissions, offices and institutions of the State of South Dakota.

The State of South Dakota's responses to the findings identified in our audit are described in the accompanying schedule of findings and questioned costs. We did not audit the State's responses and, accordingly, we express no opinion on them.

This report is intended solely for the information and use of the state's management, members of the South Dakota Legislature, federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties. However, this report is a matter of public record and its distribution is not limited.

A handwritten signature in black ink, appearing to read "Martin L. Guindon". The signature is written in a cursive, flowing style with a large initial "M" and "G".

Martin L. Guindon, CPA  
Auditor General

March 31, 2010

**State of South Dakota**  
**Schedule of Prior and Current Audit Findings and Questioned Costs**  
**For the Fiscal Year Ended June 30, 2009**

**Summary of Auditor's Results**

**Financial Statements**

Type of auditor's report issued:	Unqualified
Internal control over financial reporting:	
Material weaknesses identified?	Yes
Significant deficiencies identified not considered to be material weaknesses?	Yes
Noncompliance material to financial statements noted?	No

**Federal Awards**

Internal control over major programs:	
Material weaknesses identified?	No
Significant deficiencies identified not considered to be material weaknesses	Yes
Type of auditor's report issued on compliance for major programs	Unqualified
Any audit findings disclosed that are required to be reported in accordance with Circular A-133, Section .510 (a)	Yes

Identification of major federal programs:

<u>CFDA Numbers</u>	<u>Name of Federal Program or Cluster</u>
10.550	Food Donation
12.401	Master Cooperative Agreement
14.239	Home Investment in Affordable Housing
17.225	Unemployment Insurance
20.106	Airport Improvement Program
20.205	Highway Planning & Construction
20.UNKNOWN	National Railroad Passenger Corporation - Amtrak
66.458	Capitalization Grants for Clean Water State Revolving Funds
66.468	Capitalization Grants for Drinking Water State Revolving Funds
84.010	Title I Grants to Local Educational Agencies
84.126	Rehabilitation Services – Basic Support

84.287	After School Learning Center Formula Award
84.367	Improving Teacher Quality State Grants
93.069	Public Health Emergency Preparedness
93.558	Temporary Assistance for Needy Families
93.568	Low-Income Home Energy Assistance
84.394	ARRA – State Fiscal Stabilization Fund – Education Grants
84.397	ARRA – State Fiscal Stabilization Fund – Government Services
AG	Aging Cluster
CCDF	Child Care Development Funds Cluster
ES	Employment Service
FW	Fish and Wildlife Cluster
Medicaid	Medicaid Cluster
SE	Special Education Cluster
WIA	Workforce Investment Act Cluster

Dollar threshold used to distinguish between Type A and Type B programs - \$4,500,000

Auditee Qualified as low-risk auditee?

No

### **Post - Audit Authority**

The Single Audit of the State of South Dakota was conducted by the Department of Legislative Audit pursuant to South Dakota Codified Laws (SDCL) 4-11-2, the Single Audit Act Amendments of 1996 and the Office of Management and Budget, Circular A-133. A single audit encompasses the operations of the entire reporting entity. It includes an audit of the financial statements and reports on internal control and compliance with state and federal laws and regulations.

### **Audit Scope**

The State of South Dakota's entire reporting entity is included in the populations which are subjected to our audit procedures and testing. State and federal programs are tested for compliance with applicable laws, rules and regulations.

Various federal departments provide financial assistance to the State of South Dakota. These funds were expended during FY 2009 as depicted in the following graph.

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### My Academic Profile

**Name:** Thomas Mousel  
**Colleges/Schools:** Majors: Minors  
 Graduate: Interdisciplinary Studies  
**Academic Advisor(s)\*:** Laurie J. Becvar  
**Applicable Academic Catalog(s):** 2010 | [View Academic Catalogs](#)  
[Career Development](#) - Explore & achieve your career goals.  
**Advising resources:**  
[Undergraduate](#) | [Graduate](#) | [Off-Campus & Distance](#)  
[Is your advisor incorrect or unassigned?](#)

### Enhancing Your Education



Add value to your academic experiences! Develop essential skills, pursue interests and become important contributors to the greater community.

- [Center for Academic Engagement](#)
- [Service-Learning | AWOL](#)
- [Study Abroad | Faculty-Led Programs](#)
- [Undergraduate Research & Creative Scholarship](#)
- [IdeaFest](#)
- [National Student Exchange](#)
- [Civic Engagement | Community Partnership](#)
- [Nationally Competitive Scholarships](#)
- [Honors Program](#)
- [Internships & Jobs](#)
- [Student Organizations](#)
- [Technology Fellows](#)

### Where Do I Go For Help?



USD's faculty and staff are here to help you succeed. Use the following resources to seek assistance.

**Advising & Academic Help:**

- [Academic & Career Planning Center \(Advising\)](#)

**Tutoring & Labs:**

**Career Development Center**

- [Career Development Center](#)
- [Coyote Careers](#)
- [Employer Visits &](#)

### Academic Policies & Forms



These academic policies and regulations generally apply to all students.

- [Academic Catalog Policies](#)
- [Undergraduate](#)
- [Graduate](#)
- [BOR Academic Affairs Policies](#)
- [Copyright - Plagiarism](#)
- [Provost's Memo on University International Activity](#)
- [Student Policies | Student Handbook](#)
- [Student Records Policy](#)
- [Regental Proficiency Exam](#)
- [Online Registration](#)
- [Exam Results](#)
- [Forms](#)
- [Academic \(Registrar\)](#)
- [Graduate School](#)

### Course Registration-WebAdvisor



Access [WebAdvisor](#) for financial accounts, financial aid status, registration, grades, and more. Click [here](#) for help and troubleshooting tips.

**Enter credentials**

- **The WebAdvisor automatic sign on does not currently work within Internet Explorer 8.**
- Simplify your sign on. If you store your WebAdvisor username and password in this channel, in the future you will be able to automatically log into WebAdvisor!
- If your WebAdvisor password changes, you will need to update it in this channel to ensure successful logon.

### Course Information



Check your grade history, plan your course

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**Business Office** | **Financial Aid** | **University Budget Process**

### Business Office



Tuition, fees, student financial disbursements. Business Office is located in Slagle #207. Phone 677-5613. E-mail: [businessoffice@usd.edu](mailto:businessoffice@usd.edu)

- [Business Office](#)

### Financial Aid



The Financial Aid Office provides info on grants, scholarships, loans & work-study. Contact Financial Aid at 605-677-5446.

- [Forms](#)
- [Scholarships](#)

### University Budget Process



Review University budget processes & presentations.

#### FY2011 Budget:

- [Committee Purpose, 12/8/2009](#)
- [Budget Process Overview](#)
- [FY11 Joint Appropriations Hearing Document](#)
- [Campus Ideas - Co-chair Responses - 1/28/10](#)
- [Video Recording-Powerpoint, 2/4/10 Open Forum](#)
- [Layoff Termination Matrix](#)
- [Budget Update Email, 4/28/10](#)
- [Video Recording-Powerpoint, 4/30/10 Open Forum](#)

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*At Your Service | Campus Dining | Campus Recreation | Get Involved | Getting Around | Housing | Student Government Association | Student Policies | Vermillion Community*

### Get Involved



Involvement in organizations is a great way to get connected, build leadership skills, meet people, and have fun.

- [Student Organizations Directory](#)
- [Student Activities Ctr | Student Org Handbook & Resources](#)
- [Student Leader of the Month Nomination](#)
- [Student Services Monthly Newsletter](#)
- [Greek Life | IFC/PHC](#)
- [Dakota Days Info & Schedule](#)

### Student Government Association



SGA welcomes your interest in becoming an active member of Student Government. SGA needs more arms and ideas to make us a better vehicle for change.

- [About SGA](#)
- [Executive Team](#)
- [Senators](#)
- [Standing Committees](#)
- [Student Org Resources](#)

### Student Policies



These policies and regulations generally apply to all students.

- [Academic Policies & Forms](#)
- [Library Policies](#)
- [Research Policies](#)
- [Student Services Policies](#)
- [Student Handbook](#)
- [Student Records Policy](#)
- [Technology Policies](#)
- [Weather Policies](#)
- [Web Policies](#)
- [Board of Regents](#)
- [Academic Affairs](#)
- [Student Affairs](#)
- [Technology](#)

### At Your Service



Helpful information and resources.

**Services:**

- [Barnes & Noble](#)

**Resources:**

- [Auxiliary Services:](#)

### Campus Dining



Campus Dining provides high quality food service and catering for the USD community.

- [Dining Services](#) - Meal Plans, Menus, Places to Eat
- [Meal Plan Appeals Process](#)
- [Coyote Card ID](#)

### Campus Recreation



The DakotaDome is the home of Coyote Athletics and houses facilities, classes & events for student, faculty, staff & public use.

- [Intramural and Club Sports](#)
- [Facility Hours](#)
- [Fitness](#)
- [Swim Lessons](#)
- [American Red Cross Classes](#)
- [Youth Basketball](#)
- [Coyote Athletics](#)

### Getting Around



Getting around is easy whether by bike, walking, driving or bus.

- [Bicycle Registration](#)
- [Campus Construction Summer 2010 Update](#)
- [Campus Escorts](#)
- [Campus Maps & Building Locations](#)
- [Parking - Parking Appeals; Campus Regulations; Maps](#)
- [Parking - Online Permits or Pay a Ticket](#)
- [Safe Rides](#)
- [Transportation Service in Vermillion](#)
- [Jefferson Bus Lines](#)

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[Campus Alert System \(Everbridge\)](#) | [Campus Support Organizations](#) | [Counseling Assistance](#) | [Emergency Procedures](#) | [Weather Information](#) | [Your Health](#) | [Your Safety](#)

### Your Health



High quality, confidential health care and services. Maximize your education at USD by staying healthy.

- [Student Health Services | Appointments](#)
- [myHealth Student Insurance Plan](#)
- [Newsletter - My Student Health Zone](#)
- [USD Dental Hygiene Clinic | Appointments](#)
- [USD Scottish Rite Speech, Language & Hearing Clinic](#)

### Your Safety



Public Safety is committed to ensuring a safe and secure environment for the USD community.

- [Blue Light Emergency Phones](#)
- [Campus Escorts](#)
- [Campus Parking](#)
- [Safe Rides](#)
- [Bicycle Registration](#)
- [Public Safety Staff](#)
- [After Hours Door Unlock Request](#)
- [ICE Your Cell Phone](#)
- [Report a Crime](#)
- [Safety Tips](#)
- [Sexual Assault](#)
- [Clery - USD Crime Statistics](#)
- [SD Sex Offender Registry](#)
- [Identity Theft](#)
- [Public Safety Policies](#)
  - [Firearm Storage](#)
- [Campus Safety \(Pets, Space Heaters, Bicycles, Skateboards\)](#)

### Counseling Assistance



Seek help for stress, grief, relationship issues and more.

- [USD Student Counseling Center](#)
- [USD Psychological Services Center](#)
- [USD Counseling and School Psychological Services Center](#)
- [Suicide Prevention | National Suicide Prevention Hotline](#)
- [Lewis & Clark Behavioral Health Services](#)

### Emergency Procedures



- **All Emergencies Dial 911**
- **From On-Campus Dial 9-911**
- **For Public Safety Dial 677-5342**

- [Shots Fired Video](#) - Learn How to Be Safe on Campus
- [Emergency Guidelines](#) (Shooter, Bomb, Fire, Tornado, Other)
- [Emergency Operating Plan](#)
- [USD Emergency Training Materials](#)
- [Emergency Communications](#)
- [Locations of Automated External Defibrillators](#)

### Weather Information



For Statewide Road Conditions call 511.

- [USD Weather Policy](#)
- [Safe Travel USA - South Dakota](#)
- [Safe Travel USA - Other Areas](#)
- [SD Dept. of Transportation - Winter Road Conditions](#)

### Campus Alert System (Everbridge)



The Campus Alert System allows USD to send weather and emergency alerts to your cell, home, and/or office phone or e-mail. You choose the way(s) and set priorities in which you will be notified.

Enter credentials

- Simplify your sign on. If you store your Campus Alert Member ID and Password in this channel, in the future you will be able to automatically log into Campus Alerts.
- How do I know what my Member ID and Password are? [Example](#)
- Haven't registered yet? [Directions](#)
- Already registered and need to update your contact information? [Directions](#)

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[Correspondence Courses](#) | [Course Information](#) | [Course Registration-WebAdvisor](#) | [Desire2Learn](#) | [Illuminate for](#)  
[Web Conference Courses](#) | [Grades](#) | [My Academic Profile](#) | [Off-Campus & Distance Site ContactInfo](#) | [Student](#)  
[Support - Off-Campus & Distance](#)

### My Academic Profile

**Name:** Thomas Mousel  
**Colleges/Schools:** **Majors:** **Minors**  
 Graduate: Interdisciplinary Studies  
**Academic Advisor(s)\*:** Laurie J. Becvar  
**Applicable Academic Catalog(s):** 2010 | [View Academic Catalogs](#)  
[Career Development](#) - Explore & achieve your career goals.  
**Advising resources:**  
[Undergraduate](#) | [Graduate](#) | [Off-Campus & Distance](#)  
[Is your advisor incorrect or unassigned?](#)

### Off-Campus & Distance Site Contact Info



Find courses offered by location.

**Distance:**

- [Division of Continuing & Distance Education, Vermillion, SD](#)

**Off-Campus Sites:**

- [University Center, Sioux Falls, SD](#)
- [Higher Education Center- West River, Rapid City, SD](#)
- [Tri-State Graduate Center, Sioux City, IA](#)
- [Capital University Center, Pierre, SD](#)

### Student Support - Off-Campus & Distance



Online resources for off-campus and distance education studies.

- [New Student's Guide to Online Learning](#)
- [Online Technology Requirements](#)
- [Proctor/Testing Info](#)
- [Advising Info for Off-Campus & Distance](#)
  - [International Student Services](#)
- [Career Development Center](#)
- [Community Education & Ed2Go](#)
- [Disability Services](#)
- [Study Abroad](#)
- [Study Tours](#)
- [USD Student Handbook](#)

### Correspondence Courses



Correspondence courses involve materials sent by the instructor to

### Course Registration-WebAdvisor



Access - [WebAdvisor](#) for financial accounts, financial aid status, registration, grades, and more. Click [here](#) for help and troubleshooting tips.

**Enter credentials**

- **The WebAdvisor automatic sign on does not currently work within Internet Explorer 8.**
- Simplify your sign on. If you store your WebAdvisor username and password in this channel, in the future you will be able to automatically log into WebAdvisor!
- If your WebAdvisor password changes, you will need to update it in this channel to ensure successful login.

### Course Information



Check your grade history, plan your course schedule, order books and more.

- [My Courses & Grades](#)
- [Academic Catalogs](#)
- [My Holds & Library](#)
- [Faculty Personal Fines Websites](#)
- [Academic Calendar](#)
- [Final Exam Schedule](#)
- [Add/Drop Procedures](#)
- [Online & Distance Courses](#)
- [Order Books- Barnes&Noble](#)
- [Tuition Info](#)
- [Schedule of Classes](#)
- [Transfer Info & Calculator](#)
- [CLEP Credit](#)

### Desire2Learn



Innovative Learning Technology courses.

Access [Desire2Learn](#) for your online

**NOTE:** Students will not see their courses in

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**E-mail-Student**



**Students** can use these resources to manage University E-mail accounts.

**Official Form of USD Communication**

- [Student Communication Policy](#)

**Student E-mail - Sun Convergence**

- [E-mail Information](#)
- [Setup a Vacation Message](#)
- [Setting up Mail forwarding](#)
- [Managing Deleted Items](#)

**Barracuda SPAM Firewall**

- [Why am I getting all this SPAM?](#)
- [How do I use Barracuda SPAMFirewall?](#)

**Listservs**

- [Request a New Listserv](#)
- [Subscribe to a Listserv](#)

[More E-mail Information](#)

**E-mail-Fac/Staff**



**Faculty & Staff** can use these resources to manage University E-mail accounts

**Outlook/Exchange**

- [E-mail Information](#)
- [Outlook 2007 Anywhere Instructions](#)
- [Outlook 2010 Anywhere Instructions](#)

**Barracuda SPAM Firewall**

- [Why am I getting all this SPAM?](#)
- [How do I use Barracuda SPAMFirewall?](#)

**Listservs**

- [Request a New Listserv](#)
- [Subscribe to a Listserv](#)
- [Listserv Passwords](#)
- [Adding Subscribers](#)
- [Removing Subscribers](#)
- [Adding/Removing List Owners](#)

[More E-mail Information](#)

**Technology Policies**



Technology policies set standards and define best practices for USD's students, faculty and staff.

[Technology Policies](#)

**Help Desk**



The ITS Help Desk provides prompt, knowledgeable and courteous computing support services.

**Information Technology Services Help Desk**

Temporary Student Center Room 101

Toll Free: 877-225-0027

**Need Help?**

Students: 605-677-5028 [Submit](#) your request online

Faculty/Staff: 605-677-6463 E-mail: [helpdesk@usd.edu](mailto:helpdesk@usd.edu)

**Walk-In Support Hours**      **E-mail/Phone Support Hours**

Monday - 8:00 AM -	Monday - 8:00 AM -
Friday 7:30 PM	Thursday 9:00 PM
	Friday 8:00 AM -
	5:00 PM

**Summer/Holiday Hours**

Monday - 8:00 AM -  
Friday 5:00 PM

<a href="#">New Employee Request</a>	<a href="#">Permission Changes</a>	<a href="#">ITS Alert Board</a>
--------------------------------------	------------------------------------	---------------------------------

**Technology for the Office**



Only standard technology is supported.

**General**

- [Standard Hardware Support](#)
- [Standard Software Support](#)
- [Mobile Device Support](#)
- [Create PDF Forms](#)
- [EndNote](#)
- [Free PDF Maker](#)
- [Getting Started with Microsoft Office 2010](#)

**Departmental Purchasing**

- [Hardware Purchasing](#)
- [Request Assistance with Software Purchases](#)
- [Surplus Notification Form](#)

**Working Off Campus**

- [How do I access campus resources?](#)
- [Remote Access Server - Sun Secure Global Desktop](#)
- [VPN: Virtual Private Network](#)

[More Technology for the Office](#)

Powered by uPortal 3.2.2

# The USD University Portal

Portal

Search



[Home](#) [Academics](#) [Financial](#) [Campus Life](#) [Health & Safety](#) [Distance](#) [Technology](#)

[Library](#) [My Page](#)

[Welcome](#) [Add Content](#) | [Z-Drive](#) | [Preferences](#) | [Site Map](#) | [Help](#) | [Feedback](#) | [Student Calendar](#) | [Email \(0\)](#)  
[Thomas Mousel](#) [Log Out](#)

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[Electronic Resources](#) | [For Library Employees](#) | [For Student Employees](#) | [How Do I? FAQs](#) | [Libraries](#) | [Research Tools and Assistance](#) | [Services & Policies](#) | [Suggestions](#) | [University Libraries](#)

## Libraries



The University of South Dakota libraries have more than one million cataloged library holdings.

- [University Libraries](#)
  - [I.D. Weeks and Lommen Health Sciences Libraries](#)
  - [Wegner Health Science Information Center](#)
- [McKusick Law Library](#)

## University Libraries



Logistics, directories, hours.

- [Dean of Libraries](#)
- [Faculty, Staff & Department Directories](#)
- [Hours & Access](#)
- [Building Floorplan](#)
- [Academic Commons Plans](#)

## Research Tools and Assistance



Did you know we have the 100 Best American Films on video?

- [Research Resources](#)
- [Database Trials](#)
- [Ask a Librarian | Instant Messaging](#)
- [Archives & Special Collections](#)
- [Information Literacy](#)

## How Do I? FAQs

- [Printing](#)

## Services & Policies



Learn more about USD's libraries!

- [Loan Periods](#) (How Long Items Can Be Checked Out)
- [Interlibrary Loan](#) (Forms, FAQs)
- [Course Reserves](#) (Class Readings Available)
- [Fax Machine](#)
- [Lost & Found](#)
- [Campus Escorts](#)
- [Library Instruction Request](#) (Need a Librarian to Teach a Class?)
- [Acquisitions](#) (Guidelines, Gifts)
- [Reserving Space & Posting Information](#)
- [Proxy Authorization](#) (For Borrowing)

## For Student Employees

- [Student Orientation \(D2L\)](#)

## For Library Employees

- [Instruction Forms](#)
- [SharePoint](#) (Library Access Only)
- [Blackwell Collection Manager login](#)

## Electronic Resources



These resources will help students and faculty doing research.

- [Oklahoma State University Faculty Salary by Discipline by Carnegie Classification](#)
- [EndNote](#)
- [Bates' Physical Exam Streaming Videos](#)

## Suggestions

- [Let Us Know How We're Doing!](#)

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The University of South Dakota  
 Division of Continuing and Distance Education  
 CDE Schedule Building Process for USD Off-Campus and Distance Courses  
 Summer, Fall, Spring  
 Last Revised August 2010

<u>Timetable</u>	<u>Task</u>
On or Before November 1	<ol style="list-style-type: none"> <li>1. CDE Office supervisor drafts a master course spreadsheet for the upcoming summer, fall, and spring semesters for each off-campus and distance modality. The EUC master course grid, degree completion advising documents, historical record of course offerings, and enrollment goals can serve as foundational documents to create the initial master.</li>   <li>2. <b><u>The respective CDE Program Managers review spreadsheets and provide feedback to Office Supervisor before November 30th.</u></b> <p>Program Managers Responsible for Reviewing Master Drafts:            UC f2f &amp; hybrid classes in Sioux Falls – USD at UC - Sarah Rasmussen;            USD f2f &amp; hybrid classes at Rapid City, Pierre, Ellsworth Air Force Base - Brad Henrich;            Online (College of Fine Arts, College of Arts &amp; Sciences, School of Health Sciences, Basic Biomedical Sciences), Good Sam, Externally Funded, Contract Training – Gary Girard;            Online (School of Business, School of Education), Correspondence Study, Sioux City f2f, DDN – Michelle Laughlin            International &amp; Domestic Study Tour – Center for Academic Engagement – Morgan Schwartz</p> </li> </ol>
November 30	<ol style="list-style-type: none"> <li>3. CDE Program Managers named above meet as a group and schedule group meetings with each academic department (preferably the department leaders of the respective academic unit) offering off-campus and distance programs to discuss the schedule. Each CDE Program Manager should know historical enrollments per class and projected need.</li> </ol>

Significant dialogue between CDE Program Managers and academic unit to assure all parties are clear about the plan.

4. CDE Program Managers submit any revisions resulting from meetings with academic units to CDE Office Supervisor.
5. CDE Office Supervisor submits updated master spreadsheet to CDE Accountant for analysis and review. Discrepancies are shared and resolved with CDE Program Managers and CDE Program Managers deal with issuers.
6. Within 3 work days, CDE Accountant provides financial analysis results to CDE Program Managers and CDE Office Supervisor. The report will show if the schedule is robust enough to meet enrollment goals. The CDE Dean is copied. Program Managers need to create schedules which meet enrollment goals working through the CDE Office Supervisor.
7. CDE Office Supervisor prepares first letter from CDE Dean and submits the 1<sup>st</sup> draft of the off-campus and distance schedule to **Deans, Department Chairs**, and Program Representatives. This is done so departments will have the CDE draft master in hand as they are simultaneously preparing their on campus course schedules. This provides them a comprehensive view.
8. CDE Program Managers should jointly discuss the master with the respective departments again. CDE Program Managers have until December 15 to address issues and submit revisions to CDE Office Supervisor. During this time frame, the CDE Program Managers as one unit are actively working with respective Colleges and Schools to address schedule changes/problems and complete details such as dates/times via email and phone. CDE Program Managers do not contact faculty directly about workload. Rather, CDE Program Managers work with the appropriate academic leader of the discipline. CDE Program Managers contact CDE Office Supervisor about revisions to the master. The CDE Office Supervisor makes revisions to the master course spreadsheet. Change forms are not used yet. During this time frame the CDE Program Managers and CDE Office Supervisor working hand-in-hand with the academic units, shore up the details on all classes using the master as the central planning document.

On or before the first Friday of December

On or before December 15

**CHANGES TO THE DEGREE COMPLETION PLANS REQUIRE REVIEW AND APPROVAL OF CDE & COLLEGE OR SCHOOL DEAN.**

December 16

9. CDE Office Supervisor submits revised master course spreadsheet to CDE Accountant for 2<sup>nd</sup> review.

December 30

10. Within 3 work days, the CDE Accountant analyzes the schedule and provides the financial analysis report to the CDE Program Managers, CDE Office Supervisor and the CDE Dean.

January 1 or after Dean approval

11. CDE Dean approves the draft master course spreadsheet and provides written notice to CDE Program Managers and CDE Office Supervisor only if the schedules are robust enough to meet goal.

12. CDE Office Supervisor prepares second letter from CDE Dean and again, cascades master course spreadsheet to **Deans, Department Chairs**, and/or Program Representatives. Review of the 2<sup>nd</sup> master draft is requested. Any final issues between Colleges and School and CDE are to be resolved during this time. The CDE Program Managers at the various sites should have had considerable discussions with Chairs and Program Representatives by this time. Again, CDE Program Managers do not contact faculty about teaching courses unless they are requested to do so by the department chair.

13. CDE Dean and **respective College and School Dean** provide final review and approval.

14. CDE Dean submits the final approved off-campus and distance master schedule to all Deans, Chairs, and Program Representatives. CDE Program Managers and CDE staff are copied.

By February 1st

15. From approved master course spreadsheet the following occurs:

- Courses are built in Datatel by CDE Program Assistant for Registration & Student Services and SYN numbers and census dates will be relayed to CDE Office Supervisor

Staff Responsibility:  
CDE Program Assistant for Registration & Student Services – Linda Schoenberner

- Courses marketed. CDE Office Supervisor provides all foundational materials to CDE Information Specialist.
- Courses on website. CDE Program Assistant for Registration & Student Services updates website.

16. CDE Office Supervisor prepares (types) course approval forms from master course spreadsheet. All details should be as complete as possible.

Before the end of February

17. Course approval forms are signed by CDE Program Managers from all sites for a final check for accuracy and returned to CDE Office Supervisor. CDE Office Supervisor prepares a cover letter from CDE Dean (include OL language). CDE Dean signs the letter.

18. CDE Office Supervisor cascades batched course approval forms out to **department Chair and Dean** and/or select program representatives. (Summer & Fall: before end of February; Spring: before end of April). From this point on through the census date of each course, change forms are used to document changes to the schedule, etc. All changes should be managed through the central processes at CDE and within the Colleges & Schools. CDE Program Managers should request changes to appropriate **department leaders and Deans** should remain informed.

(Completed and signed change forms for courses will be shared with the CDE Program Assistant for Registration & Student Services and with the Accountant and respective Program Managers.)

Weekly until complete



19. CDE Office Supervisor continues contact with departments to collect signed course approval forms; a status report will be sent to Deans, Chairs, and secretaries weekly with information regarding the status of course approval forms; CDE Program Managers, Affiliates, & CDE Dean will be copied. Each Dean will also receive periodic copies of master schedules showcasing their courses offered off-campus and distance. CDE Dean is copied. These status reports are semester based. CDE Office Supervisor is the central point of contact for the workload section (contract type) of the course approval form. The Office Supervisor works closely with the CDE Dean and **College/School Deans** to finalize workload.

	<p>20. Course approval forms are returned to CDE Office Supervisor. Deans' signatures represent final approval. After CDE Office Supervisor (Dean's signatory) signs, a copy will be made for the CDE Accountant, appropriate college/school Dean &amp; Chair, appropriate CDE Program Manager, and secretarial staff (for book information). CDE Dean should sign change forms dealing with workload change, any overload situation, and course cancellations.</p> <p>21. Via information gleaned from returned course approval forms and change forms, the semester master course spreadsheet is updated and maintained by CDE Office Supervisor. Again, periodic updates of the masters are sent to each college/school Dean. The master spreadsheet is located and maintained on the CDE shared file under the direction of the CDE Office Supervisor. CDE Office Supervisor maintains regular communication with course builder. The website will also be updated. <u>CDE Office Supervisor is responsible for the master grid through the contract type entry.</u> Then, the process is passed along to the CDE Accounting staff.</p>
<p>Approximately 30 – 45 days prior to commencement of any semester (summer, fall, spring)</p>	<p>22. CDE Accountant develops adjunct, overload, and summer pay contracts from signed course approval forms as well as paperwork for graduate assistants and shared employees. Contracts are reviewed by CDE Dean and forwarded to the Provost at least 30-45 days prior to the commencement of the semester. The CDE master course spreadsheet is attached each time contracts are forwarded to the Provost. Data fields are complete.</p>
<p>Accountants track weekly</p>  <p>Before open registration</p>	<p>23. Provost reviews contracts and forwards to the President for signature or signs as his proxy.</p> <p>24. President or proxy signs and returns contracts to CDE Accountant for distribution.</p> <p>25. <u>CDE Accountant sends faculty contracts to faculty (preferably electronically).</u> CDE Accounting staff assure all contracts are signed and returned.</p> <p>26. Again, CDE Accounting Staff provide necessary follow up for the return of contracts and accompanying paperwork.</p>

Ongoing



Weekly

24. CDE Accountant prepares necessary paperwork for financial reports and payment including inload and MOU payments to departments.
26. CDE Program Managers work with various academic department Chairs to maintain up-to-date advising documents. The Graduate School/CDE Information Specialist is responsible for updating and uploading these documents to the website. The CDE Program Assistant for Registration & Student Services maintains the EUC master grid on the shared file. Any changes to these documents are authorized by the CDE Dean and Dean of the respective College or School.
27. The CDE Information Specialist is responsible for keeping the CDE website up-to-date, relevant, and meaningful based on data from various sources.

The University of South Dakota  
Division of Continuing Education  
Course Approval Form

(Required for all Self-Support Off Campus & Distance Courses)

20

Fall Semester  Spring Semester  Summer Session

**COURSE:** \_\_\_\_\_  
Prefix Number Course Title  
CE Section # Credit Hours

**Term:**  Standard Term  
 Nonstandard Term (dates) \_\_\_\_\_  Block class within Standard Term (dates) \_\_\_\_\_  
 Summer Session (dates) \_\_\_\_\_

**Method of delivery (check all that apply):**  Face-to-Face (identify site) \_\_\_\_\_ Rapid City \_\_\_\_\_ Sioux Falls \_\_\_\_\_ Sioux City  
Other site (not listed above) \_\_\_\_\_

Telecourse  Correspondence  DDN  Online  Blended – e-learning/face-to-face (identify site) \_\_\_\_\_  
 Other – Please Define \_\_\_\_\_  Web Conferencing (Elluminate)

(If a course includes even one face to face experience, the delivery code defaults to face to face class at that site. If a course includes even one DDN experience, the delivery code defaults to the appropriate DDN code.)

**This course will be funded:**  Self-Support  Externally Funded  Other- Please Explain \_\_\_\_\_

**DDN/Web Conferencing (Elluminate) Sending Site:**  On-campus  Off-Campus Please list site: \_\_\_\_\_

**DDN/Web Conferencing (Elluminate) Receiving Site (check all that apply):**  Rapid City  Sioux Falls  Sioux City  
 Other (Please identify) \_\_\_\_\_

**Reason for Offering:**  Elective  Program of Study (Identify Program Name: \_\_\_\_\_)

**Class Time:** \_\_\_\_\_ **Class Day:** (check all that apply)  M  T  W  R  F  Sa  Su

**Course Capacity:** \_\_\_\_\_ **Course Minimum:** \_\_\_\_\_ **Anticipated Enrollment:** \_\_\_\_\_

**Will this course permit open registration through web advisor?**  Yes  No If no, what instructions shall the student receive?  
\_\_\_\_\_

**Is this course available for audit?**  Yes  No

**Textbook:** \_\_\_\_\_  
Author Date

\_\_\_\_\_  
Publisher ISBN #

**Equipment needs:**  LCD  TV/VCR  Overhead  Other \_\_\_\_\_

If a special course description is required for publication, please provide on a separate sheet of paper.

**Instructor Identification:**  
Instructor: \_\_\_\_\_

**Contact Information:**  
Office Telephone: \_\_\_\_\_ E-mail address: \_\_\_\_\_

**APPROVAL SIGNATURES:**

CDE Program Manager: \_\_\_\_\_ Date: \_\_\_\_\_

**Contract type:**  Inload  Overload  Adjunct/Temporary  Externally Funded  Graduate Assistant  
 CE FT/PT Line  Shared Employee  Summer Pay for Fulltime 9 Month Faculty  
 MOU Contracted Faculty (FT or PT)

**Department Chair or Program Director:** \_\_\_\_\_ Date: \_\_\_\_\_

**College/School Dean:** \_\_\_\_\_ Date: \_\_\_\_\_

Dean (or Designee) of Graduate and Continuing Education: \_\_\_\_\_ Date: \_\_\_\_\_

**Please Return to:**

Vicki McDonald, Graduate School and Division of Continuing Education  
677-6926 – (800) 233-7937 – email Vicki.McDonald@usd.edu

SYN# \_\_\_\_\_

Undergraduate Adjunct Approval Form  
for  
Off-Campus & Distance Education and Summer School

<b>Summary information</b>	Name:	
	Highest Degree Earned:	
	Higher Education Teaching Experience:	
	Course Subject and Number:	
	Course Title:	
	Course Subtitle:	
	Course Delivery Method:	
<b>Attachments</b>	Cover Letter	
	C.V. or Resume	
	Transcripts	
	Other	
	Program Manager (printed name)	
	Program Manager signature:	
	Date:	

**Please circle the action intended, sign, date, pass along to the next approver.  
Then, return to the Office of Continuing and Distance Education.**

<b>Chair of Department</b>	
Action (Circle One):	Approved / Conditionally Approved / Not Approved
Signature:	
Date:	
Approved for the following specific courses or discipline area (please identify):	

**Please circle the action intended, sign, date, pass along to the next approver.  
Then, return to the Office of Continuing and Distance Education.**

<b>Dean of Appropriate College or School</b>	
Action (Circle One):	Approved / Conditionally Approved / Not Approved
Signature:	
Date:	
Remarks:	

**Return to Vicki McDonald, Graduate School/CDE Office Supervisor, 211 McKusick. Graduate School/CDE will notify candidate of approval via letter, collect official transcripts and payroll documentation.**

Cc: Grad School/CDE Central File//College or School

# THE UNIVERSITY OF SOUTH DAKOTA GRADUATE SCHOOL

## GRADUATE FACULTY APPROVAL FORM

### Summary Information

Name \_\_\_\_\_ Date of Appointment \_\_\_\_\_

Highest Degree Earned \_\_\_\_\_ Professional Rank \_\_\_\_\_

Attachments:  C.V.  Other (Please Specify) \_\_\_\_\_

Application for:  Regular Graduate Faculty\*  Adjunct Graduate Faculty\*\*  Exception Graduate Faculty\*\*\*

### Approval by Department or Division

Chair \_\_\_\_\_ Chair Signature \_\_\_\_\_ Date \_\_\_\_\_

Remarks: \_\_\_\_\_

### Approval by College or School

Dean \_\_\_\_\_ Dean Signature \_\_\_\_\_ Date \_\_\_\_\_

Remarks: \_\_\_\_\_

### Approval by Graduate School

Recommendation of Graduate Council (Check one):  Approved  Not Approved  Not Applicable  
(Not needed for applications for adjunct status)

\_\_\_\_\_ Date

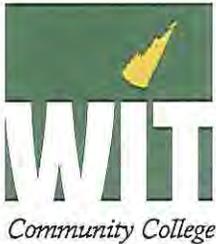
### Approval by Graduate Dean

Action (Check one):  Approved  Not Approved

Dean \_\_\_\_\_ Dean Signature \_\_\_\_\_ Date \_\_\_\_\_

Remarks: \_\_\_\_\_

\* **For Regular Graduate Faculty:** Applicant meets all overriding and unit criteria. Graduate Council recommendation required.  
 \*\* **For Adjunct Graduate Faculty:** Applicant is not employed by the University, but is expected to maintain an ongoing relationship with the University. Must be academically or professionally qualified. Graduate Dean acts upon these.  
 \*\*\***For Exceptions:** Applicant does not meet all criteria, but may perform specific duties, as described in remarks and is regularly associated with The University. Exceptions may be approved for no longer than one academic year. Graduate Dean acts upon these.



October 21, 2010

Dr. J. Carolyn Small  
Postsecondary Registration Administrator  
Iowa College Student Aid Commission  
200 10th St. 4<sup>th</sup> Floor  
Des Moines, IA 50309-3609

■  
Office of the President  
Robert E. Dunker, Ph.D.

■  
Western Iowa Tech  
Community College  
4647 Stone Avenue  
P.O. Box 5199  
Sioux City, IA 51102-5199  
712-274-6400  
800-352-4649  
Fax 712-274-6435  
www.witcc.com

■  
Cherokee Campus  
& Conference Center  
Denison Campus  
Le Mars Center  
Mapleton Center  
Sioux City Campus

Dear Dr. Small,

This letter is written in support of the University of South Dakota's (USD) request to expand their offerings in the Sioux City, Iowa market.

The Tri-State Graduate Center, Western Iowa Tech Community College (WITCC) and USD have a long-standing partnership that has benefited the residents of this region. For many years, USD has made graduate education available to the residents of this community through the Tri-State Graduate Center and they have supported 2 + 2 transfer students from WITCC on the USD campus. I am pleased that USD is willing to partner WITCC in providing 2+2 Baccalaureate degree completion programs in the Sioux City community. These programs will open many doors to place-bound residents in this community and we look forward to hosting the University's outreach efforts on our campus.

As the fourth largest city in the State of Iowa, there is a great need for educational opportunities in our community. I believe that WITCC students should have several options to access public higher education in Sioux City and this effort will open additional doors and opportunities for them to achieve their dreams.

I would be happy to provide additional information should you request it.

My personal and best regards.

Sincerely,

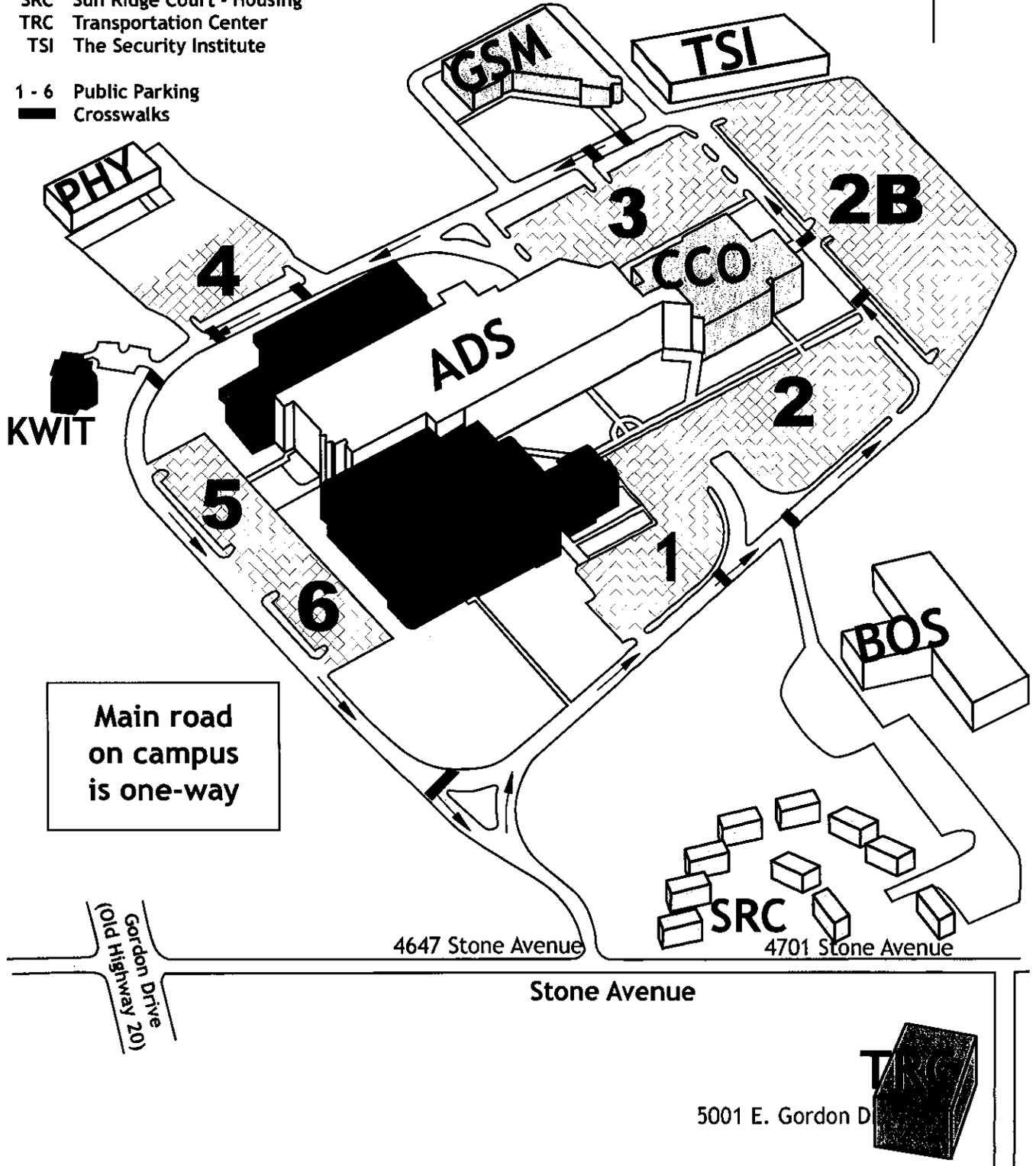
Dr. Robert E. Dunker  
President

cc: James W. Abbott, President, University of South Dakota  
Dr. Robert Rasmus, President, WITCC Board of Directors

# Western Iowa Tech Community College Sioux City Campus 4647 Stone Avenue

- ADS Advanced Sciences
- APT Applied Technology
- BOS Bur Oaks Suites - Housing
- CCO Corporate College
- GSM Gaylord Smith Building
- KWIT KWIT-KOJI Radio
- PHY Physical Plant
- RHK Dr. Robert H. Kiser
- SRC Sun Ridge Court - Housing
- TRC Transportation Center
- TSI The Security Institute

- 1 - 6 Public Parking
- Crosswalks



Main road  
on campus  
is one-way

5001 E. Gordon D



The University of South Dakota

October 20, 2010

**JAMES W. ABBOTT, PRESIDENT**  
414 East Clark Street • Vermillion, SD 57069  
605-677-5641 • 605-677-6520 fax  
www.usd.edu

Dr. J. Carolyn Small  
Postsecondary Registration Administrator  
Iowa College Student Aid Commission  
200 10th FL 4th  
Des Moines, IA 50309-3609

Dear Dr. Small:

On behalf of The University of South Dakota, I am writing to request approval to extend on ground classes in Iowa, specifically, to Sioux City, Iowa, and clinicals in LeMars, Ida Grove, and Orange City, Iowa and other clinical locations which may be needed in the future.

The University of South Dakota has been a long standing member of the Tri-State Graduate Center which invited The University to offer graduate degrees in Sioux City. In response, The University extended the Master of Business, the Master of Science in Administrative Studies, and Master and Doctoral programs in Educational Administration to Sioux City regional residents. In the past few years, students demanded greater flexibility; as a result, these graduate programs have been transitioned from face-to-face and video-conference delivery to online delivery. Presently, only on ground clinical instruction remains in Iowa.

Recent conversations with Western Iowa Tech Community College staff and committee members of the Siouxland Labor Force Education and Training Assets Project (June 2009) revealed the need for more on ground education to enhance presence and meet specific educational needs. As outlined in this application, The University of South Dakota wishes to strengthen its presence in Sioux City and to respond to needs by offering affordable educational programs. Future plans include 2+2 baccalaureate degree completion programs in health science, business, general studies, and addiction studies in concert with Western Iowa Community College as well as graduate classes or programs through its continuing affiliation with Tri-State Graduate Center. Finally, our robust online programs will continue to serve the Iowa residents as will clinical education for healthcare programs.

**Extraordinary.**

Dr. J. Carolyn Small

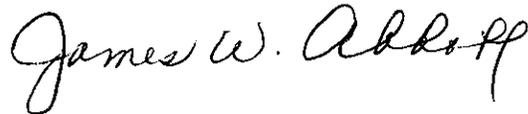
October 20, 2010

Page Two

The University of South Dakota is committed to the successful delivery of programs in Iowa, allowing students to complete their courses of study through USD or an alternative in the extremely unlikely event that any of these programs close before students have completed their courses of study.

We understand we must successfully complete this state registration process and add Iowa locations to our federal participation agreement before future plans can ensue. Please give our application serious consideration. We are sincerely interested in continuing to meet the educational needs of the citizens of Iowa.

Very truly yours,

A handwritten signature in cursive script that reads "James W. Abbott".

James W. Abbott

President

The University of South Dakota

JWA/ser

**Off-Campus & Distance Education  
Recruitment/Advising Structure  
The University of South Dakota  
Division of Continuing and Distance Education  
Revised September 2010**

<b>Totally Online</b>						
<b>Degree</b>	<b>First Point of Contact</b>	<b>First Point of Contact Email</b>	<b>Contact Phone Number</b>	<b>Pre-Advisor &amp; Advisor Once Student is Accepted into the Major</b>	<b>Contact Email</b>	<b>Contact Phone Number</b>
<b>AA General Studies</b>	CDE Recruitment Staff/Vermillion (Meredith Schroder)	<a href="mailto:cderecruit@usd.edu">cderecruit@usd.edu</a>	800-233-7937 or 605-677-6240	Distance Academic and Career Advisor (Recruitment Team until Adult Learner Advisor is hired)		
<b>WA Addiction Studies</b>	CDE Recruitment Staff/Vermillion (Meredith Schroder)	<a href="mailto:cderecruit@usd.edu">cderecruit@usd.edu</a>	800-233-7937 or 605-677-6240	Dona Kennealley Kathy Husby	<a href="mailto:Dona.Kennealley@usd.edu">Dona.Kennealley@usd.edu</a> <a href="mailto:Kathy.Husby@usd.edu">Kathy.Husby@usd.edu</a>	605-677-5386
<b>Bachelor of General Studies</b>	CDE Recruitment Staff/Vermillion (Meredith Schroder)	<a href="mailto:cderecruit@usd.edu">cderecruit@usd.edu</a>	800-233-7937 or 605-677-6240	Distance Academic and Career Advisor(Recruitment Team until Adult Learner Advisor is hired)		
<b>BS in Alcohol &amp; Drug Studies</b>	CDE Recruitment Staff/Vermillion (Meredith Schroder)	<a href="mailto:cderecruit@usd.edu">cderecruit@usd.edu</a>	800-233-7937 or 605-677-6240	Dona Kennealley Kathy Husby	<a href="mailto:Dona.Kennealley@usd.edu">Dona.Kennealley@usd.edu</a> <a href="mailto:Kathy.Husby@usd.edu">Kathy.Husby@usd.edu</a>	605-677-5386
<b>Undergraduate Certificate in Alcohol &amp; Drug Studies</b>	CDE Recruitment Staff/Vermillion (Meredith Schroder)	<a href="mailto:cderecruit@usd.edu">cderecruit@usd.edu</a>	800-233-7937 or 605-677-6240	Secondary Advisor: Distance Academic and Career Advisor		
<b>Graduate Certificate in Alcohol &amp; Drug Studies</b>	CDE Recruitment Staff/Vermillion (Meredith Schroder)	<a href="mailto:cderecruit@usd.edu">cderecruit@usd.edu</a>	800-233-7937 or 605-677-6240	Dona Kennealley Kathy Husby	<a href="mailto:Dona.Kennealley@usd.edu">Dona.Kennealley@usd.edu</a> <a href="mailto:Kathy.Husby@usd.edu">Kathy.Husby@usd.edu</a>	605-677-5386
<b>Graduate Certificate in Disaster Mental Health</b>	CDE Recruitment Staff/Vermillion (Meredith Schroder)	<a href="mailto:cderecruit@usd.edu">cderecruit@usd.edu</a>	800-233-7937 or 605-677-6240	Gerard Jacobs	<a href="mailto:Gerard.Jacobs@usd.edu">Gerard.Jacobs@usd.edu</a>	605-677-6575
<b>Graduate Certificate in Literacy Leadership &amp; Coaching</b>	CDE Recruitment Staff/Vermillion (Meredith Schroder)	<a href="mailto:cderecruit@usd.edu">cderecruit@usd.edu</a>	800-233-7937 or 605-677-6240	Garreth Zalud	<a href="mailto:Garreth.Zalud@usd.edu">Garreth.Zalud@usd.edu</a>	605-677-5207

## Totally Online

Degree	First Point of Contact	First Point of Contact Email	Contact Phone Number	Pre-Advisor & Advisor Once Student is Accepted into the Major	Contact Email	Contact Phone Number
BS in Health Sciences	CDE Recruitment Staff/Vermilion (Meredith Schroder)	<a href="mailto:cderecruit@usd.edu">cderecruit@usd.edu</a>	800-233-7937 or 605-677-6240	Audrey Ticknor June Larson  Secondary Advisor: Distance Academic and Career Advisor	<a href="mailto:Audrey.Ticknor@usd.edu">Audrey.Ticknor@usd.edu</a> <a href="mailto:June.Larson@usd.edu">June.Larson@usd.edu</a>	605-677-7273 605-677-5000
MS Technology for Education & Training	CDE Recruitment Staff/Vermilion (Meredith Schroder)	<a href="mailto:cderecruit@usd.edu">cderecruit@usd.edu</a>	800-233-7937 or 605-677-6240	Rosanne Yost	<a href="mailto:Rosanne.Yost@usd.edu">Rosanne.Yost@usd.edu</a>	605-677-5452
EdS/Educational Administration: Elementary School Principal, Secondary School Principal, School District Superintendent, Pre K-12 Principal	CDE Recruitment Staff/Vermilion (Meredith Schroder)	<a href="mailto:cderecruit@usd.edu">cderecruit@usd.edu</a>	800-233-7937 or 605-677-6240	Mark Baron and assigned EDAD departmental faculty	<a href="mailto:edad@usd.edu">edad@usd.edu</a>	605-677-5269 605-677-5260
MA Educational Administration; Adult & Higher Education, Elementary School Principal, Secondary School Principal, School District Superintendent, Pre K-12 Principal	CDE Recruitment Staff/Vermilion (Meredith Schroder)	<a href="mailto:cderecruit@usd.edu">cderecruit@usd.edu</a>	800-233-7937 or 605-677-6240	Mark Baron and assigned EDAD departmental faculty	<a href="mailto:edad@usd.edu">edad@usd.edu</a>	605-677-5269 605-677-5260
MBA	CDE Recruitment Staff/Vermilion (Meredith Schroder)	<a href="mailto:cderecruit@usd.edu">cderecruit@usd.edu</a>	800-233-7937 or 605-677-6240	Karen McDowell Angeline Lavin	<a href="mailto:Karen.McDowell@usd.edu">Karen.McDowell@usd.edu</a> <a href="mailto:Angeline.Lavin@usd.edu">Angeline.Lavin@usd.edu</a>	605-677-5232 605-677-5566
Executive Master of Public Administration (eMPA)	CDE Recruitment Staff/Vermilion (Meredith Schroder)	<a href="mailto:cderecruit@usd.edu">cderecruit@usd.edu</a>	800-233-7937 or 605-677-6240	Bekki Engquist Anthony Molina	<a href="mailto:Bekki.Engquist@usd.edu">Bekki.Engquist@usd.edu</a> <a href="mailto:Tony.Molina@usd.edu">Tony.Molina@usd.edu</a>	605-677-5748 605-677-6405

## Totally Online

Degree	First Point of Contact	First Point of Contact Email	Contact Phone Number	Pre-Advisor & Advisor Once Student is Accepted into the Major	Contact Email	Contact Phone Number
MSA - HSAD, Long Term Care Administration, Interdisciplinary Studies, Organizational Leadership, Alcohol & Drug Studies, Criminal Justice	CDE Recruitment Staff/Vermillion (Meredith Schroder)	<a href="mailto:cderecruit@usd.edu">cderecruit@usd.edu</a>	800-233-7937 or 605-677-6240	Bekki Engquist Anthony Molina	<a href="mailto:Bekki.Engquist@usd.edu">Bekki.Engquist@usd.edu</a> <a href="mailto:Tony.Molina@usd.edu">Tony.Molina@usd.edu</a>	605-677-6405
Long Term Care Management Certificate	CDE Recruitment Staff/Vermillion (Meredith Schroder)	<a href="mailto:cderecruit@usd.edu">cderecruit@usd.edu</a>	800-233-7937 or 605-677-6240	Mike Keller (Interim)	<a href="mailto:Mike.Keller@usd.edu">Mike.Keller@usd.edu</a>	605-677-5455
Transitional Doctorate of Physical Therapy (tDPT)	CDE Recruitment Staff/Vermillion (Meredith Schroder)	<a href="mailto:cderecruit@usd.edu">cderecruit@usd.edu</a>	800-233-7937 or 605-677-6240	Pat Cross	<a href="mailto:Pat.Cross@usd.edu">Pat.Cross@usd.edu</a>	605-677-6556
MS in Computer Science For Tribes (grant from National Science Foundation)	CDE Recruitment Staff/Vermillion (Meredith Schroder)	<a href="mailto:cderecruit@usd.edu">cderecruit@usd.edu</a>	800-233-7937 or 605-677-6240	Asai Asaithambi	<a href="mailto:Asai.Asaithambi@usd.edu">Asai.Asaithambi@usd.edu</a>	605-677-8832
RN to BSN	CDE Recruitment Staff/Vermillion (Meredith Schroder) New Nursing Advisor	<a href="mailto:cderecruit@usd.edu">cderecruit@usd.edu</a>	800-233-7937 or 605-677-6240	New Nursing Advisor		
Not Degree Pursuant	CDE Recruitment Staff/Vermillion (Meredith Schroder)	<a href="mailto:cderecruit@usd.edu">cderecruit@usd.edu</a>	800-233-7937 or 605-677-6240			
Undecided & Other	CDE Recruitment Staff/Vermillion (Meredith Schroder)	<a href="mailto:cderecruit@usd.edu">cderecruit@usd.edu</a>	800-233-7937 or 605-677-6240	Distance Academic and Career Advisor (assures transfer to appropriate department and dually advises through degree completion) (Recruitment Team until Adult Learner Advisor is hired)		

USD's Graduate School and the respective program is the admitting authority for USD graduate students at all sites.

**Programs below are approved for total electronic delivery  
But some face to face may be required statewide**

Degree	First Point of Contact	First Point of Contact Email	Contact Phone Number	Pre-Advisor & Advisor Once Student is Accepted into the Major	Contact Email	Contact Phone Number
Government Leadership Certificate	Gary Girard	<a href="mailto:Gary.Girard@usd.edu">Gary.Girard@usd.edu</a>	800-233-7937 or 605-677-6240	Gary Girard	<a href="mailto:Gary.Girard@usd.edu">Gary.Girard@usd.edu</a>	800-233-7937 or 605-677-6240
MSA - HR (Pierre)	CDE RC/Pierre Recruitment Team Brad Hennich Secretary (TBD)	<a href="mailto:Brad.Hennich@usd.edu">Brad.Hennich@usd.edu</a> <a href="#">Secretary (TBD)</a>	800-874-7518 or 605-394-6720 605-394-5398 605-394-5399	Bekki Engquist Anthony Molina	<a href="mailto:Bekki.Engquist@usd.edu">Bekki.Engquist@usd.edu</a> <a href="mailto:Tony.Molina@usd.edu">Tony.Molina@usd.edu</a>	605-677-6405
Not Degree Pursuant	CDE Recruitment Staff/Vermillion (Meredith Schroder)	<a href="mailto:cderecruit@usd.edu">cderecruit@usd.edu</a>	800-233-7937 or 605-677-6240			
Undecided & Other	CDE Recruitment Staff/Vermillion (Meredith Schroder)	<a href="mailto:cderecruit@usd.edu">cderecruit@usd.edu</a>	800-233-7937 or 605-677-6240	Distance Academic and Career Advisor (assures transfer to appropriate department and dually advises through degree completion) (Recruitment Team until Adult Learner Advisor is hired)		

**Rapid City  
Serving HEC WR and Ellsworth**

Degree	First Point of Contact	First Point of Contact Email	Contact Phone Number	Pre-Advisor & Advisor Once Student is Accepted into the Major	Contact Email	Contact Phone Number
AS in Nursing	CDE RC/Pierre Recruitment Team Brad Henrich Secretary (TBD)	<a href="mailto:Brad.Henrich@usd.edu">Brad.Henrich@usd.edu</a> <a href="mailto:Sandy.Teigen@usd.edu">Sandy.Teigen@usd.edu</a>	800-874-7518 or 605-394-6720 605-394-5398 605-394-5399	Sandy Teigen	<a href="mailto:Sandy.Teigen@usd.edu">Sandy.Teigen@usd.edu</a>	605-394-5398 605-394-5399
Bachelor of General Studies	CDE RC/Pierre Recruitment Team Brad Henrich Secretary (TBD)	<a href="mailto:Brad.Henrich@usd.edu">Brad.Henrich@usd.edu</a> Secretary (TBD)	800-874-7518 or 605-394-6720 605-394-5398 605-394-5399	Distance Academic and Career Advisor (Recruitment Team until Adult Learner Advisor is hired)		
BS in Health Sciences	CDE RC/Pierre Recruitment Team Brad Henrich Secretary (TBD)	<a href="mailto:Brad.Henrich@usd.edu">Brad.Henrich@usd.edu</a> Secretary (TBD)	800-874-7518 or 605-394-6720 605-394-5398 605-394-5399	Audrey Ticknor June Larson Secondary Advisor: Distance Academic and Career Advisor	<a href="mailto:Audrey.Ticknor@usd.edu">Audrey.Ticknor@usd.edu</a> <a href="mailto:June.Larson@usd.edu">June.Larson@usd.edu</a>	605-677-7273 605-677-5000
*BSBA in CJUS	CDE RC/Pierre Recruitment Team Brad Henrich Secretary (TBD)	<a href="mailto:Brad.Henrich@usd.edu">Brad.Henrich@usd.edu</a> Secretary (TBD)	800-874-7518 or 605-394-6720 605-394-5398 605-394-5399	Steve Feimer Secondary Advisor: Brad Henrich	<a href="mailto:Steve.Feimer@usd.edu">Steve.Feimer@usd.edu</a>	605-677-6468
*MSA - HR, Interdisciplinary Studies, CJUS, Organizational Leadership, Alcohol & Drug Studies, HSAD, Long Term Care Administration	CDE RC/Pierre Recruitment Team Brad Henrich Secretary (TBD)	<a href="mailto:Brad.Henrich@usd.edu">Brad.Henrich@usd.edu</a> Secretary (TBD)	800-874-7518 or 605-394-6720 605-394-5398 605-394-5399	Bekki Engquist Anthony Molina	<a href="mailto:Bekki.Engquist@usd.edu">Bekki.Engquist@usd.edu</a> <a href="mailto:Tony.Molina@usd.edu">Tony.Molina@usd.edu</a>	605-677-6405
Ed.D in Educational Administration: Adult and Higher Education; Pre K-12 Principal	CDE RC/Pierre Recruitment Team Brad Henrich Secretary (TBD)	<a href="mailto:Brad.Henrich@usd.edu">Brad.Henrich@usd.edu</a> Secretary (TBD)	800-874-7518 or 605-394-6720 605-394-5398 605-394-5399	Mark Baron and assigned EDAD departmental faculty	<a href="mailto:edad@usd.edu">edad@usd.edu</a>	605-677-5269 605-677-5260
Not Degree Pursuant	CDE RC/Pierre Recruitment Team Brad Henrich Secretary (TBD)	<a href="mailto:Brad.Henrich@usd.edu">Brad.Henrich@usd.edu</a> Secretary (TBD)	800-874-7518 or 605-394-6720 605-394-5398 605-394-5399			
Undecided & Other	CDE RC/Pierre Recruitment Team Brad Henrich Secretary (TBD)	<a href="mailto:Brad.Henrich@usd.edu">Brad.Henrich@usd.edu</a> Secretary (TBD)	800-874-7518 or 605-394-6720 605-394-5398 605-394-5399	Brad Henrich & Secretary (TBD) make sure student is transitioned to correct departmental advisor		

\* In Ellsworth MOU

\*\*Site Staff in Rapid City are also first point of contact for students in the Rapid City area interested in online programs

**Sioux City**

Degree	First Point of Contact	First Point of Contact Email	Contact Phone Number	Pre-Advisor & Advisor Once Student is Accepted into the Major	Contact Email	Contact Phone Number
<b>Not Degree Pursuant</b>	CDE Recruitment Staff/Vermillion (Meredith Schroder)	<a href="mailto:cderecruit@uscd.edu">cderecruit@uscd.edu</a>	800-233-7937 or 605-677-6240			
<b>Undecided &amp; Other</b>	CDE Recruitment Staff/Vermillion (Meredith Schroder)	<a href="mailto:cderecruit@uscd.edu">cderecruit@uscd.edu</a>	800-233-7937 or 605-677-6240			

## Sioux Falls

Degree	First Point of Contact	Contact Email	Contact Phone Number	Pre-Advisor & Advisor Once Student is Accepted into the Major	Contact Email	Contact Phone Number
AA General Studies	SF Recruitment Team Alan Fischer	<a href="mailto:alan.fischer@sduuniversitycenter.org">alan.fischer@sduuniversitycenter.org</a>	605-367-8463	Hillary Westerhuis Jason Madsen	<a href="mailto:hillary.westerhuis@sduuniversitycenter.org">hillary.westerhuis@sduuniversitycenter.org</a> <a href="mailto:jason.madsen@sduuniversitycenter.org">jason.madsen@sduuniversitycenter.org</a>	605-367-5647 605-367-8417
AS - Nursing	SF Recruitment Team Alan Fischer Jennie Holland	<a href="mailto:alan.fischer@sduuniversitycenter.org">alan.fischer@sduuniversitycenter.org</a> <a href="mailto:Jennie.Holland@usd.edu">Jennie.Holland@usd.edu</a>	605-367-8463	Jennie Holland	<a href="mailto:Jennie.Holland@usd.edu">Jennie.Holland@usd.edu</a>	605-367-8458
Bachelor of General Studies	SF Recruitment Team Alan Fischer	<a href="mailto:alan.fischer@sduuniversitycenter.org">alan.fischer@sduuniversitycenter.org</a>	605-367-8463	Distance Academic and Career Advisor (Recruitment Team until Adult Learner Advisors is hired)		
BA/BS Economics	SF Recruitment Team Alan Fischer	<a href="mailto:alan.fischer@sduuniversitycenter.org">alan.fischer@sduuniversitycenter.org</a>	605-367-8463	David Carr	<a href="mailto:David.Carr@usd.edu">David.Carr@usd.edu</a>	605-677-5455
BBA Business Accounting, Economics, Finance, Management & Marketing	SF Recruitment Team Alan Fischer	<a href="mailto:alan.fischer@sduuniversitycenter.org">alan.fischer@sduuniversitycenter.org</a>	605-367-8463	A faculty member assigned in B-school		
BA/BS in Criminal Justice	SF Recruitment Team Alan Fischer	<a href="mailto:alan.fischer@sduuniversitycenter.org">alan.fischer@sduuniversitycenter.org</a>	605-367-8463	Steve Feimer	<a href="mailto:Steve.Feimer@usd.edu">Steve.Feimer@usd.edu</a>	605-677-6468
BS in Health Sciences	SF Recruitment Team Alan Fischer	<a href="mailto:alan.fischer@sduuniversitycenter.org">alan.fischer@sduuniversitycenter.org</a>	605-367-8463	Audrey Ticknor June Larson	<a href="mailto:Audrey.Ticknor@usd.edu">Audrey.Ticknor@usd.edu</a> <a href="mailto:June.Larson@usd.edu">June.Larson@usd.edu</a>	605-677-7273 605-677-5000
MBA Hybrid Delivery	SF Recruitment Team Alan Fischer Jennifer Schelske Sarah Rasmussen	<a href="mailto:alan.fischer@sduuniversitycenter.org">alan.fischer@sduuniversitycenter.org</a> <a href="mailto:Jennifer.Schelske@sduuniversitycenter.org">Jennifer.Schelske@sduuniversitycenter.org</a> <a href="mailto:Sarah.Rasmussen@sduuniversitycenter.org">Sarah.Rasmussen@sduuniversitycenter.org</a>	605-384-8463 605-367-8465 605-367-5381	Secondary Advisor Distance Academic and Career Advisor	<a href="mailto:Karen.McDowell@usd.edu">Karen.McDowell@usd.edu</a> <a href="mailto:Angeline.Lavin@usd.edu">Angeline.Lavin@usd.edu</a>	605-677-5232 605-677-5586
pMBA	SF Recruitment Team Alan Fischer Jennifer Schelske Sarah Rasmussen	<a href="mailto:alan.fischer@sduuniversitycenter.org">alan.fischer@sduuniversitycenter.org</a> <a href="mailto:Jennifer.Schelske@sduuniversitycenter.org">Jennifer.Schelske@sduuniversitycenter.org</a> <a href="mailto:Sarah.Rasmussen@sduuniversitycenter.org">Sarah.Rasmussen@sduuniversitycenter.org</a>	605-384-8463 605-367-8465 605-367-5381	Karen McDowell Angeline Lavin	<a href="mailto:Karen.McDowell@usd.edu">Karen.McDowell@usd.edu</a> <a href="mailto:Angeline.Lavin@usd.edu">Angeline.Lavin@usd.edu</a>	605-677-5232 605-677-5586
Master of Professional Accountancy (MPA)	SF Recruitment Team Alan Fischer Jennifer Schelske Sarah Rasmussen	<a href="mailto:alan.fischer@sduuniversitycenter.org">alan.fischer@sduuniversitycenter.org</a> <a href="mailto:Jennifer.Schelske@sduuniversitycenter.org">Jennifer.Schelske@sduuniversitycenter.org</a> <a href="mailto:Sarah.Rasmussen@sduuniversitycenter.org">Sarah.Rasmussen@sduuniversitycenter.org</a>	605-384-8463 605-367-8465 605-367-5381	Karen McDowell Angeline Lavin	<a href="mailto:Karen.McDowell@usd.edu">Karen.McDowell@usd.edu</a> <a href="mailto:Angeline.Lavin@usd.edu">Angeline.Lavin@usd.edu</a>	605-677-5232 605-677-5586

## Sioux Falls

Degree	First Point of Contact	Contact Email	Contact Phone Number	Pre-Advisor & Advisor Once Student is Accepted into the Major	Contact Email	Contact Phone Number
MSA - HR, Interdisciplinary Studies, Organizational Leadership, Alcohol & Drug Studies, HSAD, Long Term Care Administration	SF Recruitment Team	<a href="mailto:alan.fischer@sduinveristycenter.org">alan.fischer@sduinveristycenter.org</a>	605-384-8463	Bekki Engquist Anthony Molina	<a href="mailto:Bekki.Engquist@usd.edu">Bekki.Engquist@usd.edu</a> <a href="mailto:Tony.Molina@usd.edu">Tony.Molina@usd.edu</a>	605-677-6405
	Alan Fischer	<a href="mailto:Jennifer.Schelske@sduinveristycenter.org">Jennifer.Schelske@sduinveristycenter.org</a>	605-367-8465			
	Jennifer Schelske Sarah Rasmussen	<a href="mailto:Sarah.Rasmussen@sduinveristycenter.org">Sarah.Rasmussen@sduinveristycenter.org</a>	605-367-5381			
Ed.D Adult and Higher Education - Pre K-12 Principale	SF Recruitment Team	<a href="mailto:alan.fischer@sduinveristycenter.org">alan.fischer@sduinveristycenter.org</a>	605-384-8463	Mark Baron and assigned EDAD departmental faculty	<a href="mailto:edad@usd.edu">edad@usd.edu</a>	605-677-5269
	Alan Fischer	<a href="mailto:Jennifer.Schelske@sduinveristycenter.org">Jennifer.Schelske@sduinveristycenter.org</a>	605-367-8465			
	Jennifer Schelske Sarah Rasmussen	<a href="mailto:Sarah.Rasmussen@sduinveristycenter.org">Sarah.Rasmussen@sduinveristycenter.org</a>	605-367-5381			
MA in Counselor Education, Clinical Mental Health Specialization	SF Recruitment Team	<a href="mailto:alan.fischer@sduinveristycenter.org">alan.fischer@sduinveristycenter.org</a>	605-384-8463	Seth Olson	<a href="mailto:Seth.Olson@usd.edu">Seth.Olson@usd.edu</a>	605-677-5346
	Alan Fischer	<a href="mailto:Jennifer.Schelske@sduinveristycenter.org">Jennifer.Schelske@sduinveristycenter.org</a>	605-367-8465			
	Jennifer Schelske Sarah Rasmussen	<a href="mailto:Sarah.Rasmussen@sduinveristycenter.org">Sarah.Rasmussen@sduinveristycenter.org</a>	605-367-5381			
Not Degree Pursuant	SF Recruitment Team Alan Fischer	<a href="mailto:alan.fischer@sduinveristycenter.org">alan.fischer@sduinveristycenter.org</a>	605-367-8463			
Undecided & Other	SF Recruitment Team Alan Fischer	<a href="mailto:alan.fischer@sduinveristycenter.org">alan.fischer@sduinveristycenter.org</a>	605-367-8463	Hillary Westerhuis Jason Madsen		

\*\*Site Staff in Sioux Falls are also first point of contact for students in the Sioux Falls area interested in online programs

**Pierre**

Degree	First Point of Contact	First Point of Contact Email	Contact Phone Number	Pre-Advisor & Advisor Once Student is Accepted into the Major	Contact Email	Contact Phone Number
AS in Nursing	CDE RC/Pierre Recruitment Team Brad Hennrich Secretary (TBD) Lisa Feller	<a href="mailto:Brad.Hennrich@usd.edu">Brad.Hennrich@usd.edu</a> Secretary (TBD) <a href="mailto:Lisa.Feller@usd.edu">Lisa.Feller@usd.edu</a>	800-874-7518 or 605-394-6720 605-394-5398 605-394-5399	Lisa Feller	<a href="mailto:Lisa.Feller@usd.edu">Lisa.Feller@usd.edu</a>	605-773-6725
Bachelor of General Studies	CDE RC/Pierre Recruitment Team Brad Hennrich Secretary (TBD)	<a href="mailto:Brad.Hennrich@usd.edu">Brad.Hennrich@usd.edu</a> Secretary (TBD)	800-874-7518 or 605-394-6720 605-394-5398 605-394-5399	Distance Academic and Career Advisor (Recruitment Team until Adult Learner Advisor is hired)		
MSA - Human Resources	CDE RC/Pierre Recruitment Team Brad Hennrich Secretary (TBD)	<a href="mailto:Brad.Hennrich@usd.edu">Brad.Hennrich@usd.edu</a> Secretary (TBD)	800-874-7518 or 605-394-6720 605-394-5398 605-394-5399	Bekki Engquist Anthony Molina	<a href="mailto:Bekki.Engquist@usd.edu">Bekki.Engquist@usd.edu</a> <a href="mailto:Tony.Molina@usd.edu">Tony.Molina@usd.edu</a>	605-677-6405
Not Degree Pursuant	CDE RC/Pierre Recruitment Team Brad Hennrich Secretary (TBD)	<a href="mailto:Brad.Hennrich@usd.edu">Brad.Hennrich@usd.edu</a> Secretary (TBD)	800-874-7518 or 605-394-6720 605-394-5398 605-394-5399			
Undecided & Other	CDE RC/Pierre Recruitment Team Brad Hennrich Secretary (TBD)	<a href="mailto:Brad.Hennrich@usd.edu">Brad.Hennrich@usd.edu</a> Secretary (TBD)	800-874-7518 or 605-394-6720 605-394-5398 605-394-5399	Brad Hennrich Secretary (TBD) (Assure student is connected to appropriate advisor and dually advise if student continues to study at off-campus site)		

**\*\*Site Staff in Rapid City are also first point of contact for students in the Pierre area interested in online programs**

**Watertown**

Degree	First Point of Contact	First Point of Contact Email	Contact Phone Number	Pre-Advisor & Advisor Once Student is Accepted into the Major	Contact Email	Contact Phone Number
AS in Nursing	Robin Brown	<a href="mailto:Robin.Brown@usd.edu">Robin.Brown@usd.edu</a>	605-882-5284	Robin Brown	<a href="mailto:Robin.Brown@usd.edu">Robin.Brown@usd.edu</a>	605-882-5284

**Good Samaritan Program**

Degree	First Point of Contact	First Point of Contact Email	Contact Phone Number	Pre-Advisor & Advisor Once Student is Accepted into the Major	Contact Email	Contact Phone Number
AS in Nursing	Dawn Manning	<a href="mailto:Dawn.Manning@usd.edu">Dawn.Manning@usd.edu</a>	605-677-6881	Dawn Manning	<a href="mailto:Dawn.Manning@usd.edu">Dawn.Manning@usd.edu</a>	605-677-6881

**Distance Learning AS Nursing Degree**

Degree	First Point of Contact	First Point of Contact Email	Contact Phone Number	Pre-Advisor & Advisor Once Student is Accepted into the Major	Contact Email	Contact Phone Number
AS in Nursing	CDE Recruitment Staff/Vermillion (Meredith Schroder) New Nursing Advisor in CDE	<a href="mailto:cderecruit@usd.edu">cderecruit@usd.edu</a>	800-233-7837 or 605-677-6240	New Nursing Advisor in CDE		

# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** Student Appeals for Academic Affairs

**NUMBER:** 2:9

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### 1. Purpose and Scope of Policy

- A. This policy governs academic disputes involving students. Such disputes most commonly arise as a result of student dissatisfaction with assigned grades, but students may also invoke the standards and procedures provided under this policy to challenge academic responses to instances involving alleged student academic misconduct or to challenge other decisions, justified on academic grounds, that affect their participation in or completion of university academic programs.
- 1) Students who wish to challenge disciplinary actions taken after findings of academic misconduct must proceed under Board Policy No. 3:4.
- B. The evaluation of students involves the exercise of professional judgment informed by prolonged and specialized training in an academic subject matter and by experience in presenting those techniques and knowledge to persons who may be unfamiliar with them. Deference should be given to judgments that reflect the academic standards accepted by the university as appropriate to the discipline involved in the dispute and for instruction in that discipline. No deference should be given to actions that do not embody accepted academic standards, particularly if the motive for such actions is unrelated to academic concerns.
- C. When a complaint presents facts that would suggest that the challenged action stemmed from conduct violating Board Policy No. 1:18 or 1:19, which prohibit sexual harassment and other forms of discrimination, the matter will be referred under Board Policy No. 1:18 to the institutional Title IX/EEO coordinator for investigation and resolution under those policies. No further action will be taken under Board Policy No. 2:9 pending the completion of proceedings under Board Policy No. 1:18.
- 1) If the Board Policy No. 1:18 proceedings result in findings that the academic action stemmed from prohibited discrimination, review under Board Policy No. 2:9 will resume to determine what remedial action is proper.
  - 2) If the Board Policy No. 1:18 proceedings do not result in findings that the academic action stemmed from prohibited discrimination, the proceedings under Board Policy No. 2:9 shall be dismissed, unless there are other factors that may have independently been subject to challenge under this policy.

## **2. Timing and Substantive Conditions on Appeals**

- A. Academic appeals may be brought only by students who were registered during the term in which the disputed action was taken.
- B. Academic appeals may be brought only from final course grades or other actions that have similar finality, such as, without limitation, denial of admission to an undergraduate major or refusal to permit the continuation of an academic program.
- C. Academic appeals must be brought within thirty calendar days from the date that the student received notification of the action. If this action occurs within fifteen calendar days before the end of the term, the student must bring an appeal within fifteen calendar days after the beginning of the academic term (fall, spring, or summer) following the term in which the challenged action was taken. A student may petition the president or president's designee for an extension of this timeline if circumstances prevented a timely appeal.
- D. Academic appeals may be brought to challenge a grade or academic decision typically on one or more of three grounds:
  - 1) if an academic decision resulted from administrative error or from misapprehension of some material fact or circumstance, e.g., evaluation reflected an error in the examination or question itself or misread the student's written response;
  - 2) if an academic decision departs substantially from accepted academic standards for the discipline and the university; or
  - 3) if circumstances suggest that an academic decision reflected the prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards, of student status protected under Board policy, state or federal civil rights law or of other considerations that are inconsistent with the bona fide exercise of academic judgment.

## **3. Appeals Procedure**

- A. University presidents shall be responsible for establishing appeals procedures for their campuses.
- B. Appeals procedures shall provide that:
  - 1) A student who wishes to complain about a grade or academic decision shall discuss the matter first with the course instructor or the person(s) responsible for the decision.

- a. The instructor or academic decision-maker(s) shall listen to the student's concerns, shall provide explanation, and shall change the grade or reconsider the decision if the student provides convincing argument for doing so.
- 2) If, after the discussion with the instructor or academic decision-maker, the student's concerns remain unresolved, the student may appeal the matter to the appropriate immediate administrative superior. That person, if he or she believes that the complaint may have merit, shall discuss the matter with the instructor or decision-maker. If the matter still remains unresolved, the dispute shall be referred to the president or the president's designee.
  - 3) The president or the president's designee shall make a final decision, which may include an administrative change in grade or academic status.
    - a. If resolution of the dispute requires the resolution of a question involving academic standards, the president or the president's designee may obtain expert recommendations concerning those standards, whether by convening a panel of faculty or by obtaining recommendations from experts from outside the university.

**SOURCE: BOR, April 2007; BOR June 2008.**

# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** Student Conduct Code

**NUMBER:** 3:4

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### 1. Definitions

The following terms have the stated meanings in this code:

- A. The term “institution” means Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, and University of South Dakota.
- B. The term “system” means the system of post-secondary institutions under the control of the South Dakota Board of Regents.
- C. The term “student” includes all persons taking courses from the institution, both full-time and part-time, enrolled in undergraduate, graduate, professional or special topic courses.
- D. The phrase “faculty member” means any person hired by the institution to conduct classroom or other academic activities.
- E. The phrase “institutional official” includes any person employed by the institution, performing assigned administrative or professional responsibilities.
- F. The phrase “senior student affairs officer” means that institutional official exercising primary authority over institutional student affairs programs and operations.
- G. The phrase “member of the institutional community” includes any person who is a student, faculty member, institutional official, any person employed by the institution, volunteer or guest. A person’s status in a particular situation shall be determined by the senior student affairs officer.
- H. The phrase “institutional premises” includes all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the institution, including adjacent streets and sidewalks.
- I. The term “organization” means any number of persons who have been granted institutional registration or recognition.

- J. The phrase “student conduct body” means any person or persons authorized by the senior student affairs officer to determine whether a student has violated the Student Code and to recommend imposition of sanctions.
- K. The phrase “student conduct officer” means any institutional officer authorized on a case-by-case basis by the senior student affairs officer to impose sanctions upon students found to have violated the Student Code. The senior student affairs officer may authorize a student conduct officer to serve as one of the members of a student conduct body, to determine the facts and to impose a sanction without the assistance of a student conduct body or to receive and consider the findings and recommendations of a student conduct body. Nothing shall prevent the senior student affairs officer from authorizing the same student conduct officer to impose sanctions in all cases.
- L. The term “respondent” means a student, group of students or student organization against whom conduct charges have been brought.
- M. The term “complainant” means a member of the university community who has brought charges under this code against any student, group of students or student organization.
- N. The phrase “appellate board” means any person or persons authorized by the institutional chief executive officer to consider an appeal from a student conduct body’s determination that a student has or has not violated the Student Code or from the sanctions imposed by the student conduct officer.
- O. The term “shall” is used in the imperative sense.
- P. The term “may” is used in the permissive sense.
- Q. The term “policy” includes the provisions of this policy as supplemented by consistent written regulations of the institution found in the Student Code, Residence Life Handbook, and Graduate or Undergraduate Catalogs or other official publications.
- R. The term “dishonesty” includes any action taken in order to deceive or to assist another to deceive the institution or any of its representatives. The motive for the action, *e.g.*, personal advantage, interference with another’s prospective advantage or interference with institutional operations, shall not be considered. Dishonesty is established where it is shown that
- 1) An action, either directly or indirectly, shall affect the information or apparent facts upon which the institution relies in discharging its academic or administrative functions;

- 2) The natural and reasonably expected consequences of relying upon such information includes the drawing of an inaccurate assessment of the true facts; and
  - 3) The actor knew or should have known that the action would probably mislead the institution.
- S. The term “obscenity” means that
- 1) To the average person the dominant theme of the material taken as a whole appeals to prurient interest;
  - 2) The material is patently offensive under contemporary community standards; and
  - 3) The material is utterly without redeeming social value. (SDCL § 22-24-27).
- T. The term “crime of violence” means an offense that has as an element the use, attempted use, or threatened use of physical force against the person or property of another, or any other offense that is a felony and that, by its nature, involves a substantial risk that physical force against the person or property of another may be used in the course of committing the offense. It includes, but is not limited to, the following offenses: criminal homicide, forcible sex offense, robbery, aggravated assault, and arson, as these terms are defined in 1999 Appendix E to 34 CFR part 668, which is attached hereto as an appendix, as well as burglary of an occupied structure or dwelling and kidnapping.<sup>1</sup>

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<sup>1</sup> Appendix E to Part 668--Crime Definitions in Accordance with the Federal Bureau of Investigation's Uniform Crime Reporting Program

The following definitions are to be used for reporting the crimes listed in Sec. 668.47, in accordance with the Federal Bureau of Investigation's Uniform Crime Reporting Program. The definitions for murder, robbery, aggravated assault, burglary, motor vehicle theft, weapon law violations, drug abuse violations and liquor law violations are excerpted from the Uniform Crime Reporting Handbook. The definitions of forcible and nonforcible sex offenses are excerpted from the National Incident-Based Reporting System Edition of the Uniform Crime Reporting Handbook.

**Crime Definitions From the Uniform Crime Reporting Handbook**

**Murder:** The willful (nonnegligent) killing of one human being by another.

**Robbery:** The taking or attempting to take anything of value from the care, custody, or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear.

**Aggravated Assault:** An unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault usually is accompanied by the use of a weapon or by means likely to produce death or great bodily harm. (It is not necessary that injury result from an aggravated assault when a gun, knife, or other weapon is used which could and probably would result in serious personal injury if the crime were successfully completed.)

**Burglary:** The unlawful entry of a structure to commit a felony or a theft. For reporting purposes this definition includes: unlawful entry with intent to commit a larceny or felony; breaking and entering with intent to commit a larceny; housebreaking; safecracking; and all attempts to commit any of the aforementioned.

**Motor Vehicle Theft:** The theft or attempted theft of a motor vehicle. (Classify as motor vehicle theft all cases where automobiles are taken by persons not having lawful access even though the vehicles are later abandoned--including joyriding.)

**Weapon Law Violations:** The violation of laws or ordinances dealing with weapon offenses, regulatory in nature, such as: manufacture, sale, or possession of deadly weapons; carrying deadly weapons, concealed or openly; furnishing deadly

## 2. Proscribed Conduct

### A. Jurisdiction of the Institution

- 1) The institution shall have authority over its students and recognized student organizations.
  - a. For purposes of the policy, the institution in which the majority of a student's credits are offered during an enrollment period shall have jurisdiction over the student for conduct purposes.
  - b. Where students are also employees, they may be subject to concurrent authority. Conduct proceedings under this code may be initiated irrespective of any action taken by the institutional employer, except that, if an individual has been subject to conduct hearings as an employee, and if those hearings afforded notice and an

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weapons to minors; aliens possessing deadly weapons; and all attempts to commit any of the aforementioned.

**Drug Abuse Violations:** Violations of State and local laws relating to the unlawful possession, sale, use, growing, manufacturing, and making of narcotic drugs. The relevant substances include: opium or cocaine and their derivatives (morphine, heroin, codeine); marijuana; synthetic narcotics (demerol, methadone); and dangerous nonnarcotic drugs (barbiturates, benzedrine).

**Liquor Law Violations:** The violation of laws or ordinances prohibiting: the manufacture, sale, transporting, furnishing, possessing of intoxicating liquor; maintaining unlawful drinking places; bootlegging; operating a still; furnishing liquor to a minor or intemperate person; using a vehicle for illegal transportation of liquor; drinking on a train or public conveyance; and all attempts to commit any of the aforementioned. (Drunkness and driving under the influence are not included in this definition.)

### Sex Offenses Definitions From the National Incident-Based Reporting System Edition of the Uniform Crime Reporting Program

**Sex Offenses—Forcible:** Any sexual act directed against another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent.

- A. Forcible Rape--The carnal knowledge of a person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent because of his/her temporary or permanent mental or physical incapacity (or because of his/her youth).
- B. Forcible Sodomy--Oral or anal sexual intercourse with another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.
- C. Sexual Assault With An Object-- The use of an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.
- D. Forcible Fondling--The touching of the private body parts of another person for the purpose of sexual gratification, forcibly and/or against that person's will; or, not forcibly or against the person's will where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental incapacity.

**Sex Offenses—Nonforcible:** Unlawful, nonforcible sexual intercourse.

- A. Incest--Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- B. Statutory Rape--Nonforcible sexual intercourse with a person who is under the statutory age of consent.

59 FR 22320, Apr. 29, 1994

opportunity to be heard that are substantially equivalent to those provided herein, the facts found through that process, insofar as they are relevant to infractions of this code, shall be given effect hereunder.

- 2) Conduct proceedings may be initiated in response to conduct that occurs on institutional premises or at events officially sponsored by the institution, conduct that arises out of membership in the institutional community or conduct elsewhere, otherwise proscribable under this code, that adversely affects the institution, its affiliated organizations, or members of the institutional community or their pursuit of its objectives.

## B. Conduct – Rules and Regulations

Members of the institutional community reasonably expect that they shall be able to live, study, work and relax in a safe and orderly environment that is conducive to achievement of the educational, scholarly and public service missions of the institution. The following regulations, while not all-inclusive, identify forms of conduct that infringe upon those expectations, disrupt the orderly progress of institutional activities and, so, expose the actors to conduct sanctions.

Any student, group of students or student organization found to have committed the following misconduct is subject to the conduct sanctions outlined in Section 3, Student Conduct Policies.

- 1) Acts of dishonesty, including, but not limited to, the following:
  - a. Cheating, which is defined as, but not limited to, the following:
    - i. use or giving of any unauthorized assistance in taking quizzes, tests, or examinations;
    - ii. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or
    - iii. acquisition, without permission, of tests or other academic material belonging to a member of the institutional faculty or staff.
  - b. Plagiarism, which is defined as, but is not limited to, the following:
    - i. the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement consistent with accepted practices of the discipline;

- ii. the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
  - c. Other forms of dishonesty relating to academic achievement, research results or academically related public service;
  - d. Furnishing information known or believed to be false to any institutional official, faculty member or office;
  - e. Forgery, fabrication, alteration, misrepresentation or misuse of any document, record, or instrument of identification, including misrepresentations of degrees awarded or honors received;
  - f. Tampering with the election of any institutionally-recognized student organization;
  - g. Claiming to represent or act in behalf of the institution when not authorized to so represent or so act.
- 2) Disruption or obstruction of teaching, research, administration, conduct proceedings, other institutional activities, including its public service functions on or off campus, appearances by speakers or presenters, whether invited by the institution, by recognized organizations or by authorized facility users, or other authorized non-institutional activities.
  - 3) Disruption of or interference with the activities of persons who are studying, sleeping, or otherwise engaging in activities that are consistent with the normal and expected uses of institutional facilities, or of student residential facilities, whether institutionally controlled or not.
  - 4) Acts of aggression including threats, intimidation, coercion or other conduct that threatens or endangers the health or safety of any person.
    - a. Tampering with fire and life safety equipment including, without limitation, fire alarms, sprinkler systems, first aid equipment, and laboratory safety apparatus;
    - b. Conduct that threatens or endangers a student's own health or safety may also violate this section;
    - c. "Aggression" means not only intentional infliction of harm, but also conduct that intentionally subjects another to unwelcome, offensive, physical contact or that puts another person in reasonable fear that

the actor intends immediately to subject person to intentional injury or unwelcome, offensive touching.

- 5) Subjection of another person to any sexual act against that person's will or without consent, including any conduct that would constitute a sex offense, whether forcible or non-forcible, under SDCL §§ 22-22-1 through 22-22-7.2, 22-22-19.1 or 22-24.1.
  - a. Persons who are under the influence of alcohol, marijuana or other illegal controlled substances at the time that they are subjected to the sexual act shall be presumed incapable of effective consent.
  
- 6) Discriminatory conduct proscribed under Board Policies 1:17 and 1:18 includes sexual harassment, racial harassment, harassment on other grounds identified in Board Policy 1:17, or harassment on any other grounds, directed against individuals.
  - a. Harassment may be established by showing
    - i. Conduct toward another person that has the purpose or the effect of creating an objectively and subjectively intimidating, hostile or demeaning environment that substantially interferes with his or her ability to participate in or to realize the intended benefits of an institutional activity, employment or resource.
      - a) Harassment consists, in most cases, of more than casual or isolated incidents.
        - (1) Consideration should be given to the context, nature, scope, frequency, duration and location of the incidents, whether they are physically threatening or humiliating as opposed to merely offensive utterances, as well as to the identity, number and relationships of the persons involved.
      - b) Harassment shall be found where, in aggregate, the incidents are sufficiently pervasive or persistent or severe that a reasonable person with the same characteristics of the victim of the harassing conduct would be adversely affected to a degree that interferes with his or her ability to participate in or to realize the intended benefits of an institutional activity, employment or resource.

- (1) The reasonable person standard includes consideration of the perspective of persons of the alleged victim's race, gender or other circumstances that relate to the purpose for which he or she has become the object of allegedly harassing conduct.
    - a) If the victim does not subjectively perceive the environment to be hostile, the conduct has not actually altered the conditions of participation and there shall be no violation of this policy.
  - (2) It is not necessary to show psychological harm to the victim to establish that the conduct would interfere with the person's ability to participate in or to realize the intended benefits of an institutional activity, employment or resource.
    - ii. Other conduct that is extreme and outrageous exceeding all bounds usually tolerated by polite society and that has the purpose or the substantial likelihood of interfering with another person's ability to participate in or to realize the intended benefits of an institutional activity, employment or resource;
- b. Sexual harassment through the creation of an intimidating, hostile or demeaning environment may be established under section (a) above. Sexual harassment may also be established by showing that an individual has been subjected to unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature where:
- i. Submission to such conduct is made either explicitly or implicitly a term or a condition of an individual's participation or use of an institutionally sponsored or approved activity, employment or resource; or
  - ii. Submission to or rejection of such conduct by an individual is used as the basis for educational, employment or similar decisions affecting an individual's ability to participate in or use an institutionally sponsored or approved activity, employment or resource.

- 7) Attempted or actual theft of services or property, including intellectual properties, of the institution or property of a member of the institutional community or other personal or public property;
- 8) Attempted or actual damage to property, including intellectual properties, of the institution or property of a member of the institutional community or other personal or public property;
- 9) Possession of stolen property on institutional property or at an institutionally sponsored activity, where the property is known to be stolen;
- 10) Participation in hazing. Hazing includes any activity intended to test another person's willingness or readiness to join a group (or to maintain full status in a group) by subjecting that person to humiliation, degradation or other risks of emotional or physical harm; willing participation in a hazing exercise by the person being hazed does not excuse hazing;
- 11) Failure to comply with directions of institutional officials or law enforcement officers acting in performance of their duties or failure to identify oneself to these persons when requested to do so;
- 12) Failure to comply with emergency response measures as communicated by institutional officials, including measures adopted in response to, or in anticipation of, pandemic illness or other public health emergencies;
- 13) Unauthorized possession, duplication or use of keys to any institutional premises, unauthorized entry to or use of institutional premises or unauthorized possession, entry into or use of institutional equipment, data processing systems or information management or storage materials, facilities or systems;
- 14) Violation of published Board or institutional policies, rules or regulations;
- 15) Violation of federal, state, or local law on institutional premises or at institutionally-sponsored or -supervised activities;
- 16) Making bomb threats;
- 17) The manufacture, sale, possession, use or consumption of alcohol, marijuana or controlled substances by students on any property controlled by the Board of Regents or used in connection with any institutionally sponsored activity; except that alcohol may be served at social activities held in other locations subject to the restrictions set out in this article;

- 18) Illegal or unauthorized possession of firearms, other items defined as dangerous weapons in SDCL § 22-1-2(10), fireworks, explosives, tasers, BB guns, or dangerous chemicals on institutional premises;
- 19) Participation in a campus demonstration which disrupts the normal operations of the institution and infringes on the rights of other members of the institutional community; leading or inciting others to disrupt schedules or normal activities within any campus building or area; intentional obstruction which unreasonably interferes with freedom of movement, either pedestrian or vehicular, on campus;
- 20) Obstruction of the free flow of pedestrian or vehicular traffic on institutional premises or at institutionally-sponsored or supervised functions;
- 21) Conduct classified under state law or local ordinance as disorderly, lewd, indecent or a breach of peace;
- 22) Aiding, abetting, inviting or procuring another person to breach the peace or to violate the Student Conduct Code;
- 23) Theft of computer time or other abuse of computer access, including, but not limited to:
  - a. Unauthorized entry into a file to use, copy, read, delete, or change the contents, or for any other purpose;
  - b. Unauthorized transfer of a file;
  - c. Unauthorized use of another individual's identification or account;
  - d. Use of computing facilities to interfere with the work of another student, faculty member or institutional official;
  - e. Use of computing facilities to send obscene or abusive messages or to engage in unlawful activities, including those involving uses that infringe intellectual properties;
  - f. Use of computing facilities to interfere with normal operation of the institutional computing system;
  - g. Making, acquiring or using unauthorized copies of computer software, or violating terms of applicable software license agreements;
  - h. Attempting to circumvent data protection schemes or tampering with security;

- i. Violating institutional or Board internet policies.
- 24) Abuse of the Judicial System, including but not limited to:
- a. Failure to obey the summons of a student conduct body or institutional official;
  - b. Falsification, distortion, or misrepresentation of information before a student conduct body;
  - c. Disruption or interference with the orderly conduct of a judicial proceeding;
  - d. Initiation of a judicial proceeding knowingly without cause;
  - e. Attempting to discourage an individual's proper participation in, or use of, the judicial system, including retaliation against persons who brought charges or gave testimony;
  - f. Attempting to influence the impartiality of a member of a student conduct body prior to, or during the course of, the judicial proceeding;
  - g. Harassment (verbal or physical) or intimidation of a member of a student conduct body prior to, during, or after a judicial proceeding;
  - h. Failure to comply with the sanction(s) imposed under the Student Code;
  - i. Influencing or attempting to influence another person to commit an abuse of the judicial system.
- 25) Invasion of Privacy: No person may use a concealed camcorder, motion picture camera, or photographic camera of any type, to secretly videotape, film, photograph, or record by electronic means, any other person without clothing, or any other person under or through the clothing being worn by that other person, for the purpose of viewing the body of, or the undergarments worn by, that other person, without the consent or knowledge of that other person, with the intent to arouse, appeal to, or gratify the lust, passions, or sexual desires of that person, and invade the privacy of that other person, under circumstances in which the other person has a reasonable expectation of privacy. Nor may a person use an audio recording device for use of unauthorized eavesdropping when another person or persons has a reasonable expectation of privacy.

C. Other Conduct

Conduct not expressly proscribed may also subject students, groups of students or student organizations to conduct sanction where it has the purpose and effect of infringing interests protected by the rules set out in section 2(B) of this article, other provisions of Board or institutional policy or comparable regulations duly established by other educational institutions or public or private authorities; or where it demonstrates that an individual disregards the need to conform to reasonable rules and regulations intended to protect the health and safety of others and to assure their orderly access to and beneficial use of institutional resources and facilities.

D. Student Organizations

Student organizations that, formally or informally through repeated practice, initiate, encourage, support or tolerate conduct by members, associates or invitees that violates the provisions of this code shall be subject to conduct sanction.

- 1) The privileges of official recognition by South Dakota public institutions may be extended to student organizations, including those that maintain residences for their members, only if such organizations agree to adopt and to enforce policies that, at minimum:
  - a. Prohibit the possession, use or dispensing of alcoholic beverages at organizational functions or in the organizational residence by persons under the age of 21 and the provision of alcoholic beverages to persons under the age of 21;
  - b. Prohibit the manufacture, possession, use or dispensing of marijuana or illegal controlled substances at organizational functions or in the organizational residence;
  - c. Prohibit the expenditure of organizational funds on alcoholic beverages, marijuana, or illegal controlled substances;
  - d. Prohibit the informal collection from the members or residence of monies to be spent on alcoholic beverages, marijuana or illegal controlled substances;
  - e. Require that whenever this section permits consumption of alcoholic beverages at organizational functions or in the organizational residence, the function must adhere to the Board guidelines for alcohol usage set out in Board Policy 4:27(E) at page 5 of 6;
  - f. Establish conduct policies and sanctions regarding violations by individual members or residents no less stringent than those set forth



and faculty members, acting in their personal capacities, remain free to interact with governmental representatives as they deem appropriate.

- 4) When the senior student affairs officer receives a report of student misconduct that may constitute a felony offense under state or federal law, that official shall report the known facts and circumstances to law enforcement officials who have jurisdiction over the matter.

### **3. Judicial Policies**

#### **A. Allegations and Hearings**

- 1) Written allegations of misconduct may be filed against any student by any member of the institutional community. Allegations shall be directed to the student conduct officer responsible for the administration of the institutional judicial system. The complaint shall state the specific facts that form the basis for the allegation, as well as the identities of any other witnesses and the location of any physical evidence of the misconduct. Allegations must be signed by the complainant. Any allegation should be submitted as soon as possible after the event takes place or after the complainant discovers the identity of the alleged perpetrator.
- 2) In cases in which a faculty member raises allegations of academic misconduct, the written allegation shall contain specific details of the alleged violation and include a recommendation in regard to conduct sanctions.
- 3) Allegations arising under the human relations policy shall be handled as provided in Board Policy 1:18.
- 4) The student conduct officer shall make an initial determination whether the allegations were timely brought, taking into account the seriousness of the incident and the degree to which delay may have impaired access to evidence. The student conduct officer shall determine if the allegations have merit, including, as to off-campus conduct, whether the incident sufficiently affects institutional interest to warrant further proceedings.
- 5) If the student conduct officer determines that the allegations have merit, the officer shall next determine whether they can be disposed of by mutual consent of the parties involved on a basis acceptable to the student conduct officer or by waiver of formal hearing where the student charged admits to the misconduct and accepts the proposed punishment.
  - a. Informal disposition shall be final and there shall be no subsequent proceedings. If the allegations cannot be disposed of informally, the student conduct officer may later serve in the same matter as the student conduct body or a member thereof.

- 6) Within fifteen working days of the filed complaint, the student conduct officer shall present all allegations to the student charged in written form and shall identify with specificity each section of the conduct code under which allegations are brought, the faculty allegations that support the allegations and those persons whose testimony shall be used to establish the allegations. A time shall be set for a hearing, not less than five nor more than fifteen calendar days after the student has been notified. The minimum time limits may be waived by the party charged. Maximum time limits for scheduling of hearings may be extended at the discretion of the student conduct officer.
  
- 7) Hearings shall be conducted by a student conduct body or student conduct officer according to the following guidelines:
  - a. Hearings shall be conducted in private.
  
  - b. The chair of the student conduct body or the student conduct officer shall have the power to exclude from the hearing any person whose conduct interferes with the hearing.
  
  - c. In hearings involving more than one accused student, the student conduct body or student conduct officer may permit the hearings concerning each student to be conducted separately or jointly.
  
  - d. The complainant and the respondent have the right to be assisted by an advisor of their choice, at their own expense. Ordinarily, no more than one advisor judicial for each student shall be permitted. The advisor may be a faculty member, staff member, student, attorney, or family member. The complainant and the respondent are responsible for presenting their own cases, and, therefore, advisors are not permitted to speak or to participate directly in any hearing before a body or student conduct officer, except that the senior student affairs officer shall assume that responsibility under Board Policy 1:18 for the presentation of evidence in matters involving discrimination complaints against students.
  
  - e. The complainant, the respondent, and the student conduct body shall have the privilege of presenting witnesses, subject to the right of cross examination. Witnesses may only be present during the hearing while testifying.
  
  - f. Pertinent records, exhibits, and written statements may be accepted as evidence for consideration by a student conduct body or conduct officer at the discretion of the chairperson or the student conduct officer.

- g. All procedural questions are subject to the final decision of the chairperson of the student conduct body or the student conduct officer.
- h. At the hearing, the student conduct body or student conduct officer shall determine (by majority vote if the student conduct body consists of more than one person) whether the student has violated each section of the Student Code which the student is charged with violating.
- i. The student conduct body's or student conduct officer's determination shall be made on the basis of whether it is more likely than not that the accused student violated the Student Code.
- j. The fact that a student acted while under the influence of alcohol, marijuana or an illegal controlled substance shall not be considered a mitigating factor.
- k. Intoxication may be considered an aggravating factor, and it shall be so considered where the student has a history of prior violations of alcohol, marijuana, or controlled substance regulations.
- l. The student conduct body shall prepare written findings to support its determination. These shall include:
  - i. Concise statements of each factual finding.
  - ii. Brief explanations of whether the factual findings justify a conclusion that the conduct violated the code;
    - a) These must address each factual element that must be satisfied to establish that conduct has violated the code.
  - iii. Recommendations concerning appropriate sanctions;
    - a) These must explain why the sanctions recommended are appropriate in view of the seriousness of the conduct and in consideration of the need to assure that the violation shall not recur.
- m. If a student conduct body prepares recommended sanctions, these shall be forwarded, together with the other findings and conclusions, to the student conduct officer who may adopt or reject the recommended sanctions.

- i. If the findings, conclusions, or recommended sanctions are rejected, the student conduct officer shall impose appropriate sanctions, or take such other action as deemed necessary, and provide the student conduct body with a written explanation for this action.
  - ii. The student conduct officer shall determine the effective date of any sanctions imposed.
- n. The approved written findings and conclusions and sanctions, if any, shall be provided to a complainant entitled to receive such information under section B, below, and to the respondent.
- o. There shall be a single verbatim record of all formal evidentiary hearings before a student conduct body. The record shall be the property of the institution.
  - i. The record and its contents shall be held in confidence and may be used solely for purposes of appeal. Any person who unnecessarily discloses the contents of the record to parties not involved in the appeal shall be subject to conduct sanction.
  - ii. In the event of an appeal, the respondent shall be given access to the record for purposes of preparing the appeal. Access shall be provided at such places and times as the senior student affairs officer may direct.
  - iii. Except as required by the Americans with Disabilities Act, the institution shall not be required to change the form in which the record is maintained.
- p. No student may be found to have violated the Student Code solely because the student failed to appear before a student conduct body, unless the student has allegedly failed to obey the direction of a duly empowered student conduct body, student conduct officer or other institutional officer to appear. In all cases, the evidence in support of the allegations shall be presented and considered.

## B. Sanctions

In each case in which a student conduct body determines that a student has violated the institutional Student Code, the sanction(s) shall be determined and imposed by the student conduct officer. Where a violation of Board Policy is established, and where a sanction is mandated under Board Policy, that sanction shall be imposed. In cases in which persons other than or in addition to the student conduct officer have

been authorized to serve as the student conduct body, the recommendation of all members of the student conduct body shall be considered by the student conduct officer. The judicial student conduct officer is not limited to sanctions recommended by members of the student conduct body. Following the hearing, the student conduct body and the student conduct officer shall provide the accused in writing of the findings of fact, conclusions and recommendations, if any, reached by the student conduct body or student conduct officer and of the sanction(s) imposed, if any.

- 1) Complainants shall be informed of any sanctions imposed in the following circumstances:
  - a. When the sanction involves remedial action that directly relates to the complainant (for example, an order requiring the student harasser not to have contact with the complainant);
  - b. Where the allegations against the accused would constitute a crime of violence as defined in section 1(T), above, and committed a violation of the institution's rules or policies with respect to that crime.
- 2) Institutions may disclose the final results of a conduct proceeding when, at their discretion, they conclude that disclosure will serve a legitimate educational interest and determine through a conduct proceeding conducted under its student conduct code that the alleged student perpetrator committed a crime of violence or a nonforcible sexual offense that is a violation of the university's rules or policies with respect to such crime or offense. For purposes of this subsection, "final results" means the name of the student perpetrator, the violation committed, and any sanction imposed by the university on that student. Names of other students involved in the violation, such as a victim or witness, will be released only with the written consent of that other student or students.
- 3) Institutions may inform the parents or legal guardians of students under twenty-one years of age that the students have violated institutional policies concerning the use or possession of alcohol or controlled substances as follows:
  - a. When the infraction occurs under circumstances that suggest that the student suffers from a serious substance abuse problem or shows little regard for his or her own health or safety or that of others; or
  - b. When the student is found to have committed a second violation.

- 4) The following sanctions may be imposed upon any student found to have violated the institutional Student Code:
- a. Warning – A conduct notice in writing to the student that the student is violating or has violated institutional regulations.
  - b. Censure – A written censure for violation of specified regulations.
  - c. Probation – Probation is for a designated period of time and includes the probability of more severe conduct sanctions if the student is found to be violating any institutional regulation(s) during the probationary period.
  - d. Loss of Privileges – Denial of specified privileges for a designated period of time.
  - e. Fines – Previously established and published fines may be imposed.
  - f. Restitution – Compensation for loss, damage, or injury. This may take the form of appropriate service or monetary or material replacement.
  - g. Discretionary Sanction – work assignments, service to the institution or other related discretionary assignments.
  - h. Residence Suspension – Separation of the student from residence facilities for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
  - i. Residence Expulsion – Permanent separation of the student from residence facilities.
  - j. Suspension – Separation of the student from the institution for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified. A student who has been suspended from one Board institution may not be enrolled at another.
  - k. Expulsion – Mandatory separation of the student from the institution for a period of no less than six years. A student who has been expelled from one Board institution may not be enrolled at another until the period of expulsion has expired.
  - l. The privileges of continued participation in institutional activities, access to institutional facilities or residences may be conditioned

upon participation in or completion of counseling, substance abuse, or comparable programs, at the student's expense.

- m. More than one of the sanctions listed above may be imposed for any single violation.
- n. Imposition of a sanction may be delayed, suspended, or held in abeyance on such conditions as the student conduct officer may prescribe.

5) The following sanctions are mandated for violation of Board policies:

- a. Conduct sanction for acts of aggression, sex offenses, or harassment shall be subject to the following conditions:
  - i. Conduct sanction on the first occasion may include expulsion, where appropriate, given the nature of the act of aggression, sex offense, or harassment;
  - ii. If there is a second occurrence of an infraction of the same nature at any time during the student's career in South Dakota public higher education, expulsion shall be mandatory.
- b. Persons who make bomb threats or who aid or abet their making shall be expelled. Additionally, they shall be required to pay restitution to the institution for all direct and indirect expenses incurred as a result of the threat or threats.
- c. Conduct sanctions for infractions of alcohol, marijuana, and controlled substances regulations:
  - i. Conduct sanction for the initial infraction shall be determined under local regulations which may provide for mandatory substance abuse assessment.
  - ii. If, at any time during their enrollment within the system, students commit a second offense under the alcohol, marijuana, and controlled substances policy, they shall be fined \$100.00 and placed on conduct probation.
  - iii. If, at any time during their enrollment within the system, students commit a third alcohol, marijuana or controlled substances offense, they shall either be suspended for one semester or, in compelling circumstances, be permitted to continue attendance subject to conduct probation while

participating in an approved substance abuse treatment program at their own expense.

- iv. The foregoing sanctions, together with such actions as may be imposed pursuant to local regulations for initial infractions, are minimum sanctions. The reference to them does not preclude the institution from imposing more severe sanctions at any level, including expulsion, where the facts and circumstances of the infraction warrant such action.
  - v. Where an infraction of Board alcohol, marijuana, or controlled substances policies appears also to constitute a criminal offense under South Dakota or federal law, the institution may refer the matter to law enforcement authorities. Where the facts suggest a felony offense, such referral shall be mandatory. Referral of a matter to law enforcement authorities shall not require suspension of conduct proceedings nor delay imposition of discipline.
- d. The following sanctions may be imposed upon groups or organizations:
- i. Those sanctions listed above in Section 3(B)(3)(a)-(g) and (l)-(n).
  - ii. Loss of all privileges, including institutional recognition, for a specified period of time.
  - iii. When an officially recognized student organization has violated any of the conditions of the recognition established under the alcohol, marijuana, and controlled substances policy, it shall be sanctioned as follows:
    - a) On the first offense the organization shall be required to forego the use of alcohol at any of its functions, to remove all alcohol from the residence or both for one calendar year from the date on which this conduct sanction is imposed. Additionally, the organization may lose the right to conduct social functions for a like period of time or, at the discretion of local officials, may incur additional sanctions including the loss of recognition.
    - b) A second offense within four years against any of the conditions of recognition or a violation of a sanction imposed following a first infraction shall result in the

suspension of the privilege to solicit and to accept new members for one calendar year from the time the sanction is imposed and may result in the loss of recognition.

- c) A third offense shall result in the loss of recognition.

### C. Interim Suspension

In certain circumstances, the senior student affairs officer, or a designee, may impose an institutional or residence suspension prior to the hearing before a student conduct body.

- 1) Interim suspension may be imposed only for one or more of the following purposes:
  - a. To ensure the safety and well-being of members of the institutional community or preservation of institutional property or other property located on premises controlled by the institution;
  - b. To ensure a student's own physical or emotional safety and well-being; or
  - c. To ensure the normal operations of the institution where a student poses a definite threat of disruption of or interference with the normal operations of the institution.
- 2) During the interim suspension, students shall be denied access to residence facilities or to the campus (including classes) or all other institutional activities or privileges, in any combination or all together, for which the student might otherwise be eligible, as the senior student affairs officer or the student conduct officer may determine to be appropriate.
- 3) Except in circumstances presenting an immediate threat to the safety and well-being of members of the institutional community, including the affected student, or in circumstances presenting an immediate threat of serious damage to institutional property or other property located on premises controlled by the institution, interim suspension may not be imposed until the student is afforded a reasonable opportunity to meet informally with the senior student affairs officer, or a designee, to learn the basis for the action and to raise any objections or to request leniency. The student should be notified beforehand of the purpose of the meeting. A student who fails to respond to the notice shall be deemed to have waived the right to such a meeting.

- D. Conduct sanctions shall not be made part of the student's permanent academic record, but shall become part of the student's confidential record. Sanctions that would be considered in the course of administering progressive conduct sanctions under section 3(B)(2) above shall be disclosed to another institution within the system if a student transfers to that institution or is required to appear there to respond to conduct allegations. Upon graduation, the student's confidential record may be expunged of conduct actions other than residence expulsion, institutional suspension or institutional expulsion. Cases involving the imposition of sanctions other than residence expulsion, institutional suspension or institutional expulsion shall be expunged from the student's confidential record six years after final disposition of the case or such other time as the student conduct officer may prescribe at the time of the expulsion. Where restitution is required of a student, the institution reserves the right to disclose all material portions of the confidential file as may be necessary to obtain a judgment in a court of competent jurisdiction. Such files as relate to matters involving restitutionary sanctions shall be preserved at least until all necessary sums have been paid.
- E. Students enrolled in a Board institution shall be held accountable for their conduct while visiting other Board institutions. Students may be required, as a condition of continued enrollment, to report at their own expense to another campus to appear before a conduct hearing and to answer allegations based on their conduct while at that campus.
- 1) Any conduct sanction imposed in response to campus or Board regulations shall be given systemwide effect. A student suspended at one institution shall not be able to enroll in the meantime at another. A student who has been expelled from one Board institution may not be enrolled at another.
  - 2) When a student is brought forward on conduct allegations by an institution, sanction shall be determined under local standards. This punishment/sanction may, at the discretion of local authorities and pursuant to local procedural regulations, include sanctions more severe than the minimum sanctions set forth in systemwide policy; except that no discretionary recommendation for suspension or expulsion may be imposed without the concurrence of the senior student affairs officer from the student's home campus.
- F. Appeals
- 1) A decision reached by the student conduct body or a sanction imposed by the student conduct officer pursuant to § 3:4(3)(A)(7) may be appealed by accused students or complainants entitled to receive information concerning conduct sanctions under section (B) above, to an appellate board of the institution within five (5) week days, exclusive of holidays, after notice of the decision is sent. Such appeals shall be in writing and shall be delivered to the student conduct officer or his or her designee.

- 2) Except as required to explain the basis of new evidence, an appeal shall be limited to review of the verbatim record of the initial hearing and supporting documents for one or more of the following purposes:
  - a. To determine whether the original hearing was conducted fairly in light of the allegations and evidence presented, and in conformity with prescribed procedures;
  - b. To determine whether the facts in the case were sufficient to establish that violation(s) of the Student Code occurred;
  - c. To determine whether the sanction(s) imposed were appropriate for the violation of the Student Code which the student was found to have committed.
- 3) An appeal may request consideration of new evidence, sufficient to alter a decision, or other relevant facts not brought out in the original hearing, where such evidence or facts were not known to the person appealing at the time of the original hearing.
- 4) If an appeal is upheld by the appellate board, the matter shall be remanded to the original student conduct body and student conduct officer for re-opening of the hearing to allow reconsideration of the original determination and/or sanction(s).
- 5) In cases involving appeals by students accused of violating the Student Code, review of the sanction by the appellate board may not result in more severe sanction(s) for the accused student. Instead, following an appeal, the senior student affairs officer may, upon review of the case, reduce, but not increase, the sanction(s) imposed by the student conduct officer.
- 6) Where complainants entitled to receive information concerning conduct sanctions under section (B) above appeal from the decision, the senior student affairs officer may, upon review of the case, reduce or increase the sanction(s) imposed by the student conduct officer or remand the case to the original student conduct body and student conduct officer.

#### **4. Administrative Review**

As provided in Board Policy No. 1:6(4), the Board or a President may review a finding or a sanction of an official or body exercising the powers delegated through this policy.

- A. Except on the affirmative vote of two-thirds of the members of the Board, a notice of review must be given to the complainant and respondent within ninety calendar days of a final decision by the official or body exercising delegated authority.

**5. Interpretation and Revision**

- A. Any question of interpretation regarding the Student Code shall be referred to the senior student affairs officer or his or her designee for final determination.
- B. The Student Code shall be reviewed every four years under the direction of the student conduct officer.
  - 1) If the review leads to a recommendation that Board policy be modified, that recommendation and its supporting rationale shall be provided to the institutional president and, if approved, forwarded to the Executive Director.

**6. Institutions may adopt consistent local regulations to implement this code.**

**SOURCE: BOR, February 1969; RR, 12:06, 1977; BOR, 1980; BOR, April 1987; BOR, June 1990; BOR, December 1994; BOR, October 1996; BOR, December 1999; BOR, March 2006; BOR, December 2006: BOR August 2009; BOR August 2010.**

UNITED STATES DEPARTMENT OF EDUCATION  
WASHINGTON, D.C. 20202  
September 2010

University of South Dakota  
414 East Clark Street  
Vermillion, SD 57069-2390  
NL01

OPE ID: 003474  
FY 2008 Cohort Default Rate: 2.6

RE: FY 2008 Official Cohort Default Rate Notification Letter

Dear President:

This letter officially notifies you of your school's fiscal year (FY) 2008 cohort default rate based on Federal Family Education Loan (FFEL) Program and/or William D. Ford Federal Direct Loan (Direct Loan) Program loans made to students for attendance at your school. Your school's FY 2008 cohort default rate is shown above. Please note that even if your school is no longer participating in the student loan program(s), federal law requires the U.S. Department of Education (Department) to notify your school of its cohort default rate.

Since the Department is no longer mailing hardcopies of the cohort default rate notification letters to any schools, please refer to the website <http://www.ed.gov/offices/OSFAP/defaultmanagement/ecdr.html> for a description of the other files that the Department transmitted to you along with this letter.

WHAT FORMULA DID THE DEPARTMENT USE TO CALCULATE MY SCHOOL'S RATE?

The Department uses one of three methods for calculation of cohort default rates:

1. Official non-average rate for schools with 30 or more borrowers entering repayment,
2. Official average rate for schools with 29 or fewer borrowers entering repayment, and
3. Unofficial rate for schools with 29 or fewer borrowers entering repayment with less than three years of data.

For complete explanation of the three types of rates, please see Chapter 2.1 of the Cohort Default Rate Guide, How the Rates are Calculated, available at <http://ifap.ed.gov/DefaultManagement/guide/04CDRGuidePart2.html>.

WHAT TYPES OF LOANS DID THE DEPARTMENT INCLUDE IN MY SCHOOL'S RATE CALCULATION?

The Department included three types of loans in your school's cohort default rate calculation:

- 1) Federal Stafford Subsidized and Federal Stafford Unsubsidized Loans
- 2) Federal Direct Subsidized and Federal Direct Unsubsidized Loans
- 3) Federal Supplemental Loans for Students (Federal SLS Loans). Although rare, it is possible for Federal SLS loans to be included in your school's cohort default rate calculation.

UNITED STATES DEPARTMENT OF EDUCATION  
WASHINGTON, D.C. 20202  
September 2009

University of South Dakota  
414 East Clark Street  
Vermillion, SD 57069-2390  
NL01

OPE ID: 003474  
FY 2007 Cohort Default Rate: 2.6

RE: FY 2007 Official Cohort Default Rate Notification Letter

Dear President:

This letter officially notifies you of your school's fiscal year (FY) 2007 cohort default rate based on Federal Family Education Loan (FFEL) Program and/or William D. Ford Federal Direct Loan (Direct Loan) Program loans made to students for attendance at your school. Your school's FY 2007 cohort default rate is shown above. Please note that even if your school is no longer participating in the student loan program(s), federal law requires the U.S. Department of Education (Department) to notify your school of its cohort default rate.

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WHAT LOAN RECORD DETAIL REPORT (LRDR) ACCOMPANIES THIS NOTIFICATION LETTER?

**A. General Information**

**A0 Respondent Information (Not for Publication)**

A0	Name:		
A0	Title:		
A0	Office:	Institutional Research	
A0	Mailing Address:	414 E Clark Street	
A0	City/State/Zip/Country:	Vermillion, SD 57069	
A0	Phone:	605 677-5005	
A0	Fax:	605 677-5073	
A0	E-mail Address:	bjao.zhang@usd.edu	
A0	Are your responses to the CDS posted for reference on your institution's Web site?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A0	If yes, please provide the URL of the corresponding Web page:	<a href="http://www.usd.edu/academics/academic-affairs/institutional-research/index.cfm">http://www.usd.edu/academics/academic-affairs/institutional-research/index.cfm</a>	

**A0A** We invite you to indicate if there are items on the CDS for which you cannot use the requested analytic convention, cannot provide data for the cohort requested, whose methodology is unclear, or about which you have questions or comments in general. This information will not be published but will help the publishers further refine CDS items.

--

**A1 Address Information**

A1	Name of College/University:	The University of South Dakota
A1	Mailing Address:	414 E Clark Street
A1	City/State/Zip/Country:	Vermillion, SD 57069
A1	Street Address (if different):	
A1	City/State/Zip/Country:	
A1	Main Phone Number:	605 677-5434
A1	WWW Home Page Address:	<a href="http://www.usd.edu">www.usd.edu</a>
A1	Admissions Phone Number:	605-677-5434
A1	Admissions Toll-Free Phone Number:	877-269-6837
A1	Admissions Office Mailing Address:	414 E Clark Street
A1	City/State/Zip/Country:	Vermillion, SD 57069
A1	Admissions Fax Number:	605-677-6323
A1	Admissions E-mail Address:	<a href="mailto:admissions@usd.edu">admissions@usd.edu</a>
A1	If there is a separate URL for your school's online application, please specify: _____	<a href="http://www.usd.edu/undergrad_admiss/ugrad_apply.shtml">www.usd.edu/undergrad_admiss/ugrad_apply.shtml</a>

**A1** If you have a mailing address other than the above to which applications should be sent, please provide:

**A2 Source of institutional control (Check only one):**

A2	Public	<input checked="" type="checkbox"/>
A2	Private (nonprofit)	<input type="checkbox"/>
A2	Proprietary	<input type="checkbox"/>

**A3 Classify your undergraduate institution:**

A3	Coeducational college	<input checked="" type="checkbox"/>
A3	Men's college	<input type="checkbox"/>
A3	Women's college	<input type="checkbox"/>

**A4 Academic year calendar:**

A4	Semester	<input checked="" type="checkbox"/>
A4	Quarter	<input type="checkbox"/>
A4	Trimester	<input type="checkbox"/>
A4	4-1-4	<input type="checkbox"/>
A4	Continuous	<input type="checkbox"/>
A4	Differs by program (describe):	<input type="checkbox"/>

<b>A4</b>	Other (describe):	
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**A5 Degrees offered by your institution:**

<b>A5</b>	Certificate	x
<b>A5</b>	Diploma	
<b>A5</b>	Associate	x
<b>A5</b>	Transfer Associate	x
<b>A5</b>	Terminal Associate	x
<b>A5</b>	Bachelor's	x
<b>A5</b>	Postbachelor's certificate	x
<b>A5</b>	Master's	x
<b>A5</b>	Post-master's certificate	x
<b>A5</b>	Doctoral degree research/scholarship	x
<b>A5</b>	Doctoral degree – professional practice	x
<b>A5</b>	Doctoral degree -- other	

**ENROLLMENT AND PERSISTENCE**

**B1 Institutional Enrollment - Men and Women** Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2009. Note: Report students formerly designated as "first professional" in the graduate cells.

B1	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
<b>B1 Undergraduates</b>				
B1 Degree-seeking, first-time freshmen	410	554	42	112
B1 Other first-year, degree-seeking	239	270	99	307
B1 All other degree-seeking	1,207	1,670	325	808
B1 <i>Total degree-seeking</i>	<b>1,856</b>	<b>2,494</b>	<b>466</b>	<b>1,227</b>
B1 All other undergraduates enrolled in credit courses	15	20	350	670
B1 <i>Total undergraduates</i>	<b>1,871</b>	<b>2,514</b>	<b>816</b>	<b>1,897</b>
<b>B1 Graduate</b>				
B1 Degree-seeking, first-time	184	250	84	136
B1 All other degree-seeking	337	431	259	433
B1 All other graduates enrolled in credit courses	9	2	81	313
B1 <i>Total graduate</i>	<b>530</b>	<b>683</b>	<b>424</b>	<b>882</b>
B1 Total all undergraduates				7,098
B1 Total all graduate				2,519
<b>B1 GRAND TOTAL ALL STUDENTS</b>				<b>9,617</b>

**B2 Enrollment by Racial/Ethnic Category.** Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2009. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns.

B2	Degree-Seeking First-Time First Year	Degree-Seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non-degree-seeking)
B2 Nonresident aliens	4	19	38
B2 Black, non-Hispanic	35	129	148
B2 American Indian or Alaska Native			
	26	120	143
B2 Asian or Pacific Islander	7	76	89
B2 Hispanic	10	82	100
B2 White, non-Hispanic	874	5,036	5,877
B2 Race/ethnicity unknown	169	581	703
B2 <b>TOTAL</b>	<b>1,125</b>	<b>6,043</b>	<b>7,098</b>

**Persistence**

**B3 Number of degrees awarded from July 1, 2008 to June 30, 2009**

B3 Certificate/diploma	3
B3 Associate degrees	310
B3 Bachelor's degrees	933
B3 Postbachelor's certificates	0
B3 Master's degrees	395
B3 Post-Master's certificates	29
B3 Doctoral degrees – research/scholarship	72
B3 Doctoral degrees – professional practice	150
B3 Doctoral degrees – other	0

**Graduation Rates**

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection

**For Bachelor's or Equivalent Programs**

Please provide data for the fall 2003 cohort if available. If fall 2003 cohort data are not available, provide data for the fall 2002 cohort.

**Fall 2003 Cohort**

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2003. Include in the cohort those who entered your institution during the summer term preceding fall 2003.

<b>B4</b>	Initial 2003 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students:	987
<b>B5</b>	Of the initial 2003 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	0
<b>B6</b>	Final 2003 cohort, after adjusting for allowable exclusions: (subtract question B5 from question B4)	987
<b>B7</b>	Of the initial 2003 cohort, how many completed the program in four years or less (by August 31, 2007):	216
<b>B8</b>	Of the initial 2003 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2007 and by August 31, 2008):	200
<b>B9</b>	Of the initial 2003 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2008 and by August 31, 2009):	39
<b>B10</b>	Total graduating within six years (sum of questions B7, B8, and B9):	455
<b>B11</b>	Six-year graduation rate for 2003 cohort (question B10 divided by question B6):	46%

**Fall 2002 Cohort**

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2002. Include in the cohort those who entered your institution during the summer term preceding fall 2002.

<b>B4</b>	Initial 2002 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students:	923
<b>B5</b>	Of the initial 2002 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	6
<b>B6</b>	Final 2002 cohort, after adjusting for allowable exclusions: (subtract question B5 from question B4)	917
<b>B7</b>	Of the initial 2002 cohort, how many completed the program in four years or less (by August 31, 2006):	190
<b>B8</b>	Of the initial 2002 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2006 and by August 31, 2007):	192
<b>B9</b>	Of the initial 2002 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2007 and by August 31, 2008):	45
<b>B10</b>	Total graduating within six years (sum of questions B7, B8, and B9):	427
<b>B11</b>	Six-year graduation rate for 2002 cohort (question B10 divided by question B6):	47%

**For Two-Year Institutions**

Please provide data for the 2006 cohort if available. If 2006 cohort data are not available, provide data for the 2005 cohort.

**2006 Cohort**

<b>B12</b>	Initial 2006 cohort, total of first-time, full-time degree/certificate-seeking students:	
<b>B13</b>	Of the initial 2006 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	
<b>B14</b>	Final 2006 cohort, after adjusting for allowable exclusions (Subtract question B13 from question B12):	0
<b>B15</b>	Completers of programs of less than two years duration (total):	
<b>B16</b>	Completers of programs of less than two years within 150 percent of normal time:	
<b>B17</b>	Completers of programs of at least two but less than four years (total):	
<b>B18</b>	Completers of programs of at least two but less than four-years within 150 percent of normal time:	
<b>B19</b>	Total transfers-out (within three years) to other institutions:	
<b>B20</b>	Total transfers to two-year institutions:	
<b>B21</b>	Total transfers to four-year institutions:	

**2005 Cohort**

<b>B12</b>	Initial 2005 cohort, total of first-time, full-time degree/certificate-seeking students:	
<b>B13</b>	Of the initial 2005 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	
<b>B14</b>	Final 2005 cohort, after adjusting for allowable exclusions (Subtract question B13 from question B12):	0
<b>B15</b>	Completers of programs of less than two years duration (total):	
<b>B16</b>	Completers of programs of less than two years within 150 percent of normal time:	
<b>B17</b>	Completers of programs of at least two but less than four years (total):	
<b>B18</b>	Completers of programs of at least two but less than four-years within 150 percent of normal time:	
<b>B19</b>	Total transfers-out (within three years) to other institutions:	
<b>B20</b>	Total transfers to two-year institutions:	
<b>B21</b>	Total transfers to four-year institutions:	

**Retention Rates**

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2008 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

<b>B22</b>	For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in fall 2008 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in fall 2009?	72%
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## C: FIRST-TIME, FIRST-YEAR (FRESHMAN) ADMISSION

### Applications

**C1 First-time, first-year, (freshman) students:** Provide the number of degree-seeking, first-time, first-year

C1	Total first-time, first-year (freshman) men who applied	1,308
C1	Total first-time, first-year (freshman) women who applied	1,821
C1	Total first-time, first-year (freshman) men who were admitted	1,106
C1	Total first-time, first-year (freshman) women who were admitted	1,615
C1	Total full-time, first-time, first-year (freshman) men who enrolled	410
C1	Total part-time, first-time, first-year (freshman) men who enrolled	42
C1	Total full-time, first-time, first-year (freshman) women who enrolled	554
C1	Total part-time, first-time, first-year (freshman) women who enrolled	112

**C2 Freshman wait-listed students (students who met admission requirements but whose final**

		Yes	No
C2	Do you have a policy of placing students on a waiting list?		x
C2	If yes, please answer the questions below for fall 2009 admissions:		
C2	Number of qualified applicants offered a placed on waiting list		
C2	Number accepting a place on the waiting list		
C2	Number of wait-listed students admitted		
C2	Is your waiting list ranked?		
C2	If yes, do you release that information to students?		
C2	Do you release that information to school counselors?		

### Admission Requirements

**C3 High school completion requirement**

C3	High school diploma is required and GED is accepted	x
C3	High school diploma is required and GED is not accepted	
C3	High school diploma or equivalent is not required	

**C4 Does your institution require or recommend a general college-preparatory program for degree-**

C4	Require	x
C4	Recommend	
C4	Neither require nor recommend	

**C5 Distribution of high school units required and/or recommended.** Specify the distribution of academic

	Units Required	Units Recommended
C5	Total academic units	18
C5	English	4
C5	Mathematics	4
C5	Science	4
C5	Of these, units that must be lab	3
C5	Foreign language	2
C5	Social studies	3
C5	History	
C5	Academic electives	
C5	Computer Science	
C5	Visual/Performing Arts	
C5	Other (specify) Fine Art	1

### Basis for Selection

**C6 Do you have an open admission policy, under which virtually all secondary school graduates or students**

C6	Open admission policy as described above for all students	
C6	Open admission policy as described above for most students, but--	
C6	selective admission for out-of-state students	
C6	selective admission to some programs	x
C6	other (explain)	

C7 Relative importance of each of the following academic and nonacademic factors in first-time, first-					
C7		Very Important	Important	Considered	Not Considered
C7	<b>Academic</b>				
C7	Rigor of secondary school record	x			
C7	Class rank	x			
C7	Academic GPA	x			
C7	Standardized test scores	x			
C7	Application Essay			x	
C7	Recommendation(s)				
C7	<b>Nonacademic</b>				
C7	Interview				x
C7	Extracurricular activities			x	
C7	Talent/ability			x	
C7	Character/personal qualities			x	
C7	First generation			x	
C7	Alumni/ae relation	x			
C7	Geographical residence			x	
C7	State residency			x	
C7	Religious affiliation/commitment				x
C7	Racial/ethnic status			x	
C7	Volunteer work			x	
C7	Work experience			x	
C7	Level of applicant's interest			x	

**SAT and ACT Policies**

**C8 Entrance exams**

C8A		Yes	No
C8A	Does your institution make use of SAT, ACT, or SAT Subject Test scores	x	

C8A If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in

C8A		ADMISSION				
		Require	Recommend	Require for Some	Consider if Submitted	Not Used
C8A	SAT or ACT	x				
C8A	ACT only					
C8A	SAT only					
C8A	SAT and SAT Subject Tests or ACT					
C8A	SAT Subject Tests only					

C8B If your institution will make use of the ACT in **admission** decisions for first-time, first-year, degree-seeking applicants

C8B	ACT with Writing Component required	
C8B	ACT with Writing component recommended	
C8B	ACT with or without Writing component accepted	x

C8C Please indicate how your institution will use the SAT or ACT writing component; check all that apply:

C8C	SAT essay	ACT essay
C8C	For admission	
C8C	For placement	
C8C	For advising	
C8C	In place of an application essay	
C8C	As a validity check on the application essay	
C8C	No college policy as of now	
C8C	Not using essay component	x

C8D In addition, does your institution use applicants' test scores for academic advising?

C8D		Yes x	No
-----	--	-------	----

C8E	Latest date by which SAT or ACT scores must be received for fall-term	August 9, 2010
-----	---	----------------

C8E	Latest date by which SAT Subject Test scores must be received for fall-	
-----	---	--

C8F If necessary, use this space to clarify your test policies (e.g., if tests are recommended for some students,

C8F

**C8G** Please indicate which tests your institution uses for placement (e.g., state tests):

C8G	SAT			
C8G	ACT			x
C8G	SAT Subject Tests			
C8G	AP			x
C8G	CLEP			x
C8G	Institutional Exam			
C8G	State Exam (specify):			

**Freshman Profile**

Provide percentages for ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year

**C9** Percent and number of first-time, first-year (freshman) students enrolled in fall 2009 who submitted

C9	Percent submitting SAT scores	3%	Number submitting SAT	35
C9	Percent submitting ACT scores	92%	Number submitting ACT	1030

C9		25th Percentile	75th Percentile
C9	SAT Critical Reading	530	650
C9	SAT Math	440	610
	SAT Writing		
	SAT Essay		
C9	ACT Composite	20	26
C9	ACT Math	19	25
C9	ACT English	19	25
C9	ACT Writing		

**C9** Percent of first-time, first-year (freshman) students with scores in each range:

C9		SAT Critical Reading	SAT Math	SAT Writing
C9	700-800	6.00%	6.00%	
C9	600-699	32.00%	26.00%	
C9	500-599	18.00%	31.00%	
C9	400-499	29.00%	25.00%	
C9	300-399	12.00%	9.00%	
C9	200-299	3.00%	3.00%	
	Totals should = 100%	100.00%	100.00%	0.00%
C9		ACT Composite	ACT English	ACT Math
C9	30-36	5.00%	8.00%	4.00%
C9	24-29	37.00%	31.00%	1.00%
C9	18-23	50.00%	45.00%	43.00%
C9	12-17	8.00%	15.00%	18.00%
C9	6-11	0.00%	1.00%	0.00%
C9	Below 6			
	Totals should = 100%	100.00%	100.00%	66.00%

**C10** Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank

C10	Percent in top tenth of high school graduating class	13%
C10	Percent in top quarter of high school graduating class	38%
C10	Percent in top half of high school graduating class	71%
C10	Percent in bottom half of high school graduating class	29%
		7%
		Top half + bottom half = 100%
C10	Percent of total first-time, first-year (freshmen) students who submitted high school class	82%

**C11** Percentage of all enrolled, degree-seeking, first-time, first-year (freshman) students who had high school

C11	Percent who had GPA of 3.75 and higher	22.00%
C11	Percent who had GPA between 3.50 and 3.74	17.00%
C11	Percent who had GPA between 3.25 and 3.49	15.00%
C11	Percent who had GPA between 3.00 and 3.24	13.00%

C11	Percent who had GPA between 2.50 and 2.99	22.00%
C11	Percent who had GPA between 2.0 and 2.49	9.00%
C11	Percent who had GPA between 1.0 and 1.99	1.00%
C11	Percent who had GPA below 1.0	0.00%
	Totals should = 100%	99.00%

C12	Average high school GPA of all degree-seeking, first-time, first-year	3.31
C12	Percent of total first-time, first-year (freshman) students who submitted	95.00%

**Admission Policies**

**C13 Application Fee**

C13		Yes	No
C13	Does your institution have an application fee?	x	
C13	Amount of application fee:	\$20.00	
C13		Yes	No
C13	Can it be waived for applicants with financial need?		x

C13 If you have an application fee and an on-line application option, please

C13	Same fee:	x
C13	Free:	
C13	Reduced:	

C13		Yes	No
C13	Can on-line application fee be waived for applicants with financial need?		x

**C14 Application closing date**

C14		Yes	No
C14	Does your institution have an application closing date?		x
C14	Application closing date (fall):		
C14	Priority date:		

C15		Yes	No
C15	Are first-time, first-year students accepted for terms other than the	x	

**C16 Notification to applicants of admission decision sent (fill in one only)**

C16	On a rolling basis beginning (date):	10-Sep
C16	By (date):	
C16	Other:	

**C17 Reply policy for admitted applicants (fill in one only)**

C17	Must reply by (date):	
C17	No set date:	x
C17	Must reply by May 1 or within _____ weeks if notified thereafter	
C17	Other:	
C17	Deadline for housing deposit (MM/DD):	8/9
C17	Amount of housing deposit:	\$100.00
C17	Refundable if student does not enroll?	
C17	Yes, in full	
C17	Yes, in part	x
C17	No	

**C18 Deferred admission**

C18		Yes	No
C18	Does your institution allow students to postpone enrollment after	x	
C18	if yes, maximum period of postponement:	one semester	

**C19 Early admission of high school students**

C19		Yes	No
C19	Does your institution allow high school students to enroll as full-time, first-	x	

**C20 Common Application** Question removed from CDS. (Initiated during 2006-2007 cycle)

**Early Decision and Early Action Plans**

**C21 Early Decision**

C21		Yes	No
C21	Does your institution offer an early decision plan (an admission plan that		x
C21	If "yes," please complete the following:		
C21	First or only early decision plan closing date		
C21	First or only early decision plan notification date		
C21	Other early decision plan closing date		
C21	Other early decision plan notification date		
C21	<b>For the Fall 2009 entering class:</b>		
C21	Number of early decision applications received by your institution		
C21	Number of applicants admitted under early decision plan		
C21	Please provide significant details about your early decision plan:		

**C22 Early action**

C22		Yes	No
C22	Do you have a nonbinding early action plan whereby students are notified		x
C22	If "yes," please complete the following:		
C22	Early action closing date		
C22	Early action notification date		
C22	Is your early action plan a "restrictive" plan under which you limit students from applying to other early plans?		
C22	Yes	No	
C22		x	

## D. TRANSFER ADMISSION

### Fall Applicants

D1		Yes	No
D1	Does your institution enroll transfer students? (If no, please skip to Section E)	x	
D1	If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?	x	

D2 Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2009.

D2		Applicants	Admitted Applicants	Enrolled Applicants
D2	Men	528	383	241
D2	Women	1,118	824	460
D2	<b>Total</b>	<b>1,646</b>	<b>1,207</b>	<b>701</b>

### Application for Admission

D3 Indicate terms for which transfers may enroll:

D3	Fall	<input checked="" type="checkbox"/>
D3	Winter	
D3	Spring	<input checked="" type="checkbox"/>
D3	Summer	<input checked="" type="checkbox"/>

D4		Yes	No
D4	Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman?		x
D4	If yes, what is the minimum number of credits and the unit of measure?		

D5 Indicate all items required of transfer students to apply for admission:

D5		Required of All	Recommended of All	Recommended of Some	Required of Some	Not Required
D5	High school transcript	x				
D5	College transcript(s)	x				
D5	Essay or personal statement				x	
D5	Interview					x
D5	Standardized test scores				x	
D5	Statement of good standing from prior institution(s)				x	

D6 If a minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale):

D7 If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale): 2.00

D8 List any other application requirements specific to transfer applicants:

D9 List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a check mark in the "Rolling admission" column.

D9		Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
D9	Fall					x
D9	Winter					
D9	Spring					x
D9	Summer					x

D10		Yes	No
D10	Does an open admission policy, if reported, apply to transfer students?	x	

D11 Describe additional requirements for transfer admission, if applicable:

**Transfer Credit Policies**

D12	Report the lowest grade earned for any course that may be transferred for credit:	D
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D13		Number	Unit Type
D13	Maximum number of credits or courses that may be transferred from a two-year institution:	64	Credit Hrs

D14		Number	Unit Type
D14	Maximum number of credits or courses that may be transferred from a four-year institution:	Unlimited	Credit Hrs

D15	Minimum number of credits that transfers must complete at your institution to earn an associate degree:	16.00
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D16	Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree:	32.00
-----	---	-------

D17 Describe other transfer credit policies: Minimum of 50% of major courses must be taken at USD.

**SECTION II: ACADEMIC OFFERINGS AND POLICIES**

**E1 Special study options:** Identify those programs available at your institution. Refer to the glossary for definitions.

E1 Accelerated program	x
E1 Cooperative education program	
E1 Cross-registration	x
E1 Distance learning	x
E1 Double major	x
E1 Dual enrollment	x
E1 English as a Second Language (ESL)	x
E1 Exchange student program (domestic)	x
E1 External degree program	x
E1 Honors Program	x
E1 Independent study	x
E1 Internships	x
E1 Liberal arts/career combination	x
E1 Student-designed major	x
E1 Study abroad	x
E1 Teacher certification program	x
E1 Weekend college	
E1 Other (specify):	

**E2 This question has been removed from the Common Data Set.**

**E3 Areas in which all or most students are required to complete some course work prior to graduation:**

E3 Arts/fine arts	x
E3 Computer literacy	x
E3 English (including composition)	x
E3 Foreign languages	
E3 History	
E3 Humanities	x
E3 Mathematics	x
E3 Philosophy	
E3 Sciences (biological or physical)	x
E3 Social science	x
E3 Other (describe):	x
Interdisciplinary Studies	

**Library Collections:** The CDS Publishers will collect library data again when a new Academic Libraries Survey is in place.

## F. STUDENT LIFE

**F1 Percentages of first-time, first-year (freshman) degree-seeking students and degree-seeking undergraduates enrolled in Fall 2009 who fit the following categories:**

F1		First-time, first-year (freshman) students	Undergraduates
F1	Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)	29%	25%
F1	Percent of men who join fraternities	20%	15%
F1	Percent of women who join sororities	12%	9%
F1	Percent who live in college-owned, -operated, or -affiliated housing	82%	30%
F1	Percent who live off campus or commute	18%	70%
F1	Percent of students age 25 and older	4%	18%
F1	Average age of full-time students	18	21
F1	Average age of all students (full- and part-time)	19	23

**F2 Activities offered** Identify those programs available at your institution.

F2	Campus Ministries	x
F2	Choral groups	x
F2	Concert band	x
F2	Dance	x
F2	Drama/theater	x
F2	International Student Organization	x
F2	Jazz band	x
F2	Literary magazine	x
F2	Marching band	x
F2	Model UN	
F2	Music ensembles	x
F2	Musical theater	x
F2	Opera	x
F2	Pep band	x
F2	Radio station	x
F2	Student government	x
F2	Student newspaper	x
F2	Student-run film society	
F2	Symphony orchestra	x
F2	Television station	x
F2	Yearbook	

**F3 ROTC** (program offered in cooperation with Reserve Officers' Training Corps)

F3		On Campus	At Cooperating Institution	Name of Cooperating Institution
F3	Army ROTC is offered:	x		
F3	Naval ROTC is offered:			
F3	Air Force ROTC is offered:			

**F4 Housing:** Check all types of college-owned, -operated, or -affiliated housing available for undergraduates at your institution.

F4	Coed dorms	x
F4	Men's dorms	
F4	Women's dorms	
F4	Apartments for married students	x
F4	Apartments for single students	x
F4	Special housing for disabled students	x
F4	Special housing for international students	
F4	Fraternity/sorority housing	x
F4	Cooperative housing	
F4	Theme housing	
F4	Wellness housing	
F4	Other housing options (specify):	x
	Apts for students with dependent children.	

**G ANNUAL EXPENSES**

Provide 2010-2011 academic year costs of attendance for the following categories that are applicable to your institution.

Check here if your institution's 2010-2011 academic year costs of attendance are not available at this time and provide an approximate date (i.e., month/day) when your institution's final 2010-2011 academic year costs of attendance will be available:

**G1 Undergraduate full-time tuition, required fees, room and board** List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2010-2011 academic year (30 semester or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters, two trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan. Required fees include only charges that all full-time students must pay that are not included in tuition (e.g., registration, health, or activity fees.) Do not include optional fees (e.g., parking, laboratory use).

	First-Year	Undergraduates
<b>G1 PRIVATE INSTITUTIONS</b>		
Tuition:		
<b>G1 PUBLIC INSTITUTIONS</b>		
Tuition:		
In-district	\$2,994	\$2,994
<b>G1 PUBLIC INSTITUTIONS</b>		
In-state (out-of-district):	\$2,994	\$2,994
<b>G1 PUBLIC INSTITUTIONS</b>		
Out-of-state:	\$4,491	\$4,491
<b>G1 NONRESIDENT ALIENS</b>		
Tuition:	\$9,510	\$9,510
<b>G1 REQUIRED FEES:</b>	\$3,768	\$3,768
<b>G1 ROOM AND BOARD:</b>		
(on-campus)	\$6,123	\$6,123
<b>G1 ROOM ONLY:</b>		
(on-campus)	\$3,003	\$3,003
<b>G1 BOARD ONLY:</b>		
(on-campus meal plan)	\$3,120	\$3,120
<b>G1 Comprehensive tuition and room and board fee (if your college cannot provide separate tuition and room and board fees):</b>		\$12,885

**G1 Other:**

G2		Minimum	Maximum
G2	Number of credits per term a student can take for the stated full-time tuition	30	30

G3		Yes	No
G3	Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)?		x

G4 If tuition and fees vary by undergraduate instructional program, describe briefly:

G5 Provide the estimated expenses for a typical full-time undergraduate student:

G5		Residents	Commuters (living at home)	Commuters (not living at home)
G5	Books and supplies	\$900	\$900	\$900
G5	Room only			\$3,364
G5	Board only		\$1,900	\$2,156
G5	Room and board total (if your college cannot provide separate room and board figures for commuters not living at home):			
G5	Transportation	\$1,100	\$1,000	\$2,040
G5	Other expenses	\$2,000	\$2,000	\$2,000

G6 Undergraduate per-credit-hour charges (tuition only)

G6	PRIVATE INSTITUTIONS:	
G6	PUBLIC INSTITUTIONS In-district:	\$99.80
G6	PUBLIC INSTITUTIONS In-state (out-of-district):	\$99.80
G6	PUBLIC INSTITUTIONS Out-of-state:	\$149.70
G6	NONRESIDENT ALIENS:	\$317.30

**H FINANCIAL AID**

**Aid Awarded to Enrolled Undergraduates**

Enter total dollar amounts awarded to enrolled full-time and less than full-time degree-seeking undergraduates (using the same cohort reported in CDS Question B1, "total degree-seeking undergraduates") in the following categories. (Note: If the data being reported are final figures for the 2008-2009 academic year (see the next item below), use the 2008-2009 academic year's CDS Question B1 cohort.) Include aid awarded to international students (i.e., those not qualifying for federal aid). **Aid that is non-need-based but that was used to meet need should be reported in the need-based aid columns.** (For a suggested order of precedence in assigning categories of aid to cover need, see the entry for "non-need-based scholarship or grant aid" on the last page of the definitions section.)

H1		2009-2010 estimated	2008-2009 final
H1	Indicate the academic year for which data are reported for items H1, H2, H2A, and H6 below:		x

H3 Which needs-analysis methodology does your institution use in awarding institutional aid?

H3	Federal methodology (FM)	x
H3	Institutional methodology (IM)	
H3	Both FM and IM	

H1		Need-based \$ (Include non-need-based aid used to meet need.)	Non-need-based \$ (Exclude non-need-based aid used to meet need.)
H1	<b>Scholarships/Grants</b>		
H1	Federal	\$6,806,531	\$137,812
H1	State (i.e., all states, not only the state in which your institution is located)		\$758,500
H1	Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).		\$4,717,042
H1	Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college		\$1,761,916
H1	<b>Total Scholarships/Grants</b>	<b>\$6,806,531</b>	<b>\$7,375,270</b>
H1	<b>Self-Help</b>		
H1	Student loans from all sources (excluding parent loans)	\$13,729,389	\$17,347,737
H1	Federal Work-Study	\$865,467	
H1	State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)	\$0	\$0
H1	<b>Total Self-Help</b>	<b>\$14,594,856</b>	<b>\$17,347,737</b>
H1	<b>Other</b>		
H1	Parent Loans		\$3,248,110
H1	Tuition Waivers Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.		
H1	Athletic Awards		\$1,439,407

H2 **Number of Enrolled Students Awarded Aid:** List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and were awarded financial aid from any source. **Aid that is non-need-based but that was used to meet need should be counted as need-based aid.** Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

H2		First-time Full-time Freshmen	Full-time Undergraduate (Incl. Fresh.)	Less Than Full-time Undergraduate

H2	a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2009 cohort)	1024	5193	1765
H2	b) Number of students in line a who applied for need-based financial aid	901	3940	1063
H2	c) Number of students in line b who were determined to have financial need	447	2229	526
H2	d) Number of students in line c who were awarded any financial aid	353	1840	467
H2	e) Number of students in line d who were awarded any need-based scholarship or grant aid	264	1346	435
H2	f) Number of students in line d who were awarded any need-based self-help aid	331	1760	450
H2	g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	261	883	102
H2	h) Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans)	155	618	55
H2	i) On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	79.0%	78.0%	72.0%
H2	j) The average financial aid package of those in line d. Exclude any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	\$ 5,574	\$ 6,471	\$ 6,164
H2	k) Average need-based scholarship and grant award of those in line e	\$ 3,727	\$ 3,846	\$ 3,730
H2	l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f	\$ 3,683	\$ 4,615	\$ 4,277
H2	m) Average need-based loan (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f who were awarded a need-based loan	\$ 3,360	\$ 4,076	\$ 3,886

**H2A Number of Enrolled Students Awarded Non-need-based Scholarships and Grants:** List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who were awarded institutional non-need-based scholarship or grant aid. Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

H2A		First-time Full-time Freshmen	Full-time Undergrad (Incl. Fresh.)	Less Than Full-time Undergrad
H2A	n) Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)	388	1163	141
H2A	o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n	\$ 3,529	\$ 3,597	\$ 2,557
H2A	p) Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant	60	248	0
H2A	q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p	\$ 4,910	\$ 5,804	\$ 0

H3 Incorporated into H1 above.

**Note:** These are the graduates and loan types to include and exclude in order to fill out CDS H4, H4a, H5, and H5a.

Include: \* 2009 undergraduate class who graduated between July 1, 2008 and June 30, 2009 who started at your institution as first-time students and received a bachelor's degree between July 1, 2008 and June 30, 2009.

\* only loans made to students who borrowed while enrolled at your institution.

\* co-signed loans.

Exclude: \* those who transferred in.

\* money borrowed at other institutions.

<b>H4</b>	Provide the percentage of the class (defined above) who borrowed at any time through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and Unsubsidized, private loans that were certified by your institution, etc.; exclude parent loans). Include both Federal Direct Student Loans and Federal Family Education Loans.	
<b>H4a</b>	Provide the percentage of the class (defined above) who borrowed at any time through federal loan programs--Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans. NOTE: exclude all institutional, state, private alternative loans and parent loans.	88%
<b>H5</b>	Report the average per-undergraduate-borrower cumulative principal borrowed of those in line H4.	
<b>H5a</b>	Report the average per-undergraduate-borrower cumulative principal borrowed, of those in H4a, through federal loan programs--Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans. These are listed in line H4a. NOTE: exclude all institutional, state, private alternative loans and exclude parent loans.	\$22,676

**Aid to Undergraduate Degree-seeking Nonresident Aliens** (Note: Report numbers and dollar amounts for the same academic year checked in item H1.)

**H6** Indicate your institution's policy regarding institutional scholarship and grant aid for undergraduate degree-seeking nonresident aliens:

<b>H6</b>	Institutional need-based scholarship or grant aid is available	
<b>H6</b>	Institutional non-need-based scholarship or grant aid is available	
<b>H6</b>	Institutional scholarship or grant aid is not available	X

**H6** If institutional financial aid is available for undergraduate degree-seeking nonresident aliens, provide the number of undergraduate degree-seeking nonresident aliens who were awarded need-based or non-need-based aid:

**H6** Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:

**H6** Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:

**H7** Check off all financial aid forms nonresident alien first-year financial aid applicants must submit:

<b>H7</b>	Institution's own financial aid form	
<b>H7</b>	CSS/Financial Aid PROFILE	
<b>H7</b>	International Student's Financial Aid Application	
<b>H7</b>	International Student's Certification of Finances	
<b>H7</b>	Other (specify):	

**Process for First-Year/Freshman Students**

**H8** Check off all financial aid forms domestic first-year (freshman) financial aid applicants must submit:

<b>H8</b>	FAFSA	X
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