



Newsletter

Issue 41 • April 2008 • Page 1 of 8

Classroom and GEAR Center Construction Progresses

December 2008 Completion Date Planned



The new classroom building will expand educational capacity by nearly 70% to support more classes and programs for students. That’s an important issue for students notes Lee, “We consistently hear from students that they want more classes and programs available – now we will be able to meet those needs.”

The GEAR (Graduate Education and Applied Research) Center will house university and potentially other research activities. The first tenant will occupy about 60% of the lab space and is the Center for the Development of Light Activated Materials. You can learn more about this center at: <http://www.usd.edu/2010crdlm/>.

Sioux Falls – Two miles north of the current University Center facilities, an historic transformation is taking place. Two new buildings, a 60,000 square foot classroom building and a 21,000 square foot research center are under construction and making great progress – in spite of a very cold winter. The buildings will be connected by an overhead link spanning the rebuilt Career Avenue.

“We are indeed pleased with the progress that was made this winter,” noted Mark Lee, UC Executive Dean. “The cold winter could have really set us back, but Gil Haugen Construction has done a great job of keeping us basically on schedule.”



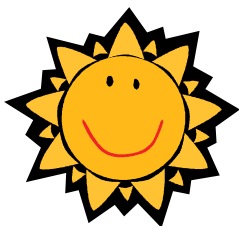
Open Registration for Summer and Fall Classes

Begins on April 28th!

Why wait until the fall to take classes when you can get a jump start on working towards your degree by also enrolling in summer classes. University Center offers two summer sessions that fall between the

dates of May 19-August 8th. There is a wide selection of times to take the classes you need ranging anywhere from morning, afternoon and/or evening. With the flexible times being offered you can still

fit your education into all of your other Summer activities! To make an appointment with an Advisor to get enrolled in summer and fall classes, call 605-367-5640.”



Summer Class Schedule

May 19-Aug 8

Full Summer Session (12 weeks, standard courses)

May 26

Last day to add a class or drop a class with a full tuition refund

July 16

Last day to drop a class or withdraw from ALL classes and receive a “W” – **NO REFUND**

May 19-June 27

Summer Session 1 (1st 6 weeks, standard courses)

May 22

Last day to add a class or drop a class with a full tuition refund

June 16

Last day to drop a class or withdraw from ALL classes and receive a “W” – **NO REFUND**

June 30-Aug 8

Summer Session 2 (2nd 6 weeks, standard courses)

July 3

Last day to add a class or drop a class with a full tuition refund

July 28

Last day to drop a class or withdraw from ALL classes and receive a “W” – **NO REFUND**

Desire 2 Learn

(Submitted by Dr. Barbara Myers)

As many of you know, the Board of Regents and all Universities will be migrating to Desire 2 Learn which will be replacing WebCT this summer.

An issue noted is that many at the University Center have email accounts with Yahoo, MSN, or Hotmail. Even those with Midcontinent accounts will have this happen. When the user ID is created in Desire 2 Learn, the student and faculty will be sent an email to the email address listed as their primary email account (this is the campus email for the home school of the student and possibly the school for which the faculty member is teaching—

especially if the faculty member is a full-time faculty). These emails will not be sent to additional addresses. Here is where the problem comes in. Many are not using their campus email accounts and, when attempting to obtain their login information for Desire 2 Learn, they are getting no answers. This is because their email account from Hotmail, MSN, Yahoo, and/or Midcontinent is going to the spam mail area of the person’s email account.

What this means is that everyone will need to make sure they find out what their campus email address is, how to access it,

and what their login information is (this includes id and password). To find out this information you should contact computing services at your home school campus and ask for this information. Remember **DO NOT SEND AN EMAIL**—they probably won’t get it. Call—yes use the telephone and get the information. Keep it in a safe place so when summer sessions start, you are ready to get the information you need in order to access your Desire 2 Learn courses.

Student Service Surveys – Part II

Summarizing the findings

Sioux Falls – In the last newsletter we described some of the findings from the student surveys conducted last fall. We focused on Academics and Student Services. In this newsletter, we will focus on facilities and marketing and the business office, bookstore and technology. This is written as directed to students.

For the survey we divided the entire student population here at the University Center (those who primarily attend here) into four groups. Each group received a survey about services offered here. The four areas were – academics; student services; facilities and marketing; and business office, bookstore, technology and resource center. I would like to thank the 348 individuals who responded.

These surveys are important to us as we try to shape our services to meet your needs. The only real purpose we have is to serve students and if we are doing that very well, everything else will fall into place. We review the results, identify changes that need to be made and work to implement those changes. This type of incremental improvement may be hard to see, but is critical to success. It is also important to note that while surveys can be a great platform for improvement, they are also often a great source to validate what we do well. That happened more often than not in this survey.

Demographics – One caveat to this survey that is important is that the students who filled it out tend to take larger class loads than the typical student at UC. This has happened in the past as we believe those with more at stake are more likely to respond. The demographics of UC were pretty well represented by the respondents. Students here are 2/3 female and older than a traditional campus. We found that over 90% of you are employed with about 50% full-time. About 38% of you

are married and about 36% of you have children. And, your purpose for being here (over 90%) is to earn a degree.

Facilities and Marketing

Facilities – Overwhelmingly, you told us that these facilities are clean, well kept and working well for you as a student. You also told us that while you feel safe and secure here, that you were not as aware of the security services that are available here at UC. That is something we need to work on to improve communication.

As for food, you made yourself quite clear – more food service options especially in the evenings are needed. We are pleased to tell you that in our new facilities, a small café is being built and will have food options available for you.

Marketing – You told us that your employer, your friends and your spouse or significant other were the most important influences in your decision to attend at UC. In fact, nearly 40% of you told us you first learned about UC through a friend. You also told us that you are here to earn a degree that will lead to a new professional station in life. Finally, nearly 50% of you have stopped and restarted your education which tells us that we need to develop programs that accommodate students who do not attend continuously.

Business Office, Bookstore, Technology and Resource Center

Business Office – It was good to see that you are becoming much more comfortable using online payment. Overwhelmingly, you felt the hours and service in the business office were satisfactory. You also told us we need to improve our communication about payment plans.

Bookstore – You told us the bookstore was meeting your needs and that class materials were available to you as you needed them.

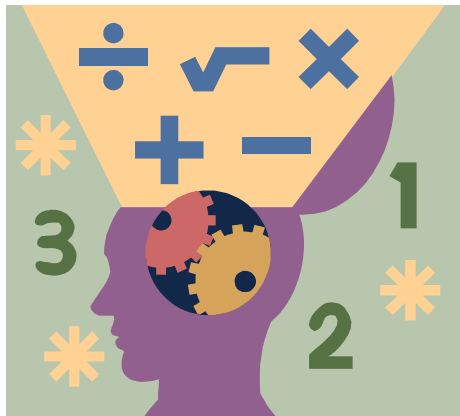
Technology – You told us that the basic technology available at UC was meeting your needs and was well-maintained and up-to-date to support learning. You also noted that our computer lab's hours are pretty much right on target.

A very important finding was that 96% of respondents told us they had a computer with an internet connection in the home. This seems to enable using more technology to support teaching at UC.

Student Resource Center – You like the hours the resource center is open for studying and testing. You did express some uncertainty about how we at UC ensure you have great access to library materials to support your learning. Finally, you noted that the amount of space in the resource center dedicated to individual study was something we need to consider.

Summary

The four part survey we conducted is already affecting practice at UC. In some ways, we have incorporated your comments as best we can into the new facilities being built. In other ways, we are adapting our basic service model. In either case, you can be assured that your voice was heard and your opinions do count.



Do you feel like you get a migraine every time you do a math problem? Yeah? You and many others at University Center feel the same way. Math is just a tough subject for a lot of people, especially if you

Math Giving You a Headache?

haven't had to use math in everyday life for the past 5-10 years. So how can you make math a little easier and avoid the headaches that seem inevitable? Here are a few tips when it comes to being successful in math:

- Attend class every day
- Stay on top of your reading and homework
- Make notes of problems you don't understand and bring them to class
- Correct your assignments to understand your mistakes
- If you don't understand something ask your instructor
- Mix up problems from different chapters when studying, this is usually how they will be on a test.
- Utilize the *FREE!!* University Center math tutors, located in the Resource Center

University Center Student Wins Spirit Scholarship

Kelsey Garry, a business management major at USD through University Center, is one of two area students who received the 2007 Spirit of Sioux Falls Scholarship to continue their post-secondary business education. The \$2,500 scholarships are awarded annually by the Sioux Falls Development Foundation to students who are Sioux Falls residents or who have completed at least one year of post-

secondary work in South Dakota institutions.

Garry, who has been working since she was 15 years old, has been in an administration position at the YWCA for over a year. Her goal is to become a manager at an organization similar to the YWCA and to remain in Sioux Falls. She is pursuing a business course of study to maintain the flexibility she needs for building a career.

"You can pretty much do anything with a business degree," Garry said. "I'm really keeping my options open for whatever comes up in my future."

The Sioux Falls Development Foundation is proud to be the sponsor of the Spirit of Sioux Falls scholarships and congratulates Kelsey on her achievement.

(Reprinted from The Sioux Falls Development Foundation Newsletter)

Student Appreciation

Student Appreciation was held on March 11th and 12th at University Center. In addition to enjoying refreshments, students were able to register for door prizes. Congratulations to the following students who won University Center apparel during Student Appreciation:

Jessica Quissell

University Center Sweatshirt

Adam Long

University Center Headband

Melissa Pitts

University Center Hat

If you are interested in purchasing University Center apparel or other products for yourself or for gifts, visit the UC Store. Click on the UC Store link at www.SDUniversityCenter.org and begin shopping. Items that you order will be shipped free of charge to the University Center Bookstore.

Myths About Financial Aid

(Reprinted from www.FederalStudentAid.ed.gov/pubs)

"I'm not going to bother filling out the Free Application for Federal Student Aid because..."

"...my parents make too much money, so I won't qualify for aid."

Reality: There is no income cut-off to qualify for federal student aid. Many factors besides income — from the size of family to the age of your older parent — are taken into account. Your eligibility is determined by a mathematical formula, not by your parents' income alone. And remember: when you fill out the Free Application for Federal Student Aid (FAFSA), you're also automatically applying for funds from your state, and possibly from your school as well. Don't make assumptions about what you'll get — fill out the application and find out.

"...only students with good grades get financial aid."

Reality: While a high grade point aver-

age will help a student get into a good school and may help with academic scholarships, most of the federal aid programs do not take a student's grades into consideration. Provided a student maintains satisfactory academic progress in his or her program of study, federal student aid will help a student with an average academic record complete his or her education.

"...you have to be a minority to get financial aid."

Reality: Funds from federal student aid programs are awarded on the basis of financial need, not on the basis of race. The FAFSA doesn't even collect this kind of information about an applicant.

"...the form is too hard to fill out."

Reality: The FAFSA is easier than ever, especially if you fill it out online at

www.fafsa.ed.gov. There are detailed instructions for every question that apply to you. If you need help, you can access real-time, private online chat with a customer service representative. If you're filling out the paper FAFSA, you can get help from a high school counselor, from the financial aid office at the school you plan to attend, or from our toll-free number: 1-800-4-FED-AID. And remember, the FAFSA and all these sources of advice are FREE.

For more information about federal student aid, see:

www.FederalStudentAid.ed.gov

Or call the Federal Student Aid Information Center:

1-800-4-FED-AID (1-800-433-3243)

TTY: 1-800730-8913

For inquirers without access to the toll-free number: 319-337-5665.

Borrowing Student Loans - The Smart Way!

Student loans can be a great tool to help you achieve your dreams. But if you can't afford the payments, those loans can turn into a nightmare.

Here are some easy tips to make sure you're being a smart student loan borrower:

- Keep searching for scholarships throughout your college years.
- Get a part-time job and pay for as much of your education as you can. It's

fine for your work to interfere with your play time - just be sure it doesn't interfere with your schoolwork.

- Have a reasonable budget. Stick to it.
- Never borrow any more than you absolutely need.
- Know what you can afford. Your monthly student loan payment should not be more than 8% of the amount you expect to earn monthly once you graduate.

- Determine your payment.
- Determine your potential future income.
- Keep searching for scholarships throughout your college years.

Use alternative/supplemental loan programs only as a last resort. Fewer repayment benefits and higher interest rates mean this type of loan is significantly more expensive than Federal Stafford or PLUS loans.



Tutoring

If you need help in math or English, you have come to the right place. We have tutors available to help you develop the learning strategies necessary to reach your academic potential. Learning is cumulative, if you don't understand a concept, it will only get harder! Check out our website for available tutor times.

For another learning opportunity, we are introducing walk in tutoring for math. In addition to our scheduled appointments, you can access walk in tutoring for Math 021 on Monday's from 10:00 – 12:00 in room 270 or Math 101 on Tuesday's from 10:00 – 12:00, also in room 270.

Study smart – if you have a test on Friday, start studying the week before. Spending a little bit of time studying each day will ease the pressure and help you truly understand and remember the information.

Our goal is to help you stay in school and graduate!

Faculty Biography

This month's bio features Kevin Magee, English instructor at University Center.

Before returning to the U.S. after six years abroad to begin teaching last fall at University Center, my life was divided between Russia's and Poland's vast distances and differences. In Poland, from 2003-2007, I lectured in American literature and culture at the University of Lodz, second only to Warsaw in population, tradition, and history. In the summer, I would travel another world away to Tomsk, Siberia.

In 2002-2003 I taught at Tomsk Polytechnic University, where I met Zhenya, who could recite Osip Mandelstam's poetry by heart. We married in 2005, in Cyprus. I recommend Cyprus to everyone, regardless of the occasion or ceremony, for the Mediterranean sun, restaurants, hotels, coastlines, and the depthless blue of sea and sky.

I also taught English for one year in southern Siberia, near Mongolia, in Chita, a Jeffersonian-type town designed by the Decembrists exiled there in 1825. Mandelstam also passed through Chita on the way to his fate in a labor camp in Vladivostok in 1938. That first year in Russia, on national television, I saw a monument to Mandelstam raised on Vladivostok's

utmost edge of the Pacific. Less immediate than a media image, the Trans-Siberian railway offers a glimpse of a land that dwarfs our own Great Plains.

Homesick? I worked at Sioux Center's Sioux-Preme Packing in the summer of 1975! My earliest trip to the Sioux Falls area was ten years earlier, though I didn't begin to travel here in earnest until my teens, yearning to work on my uncles' farms on the South Dakota-Iowa border, along the Sioux River, two miles from Hudson, where my grandmother lived for 30 years after retiring from the hard life of a mid-century farm wife, raising seven children. Adeline Miller's second daughter — my mother — graduated from Augustana College in 1946.

My summers on the farm influenced my decision to study poetry at the Writers' Workshop in Iowa City in mid-1980s. A relic from this period survives in the Sioux Falls Public Library, anthologized in the 1990 *Best American Poetry*. It's heartening to return "home" and find a niche where your name actually exists, however tentative and fragile the signature.

Should someone express curiosity about life and learning in foreign lands, I would answer that students in both Russia and Poland responded with great surprise

upon learning that American college students typically change classmates with each course, since it is common in both countries to study for years with the same group members. The classmate is a traditional part of the social structure there, supplementing family bonds.

But to return nearer Mongolia, to Chita, in an elementary school, where, as a visitor, "among school children," I once heard a nine-year-old bolt up from her decrepit desk in the ruin of a classroom and recite her own poem in a crystal-carving voice: A child reduced me to that spectator status so well known to American travelers, witnessing the foreign other's love of her native language.

We eat, drink, breathe and dream the words we speak and write. No one who has ventured beyond the borders of their own language can fail to recognize the hard fact that language is not a textbook product. So I try to bring to the teaching of writing the perception that words are sensory material equally absorbing and reflecting their environment, without, of course, straying too far from the textbook.

Psychological Hardiness

by Dr. Rhonda Anderson and Dr. Sara Madsen

University Center provides an excellent opportunity for personal/professional growth and development. Out of necessity, college students have learned to multi-task so that they can support the central life cores of job and family and even add another dimension, education, to their lives. How is it possible to keep all of the tasks balanced and running smoothly? Psychological hardiness is the key.

Perception of the tasks at hand is of utmost importance. How the brain interprets the events and what the brain holds to be true is a person's "reality". So what is psychological hardiness? How does it give students the ability to follow through and be successful?

Research suggests that psychological hardiness can be defined by Three C's: **commitment**, **challenge**, and **control**. The three C's can be applied to the individual, family, employment, or society in general. Here is how it works.

First, make a **commitment** to the task. However, before making the decision to

commit to the situation (i.e. to attending college, getting married, learning a sport, learning to paint, getting a job), use your critical thinking skills to evaluate if you really want to go in that direction. Once you have made an informed decision that the goal is worth the time and effort, make a whole-hearted commitment to stay focused and complete the task.

Second, **challenge** yourself. The human brain wants to be busy and prefers being stimulated at an optimal level of involvement. The brain likes to be actively engaged in learning new information or practicing what it already knows. If the brain is not engaged or challenged, people become bored or lose interest. That means --- push yourself to be the very best.

Third, understand that you are in **control** of your life. Successful people have an internal locus of control, an internal value of self. They believe that they have control over their life decisions: they do not feel like the environment controls them. If positive events happen, they give themselves positive strokes. If negative events happen, they do not blame others, but ask,

"How can I improve the situation?" or "How can I strengthen my weaknesses?" This leads to positive self growth and high self esteem.

The benefits of high self esteem affect the individual and ripples outward to the family, workplace, college, etc. People with high self-worth have four general characteristics in common: a) They have a lower absenteeism rate at work and college, b) They are happier in life and on the job—greater life satisfaction, c) They are more productive as an individual, a student, or an employee, d) They have greater persistence. When situations get tough, they work harder rather than giving up. All areas of life are positively affected by having healthy self-esteem.

Practicing the concepts of psychological hardiness seems to be the key to positive self-growth and a successful life. So make a **commitment** (to education, to work, to family), **challenge** yourself to grow stronger with the passing of each day, and take **control** of your life by living it to the fullest!

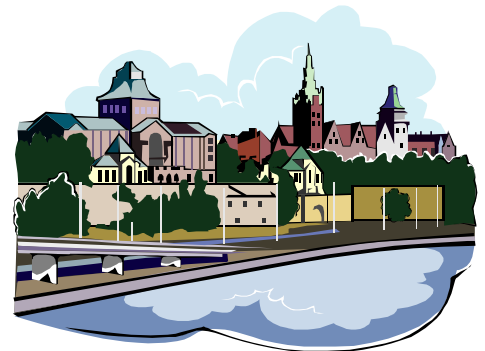
An Invitation from Sioux Falls Tomorrow II

Sioux Falls Tomorrow II, a community visioning group, would like to extend an invitation to University Center students and faculty members to participate in the online Shape Sioux Falls Visual Listening Survey at: http://www.siouxfalls.org/Planning/shape_sioux_falls/instructions.aspx

Sioux Falls Tomorrow II has partnered with the City of Sioux Falls to promote community participation in this survey, which is the first phase of the Shape

Sioux Falls project. It's a way for the public to give input to city planners on what they hope the community will look like in the future.

Participants view and rate a series of slides depicting different options for lighting, landscaping, commercial and housing development, and open space. When tabulated, the results will be used to shape the City's land use and development standards.



Dates to Remember:

- April 28 Open registration for Summer and Fall 2008
- May 5-9 Final exam week
- May 9 End of Semester
- May 19 Summer 2008 Semester Begins
- May 19-Aug 8 Full Summer Session (12 weeks, standard courses)
- May 26 Last day to add a class or drop a class with a full tuition refund
 - July 16 Last day to drop a class or withdraw from ALL classes and receive a “W” – **NO REFUND**
- May 19-June 27 Summer Session 1 (1st 6 weeks, standard courses)
- May 22 Last day to add a class or drop a class with a full tuition refund
 - June 16 Last day to drop a class or withdraw from ALL classes and receive a “W” – **NO REFUND**
- May 26 Memorial Day Holiday – **NO CLASSES / OFFICES CLOSED**
- June 30-Aug 8 Summer Session 2 (2nd 6 weeks, standard courses)
- July 3 Last day to add a class or drop a class with a full tuition refund
 - July 28 Last day to drop a class or withdraw from ALL classes and receive a “W” – **NO REFUND**
- July 4 Independence Day Holiday – **NO CLASSES / OFFICES CLOSED**
- August 8 Summer 2008 Semester Ends

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