



DAKOTA WESLEYAN
UNIVERSITY

Catalog 2020-2021

ADULT AND PROFESSIONAL STUDIES



**DISCOVER
YOUR
STRENGTH.**

Learning, leadership, faith and service

Adult and Professional Studies

Catalog

2020-2021

DAKOTA WESLEYAN UNIVERSITY

1200 W. University Ave.
Mitchell, SD 57301-4398

The Dakota Wesleyan University Catalog for 2020-2021 provides a wide range of information about Dakota Wesleyan University and its various programs. The table of contents indicates the information available in the catalog. If you cannot find what you are looking for in the catalog, please visit our website at <https://www.dwu.edu/> , or contact us by phone at (605) 995-2600.

Changes

The information in this catalog is provided for students in the Adult and Professional Studies program. It is accurate at the time of publishing but is subject to change. Any such changes may be implemented without prior notification and, unless specified otherwise, are effective when made. Visit <https://www.dwu.edu/academics/academic-catalogs> for the most current information.

Nondiscrimination

Dakota Wesleyan University (in compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the laws of the state of South Dakota) is an equal opportunity institution that does not discriminate on the basis of race, color, sex, religion, ancestry, national origin, age, sexual orientation, disability, veteran status, gender identification, genetic information, or any other characteristic protected by federal, state or local law. This policy applies to all terms and conditions of employment, admission to and enrollment in the university (including, but not limited to: recruitment, selection, hiring, placement, transfer, promotion, training, compensation, benefits, discipline, termination, educational policies, admission policies, financial aid, scholarship and loan programs, housing, athletic and other university-administered programs and activities). Inquiries (regarding Title IX and/or 504 compliance) and complaints (regarding the same) should be referred to the university's Title IX/Section 504 Coordinator.

Dakota Wesleyan University's Title IX/Section 504 Coordinator is
John Kippes
Sherman Center, Rollins 104
(605) 995-2160

Dakota Wesleyan University will investigate formal complaints of discrimination or harassment in accordance with the university's discrimination and harassment policy. Questions regarding Title IX may also be directed to:

Office of Civil Rights United States Department of Justice
Department of Education Building
400 Maryland Ave. SW
Washington, DC 20202
(800) 421-3481

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Academic Calendar

The DWU Online calendar runs on an eight-week schedule.

Fall 2020	
Session 1 classes begin	Monday, Aug. 31
Last day for drop/add	Wednesday, Sept. 2
Last day for withdrawal	Friday, Sept. 25
Fall session 1 ends	Friday, Oct. 23
Final grades due	Sunday, Oct. 25
Session 2 classes begin	Monday, Oct. 26
Last day for drop/add	Wednesday, Oct. 28
Last day for withdrawal	Friday, Nov. 20
Fall session 2 ends	Friday, Dec. 18
Final grades due	Sunday, Dec. 20
Spring 2021	
Session 1 classes begin	Monday, Jan. 11
Last day for drop/add	Wednesday, Jan. 13
Last day for withdrawal	Friday, Feb. 5
Spring session 1 ends	Friday, March 5
Final grades due	Sunday, March 7
Session 2 classes begin	Monday, March 8
Last day for drop/add	Wednesday, March 10
Last day for withdrawal	Friday, April 2
Spring session 2 ends	Friday, April 30
Final grades due	Sunday, May 2
Baccalaureate	Saturday, May 8
Commencement	Sunday, May 9
Summer 2021	
Session 1 classes begin	Monday, May 3
Last day for drop/add	Wednesday, May 5
Last day for withdrawal	Friday, May 28
Summer session 1 ends	Friday, June 25
Final grades due	Sunday, June 27
Session 2 classes begin	Monday, June 28
Last day for drop/add	Wednesday, June 30
Last day for withdrawal	Friday, July 23
Summer session 2 ends	Friday, Aug. 20
Final grades due	Sunday, Aug. 22

Add/Drop and Withdrawal Periods:

Add/Drop Period: Ends two days after start of the eight-week session

Withdrawal Period: Ends 28 days after start of the eight-week session.

The calendar is subject to change due to forces beyond the university's control or as deemed necessary by the university in order to fulfill its educational objectives. For current information, go to www.dwu.edu.

General Information

Mission Statement

As an inclusive educational community, Dakota Wesleyan University provides a transformative learning experience that cultivates enduring intellectual growth, ethically grounded leadership, intentional faith exploration and meaningful service.

Our Mission is informed by our four values of learning, leadership, faith and service. We implement our values as follows:

Learning: We prepare students for meaningful careers in the context of a liberal arts education, which fosters adaptability, creative and critical thinking, artistic expression, experiential learning, innovation, collaboration, and a deeper understanding of our global community.

Leadership: We challenge all members of our university community to be leaders of character who maximize their strengths in their personal and professional lives. We recognize that students can develop and display leadership skills throughout the entirety of their collegiate experiences.

Faith: As an engaged, faith-affirming community, we embrace John Wesley's Christ-centered model of uniting knowledge, reason and vital faith in curricular and cocurricular activities. We challenge students to examine their own values, while respecting the diversity on campus and throughout the world.

Service: We inspire and empower our students, faculty and staff to make a difference through creative, genuine service. Rooted in our Methodist heritage, service is a natural extension of our nurturing community.

Motto

"Sacrifice or Service"

Dakota Wesleyan University – A Proud Heritage

In 1883, a small band of Methodist settlers meeting in Dakota Territory secured a charter to establish the college that has become Dakota Wesleyan University. These hardy pioneers were driven to "build a college of stone while living in houses of sod."

Dakota was still a territory in 1885 when the Dakota Conference of the Methodist Church voted to establish Dakota Wesleyan University in Mitchell (known as Dakota University until Oct. 14, 1904). These pioneers had deep religious convictions about the education and future of their children. Some lived in houses of sod on the Dakota prairie as they forged ahead with their dream of building this institution of stone.

The founders of Dakota Wesleyan University envisioned an institution that epitomized the highest in Christian thought and deed, and so adopted the motto "Sacrifice or Service." This is depicted in the collegiate seal of the altar, the ox and the plow – symbols for these concepts. To this day, those associated with DWU endeavor to carry out its mission of service to God and humanity.

By 1920, Dakota Wesleyan University was the largest independent college in the state, with an enrollment of more than 300. The Great Depression, which hit the prairie earlier, harder and longer than any region in the nation, evoked a regionally sensitive response from Dakota Wesleyan. The university accepted many students with few or no resources. Lacking adequate tuition revenues, the university and its personnel sacrificed their development and economic well-being in order to provide educational opportunities for students who had no other options. Farm produce was accepted for tuition. As part of their pay, teachers received housing in Graham Hall and coupons to purchase merchandise in town. As in earlier days, the faculty, townspeople and parishioners of the Methodist Church pulled together to sustain the university. An entire generation of prairie people survived the Depression and built successful lives because of the sacrifice and commitment of Dakota Wesleyan University.

Since the 1930s the university has continued its responsiveness to the special needs of the region. Strong programs in teacher education have provided new teachers for school districts. Nursing and allied health programs address the continuing need for health care professionals in rural South Dakota.

At a time when many small colleges abandoned their historic church relationship, Dakota Wesleyan University remained true to its origins and the needs of the region. Countless students from United Methodist, Lutheran, Roman Catholic and other denominational backgrounds in this region have been

General Information

enriched and strengthened by the people and programs of DWU. Now, more than 130 years later, DWU remains committed to transforming the lives of students.

With approximately 900 students, Dakota Wesleyan University has a reputation for caring and concern for its students. The student-to-faculty ratio (12:1) allows our faculty to get to know each student on a personal basis, providing mentorship, guidance and professional collaboration as essential parts of the education process. Students come from the Midwest and other locations around the United States. DWU also welcomes many international students, most recently from Argentina, Canada, Sweden and the United Kingdom.

An essential part of a DWU education is service. Students, faculty and staff participate in service projects locally and around the world. Each spring, the entire campus community comes together for a day of service in the Mitchell community, assisting organizations and schools with projects that might otherwise go undone. Students, faculty and staff also have the opportunity to serve globally – mission groups travel to locations like Kenya, Uganda, Peru and Mexico to build schools, repair churches, teach children and work to ensure food security.

DWU's rich tradition of service marked the beginning of the 21st century with the George and Eleanor McGovern Library and Center for Leadership and Public Service. The life and work of George McGovern – DWU Class of 1946 and former professor of history at DWU, who passed away in 2012 – and his wife, Eleanor, who passed away in 2007, epitomize this tradition of service. The McGovern Center for Leadership and Public Service cultivates a culture of service to the common good and provides educational programs on leadership and public service through a variety of curricular and cocurricular avenues, interwoven with many of DWU's academic programs. The McGovern Library also houses the McGovern Archives. In addition to materials related to McGovern's political career, the archives are a rich source of information and inspiration for those interested in public service, the alleviation of hunger and poverty, and political activism.

Dakota Wesleyan University has many distinguished alumni. In addition to McGovern, there have been three other United States senators, six college presidents, many United Methodist pastors, leaders of numerous corporations, and award-winning teachers. The list of DWU graduates who make a difference in the world continues to grow with each graduating class.

Blessed with gifted leadership at critical points in its history, Dakota Wesleyan University stands today as the pride of the prairie. As in the early years, today's students enjoy an environment where minds are challenged, souls are nourished, friendships are forged, and lives are transformed.

The stone memorial pillars at the north end of campus are engraved with these words: "This gateway is dedicated to pioneer men and women of the middle border who sacrificed that here the torch might be relighted." Sacrifice or service – the cornerstone on which Dakota Wesleyan University was built – remains the foundation for its second century of educating the leaders of the future. Situated on the prairie and founded to serve the Dakota Territory's brave pioneers, DWU continues to inspire today's pioneers and serves as a link between our proud heritage and the bright possibilities of the future.

Accreditation

Since 1916, Dakota Wesleyan University has been continuously accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, 30 N. LaSalle St., Suite 2400, Chicago, IL 60602, 312-263-0456 <https://www.hlcommission.org/>. DWU is a competitive coeducational university granting the degrees of Master of Arts, Master of Athletic Training, Master of Business Administration, Bachelor of Arts, Bachelor of Science, Associate of Arts and Associate of Science. The university is also accredited or approved by:

- South Dakota Department of Education
- South Dakota Board of Nursing
- United Methodist University Senate
- Commission on Accreditation of Athletic Training Education (CAATE)
- The baccalaureate degree program in nursing at DWU is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).
- International Assembly for Collegiate Business Education (IACBE)

Dakota Wesleyan University participates in the National Association of Schools and Colleges of The United Methodist Church, the South Dakota Association of Private Colleges, Association of American Colleges and Universities, National Association of Independent Colleges and Universities, and the Council of Independent Colleges.

General Information

The foregoing information concerning accreditation and approvals are based upon the university's standing with the accrediting or approving bodies at the time of the printing of this catalog. Accreditation and approvals are subject to review and may change periodically. Questions regarding accreditation should be directed to the office of the provost.

Distance Education Authorization

Dakota Wesleyan University is a member of the State Authorization Reciprocity Agreement (SARA) and is permitted to offer distance education programs through SARA. State registration is continually being updated. For the most up-to-date list, please refer to the SARA website at NC-SARA.org

Admissions

Dakota Wesleyan University seeks students who are best able to benefit from the educational experience it provides. Please refer to the “Admission Policies” and “Admissions Requirements” sections in each program listing for more information on admission criteria.

No applicant will be denied admission because of race, color, religion, national origin, disability, veteran status, sexual orientation, gender or gender identity, genetic information, or age. The university reserves the right to deny admission or continued enrollment to any student who imposes an unreasonable risk of harm to the health, safety, welfare or property of the university, members of the university community or him/herself.

Students may apply online at <https://www.dwu.edu/admissions/apply>

Admission Policies

Readmission of Former Students

A student who leaves the university is required to apply for readmission. If credit-bearing coursework was taken during the absence, official transcripts of that coursework must be submitted directly from the originating institution to the admissions office. The university exercises total discretion in determining whether to readmit a student. Readmission may be approved if the student has no bill in the business office, is current on any federal loans and was not dismissed for social or academic reasons.

Non-degree Seeking Students

Students not working toward a degree who do not exceed six credit hours per semester are classified as non-degree-seeking students. These students are to register for classes via the registrar’s office and are not required to go through the admission process.

Students with a Completed Bachelor’s Degree in Education and Seeking South Dakota Certification

Students with a bachelor’s degree in education who return in order to complete the courses necessary to meet South Dakota state certification or renewal requirements are to register for classes via the registrar’s office and are not required to go through the admission process.

Students with a Completed Bachelor’s Degree in Education Seeking an Endorsement

Students with a bachelor’s degree in education who return to complete coursework that allows an educator to instruct in a specific field must complete and send an application and official transcript to the office of admissions.

Students with a Non-education Bachelor’s Degree and Seeking Teacher Certification Only

Students with a non-education bachelor’s degree who return in order to complete the courses necessary for teacher certification must complete and send an application and official transcript to the office of admissions.

Students with a Completed Bachelor’s Degree and Seeking a Master’s Degree

Students with a bachelor’s degree who return to complete the courses necessary for a master’s degree: please refer to “Graduate Studies.”

Continuing Education

Citizens seeking to participate in a continuing education workshop, seminar or conference for academic credit must register for the event.

Please refer to the “Admission Policies” and “Admissions Requirements” sections in each program listing for more information on specific program requirements.

Financial Aid

The following sections describe the various financial assistance programs available at Dakota Wesleyan University. These descriptions are summaries and of the rules and regulations that apply. In addition, the aid described below is distributed based upon financial need. For more information, contact the financial aid office at 605-995-2656 or go online to <https://www.dwu.edu/admissions/financial-aid>.

Federal financial assistance is available only to U.S. citizens and eligible noncitizens. Students in the United States on an F-1 student visa are not eligible for federal financial assistance. For details regarding eligible noncitizens, please visit <https://studentaid.gov/understand-aid/eligibility/requirements/non-us-citizens>.

Federal Financial Aid Programs

Students must complete the Free Application for Federal Student Aid (FAFSA) and all other required documents before eligibility for federal financial aid can be determined. To complete the free, online FAFSA, go to <https://studentaid.gov/h/apply-for-aid/fafsa>. Most federal financial aid programs are need-based, except for the Federal Unsubsidized Direct Loan and the Federal TEACH Grant. The FAFSA is used to calculate the student's financial need (this process is described further in the "Packaging Financial Aid Recipients" section).

Due to annual changes to federal policies, specific details (e.g., additional eligibility requirements, annual award amounts and interest rates) about the federal financial aid programs are not listed in the catalog. Please visit the Dakota Wesleyan University financial aid website or contact the financial aid office for current year information concerning any of the federal financial aid programs.

Grants

Federal Pell Grants

Federal Pell Grants are free monies that do not require repayment. They are awarded to students who have a particular level of need as determined by the federal government, have not received their first bachelor's degree, and have not already reached their Pell Lifetime Eligibility Limit.

TEACH Grant

The TEACH Grant is available to students of at least sophomore status with a minimum cumulative GPA of 3.25 who are enrolled as education majors in a high-need field such as science, math or special education. Students must complete TEACH Grant counseling and the Agreement to Serve annually. For more information on the Federal TEACH Grant, please refer to <https://studentaid.gov/app/launchTeach.action>.

Loans

Federal Direct Subsidized Loan

The Federal Direct Subsidized Loan is a need-based loan available to students by the U.S. Department of Education. Interest is deferred while the student is enrolled in school with at least half-time enrollment status. Repayment begins six months after the borrower completes his/her education or ceases to be at least a half-time student. Visit the student aid website <https://studentaid.gov/understand-aid/types/loans> or contact the financial aid office for current year information about the Federal Direct Subsidized Loan's annual award amounts and current interest rates.

Federal Direct Unsubsidized Loan

The Federal Direct Unsubsidized Loan is a non-need-based loan made to students by the U.S. Department of Education. Interest accrues immediately. The student may choose to pay quarterly or allow the interest to capitalize. Principal payments do not begin until six months after the borrower completes his/her education or ceases to be at least a half-time student. If a parent is denied a Federal Direct PLUS Loan, a dependent student may be awarded additional funds under the Federal Direct Unsubsidized Loan Program. Visit the student aid website <https://studentaid.gov/understand-aid/types/loans> or contact the financial aid office for current year information about the Federal Direct Unsubsidized Loan's annual award amounts and current interest rates.

State Grants

Students are encouraged to review state grants available to them from their state of residency.

Direct Plus Loans to Undergraduate Students (PLUS)

Direct PLUS Loans are loans made to graduate or professional students and parents of dependent undergraduate students to help pay for education expenses not covered by other financial aid. Eligibility is

Financial Aid

not based on financial need, but a credit check is required. Borrowers who have an adverse credit history must meet additional requirements to qualify. Visit the student aid website <https://studentaid.gov/understand-aid/types/loans> or contact the financial aid office for current year information and about the application procedures.

South Dakota Board of Nursing Scholarship

The number and amount of each scholarship is determined annually by South Dakota Board of Nursing, not to exceed \$1,000 per academic year per student. Scholarship money may be used for direct education expenses such as tuition, books, and fees. The scholarship money may not be used for expenses for room and board as these types of expenses are not considered direct educational expenses. For more information, and to find the application, visit <https://doh.sd.gov/boards/nursing/loan.aspx>.

Other Assistance

There are many other organizations offering financial assistance to eligible students. These include but are not limited to: The Bureau of Indian Affairs, the Department of Vocational Rehabilitation, the Department of Veterans Affairs, the Department of Social Services and the South Dakota Department of Labor and Regulation. Interested students should contact a representative of the appropriate organization to inquire.

United Methodist Scholarships

Students who are members of the United Methodist Church are encouraged to explore the scholarship programs offered through these two United Methodist organizations:

- General Board of Higher Education and Ministry (GBHEM) – <https://www.gbhem.org/>
- United Methodist Higher Education Foundation (UMHEF) – <https://www.umhef.org/>

United Methodist Student Loan

The United Methodist Student Loan is through the GBHEM. To be eligible for this loan, a student must be enrolled full time, be an active member of the United Methodist Church for at least one year, show financial need and have at least a 2.0 cumulative grade point average. Visit <https://www.gbhem.org/> contact the financial aid office for current year information and application procedures.

Outside Scholarships

In addition to institutional awards, students are encouraged to apply for outside scholarships to meet their educational expenses and to minimize the need for student loans. The financial aid website lists some outside scholarship information. Students are encouraged to search for scholarship opportunities in their communities. Dakota Wesleyan University will not reduce a student's institutional aid when the student receives outside scholarships. Outside scholarships that are applicable to our student body are reviewed and posted on a regular basis. Please visit <https://www.dwu.edu/admissions/financial-aid/private-scholarships-and-grants> to learn more about these opportunities.

Alternative Loans

Many lenders offer alternative loans through their own private loan programs. U.S. citizens, permanent residents and international students who are temporary residents may apply for alternative loans; however, permanent residents or international students may require a U.S. citizen or permanent resident cosigner. Visit the financial aid website for additional information about the alternative loan program and application procedures.

Packaging Financial Aid Recipients

Financial need is the fundamental criterion used in packaging federal financial aid recipients. Federal regulations state specifically that financial aid must be provided to the students showing the greatest financial need.

At DWU, the Free Application for Federal Student Aid is the instrument used to determine a student's financial need. Upon completing the FAFSA at <https://studentaid.gov/h/apply-for-aid/fafsa>, an expected family contribution is determined. The expected family contribution is then subtracted from the cost of attendance, which includes tuition, fees, room and board. The result is financial need. The FAFSA application is open Oct. 1 each year. Students are encouraged to apply early.

Current and new students who have financial need, who meet the DWU financial aid preference deadline of February 1 along with other DWU criteria, may qualify for the Federal Supplemental Education Opportunity Grant (FSEOG) and/or the Federal Work Study Program (FWS). However, these funds are limited, so there is no guarantee that a student who has met the university's preference deadline and criteria will be awarded these funds. These funds are awarded on a first come, first serve basis, or until funds are exhausted.

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Students who have completed and turned in all the necessary documents to be accepted into the university, and who have completed and turned in all the necessary documents to the financial aid will be processed on a first-come, first-served basis. Those applying after the priority date will receive funding based upon availability of funds, need and application date.

Notification of Awards

A financial aid award offer will notify students of financial assistance and is either sent through U.S. mail or emailed to the student's DWU email account. This document will state the amount of the award a student can expect to receive. All awards will be accepted on behalf of the student. Any student wishing to decline any portion of their awards must contact the financial aid office in writing.

Summer Financial Aid

Students taking classes during the summer sessions may apply for federal financial aid. Students must be enrolled in at least six credits during the summer to qualify for these funds.

Financial Aid Disbursements

The Financial Aid office will make an initial disbursement of all financial aid funds the Wednesday prior to classes starting, and then weekly thereafter. Dakota Wesleyan University will not disburse any funds until all required financial aid processes are completed by the student. This includes verification (if applicable), federal loan entrance counseling and a master promissory note.

Rights and Responsibilities

Amount of Aid Received

The amount of federal aid that a student receives will depend upon his/her financial need. In the majority of cases, a student can expect to receive federal and/or institutional assistance. Aid packages will vary according to an individual's needs.

Student Responsibilities

- Complete all application forms accurately and submit them by the published deadlines to the appropriate official.
- Provide correct information – misreporting information on financial assistance application forms is a violation of law and may be considered a criminal offense that could result in indictment under the U.S. Criminal Code.
- Return all additional documentation, verification, corrected and/or new information requested by either the financial aid office or the agency to which applications are submitted.
- Read and understand all forms that the student is asked to sign and to retain copies of them.
- Accept responsibility for all agreements signed.
- Perform the work that is agreed upon when accepting a work-study program award.
- Be aware of, and comply with, the deadlines for application or reapplication for aid.
- Be aware of the school's refund procedures.
- Repay immediately upon demand any and all financial assistance over-awards or misappropriations.

Transfers

If a student transfers from one school to another, financial assistance does not transfer with him/her. The student must take necessary action to ensure continued financial assistance at the new school. As soon as possible, a transfer student should:

1. check with the financial aid office at the new school on financial assistance availability,
2. contact the financial aid office of the student's current school to make sure all financial aid funds have been canceled at that school and reapplied at the new school,
3. add the new school to the student's FAFSA, as well as submit any other documentation requested by the financial aid office, and
4. reapply at the new school.

Satisfactory Academic Progress

Federal regulations require that Dakota Wesleyan University (DWU) maintain and exercise a policy determining whether financial aid recipients at Dakota Wesleyan are making satisfactory academic progress toward their degrees and, thereby, maintaining their eligibility for continued financial aid. Satisfactory academic progress (SAP) is measured by evaluating a student's progress toward degree completion in accordance with both qualitative and quantitative standards.

Financial Aid

The standards of satisfactory academic progress apply to all federal, state and institutional financial aid programs. The standards also apply to veteran benefits through the U.S. Department of Veterans Affairs. The standards are more exacting than the university's academic standards for continuous enrollment; specifically, a student's cumulative grade point average (GPA) may make him or her eligible for continued enrollment, but his or her rate of completion may jeopardize his or her financial aid eligibility. Satisfactory academic progress is evaluated at the conclusion of each semester in accordance with whether a student has met the minimum cumulative GPA requirement specified for the number of credit hours completed, whether the student has completed a minimum percentage of credit hours attempted, and whether the student remains within the maximum time frame for completion. Failure to meet any of these standards may result in the loss of financial aid eligibility.

Qualitative Measure of Progress

The qualitative requirement sets a minimum cumulative GPA for the degree level at which a student is classified. To remain eligible for financial aid, a student must maintain the following cumulative GPA at the conclusion of each semester:

For undergraduate students:

Semesters completed	Minimum cumulative GPA for good academic standing
First semester	1.8
Two semesters or more	2.0

For graduate students:

Semesters completed	Minimum cumulative GPA for good academic standing
One semester or more	3.0

Students who fail to meet the minimum GPA requirement may jeopardize their financial aid eligibility.

Quantitative Measure of Progress

The quantitative requirement contains two components – completion rate and maximum time frame.

Completion Rate: The completion rate (sometimes called the pace of progression) reflects the overall rate at which a student must progress to ensure that he or she is able to complete his or her degree program within the maximum time frame. The completion rate is calculated by dividing the cumulative number of hours the student has successfully earned by the cumulative number of hours the student has attempted. All students, regardless of classification (i.e. undergraduate or graduate), must successfully complete a minimum of 67 percent of all hours attempted. This is a cumulative calculation and includes credits earned at Dakota Wesleyan University as well as credits accepted in transfer by Dakota Wesleyan. Students who fail to meet the minimum completion rate may jeopardize their financial aid eligibility.

Maximum Time Frame: The federally specified maximum time frame for completion of a degree is 150 percent of the published length of the program measured in credit hours. A degree that requires 120 credit hours must be completed by the time a student reaches a maximum of 180 credit hours attempted (i.e. 12 hours x 150 percent = 180 hours) in order for the student to maintain his or her financial aid eligibility. Therefore, for a student to complete his or her degree program within the maximum time frame, a student is expected to complete a minimum of 67 percent of all credit hours attempted on an annual (i.e. yearly) basis. Students who fail to complete their degree within the maximum allowable time frame may jeopardize their financial aid eligibility.

Hours Attempted: Hours attempted include all hours pursued in the student's career at Dakota Wesleyan: withdrawals, incompletes, failing grades, repeated courses, and transfer credits accepted by the university. All hours attempted and are included in the calculation of the student's completion rate and maximum time frame, irrespective of whether financial aid was received.

Treatment of Grades with respect to Hours Attempted: Courses for which a student receives a passing letter grade (e.g. A, B, C, D, or CR) are included in a student's cumulative credit completion percentage as courses successfully completed. Courses for which a student receives a letter grade of I, F, or NC will be treated as credits attempted, but not successfully completed.

Treatment of Withdrawals with Respect to Hours Attempted: Credits for which a grade of W is received are considered attempted credits but not successfully completed credits. A grade of W does not impact a student's GPA but does negatively impact the cumulative completion percentage, as it counts toward the maximum time frame.

Financial Aid

Treatment of Repeated Coursework with Respect to Hours Attempted: Students are allowed to repeat a previously passed course in an effort to improve their course grade as often as allowed by the academic policies of the university. Repeated courses may count toward enrollment for financial aid eligibility only once. All courses repeated for this reason count against the maximum time frame (i.e. total attempted credits) and reduce a student's completion rate because they count as credits earned only once.

Treatment of Audited Course with Respect to Hours Attempted: Audited courses are not funded by financial aid and are not included in satisfactory academic progress calculations.

Treatment of Transfer Credits (and credits earned through a consortium) with Respect to Hours Attempted: Grades accepted in transfer by the university are included in satisfactory progress calculations.

Financial Aid Warning

Dakota Wesleyan University reviews and renders judgements regarding students' academic progress at the conclusion of each semester (i.e. fall, spring, and summer). Only students who are not making satisfactory academic progress are notified of their status in this regard.

If, at the point of admission, a transfer student's prior academic record does not meet the university's minimum cumulative qualitative or quantitative SAP standards, the university reserves the right to place the student under financial aid warning, or on probation status for financial aid eligibility. Students who are not meeting one or more SAP standards at the conclusion of a semester are, minimally, placed on financial aid warning. While on warning, students continue to receive financial aid. All students who are notified of their warning status are encouraged to seek academic counseling and take advantage of all student support services available in an effort to strengthen their academic performance.

Financial aid warning is not subject to appeal.

Financial Aid Probation

Generally, students are placed on financial aid probation if, during the preceding semester, they were placed on financial aid warning and if, during the current semester, they have failed to meet one or more standards of satisfactory academic progress. The university reserves the right to place students directly on financial aid probation without placing them on warning. Students on financial aid probation are in danger of losing their financial aid eligibility unless they meet, or move decisively in the direction of meeting, the satisfactory academic progress standards. While on probation, students continue to receive financial aid. All students who are notified of their probationary status are encouraged to seek academic counseling and take advantage of all student support services available in an effort to strengthen their academic performance. Students on probation are also strongly encouraged to complete an academic completion plan in consultation with their academic adviser.

Financial aid probation is not subject to appeal.

Financial Aid Termination (suspension): Students who do not meet the SAP standards for two consecutive semesters may have their financial aid terminated. Having one's financial aid terminated does not prohibit a student from continuing his or her education. Students who have lost their financial aid eligibility may become eligible again, provided they meet all the academic progress standards, after sitting out for one semester. Please note: a student who is required to sit out a semester may be subject to loan repayment. Students may appeal the termination of their financial aid. If an appeal is successful, the student's aid will be reinstated. Students whose appeals are granted are likely to remain on financial aid probation (see below).

Appeals: Per federal guidelines, only appeals for the following reasons will be considered:

- a death of an immediate family member of the student,
- medical/hospitalization of the student, or
- mitigating circumstances beyond the student's control that affected his or her academic progress.

Appeal Process and Decision

All appeals must be submitted to the financial aid office in writing with supporting documentation (e.g. relevant medical records, death certificates and/or any documentation that supports the student's mitigating circumstances) attached, and cited, as appropriate. The director of financial aid will approve or deny appeals in a timely manner as they are submitted. Appeal decisions will be communicated to the student in writing. Any student whose appeal is denied by the director of financial aid has the right to appeal to the Educational Policies and Curriculum Committee of the faculty. The Educational Policies and Curriculum Committee is bound by the same criteria in rendering its decision.

Financial Aid

A student whose financial aid appeal is denied is eligible to continue his or her enrollment at the university (provided he or she remains in good academic standing) but is not eligible for financial aid unless, or until, he or she meets satisfactory academic progress standards.

Continued Financial Aid Probation: A student whose appeal is granted will be placed on financial aid probation and have his or her financial aid reinstated on a semester-to-semester basis so long as the student successfully executes his or her approved academic plan and meets satisfactory academic progress criteria. The student's eligibility for financial aid will be reviewed at the conclusion of each semester. Failure to meet these requirements on a semester-by-semester basis will result in termination of financial aid. If a student's appeal is denied, the student must meet SAP standards before any further financial aid is awarded, and so long as the student hasn't reached his or her maximum time frame.

Return of Title IV (Federal) Funds

Students receiving federal financial aid who withdraw, or stop attending classes, without formally withdrawing will have their case reviewed to determine if there has been overpayment of funds. If an overpayment has occurred, a repayment of financial aid funds is required. The student withdrawal date is determined by the student's last date of attendance in an academic-related activity.

Once the date of withdrawal is determined, the amount of earned federal financial aid is calculated using the completion rate for the enrollment period, multiplied by the total aid that was disbursed or would have been disbursed (aid "could have been disbursed" if the student was eligible to receive it at the time he/she withdrew and may receive it under late disbursement rules in 668.164 [g]).

For students in module programs: federal regulations state that students enrolled in classes that do not span an entire term are considered to be enrolled in modules. If a student fails to complete all modules scheduled, the student is considered a withdrawal at the time the student ceases attendance, and the financial aid office is required to complete a return of Title IV calculation to determine how much federal financial aid funds were earned and return the amount that was considered unearned. The completion of 60 percent of the term does not apply to modules.

Drug Related Offenses

If a student is convicted of possessing and selling illegal drugs, and the periods of ineligibility are different, the student will be ineligible for the longer period. Schools must provide each student who becomes ineligible for FSA funds due to a drug conviction a clear and conspicuous written notice of his loss of eligibility and the methods whereby they can become eligible again.

The Financial Aid office will act in accordance with federal regulation 14 CFR 61.15.

Business Office

The Cost of Higher Education

Dakota Wesleyan University is committed to delivering a quality education at an affordable price. While DWU represents real value in private liberal arts education in the world today, the cost of education still represents a substantial investment for students and families. Dakota Wesleyan is committed to working with all students and families to make their dreams of higher education financially attainable.

Educational Expenses

Cost of Education Charge

The cost of education charge is tuition. Items not included in the cost of the education charge include board, room, books and educational supplies, fines, applied music lessons, student insurance, nursing course fees, athletic training fees, activity fees, technology fees and graduation application fees. For additional information on cost and course overload, contact the DWU Business Office at 1-605-995-2693.

Other Expenses

Students will need additional funds for books, supplies and personal expenses. Students enrolled in certain programs may also have to pay for uniforms, professional liability insurance, travel, art supplies or other miscellaneous items. For the average student these costs range from \$500 to \$1,000 each academic year.

Returned Check Policy

Insufficient funds checks submitted to the university are subject to a \$20 fee, which will be applied directly to the student account. In certain circumstances the university may also use a collection agency for the recovery of returned checks.

Nontraditional Credit Charges

A per-hour fee and a test fee are assessed for some types of nontraditional credit. Nontraditional credits that are assessed the course fee include credit by examination and credit for learning.

Graduation Fee

This is a nonrefundable commencement fee due the semester before graduation.

Finalizing Registration

Dakota Wesleyan University is on an eight-week calendar, offering two eight-week sessions per semester. Semesters may include shorter sessions. Student registrations are not complete until the student finalizes each semester or session with the business office. Finalizing involves paying or making acceptable arrangements to pay all costs incurred by registration and meeting all other administrative requirements. A student must finalize with the business office at the beginning of each semester or session. The business office and financial aid office are available to help students secure various grants, loans and scholarships to help meet university expenses. To obtain such financial assistance, applications for any of these programs should be made a minimum of 60 calendar days before the beginning of the semester or session, with no interest accruing during the payment of the account.

Terms of Payment

When students finalize their registration, the process may include signing promissory notes, endorsing financial aid checks, signing award letters and paying any remaining balance. Students may pay through TigerNet under the Student Finances tab. If student expenses are not paid in full at finalization, students are eligible to enroll in the DWU Tuition Financing Plan, which allows students and/or their families to spread payments over the course of the academic year with a financing fee. Automated Clearing House (ACH) is also available for automated payments before and during a given semester. Contact the business office at 605-995-2693 for more details on payment options.

Payment in Full Policy

An official academic transcript and/or diploma will not be released until all financial obligations are met.

Financing Options

While the primary responsibility for financing an education lies with students and families, Dakota Wesleyan University is committed to providing the best in student financial assistance and services to help make the attainment of higher education affordable and accessible. The business office and financial aid office provide a range of services, including helping families maximize their financial resources; providing guidance in

Business Office

obtaining federally sponsored loans, as well as alternative loans; and facilitating an understanding of the eligibility requirements and processes for receiving need or merit-based scholarships and grants.

Dakota Wesleyan has two primary sources of funding for students: federal financial aid and institutional aid. DWU prides itself on having one of the largest endowments and institutional aid pools for students in the state. All institutional grants, scholarships and the work program require a minimum enrollment of 12 credits for each semester term the award is granted (e.g., \$1,000/year requires 12 credits for fall – \$500 appropriation and 12 credits for spring – \$500 appropriation).

Institutional awards will be revoked when a student's enrollment status falls below the enrolled credit minimum eligibility standard. Under no circumstance may the total of institutionally funded academic, athletic, activity and need-based grant awards exceed the full-time tuition.

Other Information

Drop and Withdraw

If students decide not to attend classes after finalizing their registration at the business office, they must follow the drop procedures outlined in "Academic Regulations." All remaining amounts due to the university are payable immediately and subject to normal collection procedures.

Refund Policy for Withdrawal from All Courses

Students who withdraw from all courses during the semester should contact the registrar's office for the appropriate form. In order for the withdrawal to be official, the form must be completed and approved by the business office and financial aid office and submitted to the registrar's office. Failure to withdraw officially results in grades of F being issued and no refunds being made.

An administrative withdrawal fee will be assessed to students who withdraw. The fee will not exceed the lesser of either a) 5 percent of the cost of education charge, residential living charge and fees, or b) \$100.

Graduate costs for Undergraduate Students

Students wanting to earn graduate credits prior to receiving their undergraduate degree will be charged the undergraduate rate. Once the undergraduate degree is conferred the student will begin to be charged the graduate rate.

University Refund Policy

Dakota Wesleyan University has a pro-rata refund policy for students, regardless of their year in school (i.e. first-year, sophomore, etc.). This refund policy is based on the student's last date of attendance.

Refund Policy for 8-Week Courses

First two days of class	100% (less a \$100 administrative fee)
Third through fifth day of class	75%
Sixth through ninth day of class	50%
Tenth day of class and later	no refund (unless the student has never attended)

Return of Title IV (Federal) Funds

Students receiving federal financial aid who withdraw, or stop attending classes, without filing the appropriate paperwork with the Office of the Registrar, will have their case reviewed by the Office of Financial Aid to determine if there has been overpayment of funds. If an overpayment has occurred, the student is responsible for the repayment of financial aid funds, as dictated by the Federal Government. The student's withdraw date is determined by the student's last date of attendance in an academic-related activity.

Once the date of withdrawal is determined, the amount of earned federal financial aid is calculated using the completion rate for the enrollment period, multiplied by the total aid that was disbursed or would have been disbursed (aid "could have been disbursed" if the student was eligible to receive it at the time he/she withdrew and may receive it under late disbursement rules in 668.164 [g]). Students who withdraw after completing 60 percent of the payment period will be considered to have earned 100 percent of their federal financial aid unless they are enrolled in modules (see next paragraph). A payment period is the period established by the school for which institutional charges are generally assessed, excluding breaks of five days or more. Federal financial aid that a student has earned can be applied toward institutional charges.

Note on modules: federal regulations state that students who are enrolled in classes that do not span an entire term are enrolled in modules. If a student fails to complete all modules scheduled, the student is considered to have withdrawn at the time the student stops attending. The financial aid office is required to complete a return of Title IV calculation to determine the amount federal financial aid funds that were earned

Business Office

and the amount that are considered unearned and due to be returned. The 60 percent completion threshold (see above) does not apply to modules.

Institutional Refund Calculations

All institutional grants, scholarships and activity and athletic awards will be prorated upon the withdrawal in direct proportion to the percentage charged as outlined in the refund policy. Students may contact the financial aid office and business office for further information.

Please note: In response to extenuating circumstances (e.g. natural disasters, epidemics, pandemics, etc.), the university may—in the interest of the safety and wellbeing of the campus community—suspend face-to-face class meetings and move teaching and learning online. Depending on the nature of the extenuating circumstances, the university may, or may not, close residence halls. Should the university elect to suspend face-to-face classes without closing residence halls, students are free to continue living in residence halls in accordance with the provisions of the residential calendar. The university issues housing refunds only in situations in which it elects to close residence halls. Such refunds will be issued on a prorated basis.

Undergraduate Programs

Adult Learner General Education (ADL)

The following ADL courses were specifically designed as general education and support courses for the online and adult learner program.

Course Descriptions

ADL 310 Literature and Writing for the Professional

3 hours

This course develops a student's ability to study the expression of thoughts and the interpretation of texts while developing an appreciation of language and its infinite variety. Students will respond to a variety of genres and produce their own analytical and creative texts.

General Education: Written and Literary Analysis.

ADL 320 Statistics for the Professional

3 hours

This course focuses on interpreting results of statistical tests and graphs. The course will follow specific workplace case studies in which students will analyze real-world data and present the results.

General Education: Quantitative Reasoning and Cognitive Analysis.

ADL 330 Service and Justice in the 21st Century

3 hours

Students will explore the concept of the "common good" and other social values associated with the public domain. Students will examine and apply ethical analysis of public policy and professional practice in public service.

General Education: Personal Growth and Maturity.

ADL 340 Ethics

3 hours

Students in this course will examine ethical decision making in the context of contemporary issues related to the healthcare field. Students will reflect on the meaning of caring and service and their impact on values and beliefs.

General Education: Civic Values and Engagement.

ADL 350 Community Health and Chronic Disease

3 hours

This course focuses on evaluating and responding to health problems in current society, ranging from cardiovascular disease to holistic healthcare. Students will select and explore topics pertinent to their personal and professional experiences.

ADL 360 Entrepreneurial Leadership

3 hours

This course develops a student's own orientation toward entrepreneurship, including innovation, curiosity and risk. Students prepare and present a business plan for a new or enhanced organization or enterprise.

General Education: Critical and Collaborative Thinking.

ADL 370 Exploring History and Culture

3 hours

Students will develop an understanding of the human condition by exploring how communities and institutions shaped past societies and our own. Students will raise historical questions, examine historical documents and share their ideas with peers and the larger community.

General Education: Cultural and Global Awareness.

ADL 380 Intercultural Communication

3 hours

This course examines communication strategies for organizations supported by individuals from different religious, social, ethnic, economic and educational backgrounds. Students will demonstrate their understanding of how language is interpreted by diverse audiences by preparing and presenting culturally inclusive professional documents and speeches.

Undergraduate Programs

Biology

330 Anatomy and Physiology II **3 hours** **S**

This course is an in-depth study of the structure and function of the endocrine, cardiovascular, respiratory, digestive, urinary and reproductive systems at all levels of organization. Other topics include fluid and electrolyte balance, acid-base balance and pathological conditions relevant to students majoring in the health sciences.

Prerequisites: BIO 220/220L.

Prerequisite or corequisite: BIO 330L.

330L Anatomy and Physiology II Laboratory **1 hour** **S**

This laboratory includes hands-on activities related to the topics covered in BIO 330.

Prerequisites: BIO 220/220L.

Prerequisite or corequisite: BIO 330.

333 Microbiology **3 hours** **S**

Students will study the biology of bacteria, viruses, yeasts, molds and certain animal parasites. Topics included in this course include microbial morphology, anatomy, growth, reproduction, physiology and genetics.

Prerequisites: CHM 174/174L or CHM 231/231L.

Prerequisite or corequisite: BIO 333L.

333L Microbiology Laboratory **1 hour** **S**

Students will practice standard microbiological procedures needed to safely culture and identify microorganisms and will carry out an independent investigation involving microorganisms.

Prerequisites: CHM 174/174L or CHM 231/231L.

Prerequisite or corequisite: BIO 333.

Chemistry

174 Organic and Biochemistry **3 hours** **S**

This course is a study of the fundamentals of organic chemistry (nomenclature, functional groups, and reactions) with an emphasis on compounds of biological interest (amino acids, proteins, carbohydrates, lipids, enzymes, nucleic acids and the metabolic cycles). Three lectures, one two-hour laboratory.

Prerequisite: CHM 164.

Corequisite: CHM174L

174L Organic and Biochemistry **1 hour** **S**

This course is an introduction to experimental chemical methods of synthesis and characterization by quantitative and qualitative procedures. Experiments will relate to topics covered in CHM 174.

Prerequisite or Corequisite: CHM 174.

Communication

COM 210 Interpersonal Communication **3 hours** **S**

Students study the theories of one-on-one communication and develop practical skills. Areas of study include perception, individual identity, relationship dynamics, family dynamics and diversity. The goal of the course is to make students better communicators in a setting that does not focus on public speaking.

UNI

101 Self, College, and Career **3 hours**

This course is Dakota Wesleyan's first-year experience course. The course focuses, initially, on the student's unique self. That initial focus is subsequently extended and built upon to explore how the student can take that unique sense of self and discern a path forward through college and into a career, a journey that requires resiliency, but that holds the promise of a life well lived.

Mathematics

MTH 125 College Algebra **3 hours**

This course immerses students in algebraic methods in the context of modeling real-world phenomena, particularly those related to social issues, including hunger and poverty. Mathematical topics will include functions and graphs; solving equations; displaying and describing data; linear, exponential, logarithmic,

Undergraduate Programs

power and quadratic functions; mathematical modeling; and probability. This course does not meet the prerequisites for biology and chemistry courses.
Prerequisites: Math placement or consent of instructor.

Psychology

PSY 237 Developmental Psychology

3 hours

This course is a sequential study of the individual from conception to death. Students will study research regarding human physical, cognitive and social-emotional development, along with implications for parents, teachers and counselors.

Sociology

SOC 152 Introduction to Sociology

3 hours

This course is an introduction to the study of groups, institutions and interactional processes in human societies with an emphasis on the society of the United States.

Nursing (NUR)

Online Programs

Donna Starr Christen College of Healthcare, Fitness and Sciences

www.dwu.edu/nursing

The Arlene Gates Department of Nursing at DWU offers the following programs (each program is outlined in its own section below):

Bachelor of Science in Nursing (B.S.) – LPN–B.S., Sioux Falls
Bachelor of Science in Nursing (B.S.) – RN–B.S. Nursing Program (Online)

Mission Statement of the Arlene Gates Department of Nursing

The Arlene Gates Department of Nursing at Dakota Wesleyan University aspires to prepare students for meaningful careers in professional nursing in a liberal art setting. The nursing faculty cultivates a challenging learning environment based on Christian values and acceptance of diversity. The Arlene Gates Nursing Department fosters professional growth, leadership, lifelong learning and commitment to service.

General Program Policies

The nursing programs at DWU reflect the institution's commitment to service and leadership within the region. Policies described in "Academic Regulations" and the DWU Student Handbook apply to nursing students; however, because of the nature of the program, additional policies regarding health requirements, class and clinical attendance, grading scale and progression are available to nursing students in the applicable Nursing Student Handbook.

There are specific laws and rules regulating nursing in South Dakota that lists reasons a license to practice nursing may be denied, revoked or suspended. Questions regarding these rules should be clarified by seeking advice from the South Dakota Board of Nursing at 605-362-2760 before admission into the nursing program. Candidates for licensure as a registered nurse must have the abilities and skills that enable him/her to acquire essential specialized knowledge and to use this knowledge in planning and delivering nursing care. A copy of "Abilities, Skills and Characteristics Essential for Admission and Retention in the Dakota Wesleyan University Nursing Program," included in the nursing program student handbook, is available from the department of nursing. Nursing students are expected to verify that they have the physical, emotional and other capabilities required to function as a nursing student and as a registered nurse. Admission may be denied or revoked if a student is unable to meet these basic abilities and skills.

Nursing students are expected to adhere to the principles of the Code of Ethics for Nurses, adopted by the American Nurses Association, which communicates a standard of professional behavior throughout the nursing program.

The Arlene Gates Department of Nursing at DWU has affiliation agreements for nursing student clinical experiences with various hospitals, long-term care facilities and community agencies across the state. Clinical rotations may require some travel. Students are responsible for travel expenses.

Non-Discrimination

Dakota Wesleyan University is committed to encouraging and sustaining a learning and work community that is free from prohibited discrimination and harassment. The university prohibits discrimination on the basis of race, color, religion, national origin, disability, veteran status, sexual orientation, gender or gender identity, genetic information, or age in the administration of its educational policies, admission policies, financial aid, employment, or any other university program or activity.

Bachelor of Science in Nursing – LPN-B.S., Sioux Falls

The LPN-Bachelor of Science in Nursing program provides a curriculum designed to prepare the graduate to sit for the National Council Licensure Examination-RN (NCLEX) licensing exam and become a licensed registered nurse. The LPN-B.S. curriculum in Sioux Falls is a 28-month program designed to build on the foundation of nursing skills mastered by the licensed practical nurse (LPN). The goal is to move the student's knowledge of human health needs and nursing interventions to a deeper level. In addition, the program content is designed to develop leadership and management of care skills needed by the registered nurse (RN) in the current health care-practice setting. Students have the opportunity to complete a bachelor's degree that is

Nursing Online Program

built upon the core values of learning, leadership, faith and service. The LPN–B.S. nursing program provides an opportunity for students to develop abilities and skills related to the roles of a bachelor's prepared nurse, including being a provider of care, manager of care and member of a profession. Students must be licensed practical nurses and maintain active licensure in South Dakota throughout the course of study. Upon successful completion of the program, and upon full payment of all money due to the university, the graduate will receive a Bachelor of Science degree and will have satisfied the academic requirements necessary for eligibility to take the NCLEX for licensure as an RN.

The baccalaureate program at Dakota Wesleyan University is accredited by the Commission on Collegiate Nursing Education (CCNE) and is approved by the South Dakota Board of Nursing. Information related to the nursing program's accreditation may be obtained from CCNE: 655 K Street NW, Suite 750, Washington, DC 20001; Phone: 1-202-887-6791; website: <https://www.aacnnursing.org/>

The LPN-B.S. nursing program has been granted interim approval by the South Dakota Board of Nursing: 4305 S. Louise Ave., Suite 201, Sioux Falls, SD 57106-3115; Phone: 605-362-2760; website: <https://doh.sd.gov/boards/nursing/>.

The LPN-B.S. nursing program is a hybrid program, which includes online and face-to-face class time. A calendar will be provided so students can plan accordingly. Face-to-face class sessions will be held at the DWU site located in the Lutheran Social Services building at 300 East Sixth Street, Sioux Falls, SD, 57103. Clinical rotations may require some travel by students.

LPN to B.S. Nursing Program Learning Outcomes

Provider of Care

The student will:

- Incorporate the nursing process and critical thinking skills in provision of holistic evidence-based nursing care that promotes the adaptive capabilities of culturally diverse groups of clients, families, populations and communities.
- Design teaching/learning strategies in collaboration with individuals, groups, families, populations and communities that reflect their learning needs and adaptive capabilities.
- Formulate primary, secondary, and tertiary preventive strategies that promote adaptive lifestyle behaviors in collaboration with individuals, groups, families, populations and communities.

Manager of Care

The student will:

- Generate case management strategies that reflect effective communication and collaboration with inter-professional teams, effective use of technological resources and cost-effectiveness.
- Display servant leadership and management strategies that reflect empowerment of others.

Member of a Profession

The student will:

- Adhere to professional behaviors that encompass moral, legal, and ethical nursing standards in professional care of individuals, groups, families, populations and communities.

LPN–B.S. Nursing Program Admission

Admission into the LPN-B.S. nursing program is competitive. No applicant is barred from the LPN-B.S. nursing program because of sex, race, color, marital status or national origin. Consideration of applicants is ongoing.

First priority for admission to the LPN-B.S. nursing program is given to applicants meeting all admission requirements. Qualified applicants will be admitted on a space-available basis. If there is not an available opening for the LPN-B.S. nursing program, students who have met admission requirements and have been accepted will be put on a waiting list and will be notified by admissions if an opening becomes available. An admission appeal process exists for students who do not meet the above requirements but have extenuating circumstances. Address written requests of appeal to the Nursing Admissions Committee and mail to Admissions, Dakota Wesleyan University, 1200 W. University Ave., Mitchell, SD 57301.

LPN-B.S. Nursing Program Admission Requirements (Sioux Falls)

Applicants must provide documentation of the following requirements before the Nursing Admission Committee will review an application for admission to the LPN-B.S. program in Sioux Falls:

- Active, unencumbered LPN license to practice nursing in South Dakota.
- Licensed practical nursing diploma from an accredited higher education institution.

Nursing Online Program

- Cumulative grade point average of 2.7 or above in college, university, vocational and technical school coursework. No support course can be repeated more than one time. Send official copies of all college transcripts. If coursework is still in progress, a current transcript may be attached that documents all of the courses in progress from that institution.

LPN-B.S. Clinical Requirements

Documentation of the following requirements must be provided before students can participate in clinical experiences:

- medical information requirements for nursing students (including immunizations),
- current American Heart Association Basic Life Support (BLS) for Healthcare Providers CPR certification and
- completion of criminal background check.

DWU LPN-B.S. program students are covered under a blanket professional liability insurance policy (\$1 million per occurrence and \$5 million aggregate), which covers the student only while he/she is participating in clinical learning experiences for the DWU LPN-B.S. program. It does not cover the student at any other time in which he/she is practicing nursing.

Transfer Credits

Dakota Wesleyan University accepts and welcomes students from accredited colleges and universities approved by the U.S. Department of Education. Students meeting the admission requirement for the LPN-B.S. nursing program have earned 29 transfer credits for their LPN license. The remaining 49 nursing credits and 42 non-nursing general education and support courses are included in the LPN-B.S. plan of study. Other coursework completed at other universities that may meet one or more of the required general education/support courses must meet the following:

- The DWU registrar department will evaluate an official transcript to ensure transferred credits meet one of the general education or support courses required for the degree.
- The credit can be no older than 10 years.
- All other catalog conditions for transfer credits must be followed.

Health Requirements

All LPN-B.S. nursing students employed as a licensed LPN must:

- maintain current American Heart Association Basic Life Support (BLS) for Healthcare Providers CPR certification,
- complete a criminal background check and
- all LPN-B.S. nursing students must meet the DWU preadmission and nursing student medical requirements. These requirements can be viewed at <https://www.dwu.edu/student-life/campus-health/immunization-requirements>.

Academic policies described in the DWU Student Handbook apply to nursing students; however, because of the nature of the LPN-B.S. nursing program, additional academic policies are available to nursing students in the DWU LPN-B.S. Nursing Student Handbook.

Nursing students from other states who apply to the LPN-B.S. nursing program must apply for and have a license to practice nursing in South Dakota.

Credits

Credit requirement for graduation for a B.S. in nursing is 120 credits; this includes:

- 29 non-nursing credits are accepted for a licensed LPN nursing degree from an accredited nursing program,
- 49 nursing credits,
- 42 non-nursing general education and support courses.

Progression in the Nursing Program

LPN-B.S. nursing students should have a cumulative grade point average (GPA) of at least a 2.7 in order to register for NUR 230. Students must take nursing courses in sequence. A minimum grade of a C- is required in all non-nursing general education and support courses. Only one general education may be repeated. A grade of B- (79.5 percent) in nursing theory and a satisfactory rating in clinical must be achieved to successfully complete a nursing course. Only one nursing course may be repeated.

Nursing Online Program

Nursing Core:

NUR 230	Fundamental Nursing Concepts I	4*
NUR 232	Fundamental Nursing Concepts II	3*
NUR 330	Advanced Nursing Concepts in Mental Health	4*
NUR 332	Nutrition Concepts in Health and Illness	3
NUR 334	Nursing Concepts in Pathophysiology	3
NUR 336	Nursing Concepts in Pharmacology	3
NUR 338	Nursing Concepts in Maternal Health	3*
NUR 340	Advanced Nursing Concepts	5*
NUR 430	Nursing Concepts in Research and Leadership	3
NUR 432	Nursing Concepts in Community	4*
NUR 434	Nursing Concepts in Pediatrics	4*
NUR 436	Complex Nursing Concepts	3*
NUR 438	Concept Synthesis/Senior Capstone Clinical	<u>7*</u>
		49

The university requirement is one credit equals one hour of instruction for 15 weeks or 15 hours per semester for each one credit. The LPN-B.S. and RN-B.S. nursing program offer courses in eight-week sessions. Didactic hours for the LPN-B.S. and RN-B.S. nursing program eight-week sessions are tabulated in the following way: A credit is equal to two hours of online instruction per week for seven and a half weeks.

Support Courses

ADL 320	Statistics	3
BIO 330	Anatomy & Physiology II	3
BIO 330L	Anatomy & Physiology II Lab	1
BIO 333	Microbiology	3
BIO 333L	Microbiology Lab	1
CHM 174	Organic and Biochemistry	3
CHM 174L	Organic and Biochemistry Lab	1
COM 210	Interpersonal Communication	3
MTH 125	College Algebra	3
PSY 237	Developmental Psychology	3
SOC 152	Introduction to Sociology	<u>3</u>
		27

General Education Courses

ADL 310	Literature and Writing for the Professional	3
ADL 330	Service and Justice for the 21st Century	3
ADL 340	Ethics	3
ADL 370	Exploring History and Culture	3
UNI 101	Self, College and Career	<u>3</u>
		15

Course Descriptions LPN-B.S. Nursing (Sioux Falls)

230 Fundamental Nursing Concepts I

4 Hours (3.5, .5)

This first course introduces the student to the professional nursing role in caring for clients across the life span. Using the framework of the nursing process, and the focus on the domains of provider of care, manager of care, and member of the profession, the student will prepare to conduct a comprehensive health assessment. Prerequisites: UNI 101, MTH 125, SOC 152, CHM 174.

232 Fundamental Nursing Concepts II

3 Hours (2, 1)

Using a lifespan approach, this clinical and didactic course assists the student in applying knowledge of assessment and the nursing process to clients in healthy and altered health states. Newly acquired knowledge will be applied in supervised simulation and clinical settings. The nursing process and the nursing roles of provider and manager of care and member of the profession provides the framework for this course. Prerequisites: NUR 230.

330 Advanced Nursing Concepts in Mental Health

4 hours (3.5, .5)

This clinical and didactic course explores nursing management and care of clients from across the life span that are experiencing mental illness. The clinical component focuses on the unique needs of clients experiencing acute, persistent and chronic mental health issues. Students will apply concepts while providing supervised care to clients in clinical, community and simulation settings. Prerequisites: NUR 232.

Nursing Online Program

332 Nutrition Concepts in Health and Illness

3 hours (3, 0)

This course investigates the basic principles of human nutrition in health and during illness in clients across the life span. An emphasis is on nursing care of clients' nutrients, food sources, nutritional foundation, and on nutritional imbalances experienced during times of wellness and illness/disease.

Prerequisites: NUR 330.

334 Nursing Concepts in Pathophysiology

3 hours (3, 0)

Building on pre-acquired knowledge of normal human anatomy and physiology the student will explore classic and current research findings that form the basis for analysis of pathophysiologic processes and their effect on clients and multiple body systems. Students analyze the effect and progression of selected disease entities in diverse populations across the lifespan. The course provides a foundation for clinical assessment, diagnosis and management of clients experiencing existing and or risks of alterations in their health status

Prerequisite: NUR 332.

336 Nursing Concepts in Pharmacology

3 hours (2, 1)

Students will expand upon prior knowledge of drug classifications, use of drugs by body systems and disease over the life span. The course incorporates core drug knowledge related to therapeutic use, pharmacokinetics, pharmacodynamics, contraindications, adverse effects, and drug interactions with other drugs/food. Dosage calculations, conversions and certain chemical formulations will be included. Emphasis is on client safety, culture, and the nursing process.

Prerequisite: NUR 334.

338 Nursing Concepts in Maternal Health

3 hours (2.5, .5)

This didactic and clinical course focuses on nursing care for childbearing clients and their families. Emphasis is on expected and unexpected health patterns occurring during pregnancy, birth, and the newborn period. Clinical practice experience includes student application of concepts during supervised scheduled clinical experiences within community and simulation settings.

Prerequisite: NUR 336.

340 Advanced Nursing Concepts

5 hours (4, 1)

The course focuses on acquisition of nursing knowledge and skills in providing safe care to multiple clients who have complex, multi-system illnesses. Using a life span approach, emphasis is on the nursing process and critical thinking to manage and coordinate care. This course also focuses on identifying clients' needs and priorities and evaluating outcomes of care.

Prerequisite: NUR 338.

430 Nursing Concepts in Research and Leadership

3 hours (2, 1)

This course is designed to increase the student's knowledge of research in nursing practice. Understanding the research process is foundational for planning evidence-based nursing interventions. Ethical concepts related to research are explored. The student will also analyze concepts to professional nursing practice and interprofessional collaboration with health care professionals to enhance patient care. Health care systems, health policy, and quality improvement concepts are discussed throughout the course. Leadership and Management concepts are explored that are empowering, collaborative, and innovative. Students will apply these concepts to create an Interprofessional Collaborative Practice Project.

Prerequisite: NUR 340.

Corequisite: NUR432.

432 Nursing Concepts in the Community

4 hours (3.5, .5)

This course is designed to foster greater understanding of the role of the nurse in preventing disease, maintaining well-being and promoting health in the community setting. The integration of community concepts assists students in acquiring knowledge in understanding population health. Under clinical faculty supervision, students will have the opportunity to apply the principles of primary health care, strategies of health promotion, and epidemiology when providing nursing care to individuals, families, groups, aggregates and community as clients.

Prerequisite: NUR 340

Corequisite: NUR 430

434 Nursing Concepts in Pediatrics

4 hours (3.5, .5)

The nursing process is used in this course as the framework for providing and evaluating care for individuals and families in child-rearing stages of life. The didactic and clinical course focuses on the nursing care of infants, children and adolescents within the context of family. Supervised clinical learning experiences are scheduled in a variety of settings including acute, ambulatory simulation settings.

Prerequisite: NUR 432.

Nursing Online Program

436 Complex Nursing Concepts

3 Hours (2, 1)

Using a lifespan approach, this course focuses on the advanced application of the nursing process in the care of critically ill clients. The didactic portion of the course will guide students in organizing and discriminating between assessment data to establish priorities of client care. The clinical aspect of the course provides students the opportunity to apply newly acquired concepts to direct client care under the guidance of supervising clinical faculty.

Prerequisite: NUR 434.

438 Concept Synthesis and Senior Capstone Clinical

7 hours (4, 3)

The didactic portion of this course analyzes and synthesizes transitional concepts, topics and issues for students preparing to complete the NCLEX and for entering the health care environment as a licensed registered nurse. It culminates the learning experience, demonstrating the curriculum model within the professional practice of nursing. The clinical portion of this course is preceptor designed to facilitate integration of knowledge about the roles and responsibilities of students who are transitioning from the role of student nurse into the beginning role of the licensed registered nurse.

Prerequisites: NUR 436.

Bachelor of Science in Nursing – RN-B.S., Online

The Dakota Wesleyan University RN to Bachelor of Science (B.S.) nursing program is an online upward mobility program designed to provide professional development for licensed registered nurses who have graduated from an accredited associate degree or diploma nursing program. RN students have the opportunity to complete a bachelor's degree that is built upon the core values of learning, leadership, faith and service.

The RN-B.S. nursing program builds upon previous knowledge and provides the opportunity for students to develop abilities and skills related to the roles of a bachelor's prepared nurse, including provider of care, manager of care, member of a profession and leader.

All required courses of the RN-B.S. nursing program are offered online, which accommodates the goal-directed adult learner. The adult learner often has multiple roles and an inflexible schedule that makes a face-to-face learning environment inconvenient.

The RN-B.S. nursing program includes core nursing courses which focus on enhancing skills in leadership and management; decision making and problem solving, nursing research and evidence-based practice, health promotion, health assessment, service to community, pharmacology, and care of families, populations and communities.

The baccalaureate program at Dakota Wesleyan University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC, 20001, 202-887-6791.

The RN-B.S. nursing program has been granted full approval by the South Dakota Board of Nursing, 4305 S. Louise Ave., Suite 201, Sioux Falls, SD 57106-3115, 605-362-2760.

RN-B.S. Nursing Program Learning Outcomes:

Provider of Care

The student will:

- Incorporate the nursing process and critical thinking skills in provision of holistic evidence-based nursing care that promotes the adaptive capabilities of culturally diverse groups of clients, families, populations and communities.
- Design teaching/learning strategies in collaboration with individuals, groups, families, populations and communities that reflect their learning needs and adaptive capabilities.
- Formulate primary, secondary, and tertiary preventive strategies that promote adaptive lifestyle behaviors in collaboration with individuals, groups, families, populations and communities.

Manager of Care

The student will:

- Generate case management strategies that reflect effective communication and collaboration with inter-professional teams, effective use of technological resources and cost-effectiveness.
- Display servant leadership and management strategies that reflect empowerment of others.

Nursing Online Program

Member of a Profession

The student will:

Adhere to professional behaviors that encompass moral, legal, and ethical nursing standards in professional care of individuals, groups, families, populations and communities.

RN-B.S. Nursing Program Admission

Admission into the RN-B.S. nursing program is competitive. Consideration of applicants is ongoing. If there is not an available opening for the RN-B.S. nursing program, students who have met admission requirements and have been accepted will be notified by the program administrator when an opening becomes available.

An admission appeal process exists for students who do not meet the admission requirements but have extenuating circumstances. Address written requests for exceptions to the admission requirements policy to the RN-B.S. Nursing Program Admission Committee and mail to Admissions, DWU Campus Box 902, 1200 W. University Ave., Mitchell, SD 57301.

International Students (F-1 Visa)

The RN-B.S. nursing program at Dakota Wesleyan University is online. Therefore, international students are not eligible to enroll in the program because of the online limitations of F-1 visa regulations. For additional information, speak with the office of International Student Affairs at DWU.

RN-B.S. Nursing Program Admission Requirements

- An active RN license in South Dakota or a compact state.
- A current resume
- A 500-word personal statement answering the following questions: Why do I want to pursue a Bachelor of Science degree from DWU at this time? How do I plan to incorporate the new knowledge regarding leadership, ethics, and evidence-based practice into my professional career after graduation?

Transfer Credits

Dakota Wesleyan University accepts and welcomes students from accredited two- and four-year colleges and universities approved by the U.S. Department of Education. DWU will take into consideration and accept general education coursework that meets the following:

- Only nine credit hours may be accepted.
- These credits need to be upper level credits (MTH 200 will be accepted).
- A grade of B or higher is required.
- The DWU registrar's office will evaluate an official transcript to ensure transferred credits meet one of the ADL courses or the related general education courses.
- The credit can be no older than 10 years.
- A student without transfer credits will be required to take DWU ADL general education courses. The option for a student to take a general education course from a different institution (or DWU) while enrolled in the RN-B.S. online program will not be allowed.
- All other catalog conditions for transfer credits must be followed.

Health Requirements

All RN-B.S. nursing students either employed or unemployed as a licensed RN must:

- American Heart Association Basic Life Support (BLS) for Healthcare Providers CPR certification and
- complete a criminal background check.

An adult online RN-B.S. nursing student must meet the DWU preadmission and nursing student medical requirements. These requirements can be viewed at DWU:

www.dwu.edu/student-life/campus-health/immunization-requirements

Professional Experience Credit

The DWU RN-B.S. nursing program recognizes prior work experience and encourages each student to reflect, build upon, and apply knowledge gained from his/her role as a professional RN to the baccalaureate curriculum. Prior learning is used to expand a student's knowledge base in the areas of critical thinking, clinical judgment and problem solving. Students have the opportunity to apply for up to 7 credits of professional work experience credit upon completion of a minimum of 1,500 hours of verified professional work as a licensed registered nurse and the successful completion of the RN-B.S. nursing program.

Nursing Online Program

Students seeking Professional Experience credit should contact their nursing adviser for information on how to apply.

Academic policies described in the DWU Student Handbook apply to nursing students; however, because of the nature of the RN-B.S. nursing program, additional academic policies are available to nursing students in the DWU RN-B.S. Nursing Student Handbook.

There are specific laws and rules regulating nursing in South Dakota that list reasons a license to practice nursing may be denied, revoked or suspended. Questions regarding these rules should be clarified by seeking advice from the South Dakota Board of Nursing at 605-362-2760 before admission into the nursing program. Nursing students from other states who apply to the RN-B.S. nursing program should also check with their boards of nursing where they are licensed to practice before seeking admission to the RN-B.S. nursing program.

Nursing students are expected to adhere to the principles of the Code of Ethics for Nurses and Scope and Standards of Practice: Nursing adopted by the American Nurses Association, which communicate a standard of professional behavior throughout the program.

Graduation Requirements

Credit requirement for graduation for a B.S. degree in nursing is 120 credits.

- 71 credits may be accepted for an associate degree or diploma in nursing from an accredited nursing program.
- 7 verified professional experience credits (PEC) – students must have completed a minimum of 1,500 hours employer-verified professional work experience as a registered nurse to apply for professional experience credit. Students must also complete the necessary application requirements.
- 21 RN-B.S. nursing program credits.
- 21 Adult Learner General Education credits with a grade of C- or higher.

Students must complete RN-B.S. nursing courses with a B- (79.5 percent) or higher in order to progress in the nursing program. Only one nursing course may be repeated and only one general education course may be repeated. A minimum grade of a C- is required in all non-nursing general education and support courses.

Required Core Nursing Courses

NUR 300	Pharmacology	3
NUR 302	Health Assessment and Promotion	3*
NUR 303	Nursing Research	3
NUR 307	Pathophysiology for Nursing	3
NUR 311	Leadership for the Baccalaureate Nurse I	3
NUR 400	Family, Community and Populations	3*
NUR 411	Leadership for the Baccalaureate Nurse II	3*
	Total	<u>21</u>

Adult Learner General Education Requirements:

ADL 310	Literature and Writing for the Professional	3
ADL 320	Statistics for the Professional	3
ADL 330	Service and Justice in the 21st Century	3
ADL 340	Ethics	3
ADL 350	Community Health and Chronic Disease	3
ADL 360	Entrepreneurial Leadership	3
ADL 370	Exploring History and Culture	3
	Total	<u>21</u>

Total Adult Learner General Education credits	21
Total Associate degree or diploma credits	71
Total Professional Experience credits	7
Total RN-B.S. nursing program credits	<u>21</u>
Total hours required for graduation	120

*Each eight-week course will require a minimum of three hours of study and preparation time each week for each credit hour. For example, a three-credit hour course will require a minimum of nine hours of preparation time per week. If a course has one credit of practice experience, the practice experience clock

Nursing Online Program

hours would be tabulated in the following way: one credit of practice experience x 3 hours x 7.5 weeks x 2 = 45 hours.

Course Descriptions for Bachelor of Science (RN-B.S.) - Online

- | | | |
|--|-----------------------|---------------|
| 300 Pharmacology | 3 hours | Term 1 |
| This asynchronous online pharmacology course focuses on the basic and clinical concepts of pharmacology in nursing practice. Students will examine concepts related to pharmacotherapeutics, pharmacodynamics, pharmacokinetics, adverse reactions and contraindications, therapeutic indications and nursing implications. Prerequisite: NUR 311. | | |
| 302 Health Assessment and Promotion | 3 hours (2, 1) | Term 2 |
| This course introduces the student to health promotion, teaching/learning and lifestyle behavior change models that enhance adaptation abilities of individuals, families, populations and communities. Students have the opportunity to build on foundational assessment skills and to analyze the variance between normal and abnormal health findings. Prerequisite and/or co-requisite: NUR 311. | | |
| 303 Nursing Research | 3 hours | Term 1 |
| This course provides an overview of the research process and emphasizes the active participation of the baccalaureate nurse in using the research utilization process as a means of promoting evidence-based practice. Prerequisite: NUR 311. | | |
| 307 Pathophysiology for Nursing | 3 hours | Term 2 |
| This course explores the person's physiological adaptive modes and the adaptive responses that occur during illness. Prerequisite: NUR 311. | | |
| 311 Leadership for the Baccalaureate Nurse I | 3 hours | Term 1 |
| This course introduces the baccalaureate nurse role and explores leadership and management principles, which empower others in various health care situations and organizations. Students explore the impact of effective decision making in the practice of nursing and apply critical thinking in leading others through change. | | |
| 400 Family, Community and Populations | 3 hours (2,1) | Term 2 |
| This course explores the multiple roles of the community health nurse. Students use the nursing process in enhancing adaptation of families, communities and populations as they implement lifestyle behaviors that protect and promote health and well-being. Prerequisite: NUR 311. | | |
| 411 Leadership for the Baccalaureate Nurse II | 3 hours (2,1) | Term 1 |
| This course provides an interprofessional collaborative practice experience for the student, in which such topics as health policy, quality improvement, case management, team building, and staff development are explored. The student completes a project in which the roles of the baccalaureate nurse are synthesized. Prerequisite: NUR 311. | | |

Catalog of Graduate Studies 2020-2021

Mission Statement – Graduate Studies

The mission of Dakota Wesleyan University graduate studies is to provide high-quality graduate programs in a liberal arts environment by emphasizing the values of learning, leadership, faith and service. We strive to promote excellence in leading, learning, scholarship and research.

Graduate Studies

General Information

Admission

A student holding a bachelor's degree and interested in working toward a graduate degree should submit a graduate application and support documentation prior to review for acceptance. All material should be sent to the Dakota Wesleyan University Office of Admissions. No applicant will be denied admission because of race, color, religion, national origin, disability, veteran status, sexual orientation, gender or gender identity, genetic information, age or other impermissible factors. The university reserves the right to deny admission or continued enrollment to any student who imposes an unreasonable risk of harm to the health, safety, welfare or property of the university, members of the university community or him/herself. Students can be denied admission into athletic training, education and nursing, but may be eligible for admission into other majors. The application for graduate admission will become part of the student's record at DWU.

Application Procedure

Please refer to each program for the specific application procedures.

Acceptance Status

Full Acceptance

Full acceptance is granted to degree-seeking students when all admission requirements are met.

Provisional Acceptance

Provisional acceptance is granted to degree-seeking students whose undergraduate academic records do not meet graduate requirements, or who have not yet met all additional requirements for the program but who show promise or potential for graduate study. The provisional status of acceptance will be reviewed after one semester of graduate coursework.

Conditional Acceptance

Conditional acceptance is granted on rare occasions to degree-seeking students who do not meet graduate admission standards but show promise or potential for graduate study. Specific guidelines to the condition of acceptance will be outlined and expected to be fulfilled within one academic semester or as otherwise stated.

Dakota Wesleyan University admits students who have not earned bachelor's degrees to its graduate certificate programs on a case-by-case basis (i.e. through consideration of their relevant professional experience, their ability to be successful in the program, and their ability to benefit from the program). Students who enroll under these circumstances are awarded a certificate or letter signifying that they have completed the program, but they are awarded neither grade points nor graduate credit.

An appeal process is in place for those applications who are denied. A written appeal should be sent to the office of admissions within a reasonable amount of time for review by the Graduate Studies Committee.

International Students (F-1 Visa)

The master's program courses at Dakota Wesleyan University are generally online; therefore, international students are not eligible to enroll in these programs because of the online limitations of F-1 visa regulations. For additional information, speak with the office of International Student Affairs.

Course Load

Students may take a full-time load of nine to 12 hours per semester. Total credit hours include undergraduate and graduate.

Courses Definition

Graduate-level courses (600 and above) follow the Carnegie credit standards. A credit hour represents the amount of work expended by students to meet a course's learning objectives, verified by evidence of student

Graduate Studies

achievement. Reasonably expected contact hours of a course require 15 hours in class (or equivalent) in addition to two hours of course-related activity for each contact hour for a total of 45 contact hours per credit awarded. Class activity includes, but is not limited to reading, writing, interacting with other class participants, planning, implementing strategies, reflecting on learning, or other activities not limited to direct instruction by faculty. Graduate courses with numbers 500-599 are typically a workshop format of one to two credits or designed for a certificate program, and reasonably expected contact hours of in-class/workshop is 15 contact hours per credit hour awarded.

Transfer of Credit

In general, students applying for admission to this program will be expected to complete all coursework within the program. The transfer of graduate credit is not automatic. Students should assume that not all previous graduate coursework will be automatically accepted into the program.

However, DWU does recognize that certain courses completed at previous institutions may be transferrable. Dakota Wesleyan University will handle each request for transfer on a case-by-case basis. Before credit earned at other institutions will be added to the student's records at DWU, students will need to contact the director of the graduate program and obtain approval. If such a course or courses are allowed, only grades of B or above will be considered for transfer to DWU. In general, no more than six hours may be transferred into the program. All transfer credit must have been completed within six years of acceptance into the DWU graduate program. Any appeal for transfer credits not accepted will be made through the dean and the program director.

Grading System

The minimum passing grade in any class is a C. Students must maintain a cumulative GPA of 3.0 to graduate from the program. Each course's grading scale will be determined by the instructor.

Grades and Grade Point System

The grading system at Dakota Wesleyan involves letter grades that are assigned a quality point value per hour of credit as follows:

A	Superior	4.0	C+	2.3
A-		3.7	C Average	2.0
B+		3.3	C-	1.7
B	Above Average	3.0	D+	1.3
B-		2.7	D Below Average	1.0
			D-	0.7
			F Failure	0.0

Incomplete Grades

Incomplete grades must be completed within six weeks unless a documented extenuating circumstance exists. In this case a reasonable alternative completion dates may be negotiated with the instructor.

Academic Probation

Upon completion of each term, students with a cumulative GPA of less than 3.0 will be placed on academic probation. If a student is placed on academic probation, the student will meet with the graduate program director to develop a plan of action to improve grades in the following term in order to meet the 3.0 cumulative grade point average requirement. The student will have one term to meet the required 3.0 GPA criteria. If the GPA remains below 3.0 at the completion of this probationary period, the student will be dismissed from the program. A decision will be made by the program director for each case regarding the status of academic probation. Students have the ability to appeal the decision to the Graduate Studies Committee.

Grade Appeals

Students who believe they have not been graded fairly and wish to appeal must file an appeal no later than 14 days after the grade has been received. The appeal process consists of the following steps:

1. Discuss the grade in question with the course instructor as soon as possible after the course completion date.
2. Consult with the program director.
3. If the student wishes to appeal the grade, after discussions with the instructor and the program director, he/she may file an appeal of the grade to the Graduate Studies Committee.

Graduate Studies

Program Dismissal Appeal

Students who believe they were unjustly dismissed from their program following academic probation and wish to appeal must file an appeal no later than 14 days after the notification of dismissal from the program. The appeal process consists of the following steps:

1. Consult with the program director regarding the rationale for the dismissal.
2. If the student wishes to appeal the dismissal after discussion with the program director, he/she may submit an appeal to the Graduate Studies Committee.

Repeating a Course

A graduate student may choose to repeat a course in which the earned grade was C- or lower. Before repeating a course, the student must consult with the program director. Students will be responsible for paying any additional charges associated with taking the course again. The better grade will be applied to the GPA.

Satisfactory Academic Progress Policy

Federal regulations require that colleges and universities have established standards of satisfactory academic progress for students who receive federal financial aid. In order to maintain a consistent policy for all students receiving financial assistance, Dakota Wesleyan University has adopted certain policies that can be found by contacting the financial aid office.

Academic Progression

Students must complete all required coursework for a master's degree within four years of admission to a particular program. Students may be granted a leave of absence and return to complete their degree provided the absence is less than one year. After one year the student will need to apply for readmission. Students who plan to take a break for a term or semester should contact the registrar's office to confirm this intent. Students must also contact the registrar's office when they are ready to re-enroll.

Graduation

A commencement ceremony is held once a year, at the beginning of May. Students who graduate in August will be allowed to walk in the May commencement ceremony if they are within 12 credits of graduating and if they are registered for summer classes in the courses needed for degree completion and with permission of the dean.

Graduation Fee

The graduation fee is a nonrefundable fee due the semester of graduation. Payment of all financial obligations to the university is a condition of a student's right to receive a diploma, certificate or other educational credential from the university, or a transcript of credits or credentials earned. Students with outstanding bills at the time of graduation cannot receive their diplomas until payment has been made in full.

Commencement Application Deadlines

- August graduates: Jan. 15 of the same year. This will ensure the graduates name will appear in the commencement program.
- Mid-October graduates: Aug. 1
- December graduates: Sep. 1
- February graduates: Nov. 1
- May graduates Jan. 15
- June graduates: Jan. 15. This will ensure the graduate's name will appear in the commencement program.

Dakota Wesleyan University reserves the Dean's list and other honors for the undergraduate programs.

Academic Integrity Policy

Dakota Wesleyan University is dedicated to the achievement of academic excellence, the building of character and the pursuit of lifelong learning. To be successful in realizing these goals, honesty and integrity must be a part of every learning opportunity. Academic dishonesty breaks the trust necessary for the building of community and the promotion of learning and spiritual values. All members of the institution, including faculty, staff and students, share the responsibility to report incidents of academic dishonesty.

Graduate Studies

Academic dishonesty includes, but is not limited to, any act of cheating, fabrication, plagiarism, abuse of resources, forgery of academic documents, dissimulation, sabotage and any act of facilitating or aiding any of the foregoing.

The following definitions are listed to clarify this policy, not to define all possible situations:

- Cheating is using or attempting to use unauthorized materials, electronic devices, information or study aids in any academic exercise.
Examples: Copying homework, copying someone else's test, using unauthorized information such as a cheat sheet, using a cell phone during an exam.
- Fabrication is the falsification or invention of any information or citation in any academic exercise.
Examples: Making up a source, giving an incorrect citation, misquoting a source.
- Plagiarism is the representation of the words and ideas of another as one's own in any academic exercise.
- Dissimulation is the disguising or altering of one's own actions so as to deceive another about the real nature of one's actions concerning an academic exercise.
Examples: Fabricating excuses for such things as missing classes, postponing tests, handing in late papers, turning in a paper for one class that was originally written for another class (when original work is requested).
- Abuse of resources is the damaging of any resource material or inappropriate limiting of access to resource material necessary for academic work.
Examples: Destroying or hiding library materials; removing noncirculating material from the library; hiding or stealing another person's textbook, notes or software; failure to return library materials when requested by the library.
- Forgery of academic documents is the unauthorized changing or construction of any academic document.
Examples: Changing transcripts, changing grade books, changing grades on papers that have been returned, forging signatures, signing other students in to class when they are not present.
- Aiding and abetting academic dishonesty is knowingly facilitating any of the activities described in this policy or any other incidents of academic dishonesty not specifically described.

Violations of Academic Integrity Policy

Dakota Wesleyan University has taken a strong and clear stand regarding academic dishonesty. The consequence for academic dishonesty ranges from disciplinary probation to removal from the graduate program. For more information, please refer to the Graduate Handbook.

Academic Performance Not Directly Related to Coursework

Graduate students are asked to support and promote the values of Dakota Wesleyan University involving ethics, a code of conduct and academic integrity. The dean of graduate studies may dismiss students for violations of professional integrity, upon recommendation by the director of the graduate program and pending review of the Graduate Studies Committee.

Appeals

Students who believe they have unjustly received an academic integrity violation notice and wish to appeal must initiate the appeals process no later than 14 days after the academic integrity notification. The appeal process consists of the following steps:

1. Discuss the violation report with the course instructor as soon as possible after the report is filed.
2. Consult with the program director regarding the instructor's decision.
3. If the student wishes to appeal the decision, after discussion with the instructor and program director, he/she may submit an official written appeal of the violation to the Graduate Studies Committee.

Master of Arts in Education

Master of Arts (M.Ed.) – Education

Educational Policy and Administration

English as a New Language

PreK-12 Principal

www.dwu.edu/ma-ed

The Master of Arts program in education is designed to serve the region's educational communities. Students complete the required coursework credit hours and a capstone. For their capstone experience, students may choose to write a research thesis or take a comprehensive examination, along with a practicum. The DWU Master of Arts in Education is accredited by the Higher Learning Commission of the North Central Accreditation Association and is affirmed by the South Dakota Department of Education.

The program objectives are to:

1. amplify and refresh instructional pedagogy of area educators, which will reinvigorate area school environments;
2. provide a setting for professional growth for area educators; and
3. encourage exploration of contemporary instructional practice and investigate application of identified practices.

Admission Requirements

An undergraduate cumulative grade point average (GPA) of 2.7 meets minimum acceptance standards. Applicants who are below that minimum may be denied admission. An appeal process is in place in which a written appeal should be sent to the office of admissions within a reasonable amount of time for review by the Graduate Studies Committee.

Application Procedures

Students will be considered for graduate admission when they present:

1. A completed graduate application.
2. An official transcript from your bachelor's degree awarding institution.
3. A current resume.
4. A personal statement of 300 to 500 words answering the following questions:
Why do I want to pursue a Master of Arts in Education degree from Dakota Wesleyan University?
How do I plan to use what I learn to improve education for our next generation of students?

Deadlines for Application

Applications will be taken at any time; however, consideration will be given on a first-come, first-served basis. There are three enrollment periods for the graduate program: fall, spring and summer. Preference will be given to applications received by:

- Aug. 1 for August admittance
- Dec. 1 for January admittance
- April 1 for May admittance

Attendance

Students are expected to participate in all classes and/or online sessions unless prevented by an extenuating circumstance. Effective learning in a university requires active involvement of both the student and the instructor. Students will be expected to work with instructors on an individual basis regarding absences. Students at Dakota Wesleyan University are expected to be responsible for the learning that may develop both in class and elsewhere, and they should report to instructors any necessary absences as far in advance as possible. Specific attendance policies for each course will be determined by the individual instructors, according to the nature of the course, and placed in the syllabus. Students must accept responsibility for fulfilling all course requirements. In the case where the absence is unforeseen or unavoidable, it is the responsibility of the student to contact the instructor as soon as possible. If the instructor is unreachable, the student may contact the program director, but that does not guarantee an excused absence or extension for an assignment. In addition, due to the time frame of each course, an extended absence can result in missed assignments that cause a failing grade for that course.

Masters in Education

Graduation Requirements

The Master of Arts in Education degrees are conferred upon students who:

1. Maintain a cumulative GPA of 3.0 or better.
2. Receive a minimum course grade of C or better for courses accepted toward a graduate degree. Grades of less than a C are not considered toward degree completion but are counted in the cumulative GPA. All courses may be repeated once for credit if a C- or less is received. Students wishing to repeat a course with a C or better must receive permission from the program director to repeat the course. Students are only allowed to count toward graduation, one course in which they earned a C.
3. Complete all required coursework for a program degree within four years of admission to that program. A student may be granted a one-year extension for completion of a degree upon request and with approval of the Graduate Studies Committee.
4. Successfully complete a research thesis or comprehensive examination.

Educational Policy and Administration

This program is designed for students with a bachelor's degree who are interested in K-12 post-secondary education career paths. The program requires a minimum of 36 coursework credit hours and a capstone. For their capstone experience, students may choose to write a research thesis or take a comprehensive examination.

Required Courses:

EDU 603	Statistical Analysis in Education	3
EDU 610	Human Relations: Multiculturalism	3
EDU 655	Public Policy in Education	3
EDU 659	Educational Leadership	3
EDU 661	Advanced Educational Psychology	3
EDU 683	Assessment, Planning, and Evaluation	3
EDU 685	Teaching and Learning	3
EDU 687	Legal and Ethical Issues in Education	3
EDU 690	Research Methodologies	3
EDU 691	Educational Policy and Administration Practicum or	3-6
EDU 692	Thesis	
SPD 601	The All-Inclusive Classroom	<u>3</u>
	Total	36

M. Ed. PreK-12 Principal:

This program is designed for students with a bachelor's degree in either elementary or secondary education and three years teaching experience who are interested in educational leadership in PreK-12 schools. The program requires a minimum of 36 coursework credit hours, including an internship, and the completion of a comprehensive exam.

Required Courses:

EDU 603	Statistical Analysis in Education	3
EDU 613	School and Community Relations	3
EDU 615	School Improvement	3
EDU 655	Public Policy in Education	3
EDU 659	Educational Leadership	3
EDU 665	Curriculum & Teaching Methods	3
EDU 673	Educational Administration	3
EDU 675	Education Law	3
EDU 677	Instructional Supervision	3
EDU 687	Legal and Ethical Issues in Education	3
EDU 690	Research Methodologies	3
EDU 693	Internship	<u>3</u>
	Total	36

Masters in Education

Required Courses for PreK-12 Principal Endorsement only:

Students with a bachelor's degree in either elementary or secondary education and three years teaching experience may pursue coursework to obtain a PreK-12 Principal Endorsement without a master's degree.

EDU 615	School Improvement	3
EDU 659	Educational Leadership	3
EDU 673	Educational Administration	3
EDU 675	Education Law	3
EDU 677	Instructional Supervision	3
EDU 693	Internship	3
	Total	<u>18</u>

English as a New Language (ENL)

A K-12 English as a new language education endorsement requires 18 semester hours of coursework including linguistics, development of curriculum and instruction for new language acquisition, language and culture, program assessment, reading for students with limited English proficiency, and English as a new language methodology course. Study in the developmental characteristics of K-12 learners and a practicum, internship, or student teaching inclusive of K-12 learners is required in addition to the 18 hours, if not previously completed. Verified teaching experience in K-12 English as a new language within the five-year period immediately preceding application may be accepted in lieu of the above field experiences at the equivalency of one year's teaching experience for one-semester hour credit for a maximum of three semester hours of the total credit hours required. No state test is required or available to validate this endorsement.

Additional requirements

- Study of developmental characteristics of K-12 learners.
- Practicum, internship, or student teaching inclusive of K-12 learners.
- Other coursework may be accepted to meet the 19-credit requirement for this endorsement. For more information, please call the DWU Department of Education at 1-605-995-2127.

M.Ed. English as a New Language (ENL)

This program is designed for students with a bachelor's degree in either elementary or secondary education who are interested in acquiring the skills needed to work with Language Learners in the content classroom. The program requires a minimum of 37 coursework credit hours and the completion of a comprehensive exam.

Required Courses

EDU 610	Human Relations: Multiculturalism	3
EDU 613	School and Community Relations	3
EDU 675	Educational Law	3
EDU 677	Instructional Supervisors	3
EDU 691	Educational Policy and Administration Practicum or	3-6
EDU 692	Thesis	
ENL 662	Literacy and Foundations for ENL	3
ENL 664	Methods	3
ENL 665	Culture and Linguistics	3
ENL 667	Applied Linguistics	3
ENL 668	Assessment of ESL Students and Programs	3
ENL 651	ENL Practicum for the Elementary Teacher or	
ENL 696	ENL Practicum for the Mid and High School Teacher	1
	*Additional Coursework	<u>6</u>
	Total	37

Required Courses for ENL Endorsement Only:

Students with a bachelor's degree in either elementary or secondary education may pursue coursework to obtain an ENL Endorsement without a master's degree.

ENL 662	Literacy and Foundations for ENL	3
ENL 664	Methods	3
ENL 665	Culture and Linguistics	3

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ENL 668	Assessment of ESL Students and Programs	3
ENL 651	ENL Practicum for the Elementary Teacher or	
ENL 696	ENL Practicum for the Mid and High School Teacher	1
	*Additional Coursework	<u>6</u>
	Total	19

Course Descriptions

Education (EDU)

603 Statistical Analysis in Education

3 hours

This course is the reinforcement of basic managerial math, to include some statistical analysis, research methodology, mathematics for education and elementary calculus. Emphasis is placed on practical applications and tools as well as analytical inquiry of the results.

610 Human Relations: Multiculturalism

3 hours

This course offers an in-depth approach to providing an understanding of cultural backgrounds and the influences of dehumanizing biases such as racism, sexism and classism on the lives of students. There is a specific focus on South Dakota standards for human understanding as delineated by the South Dakota Department of Education.

613 School and Community Relations

3 hours

This course investigates how school community relations are impacted by varying strategies for building community support, developing and selecting staff, and using the strengths of staff members, both in the school and in the community.

615 School Improvement

3 hours

This course is a study of the school improvement process designed to equip educational leaders with the knowledge and skills to facilitate sustainable, systemic school improvement.

635 American Indian History and Culture

3 hours

This course, designed for prospective and experienced teachers, introduces the concept and methodology of bicultural education and its relationship to American Indian education. Students will discuss a variety of skills and information necessary for success in working with culturally different children. The course is designed to meet the South Dakota certification requirement in American Indian studies.

655 Public Policy in Education

3 hours

This course focuses on the relationship between the federal and state governments and education in the United States. Topics include foundations of public policy and education: access, affordability, collaboration, reform, digital learning, and how all of these affect curriculum and delivery of the education product.

659 Educational Leadership

3 hours

This course examines the day-to-day management of learning environments. Topics include classic organizational theory, traditional administrative and governance models, campus climate and culture, project management, collaboration in the community, leadership analysis, ethics, educational advocacy and other management principles.

661 Advanced Educational Psychology

3 hours

Advanced Educational Psychology connects developmental theories to practice. It examines theories of learning and how they may be applied in the classroom. It will include the study of cognitive development, motivation and learning, how knowledge is constructed, constructivism, individual differences in learning, and learning environments.

665 Curriculum and Teaching Methods

3 hours

This course is an intensive study of differentiated instruction and teaching methods of secondary schools in connection with the latest research and foundational knowledge of human learning. It includes an understanding of the middle school concept and instructional strategies that support that concept. It covers a distinct study of delivery systems and curricular models that can affect the most dynamic positive change for individual students.

673 Educational Administration

3 hours

Educational Administration continues to be in a state of flux as school districts explore varying models of effective administration and leadership. With reference to the most commonly designed instructions,

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educational administration will be introduced to students. Specific coverage of how principals' function in the elementary school setting will be explored. The dynamics of secondary school administration and their similarities and differences to elementary will be researched and studied. Current trends, both in general administration and assessment and evaluation add to this exhaustive study of educational administration.

675 Educational Law

3 hours

This course is an intensive study of associated school law in the state of South Dakota and federal legal procedure and protocol.

677 Instructional Supervision

3 hours

The role of educational leader in instructional supervision continues to change. This course fully explores current research in providing effective instructional supervision.

683 Assessment, Planning and Evaluation

3 hours

This course covers the basic principles of assessment and planning strategies for educators, planners and decision makers in education. Students learn how to construct, validate and apply traditional tests of achievement. In addition, forms of alternative and naturalistic assessment are considered. The course will examine conceptual and practical assessment issues relating to administration and institutional performance, teaching and learning, student performance and outcomes and measurement issues.

685 Teaching and Learning

3 hours

This course will provide an examination of the complex relationships between adult development, motivation and learning. General models and teaching styles are addressed and will include quantitative and qualitative research areas.

687 Legal and Ethical Issues in Education

3 hours

This course provides an overview of the legal and ethical principles that guide the administration of post-secondary education. Students will be introduced to historical and contemporary legal and ethical issues that help guide decisions made by those working in various settings within education. Topics will include academic freedom, due process, liability, Title IX, human resource law and access.

690 Research Methodologies

3 hours

This course will give graduate education students an applied knowledge of research methods. Students will develop skills in evaluating statistical data, conducting research and producing essential elements of experimental and theoretical research projects.

691 Educational Policy and Administration Practicum

3-6 hours

Students will intern at an approved setting, complete a directed study, or propose and complete a project with appropriate evaluation and university supervision.

692 Thesis

3-6 hours

Students will complete all aspects of the thesis under the guidance and supervision of a thesis committee.

693 Internship

3 hours

Candidates will intern with a school administrator with appropriate evaluation and university supervision. The internship must include all job responsibilities of the principalship, and time spent in both the elementary and secondary levels.

699 Special Topics in Education

1-3 hours

Graduate level courses are offered in a variety of educational interests.

Course Descriptions

English as a New Language (ENL)

662 Teaching Literacy for English as a New Language Across the Curriculum

3 hours

This introductory course provides prospective English as a New Language (ENL) teachers with an overview of theory and research in the field of English as a Second Language (ESL). Participants will develop a set of principles by exploring primary approaches and methods for teaching ESL. Strong emphasis will be placed on developing teaching strategies for promoting ESL student's skills in the language domains: reading, writing, listening and speaking.

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664 Methods for Teaching English as a New Language

3 hours

Participants will explore the primary approaches and methods for teaching language learners in the English as a Second Language (ESL) classroom, as well as in the content areas. Participants will develop teaching strategies for promoting ESL students' reading, writing, listening and speaking skills as well as facilitating comprehension and critical thinking in content areas using sheltered instruction techniques. Focus will be placed on the communicative approach, where learners are involved in real communication. Participants will analyze, select and modify materials to facilitate learning in ESL students with diverse characteristics and needs.

665 Linguistics and Culture for Teaching English as a New Language

3 hours

Linguistics for English as a New Language deals with training and research in linguistics as it relates to educational theory and practice, specifically the teaching and learning of K-12 English as a Second Language students. Also addressed are issues concerning dialects, bilingual education and children with special needs involving language. The course also examines the principles of language acquisition and language learning, to consider how they are connected to cultural background and cultural identity and explore effective approaches to instruction.

667 Applied Linguistics

3 hours

Participants will explore the relationship between language and society and the role of the ENL Teacher in teaching the cultures and societies that surround the language. The course also examines topics such as multilingualism, language and gender, identity in language and teaching, and language planning, as they relate to the overall understanding of student perception of the language.

668 Assessment of ESL Students and Programs

3 hours

This course will provide participants with a comprehensive knowledge foundation in the selection, administration and interpretation of measurement instruments appropriate for English Language Learners (ELL). Participants will investigate a variety of language assessment tools used to identify, place and monitor students receiving services. Emphasis will be placed on instruments and approaches used to determine and monitor ELL student's English proficiency and academic development in English. This course will also explore evaluating the effectiveness of ESL programs and ensuring ESL students receive research-based and effective programming. The course is intended to give participants an historical perspective of the theoretical foundation of ESL.

651 ENL Practicum for Elementary Teachers

1 hour

Practicum activities will include classroom visits, observations, action research and self-reflection related to the field of English as a Second Language. Participants will receive instructor and peer feedback that prepares them for a final project centered upon teaching and academic programming in their local district. The practicum is embedded within each of the four required ENL endorsement courses.
Prerequisites: ENL 662, ENL 664, ENL 665.
Corequisite: ENL 668.

696 ENL Practicum for Middle and High School Teachers

1 hour

Practicum activities will include classroom visits, observations, action research and self-reflection related to the field of English as a Second Language. Participants will receive instructor and peer feedback that prepares them for a final project centered upon teaching and academic programming in their local district. The practicum is embedded within each of the four required ENL endorsement courses.
Prerequisites: ENL 662, ENL 664, ENL 665.
Corequisite: ENL 668.

Course Descriptions

Special Education (SPD)

SPD 601 The All-Inclusive Classroom

3 hours

This course introduces participants to the inclusion of students with disabilities in K-8, 7-12, and higher education settings and addresses the needs of these individuals from birth through adulthood. It will focus on the effects of various disabilities on learning and examine modifying curriculum and differentiating instruction to meet the educational needs of individual students. Participants will study relevant case law and consider the design of instructional environments to accommodate all learners.

Master of Athletic Training (ATN)

Donna Starr Christen College of Healthcare, Fitness and Sciences

<https://www.dwu.edu/academics/majors-minors/athletic-training>

The athletic training curriculum at Dakota Wesleyan University is designed to prepare students to become professional athletic healthcare practitioners. Specifically, the DWU athletic training faculty strives to comprehensively educate students in the concepts of athletic training; trains students in the provision of competent, high-quality care to physically active populations; prepares students for employment and/or continuing education in an environment of responsible, personal growth; and positively equips students in the personal and professional tenets of ethical and moral conduct. The Master of Athletic Training degree is designed to allow a traditional DWU student to complete the program in five years. Transfer students will need to meet the required prerequisite courses and complete the program in two years.

The Master of Athletic Training program at DWU is pending accreditation through the Commission on Accreditation of Athletic Training Education (CAATE), and prepares students for the national certification exam given by the Board of Certification (BOC). The National Athletic Trainers Association (NATA) serves as the governing body for athletic trainers in the United States, and DWU is one of a limited number of approved undergraduate curricula in the field of study.

As a discipline, the field of sports medicine is founded upon a body of knowledge derived from several areas of study, including medicine, athletic training, anatomy, physiology, kinesiology, motor learning and control, health, nutrition, fitness, psychology and performance training. Dakota Wesleyan's Master of Athletic Training curriculum is focused upon providing students with a fundamental academic background in sports medicine with specific preparation in the field of athletic training.

Athletic Trainers (ATs) are healthcare professionals who collaborate with physicians. The services provided by ATs comprise of prevention, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. Athletic training is recognized by the American Medical Association (AMA) as a health care profession (board of certification).

The AMA defines athletic training as the allied healthcare field concerned with the management of healthcare problems and issues associated with physically active populations. Occupationally, and in cooperation with physicians and other allied healthcare providers, athletic trainers are viable members of healthcare teams within secondary schools, higher education, professional athletics, sports medicine clinics and other healthcare settings.

The athletic training curriculum at Dakota Wesleyan University also requires students to complete various clinical experiences in the DWU athletic training rooms, local clinics and high schools. All of these clinical experiences are supervised by a trained preceptor. This may include an off-campus rotation for which it is the student's responsibility to arrange for transportation to and from the clinical/field experience site. Upon successful completion of the athletic training curriculum, the student is eligible to sit for the BOC certification exam. Once the student successfully passes this examination, he/she can practice as a nationally certified athletic trainer and seek employment opportunities at the professional, collegiate, secondary, clinical or corporate level. Students may pursue a master's degree in athletic training or another related field of study from another institution following graduation.

Admission Procedures for the Athletic Training Program

To preserve the integrity of instruction and mentorship, clinical space is limited. Admission to the athletic training program is selective and competitive. Admission to the athletic training program is initiated by rotational observations. Following successful completion of enrollment in required introductory courses and observational hours, students must submit an application to Athletic Training Central Applications Services (ATCAS) (<https://atcas.liaisoncas.com/applicant-ux/#/login>), or a university approved application process, with student applications subsequently reviewed by the Athletic Training Review Committee (ATRC). Applications will not be accepted after April 1. Students who are not approved for admission to the program after their first year may reapply the following year. Once admission in the program is approved, students must annually meet the requirements for academic progression or risk delaying their progress in the program. More information on the retention and the appeal process in the athletic training program can be found in the DWU Master of Athletic Training Policy Manual http://athletic-training.dwu.edu/MAT_Policy_Manual.pdf and the Graduate Studies Handbook <https://www.dwu.edu/online-adult-students/fags>. A criminal background check will be required for this

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program and is the responsibility of the student. The program will give specifics to the background check upon acceptance into the program. For all additional costs to athletic training students, see the appropriate section of the DWU Athletic Training Student Handbook or <http://athletic-training.dwu.edu/Cost/>.

Admission to the athletic training major is contingent upon the student satisfactorily completing these prerequisites:

- ATCAS application;
- documented 50 hours of observation under the supervision of a Certified Athletic Trainer;
- minimum of a 3.0 cumulative GPA;
- minimum of a 3.0 GPA in the athletic training prerequisite coursework;
- successful completion of or enrollment in all pre-requisite coursework with a minimum grade of C in each course;
- no program or pre-requisite course can be repeated more than one time;
- two letters of recommendation (excluding members of the ATRC); and
- demonstration of appropriate clinical conduct and performance, to include:
 - productive and reliable work habits;
 - ability to work in harmony with athletes, coaches, peers and certified faculty members;
 - self-motivation and the commitment to execute tasks and responsibilities as assigned and directed;
 - professional grooming, dress and appearance;
 - punctuality;
 - patience;
 - willingness to assist others in the completion of tasks and responsibilities; and
 - efficient and productive use of time.

A maximum of 20 new students are accepted into the program annually. Applications are due by April 1.

Following the completion of the prerequisites, prospective candidates participate in an interview process. The ATRC interview, led by the athletic training program director, is considered the final step toward application into the program. The interviews may be conducted face to face or through electronic media. The ATRC comprises the DWU classroom and clinical instructors, a minimum of two students currently enrolled in the athletic training program, team physicians, the medical director and preceptors. In the event one of the committee members is unable to participate, the athletic training program director will select an alternate.

The ATRC is responsible for determining admission to and/or dismissal from the athletic training program. Specifically, the ATRC is responsible for reviewing student applications, student mentor program evaluations, mentor evaluations, transcripts, letters of recommendation and any other materials pertinent to the evaluation of candidates.

Following the ATRC interview, the committee will send the students written notification of their acceptance or denial. Students accepted into the athletic training major have 14 days to accept or deny their admission. Students accepting their admission into the athletic training program are officially admitted effective the first day of the subsequent academic semester.

Students may receive conditional acceptance into the athletic training program at the discretion of the athletic training program director. If at the conclusion of the conditional semester the student has not satisfactorily accomplished all entrance requirements for the athletic training major, the student will be dismissed from the program. In addition, students on conditional acceptance may be subject to specific clinical and/or academic requirements and limitations during the conditional semester.

Students not accepted into the athletic training program may continue to make application on an annual basis, following the outlined process.

Immunizations are required and are the responsibility of each athletic training student accepted into the athletic training program. Immunizations are required before working in the university's athletic training facilities or affiliated settings.

Proof of athletic training student liability insurance is required before working in the university's athletic training facilities or affiliated settings and is the responsibility of each student accepted into the program.

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Technical Standards

The Master of Athletic Training program at Dakota Wesleyan University represents a rigorous and intense curriculum that places specific requirements and demands on each enrolled student. The objective of the program is to prepare graduates for entry into a variety of settings that present opportunities to render care to a wide spectrum of populations. The technical standards set forth by the athletic training education program outline the essential qualities deemed necessary for enrolled students to achieve the knowledge, skills and required competencies of an entry-level athletic trainer, while also fulfilling the expectations of CAATE. All students admitted to the athletic training education program are required to meet the technical standards as outlined. In the event a student is unable to meet these technical standards, with or without reasonable accommodation, the student will not be admitted to the program.

Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam.

Candidates for the athletic training education program must demonstrate:

- the mental capacity to assimilate, analyze, synthesize and integrate concepts, and solve problems, in order to formulate assessment and make therapeutic judgments, while being able to distinguish deviations from the norm;
- sufficient postural and neuromuscular control, sensory function and coordination to perform appropriate physical examinations using accepted techniques, as well as for the purpose of accurate, safe and efficient use of equipment and materials during the assessment and treatment of patients;
- the ability to communicate sensitively and effectively with patients and colleagues by establishing rapport with patients and communicating treatment and judgment information effectively to individuals from differing social and cultural backgrounds;
- the ability to speak English at a level consistent with competent professional practice;
- the ability to record physical examination results and treatment plans clearly and accurately;
- the perseverance, diligence and commitment to successfully complete the athletic training education program as outlined and sequenced;
- flexibility and the ability to adjust to uncertainties and changing situations in clinical situations; and
- effective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for the athletic training education program must verify that they understand and meet the technical standards, or that with specific accommodations they believe they can meet the required technical standards. Dakota Wesleyan University will evaluate a student who states he/she could meet the athletic training education program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws. In addition, if a student states he/she can meet the technical standards with accommodation, then the university will determine whether it agrees that the student can meet the technical standards with reasonable accommodation. Such determination will include a review as to whether the accommodations requested are reasonable, taking into account whether such accommodations would jeopardize clinician/patient safety or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to fulfill graduation requirements.

General Skills

Students within the athletic training major typically develop these skills through their prerequisite requirements:

- effective communication skills;
- basic quantitative and technology abilities;
- background in history, social science and natural science; and
- knowledge and skills in technology.

Specific Skills

Specific skills necessary for certification by the National Athletic Trainer's Association Education Council are included within the following educational domains. These domains form the foundation of the athletic training education program:

- prevention of injuries and illness
- clinical evaluation and diagnosis of Injuries and illness
- immediate care of injuries and medical conditions

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- treatment, rehabilitation and reconditioning
- organization and administration
- professional responsibility

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Students must earn at least a C in all athletic training courses. A 3.0 program GPA is required throughout the program. No program or support course can be repeated more than one time.

Prerequisite Coursework: Application to the Master of Athletic Training requires the following coursework:

Abnormal Psychology
Advanced Emergency Skills for Professionals or EMT (or proof of current CPR for the healthcare professional certification)
Anatomy & Physiology-8 credits
English Composition
General Biology-4 Credits
General or Developmental Psychology
Healthcare Ethics/Ethics
Human Nutrition
Introduction to Athletic Training/Healthcare Professions* (DWU students will complete Introduction to Healthcare and Principles of Athletic Training I and II).
Kinesiology/Biomechanics
Medical Terminology
Minority Groups or Sociology
Physics – 4 credits
Physiology of Exercise
Prevention & Care of Athletic Injuries
Speech or Interpersonal Communications
Statistical Methods-1 semester
University (General) Chemistry-8 credits
University (General) Physics-4 credits

In addition, students need to complete the following:

ATN 100 Principles of Athletic Training I	1
ATN 105 Principles of Athletic Training II	1
HLT 100 Introduction to Healthcare	1

Coursework:

ATN 610	Advanced Principles of Athletic Training	2
ATN 625	Concepts in Evidence Based Practice	2
ATN 627	Professional Conduct and Ethics	2
ATN 629	Health and Fitness Assessment	3
ATN 630	Pathology and Evaluation I	2
ATN 635	Pathology and Evaluation II	6
ATN 640	Practicum in Athletic Training I	2
ATN 642	Practicum in Athletic Training II	2
ATN 644	Practicum in Athletic Training III	2
ATN 646	Practicum in Athletic Training IV	4
ATN 648	Practicum in Athletic Training V	1
ATN 650	Clinical Immersion in Athletic Training	6
ATN 665	Healthcare Administration	2
ATN 672	Public Health and Epidemiology	3
ATN 680	Biomechanics	3
ATN 683	Therapeutic Modalities	4
ATN 685	Therapeutic Exercise	4
ATN 687	Medical Aspects and Pharmacological Interventions I	3
ATN 689	Medical Aspects and Pharmacological Interventions II	3
ATN 690	Research Methods	3
ATN 692	Thesis	<u>2</u>
	Total	61

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Course Descriptions

Graduate Coursework (ATN)

610 Advanced Principles of Athletic Training 2 hours Su

Prevention, risk management strategies, recognition and care of athletic injuries, including environmental conditions will be introduced. Students will review the duties of a certified athletic trainer and the sports medicine team. Orientation to medical documentation and electronic medical records will be introduced. An integrated laboratory will allow students to apply emergency management, taping, bracing, and wound care skills.

625 Concepts in Evidence Based Practice 2 hours Su

This course is intended to introduce concepts, theories and utilization for consumption and practice of research in scientific and clinical practices. This course will familiarize students with research methodologies and analysis techniques. This includes gathering data and compiling a review of literature in order to support the development of a thesis.

627 Professional Conduct and Ethics 2 hours F

This course is designed to aid the student in understanding their role as a health care provider in the context of the healthcare environment. Emphasis is placed on interpersonal communication skills in the health care environment.

629 Health and Fitness Assessment 3 hours Su

The course will utilize holistic assessment of a patient's nutritional, health and physical assessment. Topics will include population characteristics, common fitness and nutrition evaluation and criteria for programmatic design and sport performance.

630 Pathology and Evaluation I 2 hours Su

This course is a comprehensive study of the commonly accepted techniques used to clinically evaluate orthopedic injuries and illnesses for the purpose of determining the type and severity as well as the prescription of appropriate treatment and/or referral. Students will investigate typical symptoms and common clinical signs associated with injuries and illnesses, including common contributing etiological factors. This course focuses primarily on environmental illness, traumatic head and neck injuries and foot/ankle and lower leg injuries. Significant emphasis will be placed on the appropriate standards of care based on current scholarly literature.

635 Pathology and Evaluation II 6 hours F

This course is a comprehensive study of the commonly accepted techniques used to clinically evaluate orthopedic injuries and illness for the purpose of determining the type and severity as well as the prescription of appropriate treatment and/or referral. Students will investigate typical symptoms and common clinical signs associated with injuries and illnesses, including common contributing etiological factors. This course focuses primarily on the knee/hip/pelvis, gait analysis, spine and upper extremity. Significant emphasis will be placed on the appropriate standards of care based off of current scholarly literature.

640 Practicum in Athletic Training I 2 hours F

This course focuses on the supervised clinical experiences associated with established procedures regarding the prevention, evaluation, management and rehabilitation of injuries. In addition, this course deals specifically with issues related to the protocols of HOPS, HIPS and SOAP, established procedures regarding the prevention, evaluation, management of athletic injuries, with specific emphasis on the management and evaluation of traumatic head/neck injuries and foot/ankle/lower leg injuries.

642 Practicum in Athletic Training II 2 hours S

This course focuses on the supervised clinical experiences associated with established procedures for the prevention, evaluation, management and rehabilitation of injuries, with specific emphasis applied to knee, thigh/hip/pelvis, spine, gait analysis and upper extremity injuries and therapeutic modalities.

644 Practicum in Athletic Training III 2 hours Su

This course focuses on the supervised clinical experiences associated with established procedures for the prevention, evaluation, management of injuries/illness, with specific emphasis applied to medical conditions and pharmacology.

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- 646 Practicum in Athletic Training IV** **4 hours** **F**
This course focuses on the supervised clinical experiences associated with established procedures for the prevention, evaluation, management of injuries/illness, with specific emphasis on therapeutic rehabilitation and reconditioning.
- 648 Practicum in Athletic Training V** **1 hour** **S**
This course will serve as a self-directed comprehensive review of all athletic training knowledge and serve as a study preparation course for the BOC exam.
- 650 Clinical Immersion in Athletic Training** **6 hours** **S**
The purpose of the internship is to develop the student's knowledge, awareness and appreciation for work site requirements, structure and operating procedures in an approved setting of the student's choice. The internship should allow for significant clinical immersion into the profession of athletic training.
- 665 Healthcare Administration** **2 hours** **Su**
This course emphasizes the formulation of policies and procedures and other administrative tasks of the integrated health care system. Management strategies utilizing case studies are presented. Practical applications involve inventory, insurance claims, budget and legal issues. Focus is directed toward organization and management of athletic training rooms and other sports medicine settings.
- 672 Public Health and Epidemiology** **3 hours** **S**
In this course, students will learn and apply concepts of epidemiology and healthcare informatics to multiple domains of public health. The course will require the student to practice using epidemiology and healthcare informatics to better understand, characterize and promote health at a population level. Prerequisite: acceptance into the MAT or instructor consent.
- 680 Biomechanics** **3 hours** **S**
This course provides an in-depth study of the musculoskeletal and mechanical aspects of anatomical structures as related to human movement and function. This course will apply physics concepts, tissue responses and adaptations, and human movement concepts in preparation for rehabilitation techniques and injury prevention. Movement of individual joints, kinetic chain and whole-body motion will be analyzed. Clinical evaluation of movement, posture, and gait will be introduced. Students will be able to evaluate and treat a variety of disorders through the analysis and application of musculoskeletal mechanics, applied neurology, articular function, biomechanical principles within movement, and material/biomechanical properties of biological tissue.
- 683 Therapeutic Modalities** **4 hours** **F**
This course involves a comprehensive study of the physical principles, physiological effects, indications, contraindications, safety precautions and standard operating procedures of the therapeutic modalities and soft tissue mobilization commonly used in the treatment of orthopedic injuries. It also includes current pain control theories, the body's personal response to trauma and inactivity, and the role and function of various pharmacological agents used in the field of sports medicine. Significant emphasis will be placed on the effectiveness and appropriateness based on current scholarly literature.
- 685 Therapeutic Exercise** **4 hours** **S**
This course examines the components of a comprehensive rehabilitation and reconditioning program. Subjects to be covered include determining therapeutic goals and objectives, selecting therapeutic modalities, and developing criteria for progression of therapy and return to functional occupational levels. Significant emphasis will be placed on the effectiveness and appropriateness based on current scholarly literature.
- 687 Medical Aspects and Pharmacological Interventions I** **3 hours** **S**
This is the first of two courses intended to introduce students to various health related issues and associated pharmacologic and non-pharmacologic interventions. This course is taught in a system based approach. Systems to be covered in the sequence of courses will include respiratory, cardiovascular, gastrointestinal, genitourinary, gynecological, ear/nose/throat, neurological,

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dermatological, immune, musculoskeletal and reproductive. Guest speakers will assist the instructor by presenting enhanced topics in addition to regular class meetings.

689 Medical Aspects and Pharmacological Interventions II **3 hours** **Su**

This is the second of two courses intended to introduce students to various health related issues and associated pharmacologic and non-pharmacologic interventions. This course is taught in a system-based approach. Systems to be covered in the sequence of courses will include respiratory, cardiovascular, gastrointestinal, genitourinary, gynecological, ear/nose/throat, neurological, dermatological, immune, musculoskeletal and reproductive and psychosocial application and referral patterns.

690 Research Methods **3 hours** **F**

This project-oriented course in statistics and experimental design includes categorical analysis, multiple regression, the analysis of variance, factor analysis and other statistical techniques as appropriate for the completion of a thesis.

692 Thesis **2 hours** **S**

Students will complete all aspects of the thesis under the guidance and supervision of a thesis committee.

Master of Business Administration

www.dwu.edu/mba

The Master of Business Administration (MBA) is designed to assist in completing your MBA immediately following your undergraduate degree completion or to meet the needs of the professional seeking next-level skills. You'll be learning alongside students from diverse industries, with varying levels of experience, in a faith-based setting. This innovative, comprehensive, and applied program gives you the opportunity to master content that is relevant to your needs.

The MBA is nationally accredited through the International Assembly for Collegiate Business Education (IACBE).

Distinct features:

1. DWU requires no GRE, GMAT or any graduate school exam. If you earned a DWU degree with a GPA of 3.0 or greater, you have automatic acceptance into the program. Simply complete the "Intention to Enroll" form. <https://www2.dwu.edu/WebForms/AppOnline.aspx>
2. The DWU MBA program requires no thesis. The program consists of coursework and associated projects only.
3. The program consists of applied and relevant coursework. It is the goal of the Master of Business program that you can apply what you learn immediately.

Students who do not have an undergraduate degree or relevant business experience are encouraged to take Peregrine leveling courses to help prepare them for graduate MBA coursework. The program director or course instructor can provide additional information and direction about Peregrine leveling courses.

Program Delivery Format

The mode of course delivery for this program will be in an eight-week online format. Individual courses may offer live or recorded video meetings.

Admission Requirement for the MBA Program

Current DWU seniors or DWU graduates who have a 3.0 GPA or higher are accepted into the program after the completion of an "intent to enroll" form. Students who are currently enrolled in one of DWU's certificate programs may matriculate into the MBA program if they maintain a 3.0 GPA in those certificate courses. Those students would also be required to complete the "intent to enroll" form.

Prospective MBA students are required to have a cumulative grade point average (GPA) of 2.75 or higher in their undergraduate program. If applicants do not meet this admission requirement, additional documentation may be requested.

Application Procedure for the MBA

Students will be considered for graduate admission when they present:

1. A completed "application" form or the application to the MBA program. <https://www2.dwu.edu/WebForms/AppOnline.aspx>
2. An official transcript from their bachelor-awarding institution if other than DWU.
3. A current resume.

Deadlines for Application to the MBA Program

Applications will be taken at any time; however, consideration will be given on a first-come, first-served basis.

- July 1 for August admittance
- Dec. 1 for January admittance

Graduation Requirements

To receive the MBA from Dakota Wesleyan University, students must meet the minimum graduate requirements set by the university along with specific requirements established by the degree program. This is based on the degree requirements in effect at the time of first enrollment as a degree-seeking student. Students may elect to update to complete requirements of the current catalog as well. It is the student's responsibility to know and comply with the regulations and requirements contained in this catalog. Graduate academic advisers are helpful in preparing degree plans and assisting in degree progress, but the primary responsibility remains with the student. The graduation requirements are:

Master of Business Administration

1. Successful completion of required hours for the MBA program with a minimum cumulative GPA of B (3.0), computed on all graduate work taken at DWU, or accepted for transfer credit. No transfer credit with a grade less than B will be accepted and no grade of less than C on DWU courses will be accepted as credit for the MBA program. Courses may be repeated once if a grade of C- or less was received. Academic probation and suspension may be found in the general information section.
2. Completion of all degree requirements, which were in effect at the time of the student's initial entrance into the MBA program or are currently in effect, within a period of seven years.
3. Approval by the graduate faculty for graduation as certified by the DWU registrar and the MBA program director.
4. The filing of all necessary forms including the Application for Graduation, Commencement Form with appropriate fee, and notifying the registrar of your plan to attend.
5. For students in the MBA Strategic Leadership student must complete the MBA program's comprehensive exam administered in BUS 695 Strategic Business Development or at conclusion of the student's final course offering.

M.B.A – Strategic Leadership Degree Curriculum

Management

BUS 605	High-Performance Teams	3
BUS 606	Adaptive Leadership and Change Management	3
BUS 635	Coaching and Mentoring in the Workplace	3
BUS 636	Conflict Management	3

Quantitative Literacy

BUS 625	Practical Economics*	3
BUS 626	Data-Driven Decision Making	3
BUS 640	Managerial Accounting*	3
BUS 650	Financial Analysis*	3

Strategic Leadership

BUS 655	Project Management	3
BUS 656	Contemporary Marketing	3
BUS 685	Legal Environment	3
BUS 695	Strategic Business Analysis and Management*	3
	Total	36

* Prerequisite required

M.B.A- Nonprofit Administration for Church Leaders Curriculum

BUS	Students will select two courses from the Management, Quantitative Literacy and Strategic Leadership offerings	18
NPA 600	The Path of Stewardship I	1
NPA 610	Financial Stewardship	3
NPA 620	Stewarding Human Resources	3
NPA 630	Applied Project I	3
NPA 640	The Path of Stewardship II	1
NPA 650	Stewarding Vision	3
NPA 661	Stewarding Community	3
NPA 670	Applied Project II	3
NPA 680	The Path of Stewardship III	1
	Total	39

Certificate Opportunities

Students choosing to earn a graduate certificate in Strategic Leadership are required to complete two courses in each of the areas of management, quantitative literacy and strategic leadership.

Master of Business Administration

Course Descriptions

Business (BUS)

605 High-Performance Teams

3 hours

This course is designed to help students polish and develop leadership skills designed to take their teams to the next level. Throughout the course students will learn theories and principals of contemporary and effective leadership. Skill improvement focuses on areas including communication (writing, presenting, listening), time-management, information literacy, personality and strength assessment, and more. Students will also engage in practical and hands-on strategies to accelerate performance among individuals, groups and teams within organizations. Students will be able to: develop a strategy for building a high-performance team, reflect on their own leadership strengths, implement improvement plans for self and others and develop and deliver professional presentations using oral and written tools and techniques.

606 Adaptive Leadership and Change Management

3 hours

Organizations are faced with constant and rapid changes in their local and global environments. This perpetual change necessitates that leaders have skills in resiliency, adaptation and innovation. During this course, students will explore theories of adaptive leadership, reflect on their adaptive leadership skills and develop strategies for improvement. In the second part of the course, students will explore principals of change management, learn how to uncover and address resistance to change, develop change plans, and implement and monitor change progress. Students will be able to: incorporate strategies to improve resiliency and adaptation in their context, conduct a stakeholder analysis and address resistance to change through appropriate behavior change plans.

625 Practical Economics

3 hours

Students will explore aspects of the global economy including resources acquisition, development, global shocks, international business, and trade. Students will investigate globalization and seek to provide an understanding of today's interdependent world. Students will be able to demonstrate the ability to: evaluate elements of global economics and reflect on their impact to local context, analyze economic interdependencies created by globalization and synthesize economic metrics for financial, marketing, and operational performance.

Prerequisite: an economics course, equivalent experience or an approved leveling course. *

626 Data-Driven Decision Making

3 hours

This practical managerial decision-making class will incorporate analysis of financial statements and accounting metrics. Using case study and application students will: improve their ability to use data to drive financial, marketing, and operational decisions as well as use appropriate metrics to measure performance. Students will demonstrate the ability to: analyze financial statements, use financial analysis for business planning, use statistics and data to drive business decisions.

635 Coaching and Mentoring in the Workplace

3 hours

Coaching is a trending competency in progressive organizations. Having an executive coach helps leaders move more quickly and more intentionally in their leadership journey. Coaches can be internal to the organization, working from within, as well as external to the organization, serving as a consultant. This class will help students gain skills and experience for coaching internal and external professionals. Coursework will explore coaching theory, adult learning styles (andragogy), and decision-making styles. Students will be able to: apply adult learning (andragogy) to personal change, develop executive coaching skills at the personal and managerial level and deploy a variety of decision-making styles

636 Conflict Management

3 hours

Conflict can be positive and negative, depending on several factors including how leaders manage. This course engages students in strategies to engage conflict in ways that are constructive for the organization and people involved. Activities will help students understand their conflict style and develop their own conflict management skills. Students will be able to: use mediation, negotiation, and other relevant conflict management strategies in professional settings, use communication effectively in high-stress environments and apply needs- and interest-based strategies to resolve conflict.

640 Managerial Accounting

3 hours

An analysis of financial accounting provides the foundations underlying corporate financial statements. This portion of the course will provide students with the ability to read and understand financial statements, along with developing skills to analyze and interpret financial information. The use of managerial accounting tools will help students understand how to better contribute to

Master of Business Administration

managerial decision making, planning and controlling processes of management. Students will be able to: use tools for analyzing profitability and liquidity, leverage activity and risk through application of financial ratios and connect accounting principles to managerial reporting. Prerequisite: an accounting course, equivalent experience or leveling course. *

650 Financial Analysis

3 hours

Acquire working knowledge of financial analysis principles and practices, including cost of capital analysis, cash flow and budget analysis, forecasting, financial risk management, and capital budgeting that are required to support management decision making. Upon completion of the course students will be able to demonstrate an ability to: conduct cash flow analysis that is appropriate for her/his/their industry and develop a future-focused capital forecast that incorporates working knowledge of current markets and trends.

655 Project Management

3 hours

Contemporary business leaders are often tasked with leading the execution of projects. Throughout this course students will learn tools and techniques for connecting the organization's mission and vision to organizational deliverables. Experiential work will engage in development of a project plan that benefits an organization of their choosing using tools such as WBS, PERT, grant charts and heat maps. Students will be able to: use appropriate project management techniques and tools for project design and delivery and demonstrate principles of benefits realization management.

656 Contemporary Marketing

3 hours

Students who engage in this course will learn strategies for turning knowledge of consumer behavior into actionable plans designed to improve and increase operational performance. In addition to learning through text and case-study students will develop practical solutions for reaching a consumer audience in their context. Students will be able to: form data-driven predictions about consumer behaviors, analyze big-data, build insights and marketing strategies, and apply course concepts to the design of an effective marketing campaign.

685 Legal Environment

3 hours

This course is designed to equip students with the tools necessary to analyze an organization's exposure to risk and formulate solutions to mitigate or eliminate such exposure through identification, assessment and prioritization. This course offers a contemporary perspective on legal and ethical issues that organizations face. Students will understand components of legal and regulatory environments, liabilities, contracts, and more. Students will demonstrate the ability to: analyze legal dilemmas and make decisions that mitigate risk and identify, assess, prioritize, and develop strategies that maximize mission profitability while honoring corporate ethics.

695 Strategic Business Analysis and Management

3 hours

This course covers the determination and analysis of strategic goals and objectives for an organization, both in theoretical approaches and actual application. Students will learn how to do environmental and competitive analysis. Students will also learn to assess various internal and external factors that influence strategic planning such as: economic, social, legal, political, technological and competitive factors. This course will include the completion of a business content area exam. Students will be able to: conduct and present findings of an environmental and competitive analysis and apply principles of strategy and organizational analysis through simulation.

Prerequisites: BUS 640 and BUS 650 or the consent of the instructor.

698 Practicum

3 hours

This course is an applied, monitored and/or supervised field-based learning experience, such as an internship or directed study. Students will gain practical experience through a negotiated and or directed plan of study determined by the instructor and student. Director and instructor approval is needed.

* Students who have not taken an economics or accounting course in a previous undergraduate or graduate program must work with the MBA program director to verify equivalent experience or take an appropriate leveling course (<http://www.peregrineacademics.com/home/academic-leveling-courses>) as a prerequisite. Students should make contact and appropriate arrangements with the director prior to beginning the MBA program.

Master of Business Administration – Trust Management

Overview and Objectives

The Master of Business Administration-Trust Management program is no longer accepting students. Students are encouraged to consider the Master of Business Administration- Strategic Leadership or Master of Business Administration- Nonprofit Administration.

Course Descriptions

Business (BUS)

535 Understanding Wills, Trusts and Estates

3 hours

This course provides foundational knowledge regarding the legal theories, methods and mechanics of property transfer. Students will learn about the different types of property, property interests and ownership rights and responsibilities that the law imposes upon professionals working in the industry. The course will cover the concepts of intestate succession, non-probate transfers, wills, trusts, estates, fiduciary administration and many others relating to the legal requirements of property transfer.

545 Principles of Wealth Management

3 hours

This course is designed to provide students with a comprehensive understanding of the many elements and intricacies of the wealth management process. Students will learn the art of developing an overall wealth management strategy for their clients. This strategy will be formulated through the process of 1) constructing client specific goals and identifying client specific constraints; 2) gathering data through the interview process with clients and subject matter experts; 3) understanding the concepts of investment theory, asset allocation, portfolio management theory and investment selection; and, 4) following an integrated approach that incorporates all aspects of wealth management including the concepts of estate planning, taxation, insurance, retirement planning and fiduciary law.

555 Essentials of Estate and Trust Administration

3 hours

This course is a study of the common law, statutory law and regulatory frameworks that cover the duties and responsibilities imposed on fiduciary professionals who act as personal representatives and/or trust administrators. This course will develop a student's understanding of the interplay between the legal duty to follow the terms and conditions of a valid legal document, creating a trust/estate, while doing so within the confines of a complex legal framework. The course will also explore planning techniques used by practitioners to mitigate the effects, or legally avoid the impact, of these tax laws on the estates of their clients.

Prerequisite: BUS 535.

565 Understanding Qualified and Nonqualified Retirement Plans

3 hours

This course will provide the student with a working knowledge of the many different types of retirement planning arrangements that are available to their clients. The course will cover the main attributes of the different arrangements; legal requirements for establishing and maintaining them; the tax and planning advantages and disadvantages of each type of arrangement from the perspective of both the plan provider and plan participant; and distribution strategies that are available to participants in these arrangements.

575 Fundamentals of Federal Estate, Gift and Fiduciary Tax Law

3 hours

This course explores the various taxes that may impact the transfer of property from one party to another, during life, at death or through postmortem planning. It will cover the historical origin of these various taxes, the modifications that have occurred over time and how they are currently applied.

Prerequisite: BUS 535.

585 Fiduciary Relationship Management and Business Development

3 hours

This course is designed to cultivate an awareness of, and commitment to, the fiduciary standards of care and ethics that are required for professionals who are invited into relationships of trust with their clients. The course will cover professional customer relationship management techniques, customer service standards, and communication skills needed to communicate appropriately with clients, subject matter experts (such as attorneys, investment advisors, bankers, etc.) and other individuals who are part of the client's relationship circle. Further, students will gain understanding of the nuances of marketing fiduciary services through relationship based selling techniques, needs based selling approaches and personal selling techniques that are tailored to the unique world of comprehensive wealth management within a fiduciary framework.

Master of Business Administration- Trust Management

620 Managerial Economics

3 hours

This study of managerial economics provides students with microeconomic theories applied to managerial business decision making. Topics include supply and demand analysis, consumer demand theory and forecasting. This study bridges economic theory and economics in practice. It extends to production and cost analysis, market structure, risk analysis and regulatory theory. The course finishes with elements of game theory where analysis of competitive behavior includes bargaining, conflict and negotiation. It emphasizes the identification and analysis of strategic situations frequently occurring in bargaining situations and contributes to better problem solving.

Prerequisite: BUS 510 or equivalent.

630 Leadership and Corporate Accountability

3 hours

An analysis of financial accounting provides the foundations underlying corporate financial statements. This portion of the course will provide students with the ability to read and understand the financial statements, along with developing skills to analyze and interpret financial information. Topics will include developing tools for analyzing profitability, liquidity, leverage, activity and risk through the application of financial ratios. The connection of generally accepted accounting principles is then made to management reporting. Additionally, the use of managerial accounting tools will help students understand how to better contribute to managerial decision making, planning and controlling processes of management. Emphasis is placed on the quality, use and reliability of accounting data for decision making.

Prerequisite: BUS 501 or equivalent.

645 Managing Workplace Environments

3 hours

Business networking is a vital and important activity in today's business world. This course will begin with the study and analysis of current networking techniques by which groups of like-minded businesspeople recognize, create or act upon business opportunities. Sales and the use of client relationship management (CRM) technology is a widely implemented strategy for managing a company's interactions with customers, clients and sales prospects. Students will be exposed to current sales practices and techniques used to organize, automate and synchronize business processes – principally sales activities, marketing and customer service. The course will also cover negotiation and the bargaining for scarce resources in today's highly competitive marketplace. Students will learn the art and science of negotiation as well as analyzing and reviewing the conduct and outcome of actual negotiations.

650 Financial Analysis

3 hours

Financial Analysis provides practical application for financial decisions and value maximization using the time value of money. The course will include the fundamental tools of cash inflows and outflows, as well as cash flow analysis, and will use cash flow forecasting techniques to develop strategies to maintain adequate cash flow for a business entity. Operational risk analysis provides an understanding of the planning process used to assess the financial position of the business from a financial risk perspective and determine whether an organization's long-term investments are worth pursuing. Students will analyze formal methods used in capital budgeting, as well as measure, assess and evaluate short- and long-term cash requirements.

660 Regulatory and Reporting Environments

3 hours

Coverage in this course begins with building understanding of how contracts are formed, the rules of contract law and remedies the law has created to address harm that may result when formal contract rules do not apply. Students will learn more about how legal liability arises, the consequences of such liability and how to avoid or mitigate these liabilities. Legal forms of organizations will also be reviewed, along with secured transactions, sales and warranties. The latter part of the course specializes in evaluating various ethical issues encountered in business and the questions they raise for the individuals involved. It will cover both theory and philosophical notes as well as how they must be applied daily in actual organizations.

695 Strategic Business Development

3 hours

This capstone course covers the determination and analysis of strategic goals and objectives for an organization, both in theoretical approaches and actual application. This will include studying strengths, weaknesses, opportunities and threats. Students will learn how to do environmental and competitive analysis. They will also learn to assess various external factors that influence strategic planning, such as economic, social, legal, political, technological and competitive factors. Through the use of case studies, simulations and/or application to actual companies, students will get to try out what they have learned. The work done in this course will take into account the cumulative learning from this MBA program in strategic leadership. It will include a final presentation of findings, the completion of a business content area exam, and the closing out of a portfolio of important student projects from the overall MBA program.

Nonprofit Administration for Church Leaders

www.dwu.edu/churchleadership

A graduate certificate in Nonprofit Administration for Church Leaders is a one-year program in which students (i.e. traditionally working pastors) take four online graduate courses, each of which worth three credits and transpires over the course of a period of not more than three months; execute two applied projects, each worth three credit hours; and attend three face-to-face meetings, each worth one credit hour.

Program and course content combine critical topics in nonprofit leadership to meet the needs of clergy working in today's churches. Courses may also feature guest lectures with ministry experts and other church leaders who have successfully applied relevant content practices in their respective ministry settings.

The applied projects are designed to connect course content to each pastor's professional work environment. Each student in the program will be assigned a professional coach. The coach will have expertise in one or more area of administration in order to assist students with their applied projects. Coaches will communicate regularly with their assigned students and support students' work on applied projects over the course of the year.

The primary objective of this program is to increase pastoral leaders' confidence and capacity to be effective organizational administrators with skills in financial stewardship, human resource management, governance, communications and strategic leadership.

"This is a great opportunity for our churches. It prepares bold, confident, spirit-led leaders who are helping our congregations adapt to the constantly changing mission-field." — Bishop Bruce Ough

Nonprofit Administration for Church Leaders Curriculum

NPA 600	The Path of Stewardship I	1
NPA 610	Financial Stewardship	3
NPA 620	Stewarding Human Resources	3
NPA 630	Applied Project I	3
NPA 640	The Path of Stewardship II	1
NPA 650	Stewarding Vision	3
NPA 661	Stewarding Community	3
NPA 670	Applied Project II	3
NPA 680	The Path of Stewardship III	<u>1</u>
	Total	21

Course Descriptions

Nonprofit Church Leadership (NPA)

600 The Path of Stewardship I

1 hour

During this session, students will be introduced to the program vision, mission, goals and objectives. Students will also become familiar with the online learning platform, have time to network with their peers and other leaders, and establish their own personal goals and objectives for their learning program. Students will also engage with their mentors and learn from guest lecturers.

610 Financial Stewardship I: 21st Century Resource Development and Management

3 hours

This course will discuss the current state of giving within the church, examine the underlying tenets of giving from a scriptural and a human perspective, and explore different approaches for cultivating giving within the church that will enable short and long-term sustainable resource development. The second portion will focus on how to manage resources and will provide students with fundamental knowledge about processes like budgeting and developing and reading financial statements.

620 Stewarding Human Resources: Governance, Personnel, and Volunteer Management

3 hours

In this course, students will learn the different roles and responsibilities of governing boards, staff members and volunteers, and learn how to navigate roles, responsibilities and relationships within these structures.

Nonprofit Church Leadership

Students will discover ways to respond to challenges, and how to design appropriate structures and methods for recruiting, training, developing, sustaining and retaining the right talent for important roles and responsibilities in the church.

630 Applied Project I

1 hour

Students will create and implement a project that applies critical ideas from NPCL 610 and/or 620. Students will work with their mentor, church stakeholders, and others to develop, implement and evaluate the project. Projects will be presented in NCL 640.

640 The Path of Stewardship II

1 hour

During this class students will present their first applied project, reflect on the project strengths and challenges, develop ideas for improvement, and learn from peer presenters. Students will also engage with their mentors and be inspired by other church leaders during guest lectures.

650 Stewarding Vision: Strategy Design, Implementation and Evaluation

3 hours

Each church has a unique vision. Each board and congregation bring a different perspective on what their purpose is. Each pastor is tasked with determining the appropriate ways to execute this vision and purpose. This course delivers content about how to develop and evaluate vision, mission, and purpose as well as how to design, implement and evaluate the effectiveness of a strategy at both the organization and program levels.

661 Stewarding Community: Communications and Community Outreach

3 hours

In this course, students will develop an understanding of their church's alignment with the needs of their congregational community as well as the needs of their community of geographic proximity. Students will explore a variety of mediums and communication strategies to design (or modify) methods of internal and external communications, develop skills in marketing and messaging to and for their church, and evaluate and engage strategies for effective outreach.

670 Applied Project II

3 hours

Students will create and implement a project that applies critical ideas from NPCL 650 and/or 660. Students will work with their mentor, church stakeholders, and others to develop, implement and evaluate the project. Projects will be presented in NCL 680.

680 The Path of Stewardship III

1 hour

Students will participate in an immersive weekend with the cohort peers at the conclusion of the program. During this class, students will present their second applied project, reflect on the project strengths and challenges, develop ideas for improvement, and learn from peer presenters. Students will also engage with their mentors and be inspired by other church leaders during guest lectures.

People

DWU Board of Trustees

Chair – Douglas Powers '78, Mitchell, SD

Vice Chair – Rita Johnson '70, Webster, SD

Secretary – Bob Kjelden '71, North Oaks, MN

Phillip Becker, Mitchell, SD

John J. Billion, Sioux Falls, SD (Life Trustee)

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John Clarke, Mitchell, SD (Life Trustee)

Kermit Culver '77, Bismarck, ND

Bill Farris '69, Ponte Vedra, FL (Life Trustee)

Ronald Gates, Sr., Mitchell, SD (Life Trustee)

John Grinager '75, Mendota Heights, MN

James Gritzner '69, Clive, IA

Jeff Jares, Sioux Falls, SD

Jeff Jervik '84, Highlands Ranch, CO

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Rita Johnson '70, Webster, SD

Kenneth Ketel '62, Rapid City, SD

Robert Kjelden '71, North Oaks, MN

Cindy Krall, Mitchell, SD

Elizabeth Kroger, Broomfield, CO

Linda Kropenske, Sioux Falls, SD

Ronald Martin '74, Tyler, TX

M. Kent Millard '63, Zionville, IN (Life Trustee)

Carey Miller, Sioux Falls, SD

Jerry Miller '63, Sioux Falls, SD

Paul Miskimins, Mitchell, SD

Roger Musick, Mitchell, SD

Terry Nebelsick '78, Huron, SD

Jeff Nelson, Sioux Falls, SD

Julie Nelson '80, Sioux Falls, SD

Bruce Ough, Minneapolis, MN

Douglas Powers '78, Mitchell, SD

Wayne Puetz, Mitchell, SD (Life Trustee)

Robert Ruedebusch '78, Sioux Falls, SD

Alison Tandler '97, Sioux Falls, SD

Larry Thompson, Mitchell, SD

Myles Tieszen '84, Omaha, NE

Lesta Turchen, Hill City, SD

J. Leon Washington '72, Bethlehem, PA

Administrative Officers, Faculty and Staff

Administrators

Novak, Amy C. President, 2003–
B.A., 1993, University of Notre Dame; M.S., 1997, Wright State University; Ed.D., 2014, Creighton University.

Allen, Kitty S. Vice President for Institutional Advancement, 2011–
B.S., 1988, Crown College; M.S., 2019 University of South Dakota.

Kriese, Theresa I. Executive Vice President, 2008–
B.S. 1985, Northern State University; MBA, 2008, University of Sioux Falls.

Roidt, Joseph M. Provost; 2016–
B.A., 1987, Kent State University; Ph.D., 1997, University of Pittsburgh.

Thomas, Fredel V. Vice President for Enrollment and Marketing, 2012–
B.S., 2000, University of South Dakota; MBA, 2014, Dakota Wesleyan University.

Deans and Other Administrators

Driedger, Derek J. Associate Provost; Professor of English, 2007–
B.A., 1999, and M.A., 2001, University of North Dakota; Ph.D., 2007, University of Nebraska.

Kelly, Anne M. Wessels Dean of the College of Leadership and Public Service; Professor of Behavioral Sciences and Psychology, 2000–
B.A., 1996, The Evergreen State College; M.A., 1999, and Ph.D., 2001, University of Nevada-Reno.

Melroe Lehrman, Bethany M. Interim Dean of the Donna Starr Christen College of Healthcare, Fitness and Sciences; Associate Professor of Chemistry, 2011–
B.S., 2005, M.S., 2008, and Ph.D., 2012, South Dakota State University.

Redder, Vince P. Dean of the College of Arts and Humanities; Professor of English, 2001–
B.A., 1979, University of Dallas; M.A., 1997, Midwestern State University; Ph.D., 2003, University of South Carolina.

Vincent, Alisha J. Associate Provost; Associate Professor of Nonprofit Administration, 2013–
B.S., 2001, Black Hills State University; M.S., 2008, Walden University; Ed.D., 2010 University of South Dakota.

Program Directors

Hadler, Tracy A. Associate Professor of Nursing, 2014–
A.A., 2008, University of South Dakota; B.S., 2010, Minnesota State University; M.S.N., 2013, Walden University.

Jarding, Jessica F. Associate Professor of Nursing, 2014–
A.A., 1999, Dakota Wesleyan University; B.S.N., 2002, South Dakota State University; M.S.N., 2012, University of Wyoming.

Eden, Stacy Assistant Professor and Administrative Chair of Nursing, 2019–A.S., 2010, Minnesota West; B.S., 2012 and D.N.P., 2016 South Dakota State University.

Goldammer, Diana K. Assistant Professor of Business Administration and Economics, 2019–
B.A., 1991, Augustana College; M.A., 2002, Jones International University; Ed.D., 2014, Walden University; M.A., 2020, Golden Gate University.

Wagner, Daniel M. Professor of Athletic Training; Program Director of Masters' Program in Athletic Training; 2001– B.S., 1992, South Dakota State University; M.S., 1994, Indiana State University; Ed.D., 2003, University of South Dakota.

Weber, Melissa A. Assistant Professor of Education, 2018–B.S., 1995, South Dakota State University; M.S., 2012, University of North Texas; Ed.S., 2017, University of South Dakota.

Staff

Alexander, Mary L. Director of Financial Aid, 2011–
Backes, Jessica A. Enrollment Services Specialist, 2019–
Claar, Michael D. Accounts Receivable Accountant, 2020–
Eden, Stacy R. Administrative Chair of Nursing, 2018–
Ehlebracht, Kris M. Financial Aid Counselor, 2011–
George, Emily Executive Administrative Assistant, 2006–
Gerlach, Donna K. Campus Nurse, 1999–
Gislason, Erik B. IT Support Technician, 2015–
Harvey, Chad E. Director of IT, 2016–
Hellman, Michelle A. Education Support Specialist, 2010–
Leuthold, Melissa E. Adult and Online Enrollment Coordinator, 2020–
Lockett, Jerry L. Registrar, 1990–
Meyerink, Angela P. Assistant Registrar, 2016–
Noteboom, Jennifer K. Campus Counselor, 2019–
Rosendahl, Willem C. Systems Administrator/Programmer, 2008–
Sittner, Kristi L. IT Administrative Assistant, 2020–
Solberg, Lori L. Director of University Services, 1994–
Warren, Byron M. IT Digital Support Technician, 2018–

Telephone Directory

For other numbers and changes, go to: www.dwu.edu/directory.

Admissions.....	605-995-2650
Alumni.....	605-995-2603
Athletics.....	605-995-2112
Bookstore.....	605-995-2805
Business Office.....	605-995-2693
Campus Life.....	605-995-2950
Campus Pastor.....	605-995-2919
Campus Nurse.....	605-995-2957
Career Counseling.....	605-995-2160
Center for Talent Development.....	605-995-2952
Class Cancellations.....	605-995-2123
Education Department.....	605-995-2127
Enrollment Services.....	605-995-2650
Financial Aid.....	605-995-2656
Food Service.....	605-995-2810
Human Resources.....	605-995-2648
Institutional Advancement.....	605-995-2603
Marketing and Communications.....	605-995-2620
McGovern Library.....	605-995-2618
Nursing.....	605-995-2702
Physical Plant.....	605-995-2800
Planned Giving.....	605-995-2603
Post Office (Central Services).....	605-995-2806
President.....	605-995-2601
Provost.....	605-995-2625
Registrar.....	605-995-2642
Residential Life.....	605-995-2160
Security..... (605-770-1593 after 5 p.m.).....	605-995-2160
Student Support Services.....	605-995-2900
Switchboard.....	605-995-2600
Wellness Center, Christen Family.....	605-995-2856
Wellness Complex, DWU/Avera Sports and.....	605-995-2888
Work Study Program.....	605-995-2663