

# Undergraduate Catalog 2019-2020

## DAKOTA WESLEYAN UNIVERSITY

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

The Dakota Wesleyan University Catalog for 2019-2020 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 [www.dwu.edu](http://www.dwu.edu), or contact us by phone at (605) 995-2600.

### Changes

The information in this catalog is provided for students. It is accurate at the time of printing but is subject to change. Any such changes may be implemented without prior notification and, unless specified otherwise, are effective when made. The online catalog is the official version of the catalog.

Visit [www.dwu.edu/academics/academic-catalogs](http://www.dwu.edu/academics/academic-catalogs) for the most current information. It provides easy navigation throughout the catalog and contains links to other pages on the DWU website, such as department pages and the athletics website.

### 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

Dakota Wesleyan University is an equal opportunity employer and provider.

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## 2019–2020 Academic Calendar

### FALL 2019

Business Office Finalization	Friday and Monday, Aug. 16 and 19
New Student Orientation	Friday-Sunday, Aug. 16-18
All College Church	Sunday, Aug. 18
Classes Begin at 8 a.m.	Monday, Aug. 19
Last Day for Unrestricted-Adviser Signature Only- Add/Drop	Friday, Aug. 23
Opening Convocation	Thursday, Aug. 29
Last Day for Restricted Add/Drop	Friday, Aug 30
Labor Day, No Classes, Offices Closed	Monday, Sept. 2
Summer Incomplete Grades Due	Friday, Sept. 13
Homecoming	Tuesday-Sunday, Oct. 1-6
Midterm Grades Due	Friday, Oct. 11
Fall Break Day, No Classes	Monday, Oct. 14
Last Day for CR/NC	Friday, Oct. 25
Registration for Spring and Summer Semesters Begins	Monday, Oct. 28
Last Day for Withdraw	Friday, Nov. 15
Thanksgiving Break Begins at 10 p.m.	Friday, Nov. 22
Thanksgiving Break	Monday-Friday, Nov. 25-29
Thanksgiving, Offices Closed	Wednesday-Friday, Nov. 27-29
Classes Resume at 8 a.m.	Monday, Dec. 2
May, June & August Graduation Applications Due	Monday, Dec. 2
Evening Finals	Monday-Friday, Dec. 2-6
Last Day of Classes before Day Final Exams	Monday, Dec.9
Day Classes Finals	Tuesday-Thursday, Dec. 10-12
Grades Due	Saturday, Dec.14
Christmas and New Year Holidays, Offices Closed	Dec. 23-27 and Jan. 1

### SPRING 2020

Business Office Finalization	Monday and Tuesday, Jan. 6 and 7
Classes Begin at 8 a.m.	Monday, Jan. 6
Last Day for Unrestricted-Adviser Signature Only- Add/Drop	Friday, Jan. 10
Last Day for Restricted Add/Drop	Friday, Jan. 17
Fall Incomplete Grades Due	Friday, Jan. 24
Midterm Grades Due	Friday, Feb. 28
Spring Break Begins at 10 p.m.	Friday, March 6
Classes Resume at 8 a.m.	Monday, March 16
Last Day for CR/NC	Friday, March 20
Registration for Fall Semesters Begins	Monday, March 23
December Graduation Applications Due	Wednesday, April 1
Last Day for Withdraw	Thursday, April 9
Good Friday, No Classes, Offices Closed	Friday, April 10
Easter Monday, No Classes	Monday, April 13
Capstone Day	Wednesday, April 15
Evening Final Exams	Monday-Friday, April 20-24
Honors Convocation	Friday, April 24
Last Day of Classes before Day Final Exams	Monday, April 27
Great Wesleyan Giveback, No Classes	Tuesday, April 28
Day Final Exams	Wednesday-Friday, April 29-May 1
Baccalaureate	Saturday, May 2
Commencement	Sunday, May 3
Grades Due	Tuesday, May 5

### SUMMER 2020

Summer DL Session I – 8-Week (Adult and Professional)	May 4-June 26
Summer May Session – 6-Week	May 11-June 22
Memorial Day, No Classes, Offices Closed	Monday, May 25
Summer June Session – 8-Week (Undergraduate)	June 1-July 27
Spring Incomplete Grades Due	Friday, June 19
Summer DL Session II – 8-Week (Adult and Professional)	June 29-August 21
Summer July Session – 6-Week	June 29-August 10
Independence Day, No Classes, Offices Closed	Friday, July 3

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](http://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

## General Information

Methodist, Lutheran, Roman Catholic and other denominational backgrounds in this region have been 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, [www.ncahlc.org](http://www.ncahlc.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

## **General Information**

Universities, National Association of Independent Colleges and Universities, and the Council of Independent Colleges.

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](http://NC-SARA.org).



# Admission

Dakota Wesleyan University seeks students who are best able to benefit from the educational experience it provides. Applicants for admission are considered based on the criteria listed under “Admission Policies.” 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 be denied admission into athletic training, education or nursing. Students so denied will be eligible for admission into other majors.

## Application Procedure

Undergraduate students will be considered for admission when they submit:

1. a properly completed application for admission;
2. official copies of high school transcript(s) or GED scores and all college, university, professional school, vocational and technical school transcripts; and
3. an official certification of the results of the ACT or SAT. Dakota Wesleyan University’s test codes are 3906 for ACT and 6155 for SAT.

Students may apply online at [www.dwu.edu/admissions/apply](http://www.dwu.edu/admissions/apply)

Graduate students please see Catalog of Graduate Studies section for application information.

## Admission Policies

### First-year Students

The university welcomes applications from graduates of any accredited high school or the equivalent. Graduates who have a cumulative 2.0 or higher cumulative grade point average, a minimum composite score of 18 or higher on the ACT or 860 (combination of math and critical reading) or higher on the SAT, and offer evidence of good moral character and future promise are generally eligible for admission. Those who do not meet the above requirements may be considered on a case-by-case basis.

### Transfer Students

Official transcripts for all previous college, university, professional school, vocational and technical school work must be submitted by candidates wishing to transfer to Dakota Wesleyan. A high school transcript may be required in some cases. Official transcripts bearing the original seal and signature must be sent directly from the originating institution to the admissions office at DWU. All credit-bearing coursework with grades of C- or higher from previous institutions that is accepted at Dakota Wesleyan University for transfer credit will be entered on the DWU records. Transfer students must meet all requirements for good standing as stated in “Academic Regulations.” For students who have applied but do not enroll in DWU, official transcripts become the property of Dakota Wesleyan University and are retained for a period of one year.

### 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 or not 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 at the registrar’s office and are not required to go through the admission process.

### Nontraditional Students

Nontraditional students are students who are 23 or older, and/or have a spouse, and/or are parents. They should follow the same application procedure as freshmen.

### High School Students

High school students, typically current juniors or seniors may enroll prior to their high school graduation in first-year level courses. The courses may apply toward a college degree once they have graduated from high school. Students should work with their high school counselors when selecting college courses.

# Admission

It is recommended that high school students have a cumulative grade point average of 3.0 or higher if they wish to register for college courses while in high school. An official high school transcript is required with the registration form. Some courses may require a specific GPA and/or ACT or SAT score to register. Those students taking more than six credits per semester are required to apply for admission. High school students are not eligible for institutional scholarships.

A completed High School Student Registration Form is needed to register. Students should note that each institution of higher education applies its own credit evaluation policies in determining acceptability and applicability of courses.

## **Blue and White Club**

In an attempt to encourage further participation by the Dakota Wesleyan community, the university has established the Blue and White Club for citizens aged 62 years or older. Members of the DWU Blue and White Club are allowed to audit, without tuition payment, college classes on a space-available basis when a class has the required minimum enrollment. Blue and White Club members will be responsible for course fees when applicable. Members register for classes at the registrar's office and do not need to go through the admission process.

## **Students with a Completed Bachelor's Degree**

Students with a bachelor's degree who are returning to college to complete another major or minor must complete and send an application and official transcript to the office of admissions.

## **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 in 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.

## **International Students – F-1 Status**

International students who have completed secondary school are encouraged to apply to Dakota Wesleyan University.

Admission requirements include:

1. official academic records/transcripts from all international secondary and post-secondary institutions must be evaluated, course by course, by the American Association of Collegiate Registrars and Admission Officers (AACRAO), Education Credential Evaluators (ECE), World Education Services (WES), Global Credential Evaluators, Inc. (GCE), or International Credential Evaluations (InCRED, recommended for athletes) before your official acceptance for admission;
2. English proficiency for students from countries where English is not the native language, verified by the Test of English as a Foreign Language (TOEFL) examination. TOEFL scores of at least 500 (paper based) or 200 (computer based) or 71 (Internet based); 18 ACT or 860 SAT; and
3. proof of financial responsibility and fulfillment of health requirements.

International students are limited to no more than the equivalent of one online course or three credit hours per session.

## Admission

Federal financial aid 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 aid.

F-1 status international students who apply, and are accepted, to an undergraduate program at the university may be considered for an academic and/or athletic scholarship. The scholarship is renewable for a maximum of eight semesters with continuous full-time enrollment and satisfactory academic progress. Specific details are available through the office of admissions.

For complete details regarding international admissions, visit [www.dwu.edu/admissions/apply/international-student-application](http://www.dwu.edu/admissions/apply/international-student-application)

### **Program Admission**

Please refer to the Education, Nursing and Master of Athletic Training sections of this catalog for program specific admission requirements.

# 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.

### Residential Living Charge

All students who are required to live in the residence halls will be assessed the appropriate residential living charge, which includes the meal plan of their choice and room costs as determined by double or single room occupancy. Students who are not required to live in the residence halls, but opt to do so, will have the choice of a double or single room and meal plans. A refundable damage deposit is required from all students living in the residence halls.

### 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 \$900 to \$1,000 each academic year. Students may charge books and educational supplies to their student accounts after financial arrangements have been made with the business office. They may charge these items at the campus bookstore with a validated identification card during the first two weeks of classes.

### 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 the semester system, with two semesters, fall and spring, of approximately 16 weeks, and a condensed summer 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. In order 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 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 endowment 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

### Identification Card

New students will receive a permanent identification card from the financial aid office. Identification cards are required at the business office when students finalize registration. Students must have valid ID cards in order to use the library and dining hall, to charge books and educational supplies at the bookstore and to attend athletic or other university events. Replacement ID cards are available from the financial aid office.

### 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.

## Institutional Refund Policy

### Institutional Refund

Dakota Wesleyan University has a pro-rata refund policy for students, regardless of their grade level. This refund policy is based on the student's last date of attendance. Only students who withdraw after the 60 percent point in the semester or session are exempt from the policy.

Refunds of the cost of education charges, residential living charges and other fees (based on the traditional 16-week semester) are calculated as:

First week	100 percent
Second and third week	90 percent
Fourth week	80 percent
Fifth and sixth weeks	70 percent
Seventh and eighth weeks	60 percent

## Business Office

Ninth week	50 percent
Tenth week	40 percent
After 10th week	None

### Summer Session Refund

This applies to the same costs as during the academic year:

First day of class	100 percent
Second to fourth day of class	90 percent
After fourth day of class	None

### Refund Policy for 8-Week Courses

100% during first 2 days, less \$100 administrative fee

75% for the remainder of the 1st week

50% during the 2nd week

0% after 2nd week

If student never attended the course, 100% will be refunded.

### 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]). 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.

Modules: federal regulations state that students who are 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.

### 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.

# Financial Aid

The following sections describe the various financial assistance programs available at Dakota Wesleyan University. These descriptions are summaries and do not contain all of the rules and regulations that apply. In addition, all of 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 [www.dwu.edu/admissions/financial-aid](http://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 [studentaid.ed.gov/eligibility/non-us-citizens](http://studentaid.ed.gov/eligibility/non-us-citizens).

## DWU Institutional Aid for Full-time Students

The scholarship program at DWU is made possible by generous support from alumni, special friends of the university, corporations and foundations. Through their dedication and generosity, students are realizing their dreams of a private higher education.

To be considered for scholarships at DWU based on academic performance and/or talent requires a completed application for admission. Academic and talent (also known as co-curricular) scholarships are awarded only after an offer of admission has been made. DWU also provides numerous academic, merit-based and need-based awards to qualified students. In order to maintain the DWU scholarship(s) a student must be enrolled full time and meet the participation requirement (if applicable). Some scholarships require students to live on campus.

For a complete list of the scholarship programs that are currently available to new incoming students, please visit [www.dwu.edu/admissions/financial-aid/dwu-scholarships-and-grants](http://www.dwu.edu/admissions/financial-aid/dwu-scholarships-and-grants) or contact the admissions office at 605-995-2650.

## Other DWU Aid

### Tuition Remission and Tuition Exchange Programs

The tuition remission and tuition exchange programs provide employees, their spouses and children an opportunity to receive a college education, at a substantially reduced cost. DWU is a member of the Council of Independent Colleges tuition exchange program. Contact the DWU director of human resources at 605-995-2648 for eligibility requirements or visit [cic.edu/member-services/tuition-exchange-program](http://cic.edu/member-services/tuition-exchange-program).

### 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 [www.fafsa.gov](http://www.fafsa.gov). Most federal financial aid programs are need-based, with the exception of 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.

### Federal Supplemental Educational Opportunity Grant (FSEOG)

FSEOG is a free grant that does not require repayment. The federal government allocates monies to institutions to award FSEOG grants to exceptionally needy students. Priority is given to Pell Grant recipients. Since the funds are limited, students may also be required to meet the preference deadline of April 1 to be considered for the FSEOG. This date will be moved to February 1 in 2020-21 academic year. These funds are awarded on a first come, first serve basis, or until funds are exhausted.

# Financial Aid

## 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.ed.gov/sa/types/grants-scholarships/teach>.

## Employment – the Work Study Program

### Federal Work Study Program (FWS)

Federal Work Study provides jobs for undergraduate students with financial need, allowing them to earn money to help pay educational expenses. Limited funding for FWS is provided through the federal government. Federal work study jobs and funds are limited. Students desiring work study positions are encouraged to apply by the preference deadline of April 1. This date will be moved to February 1 in the 2020-21 academic year. These funds are awarded on a first come, first serve basis, or until funds are exhausted.

## 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 financial aid website 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 financial aid website or contact the financial aid office for current year information about the Federal Direct Unsubsidized Loan's annual award amounts and current interest rates.

### Federal Direct Parent Loan to Undergraduate Students (PLUS)

The Federal Direct PLUS Loan enables parents with credit worthiness to borrow money from the U.S. Department of Education to pay the education expenses of their dependent undergraduate student(s). If a parent is denied the Federal Direct PLUS Loan, a dependent student may be awarded additional funds under the Federal Direct Unsubsidized Loan program. Federal Direct PLUS Loan eligibility is not based on need. Repayment begins 60 days after the full disbursement of the loan; however, the parent may contact the servicer of this loan and ask about in-school deferments. The yearly limit on a Federal Direct PLUS is equal to the cost of attendance minus all other financial aid received by students. Visit the financial aid website or contact the financial aid office for current year information and about the application procedures.

## State Grants

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

### South Dakota Opportunity Scholarship

The South Dakota Opportunity Scholarship provides \$6,500 over four years to qualifying students who are attending a higher education institution in South Dakota. Recipients may participate in the South Dakota Opportunity Scholarship Program for the equivalent of four academic years (eight consecutive fall and spring terms), or until attaining a baccalaureate degree. During each academic year, one-half of the annual scholarship award will be distributed during the fall semester and the other half distributed during the spring semester:

- \$1,300 – first year of attendance
- \$1,300 – second year of attendance
- \$1,300 – third year of attendance
- \$2,600 – fourth year of attendance\*

\* Students must enroll in their seventh semester to be eligible for the fourth-year amount.

Visit [sdos.sdbor.edu](https://sdos.sdbor.edu) for more information about the scholarship.



## 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) – [www.gbhem.org](http://www.gbhem.org)
- United Methodist Higher Education Foundation (UMHEF) – [www.umhef.org](http://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 [www.gbhem.org](http://www.gbhem.org) or 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 should search for scholarship opportunities in their communities. Dakota Wesleyan University will not reduce a student's institutional aid when the student has outside scholarships. Outside scholarships that are applicable to our student body are reviewed and posted on a regular basis. Please visit [www.dwu.edu/admissions/financial-aid/private-scholarships-and-grants](http://www.dwu.edu/admissions/financial-aid/private-scholarships-and-grants) to learn more about these opportunities.

## On- and Off-campus Employment

Students are encouraged to stop regularly and look at the job openings or discuss the search process with the DWU Academic Success and Career Services Coordinator in the McGovern Library. The coordinator lists part-time jobs with Mitchell employers and DWU offices/services.

## 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 [www.fafsa.gov](http://www.fafsa.gov), 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 April 1 along with other DWU criteria, may qualify for the Federal Supplemental Education Opportunity Grant (FSEOG) and/or the Federal Work Study Program (FWS). This date will be moved to February 1 in 2020-21 academic year. 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.

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 office by the April 1 preference deadline, will be processed on a first-come, first-served basis. This date will be moved to February 1 in 2020-21 academic year. Those applying after the priority date will receive funding based upon availability of funds, need and application date.

# Financial Aid

## 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. Students must complete the FAFSA and notify the financial aid office for summer packaging options. Receiving financial aid during the summer term may affect the amount of aid received for the following academic year. Students should contact the director of financial aid to discuss their options in this area.

## 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 that. Dakota Wesleyan University will not disburse any funds (institutional or federal) until all required financial aid processes are completed by the student. This verification (if applicable) includes 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;
4. reapply at the new school, if funds are available, for an FSEOG or a college work-study job (due to the limited availability of the just-mentioned funds and the school's institutional awarding policy, a student who received these funds at one school might not receive them at another); and
5. refer to "Institutional Grants, Scholarships and the Work Program" for full-time students regarding academic scholarships at DWU.

### Satisfactory Academic Progress

Federal regulations require that Dakota Wesleyan University 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.

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. In order 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, in order 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 or not 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.

# Financial Aid

**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.

**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

## Financial Aid

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.

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]). 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.

Modules: 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 he can become eligible again.

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

# Academic Regulations

The following pages present the rules to help to maintain quality academic programs at DWU. For questions about any of the regulations or academic procedures, please inquire at the office of the provost or the registrar's office.

## Attendance, Academic Honesty and Examinations

### Participation

Class attendance and participation are crucial factors in student success. Students are therefore expected to attend and participate fully in all classes. The syllabus for each class indicates attendance and participation policies. Students should carefully read the course syllabus for the attendance and participation policies that apply to that particular class, as well as deadlines for assignments and exams. In addition, federal laws related to financial aid and veterans' benefits mandate class attendance and participation as conditions of eligibility for funding. These laws require that attendance/participation be monitored and that the last day of a student's attendance be recorded.

In all instances, students are responsible for work missed due to nonattendance. Students should report the reasons for all class absences promptly to the appropriate instructors and discuss assignments missed. When absences are known in advance, students should confer with instructors before the absence to develop plans for how they will compensate for missed class time. Responsibility for confirming excused absences with instructors rests upon the student. Whether or not students are permitted to make up work missed for unexcused or excessive absences is entirely up to the instructor.

### Administrative Withdrawal

Instructors may request that students be administratively withdrawn from courses. The most common reason for requesting that a student be administratively withdrawn from a course is excessive and persistent absences (although instructors may request that a student be withdrawn for other reasons as well—such as repeated disruptive behavior).

### Procedure for Instructor Withdrawal

Should an instructor deem an administrative withdrawal necessary, the instructor will file an Administrative Withdrawal Form with the provost. If the provost believes a withdrawal is justified, the provost will notify the student in question (in writing) of his/her pending administrative withdrawal from a course or courses. Students notified of their pending administrative withdrawal have seven business days (two business days during the summer sessions) to respond to the provost, in writing, and contest their withdrawal if they are inclined to do so. Should a student contest his or her withdrawal, the provost renders a decision regarding whether the student may continue in the course. The provost's decision is final. Failure to respond within the designated period results in the students being administratively withdrawn from the course or courses. A student who is administratively withdrawn will receive a W for the course.

### 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 on campus. Academic dishonesty breaks the trust necessary for the building of community, the promotion of authentic learning and the nurturing of spiritual values. All members of the institution, including faculty, staff and students, share the responsibility to report incidents of academic dishonesty.

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, intentionally misquoting a source.
- Plagiarism is the representation of the words and ideas of another as one's own in any academic exercise.

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- Dissimulation is the disguising or altering of one's own actions so as to deceive another about the real nature of one's actions with respect to 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.

Instructors are encouraged to discuss this policy with their classes at the start of each term and to list the first paragraph of this policy in their syllabi, with references to the complete listing of the policy in this catalog and the DWU Student Handbook.

## Violations of Academic Integrity Policy

First-time violations of this academic integrity policy will, at the discretion of the faculty member, result in one of the following:

- a reprimand (written or verbal) for unintentional violations;
- a zero for the assignment (paper, exam or project) for intentional or flagrant violations; or
- a grade reduction or failing grade in the course for intentional or flagrant violations.

Unintentional infractions may be reported to the college dean at the discretion of the faculty member. All infractions deemed by the faculty to be intentional must be reported in writing to the college dean, and the student will be notified. The college dean shall keep a record of reported infractions and sanctions in the office of the provost. At the dean's discretion, this information may be released to selected faculty.

Any appeal of this decision will be reviewed by an academic integrity committee consisting of the department head, college dean, student life director and provost. Any subsequent violations will be reviewed by this committee to consider penalties in addition to those imposed by the instructor, including a failing grade for the course or possible suspension from the institution. Any student has the right to appeal the decision of the academic integrity committee, in writing, to the provost, whose decision is final.

## Examinations

Student performance is evaluated at regular intervals throughout the semester. A final examination or an equivalent form of evaluation is required in each course and must be stipulated in the course syllabus. Final examinations must be administered on the officially designated examination days on the academic calendar. Exceptions to the final exam schedule must be approved by the college dean.

## Advising Policy and Catalog Requirements

### Academic Adviser

Every student is assigned an academic adviser. Advisers will review academic policies and consider majors, minors, electives and extracurricular offerings to aid the student in the successful completion of his or her undergraduate degree. All students are encouraged and expected to work closely with their academic advisers in creating their plan of study.

Advisers are initially assigned at registration. Students are free to change their advisers at any time by submitting a Change of Adviser form to the registrar's office.

Advisers are not authorized to change or officially interpret established policy of the university. All students are solely responsible for ensuring that their academic programs comply with the policies of the university. Any exceptions from the established policy must be approved by the Education Policy and Curriculum Committee or confirmed, in writing, by the provost.

# Academic Regulations

## Catalog Requirements

Students are responsible for understanding and following catalog requirements. Degree candidates continually enrolled must meet the requirements as outlined in the catalog for their first enrollment or for any subsequent catalog under which they choose to work. Once this decision is made, students must complete the requirements of the catalog under which they decide. The term “continuous enrollment” means that a student has been enrolled in regular fall and spring semesters without interruption. Interrupted enrollment means that a student was not enrolled in at least one fall or spring semester during the student’s college career. Candidates with interrupted enrollment of more than four continuous years (i.e., eight continuous fall/spring semesters) must meet the requirements as outlined in the catalog for the first semester after readmission or for any subsequent catalog under which they choose to work. Note that, since the university has no obligation to offer courses or programs that have been officially dropped, it may be impossible, under certain circumstances, for students to complete academic programs if they interrupt their college careers. See also “Leave of Absence.”

## Assessment of Basic Skills

Every student admitted to Dakota Wesleyan University deserves an opportunity to achieve academic success. The goal of developmental courses is to provide students with opportunities to improve basic skills in composition, reading and mathematics. Academic advisers and the director of academic success and career services are available to assist students in accessing resources to address skill deficits. The university may offer the following developmental course to help students achieve their educational goals:

ENG 103          Supplemental Writing Support

## Developmental Courses

Dakota Wesleyan considers all courses designated as developmental (or remedial) – whether by Dakota Wesleyan or by another college or university – to be preparatory in nature. That is, their purpose is to prepare students to be successful in college-level coursework. Correspondingly, the university does not consider developmental courses to represent college-level coursework. As such, it does not accept developmental courses in transfer, nor does it count developmental coursework toward meeting graduation requirements. Students may still receive financial aid in support of developmental coursework and developmental coursework may still count toward a student’s athletic eligibility.

## Basic Mathematics Assessment

The enrollment of incoming students in particular math courses is based on an analysis of student’s high school or transfer transcripts. Enrollment recommendations take into account mathematics courses previously taken, the grades received in those courses, overall grade point averages, and math ACT scores. These recommendations also take into account a student’s intended major.

## Basic Writing Assessment

A new student’s academic file is reviewed prior to the student’s enrollment in ENG 111 and/or ENG 103. A student with an ACT English sub-score of 17 or lower or an SAT critical reading score of 440 or lower will be enrolled in ENG 103 Supplemental Writing Support, concurrently with his or her enrollment in ENG111. If a student has not taken the ACT or SAT, or is unable to access his or her scores, a writing placement may be administered to determine appropriate placement. English faculty members may elect to retest students who are close to meeting this threshold at their discretion. Students demonstrate basic proficiency in written communication with a grade of C or above in ENG 111. Students who do not successfully complete ENG 111 with a grade of C or better may be placed in ENG 103 again in conjunction with their enrollment in ENG 111.

## Graduation Application

All students must apply for graduation and pay the accompanying commencement fee. Students apply during the fall semester for spring or summer graduation and during the spring semester for December graduation. Applications are available from the registrar’s office. All degree candidates are encouraged to be present for commencement (there are not separate summer and winter graduation ceremonies).

## Semesters

Dakota Wesleyan University is on the semester system with two semesters, fall and spring, of approximately 16 weeks and a condensed summer semester. Semesters may include shorter sessions.

## Credit Hour

Dakota Wesleyan University employs a credit hour system. A credit hour represents the amount of work expended by students to meet a course’s intended learning objectives, verified by evidence of student achievement. The credit hour reasonably approximates one hour of direct faculty instruction and a minimum



# Academic Regulations

of two hours of out-of-class student work for a duration of approximately 15 weeks for one semester, or the equivalent amount of work over a different amount of time. Out-of-class work may include laboratory work, internships, practice, studio work, rehearsals and other work leading to the achievement of learning objectives. Thus, the college expects that a typical student who attends all course meetings and completes all readings, activities and assignments related to a course will spend a total of approximately 45 hours of (clock) time per credit hour awarded.

## Clinical Education

Clinical education is defined as the formal instruction of necessary clinical skills and the application of specific knowledge, skills and clinical abilities on an actual patient base that is supervised by a preceptor. One academic credit will equal 45-60 hours of clinical education.

## Classification of Students

Students are classified on the following basis:

First-year	0-29 completed credits
Sophomore	30-59 completed credits
Junior	60-89 completed credits
Senior	90 complete credits and above
Special	Student not seeking a degree but enrolled for courses

## Course Numbering System

100-199	First-year level courses
200-299	Sophomore level courses
300-399	Junior level courses
400-499	Senior level courses
500-599	Graduate, graduate workshop and non-degree courses
600-799	Graduate courses

First-year and sophomore students are generally expected to enroll in courses numbered 100-299; junior and senior students generally enroll in courses numbered 300-499. Some upper-level courses require approval of the instructor. See course descriptions for prerequisites.

Students must earn 120 credits, 30 of which must be upper-level hours (course numbers 300-499) to graduate with a bachelor's degree. Generally, if students take 15 credits per semester, they can expect to graduate in four years. However, if students change their majors or need to repeat courses, it may take longer than four years.

## Transcripts

All requests for official and unofficial transcripts must comply with the Family Educational Rights and Privacy Act of 1974 (FERPA) and be submitted to the registrar's office. Transcript processing times vary based on the number of requests received. Students requesting a rush transcript (processed within two business days) will be charged \$10.

Electronic transcripts may be requested by visiting <https://www.transcriptservices.org> for past DWU students. A small fee is assessed for electronic transcripts. Current DWU students can request an electronic transcript through TigerNet. Transcript requests will not be processed if the student has a business office hold.

An official transcript is one bearing the university's seal and the signature of the registrar. Official transcripts are normally mailed directly to other institutions and agencies. An unofficial transcript does not bear the seal of the university or the authorized signature. Students can also print an unofficial transcript from TigerNet.

## Family Educational Rights and Privacy Act of 1974 (FERPA)

Dakota Wesleyan University maintains an educational record for each student who is, or has been, enrolled at the university. In accordance with FERPA, as amended, students have these rights:

1. Students can inspect and review their education records within 45 days from the day the university receives a request for access. Students should submit to the registrar, dean, provost, head of the academic department or other appropriate official a written request that identifies the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

## Academic Regulations

2. Students can request the amendment of their education records that they believe are inaccurate or misleading. They should write the university official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading.

FERPA was not intended to provide a process to be used to question the substantive judgments that are correctly recorded. The rights of challenge are not intended to allow students to contest, for example, a grade in a course because they felt a higher grade should have been assigned.

If DWU decides not to amend the record as requested, the student will be notified in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. Students have the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent if the disclosure meets certain conditions found in section 99.31 of the FERPA regulations.

DWU discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic, research or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the university who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from educational records, such as an attorney, auditor or collection agent, or a student volunteering to assist another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility for the university.

As of Jan. 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which a student's education record and personally identifiable information contained in such records – including your Social Security number, grades or other private information – may be accessed without consent. First, the U.S. comptroller general, the U.S. attorney general, the U.S. secretary of education, or state and local education authorities ("Federal and State Authorities") may allow access to records and personally identifiable information without consent to any third party designated by a federal or state authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, federal and state authorities may allow access to education records and personally identifiable information without consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and state authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive personally identifiable information, but the authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, state authorities may collect, compile, permanently retain and share without consent personally identifiable information from education records, and they may track participation in education and other programs by linking such personally identifiable information to other personal information that they obtain from other federal or state data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service and migrant student records systems.

4. Students can file a complaint with the U.S. Department of Education concerning alleged failures by Dakota Wesleyan University to comply with the requirements of FERPA. The name and address of administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202-4605

Under the provisions of FERPA, as amended, students have the right to withhold the disclosure of directory information. Should a student decide to inform the institution not to release directory information, any requests for such information from individuals not affiliated with the university will be refused.

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If students choose to withhold directory information, they must complete a Request to Prevent Disclosure of Directory Information form in the registrar's office by the end of the add/drop period. Students must complete a new form for nondisclosure each academic semester.

The institution will honor a student's request to withhold directory information listed below, but cannot assume responsibility to contact the student for subsequent permission to release it. Regardless of the effect upon the student, the institution assumes no liability for honoring instructions that such information be withheld.

Directory information at Dakota Wesleyan University is defined as: student name, campus box number, residence hall address, permanent address, telephone, email address, parents' names, hometown, high school attended, dates of attendance, full-time/part-time status, honors, awards, special recognition, degree(s) received, major, classification (senior, junior, etc.), activities, photographs and sports participation (including height and weight of team members).

Directory information is a term used by FERPA to designate information that may be released without a student's consent. Although the online student directory will contain name, campus box number and phone number, other information will not be published. The student directory is only accessible from on campus. Dakota Wesleyan is committed to ensuring that student information is only released for legitimate requests that will assist our students in their educational experience.

Any questions concerning the student's rights and responsibilities under FERPA should be referred to the registrar's office.

## General Data Protection Regulation (GDPR)

Dakota Wesleyan University maintains an educational record for each European Union (EU) student who is, or has been, enrolled at the university. In accordance with GDPR, EU students have these rights:

- the right to be informed;
- the right to access;
- the right to rectification;
- the right to erasure;
- the right to restrict processing;
- the right to data portability;
- the right to object; and
- the right not to be subject to automated decision-making including profiling.

Any questions concerning the student's rights and responsibilities under GDPR should be referred to the registrar's office.

## Grading Policies

### 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

Additional grades not computed into GPA:

AU	Audit
CR	Credit awarded in a Credit/No Credit course
I	Incomplete
LP	Lab Pass
MS	Instructor has not submitted a grade
NC	No Credit awarded in a Credit/No Credit course
W	Withdrawal
*	Indicates class was repeated and not used in computing GPA (see "Repeating a Course").
R	Indicates class was repeated and used in computing GPA (see "Repeating a Course").

# Academic Regulations

Semesters for which academic amnesty has been granted will be marked with that notation below the list of classes for that particular semester.

All A, B, C, D and CR grades for all college level courses earn credit. These grades may be used in the student's degree program and toward the total hours required for a degree depending on specific policies described in this catalog. The F grade does not earn credit but is computed into the GPA. Grades of W and NC are not computed into the GPA and do not earn credit.

## Midterm Grades

Faculty are asked to report midterm grades to the registrar's office at the end of the eighth calendar week of the semester. These grades are also available to students on TigerNet. Midterm grades provide an opportunity for advisers to assess the progress of students. Should a student show unsatisfactory academic progress, (i.e., below the grade of C-), the student may be required to meet with his/her adviser and/or other support personnel to determine a plan for academic success.

## Credit/No Credit

The Credit/No Credit (CR/NC) option allows students to explore and experience academic areas with which they may be less familiar. Degree-seeking students may elect the Credit/No Credit (CR/NC) option for no more than one course per semester (exclusive of courses that are designated credit/no credit on a pre-established basis) and for no more than 16 credit hours over the course of a four-year degree program. Students wishing to pursue this option must submit the completed CR/NC form to the registrar's office by the date published on the academic calendar (typically two-thirds through the semester or term in which they are enrolled in the course). Courses taken with this grading option may not be applied toward a major or minor. The minimum acceptable grade students must achieve in courses taken for Credit/No Credit in order to receive Credit (CR) is a C. Students receiving less than a C will receive No Credit (NC) for the course. Grades of CR and NC are not computed into a student's GPA. Students awarded the grade of CR in a course may apply the course toward graduation, subject to the policies in this catalog.

## Grade Point Average (GPA)

The university tracks both semester GPA and cumulative GPA. The semester GPA is obtained by dividing the number of grade points earned by the number of hours attempted in courses that carry grade points. During a particular semester grade points for each course are calculated by multiplying the number of credits for the course by the quality points for the grade (i.e., A=4.0; A-=3.7; B+=3.3; etc.). Courses with grades of CR, NC and W do not affect GPA. The student's cumulative GPA is obtained by dividing all grade points earned throughout enrollment by the number of hours attempted in courses that carry grade points. See also "Repeating a Course."

The computation of a GPA is illustrated in this example:

Course	Grade	Earned Hours	Graded Hours	Points
BIO 150	A	1	1	4.0
BUS 252	C-	4	4	6.8
ENG 201	B-	3	3	8.1
MTH 128	B+	4	4	13.1
MUS 232	CR	1	0	0.0
PHL 212	F	0	3	0.0
Total		13	15	32.2

The GPA is total points divided by graded hours, in this case,  $32.2/15 = 2.147$ .

## Incomplete Grades

An Incomplete is not awarded merely because the student has failed to complete the work within the allotted time period. Instructors must complete the approved incomplete form, which includes: a written justification by the course instructor explaining why the student is unable to complete the work, a specific description of the work to be completed, and a final date of completion (which should align with the relevant incomplete due dates identified on the academic calendar). The work must be completed and turned in to the instructor prior to the designated date on the academic calendar. If the student fails to complete the course by this time, the Incomplete will lapse to the final grade submitted to the registrar's office by the instructor. If the instructor does not specify an alternate grade, the grade will become an F. In turn, the instructor must then submit the final grade to the registrar no later than the end of the sixth week from the time the Incomplete is given. Students who are working on a thesis or a special project of uncertain duration should not register for credit until the term when completion seems assured.

# Academic Regulations

## Grade Change

A reported grade, other than an Incomplete, may be changed only through faculty petition to the provost. Grades will be changed only in cases in which instructor error in assessment is demonstrable. Grades are not changed based on a re-evaluation of the instructor's original judgment or a student's request to submit additional work to raise a grade. No grade can be changed more than 365 calendar days after it has been reported to the registrar's office.

## Grade Appeal

Students have the right to appeal a grade if they feel they have been graded unfairly. Initially, students should direct their appeals to their course instructor. Students who are not satisfied by the instructor's response to their appeal are free to submit an appeal to the appropriate college dean no later than four calendar weeks into the subsequent semester, following the posting of the grade in question. The appeal should include a written rationale for why the student believes his or her grade to be unfair. Requests for appeal are considered by an appeals board, which consists of the provost, the director of student life, the college dean and the department chair associated with the course in which the grade is being appealed. The student will be notified, in writing, of the decision of the appeals board. The decision of the appeals board is final.

## Repeating a Course

Students may repeat any course in an attempt to obtain a better grade and improve their cumulative GPA. Although both the original and repeated course will be listed on the academic transcript, only the better grade and the credit earned in accordance with that grade will be used in calculating the GPA. It is the responsibility of students to inform the registrar when a course is being repeated. It is advisable for student-athletes to check National Association of Intercollegiate Athletics (NAIA) rules and consult with the faculty athletic representative, and for veterans to check with the Department of Veterans Affairs, before registering to repeat a course.

## Good Standing

Good standing means that a student is making reasonable progress toward a degree. It entitles a student to all rights and privileges of enrollment at DWU, such as continuing for the next semester, eligibility for financial aid, participation in athletics, participation in college clubs and programs, and residential status. The minimum cumulative GPA required for good standing is:

After one semester	1.8
After two semesters and all subsequent semesters	2.0

## Academic Probation and Suspension

Students who fail to maintain the required cumulative GPA will be placed on academic probation for the following semester or term. Students who achieve a semester GPA of 1.00 or lower will also be placed on probation for the following semester or term (irrespective of whether their cumulative GPA falls below the minimum standard). Students who are otherwise in good academic standing and whose semester GPA falls below 1.8 will receive a letter of concern (irrespective of whether their cumulative GPA falls below the minimum standard).

The potential outcomes for a student placed on probation because his or her cumulative GPA has fallen below the minimum, cumulative standard (i.e. 1.8 or 2.0) are as follows:

- If at the conclusion of the subsequent semester or term the student's cumulative GPA has risen above the minimum standard, the student is released from probation.
- If at the conclusion of the subsequent semester or term the student's cumulative GPA has not risen above the minimum standard, but his or her semester GPA has risen above the minimum standard, the student remains on probation.
- If at the conclusion of the subsequent semester or term neither the student's cumulative GPA nor the student's semester GPA has risen above the minimum standard, the student will be suspended from the university.

The potential outcomes for a student placed on probation because his or her semester GPA has fallen to 1.0 or lower are as follows:

- If at the conclusion of the subsequent semester or term the student's semester GPA has risen above the minimum standard (e.g. 2.0), the student is released from probation.

# Academic Regulations

- If at the conclusion of the subsequent semester or term the student's semester GPA has not risen above the minimum standard (e.g. 2.0), the student will remain on probation or be suspended as appropriate.

Probationary status is not subject to appeal. Students have the right to appeal a suspension. All appeals must be submitted in writing to the provost and must include the following:

- A statement explaining why the student has not succeeded in achieving good academic standing for two consecutive semesters.
- A plan detailing how the student will improve his or her academic performance.
- A written statement supporting the student's appeal from a Dakota Wesleyan faculty or staff member.

Students who have been suspended for academic reasons are not eligible to apply for readmission until one semester has elapsed. If readmitted, students return on probationary status and must minimally attain a 2.0 semester GPA the semester following readmission in order to remain enrolled in the university.

## Dean's List

Full-time undergraduate students are eligible for the dean's list. The dean's list is computed three times per year, after completion of the fall, spring and summer semesters. To qualify, a student must complete a minimum of 12 semester hours of graded coursework at DWU with a term GPA of 3.5 or higher during the corresponding semester. Please note: a student who completes 11 hours of graded course work and 1 hour of coursework taken credit / no credit is not eligible for the Dean's List. Likewise, a student who completes 9 hours of graded coursework and receives an incomplete in a 4 credit course is not eligible for the Dean's list.

## Undergraduate Academic Amnesty Policy

Under certain conditions, undergraduate students may apply to remove work from prior enrollments; all coursework will continue to be recorded on the student's official academic record and the semester(s) forgiven will be noted on the academic transcript. Students may remove up to four semesters of previous academic work by applying for academic amnesty to the provost, provided that they meet the qualifications and following the required procedure. Applying for amnesty does not guarantee that it will be granted.

## Academic Amnesty Eligibility Requirements

The student must:

1. not have been enrolled in any university for a minimum of five calendar years (15 consecutive terms, including fall, spring and summer) before the current enrollment;
2. be a full-time or part-time undergraduate, degree-seeking student at Dakota Wesleyan University;
3. have completed a minimum of 12 graded credit hours at DWU with a minimum GPA of 2.30 for those 12 credit hours since readmittance to Dakota Wesleyan University;
4. not have earned a baccalaureate degree from any university;
5. not have been granted any prior academic amnesty at DWU; and
6. submit a formal Academic Amnesty Petition to the provost. The form can be obtained from the provost's office.

## Academic Amnesty Conditions

1. Academic amnesty does not apply to individual courses. Amnesty may be requested for all coursework in selected semesters. However, academic amnesty will not be given for more than four semesters of coursework.
2. Academic amnesty, if granted, shall not be rescinded.
3. Courses for which academic amnesty is granted will (a) remain on the student's record; (b) be recorded on the student's undergraduate transcript with the original grade followed by a designation indicating that they are not counted toward the current degree; (c) not be included in the calculation of the student's grade point average; (d) not count for credit; and (e) not be used to satisfy any of the graduation requirements of the current degree program.
4. Education majors may not apply for academic amnesty. Other majors with independent accrediting standards may also prohibit academic amnesty.
5. Graduate and professional programs and other universities' undergraduate programs are not bound by the academic amnesty decisions made by Dakota Wesleyan University.
6. The granting of academic amnesty does not supersede institutional financial aid policies governing Satisfactory Academic Progress.

# Academic Regulations

## Academic Amnesty Procedures

1. To apply for academic amnesty, the student must submit a formal Academic Amnesty Petition to the provost for verification of qualifications. The chair of the department and college dean in which the student's major resides must approve the petition. In the event the student does not meet the qualifications, the provost will contact the student.
2. The provost will contact the student to schedule an interview. The purpose of the interview is to ensure that the student is fully aware of the amnesty procedure, as well as alternatives to amnesty. Even though a student may meet the qualifications, it may be advisable for the student to remedy GPA problems via repeating a course rather than via amnesty. If the student and the provost agree to invoke the amnesty policy, both parties shall sign the petition, and the provost shall give the petition to the registrar for appropriate adjustments to the student's record.

## Registration Policies

### Admission to Class

Students must register for courses and finalize their registration in order to be admitted to classes. Some courses may require written permission of the course instructor to ensure that prospective students meet specific prerequisites. Finalizing means paying for the classes or making satisfactory arrangements with the university to pay for the classes through the business office. Students may be removed from a class roster if they have not completed finalization by the end of the first week of class.

Students may be dropped from classes for not meeting the stated prerequisites of the class and/or for never attending class. It is the responsibility of students to verify their course schedules and contact the registrar's office to correct any errors.

### Add/Drop

Students may add or drop a course through the fifth business day of the semester in the fall or spring semesters. Permission of the college dean, the student's adviser and the instructor is required to add or drop a class from the sixth day through the 10th day of the semester. Adds or drops are not allowed following the 10th day of the semester. The registrar's office will determine the add/drop schedule for summer sessions and classes that do not follow normal semester schedules. Dropped courses do not appear on the student's academic transcript.

### Course Load

The load for full-time students during a regular semester is 12 to 16 credit hours. In order to graduate in four years (eight semesters), students must enroll for an average of 15 hours each semester. Students should be aware that courses are generally designed to require a minimum of three hours of student effort per class for each credit hour. For example, a three-credit-hour course generally requires a minimum of nine hours of student effort per week, one-third of which is typically classroom instruction.

The course load for degree-seeking students during the summer term is calculated on the same basis – a full-time course load is 12 hours. Degree-seeking students may take a maximum of 12 semester hours during the summer term. Enrolling in more than eight credit hours during one session may be considered an overload. This includes courses that overlap in the two summer sessions, regardless of the number of credit hours for the course.

Students wishing to carry more than maximum hours must have a 2.5 cumulative GPA for a one-hour overload and a 3.0 cumulative GPA for a two-hour overload. Credit received through nontraditional credits does not count toward course load. Courses that do not carry credit do not count toward course load. All overloads must be approved by the college dean.

### Withdrawal

After the 10th day of the semester, students who withdraw from a course are assigned a grade of W. All withdrawals will be recorded on the transcript but are not calculated in the student's GPA. After the 13th calendar week, all courses will be recorded as a letter grade. Withdraw dates are adjusted for shorter sessions.

Students who drop and/or withdraw from all classes during a semester are officially withdrawn from the university. Refer to "Withdrawal from the University." The date of withdrawal will be noted on the student's transcript.

### Auditing a Course

Students wishing to audit a course should register for the course during registration by obtaining instructor permission to audit and paying any applicable fees in the business office. Courses that are audited will appear on the academic transcript designated by an AU but will not be accorded grade points or credit

# Academic Regulations

toward graduation. Students may audit courses with enrollment limits on a space-available basis, with preference given to students taking the course for credit.

## Leave of Absence

Students who wish to leave Dakota Wesleyan University for a short time may apply for a leave of absence. A leave of absence differs from official withdrawal or interrupted enrollment in that the student expects to return to school and does not need to seek formal readmission. Application for a leave of absence must be made no later than the end of the semester preceding the leave. A leave of absence may be granted for a one-year period except in cases of military assignments. Students granted such a leave should consult with the registrar and financial aid offices before registering for the subsequent term.

## Medical – Extended Absence

Students who leave Dakota Wesleyan University for a short time due to medical reasons may apply for an extended absence. Upon returning to campus, to ensure the safety and wellness of the student and the Dakota Wesleyan University community, students must complete the Return from Extended Absence form available from the Student Life Department and TigerNet. The provost will review the required documents submitted by the student. Pending consultation with the campus health staff, the provost will grant or deny the return to campus/classes. Students must work with faculty to determine their ability to successfully complete courses for the semester.

## Withdrawal from the University

Students wishing to withdraw from Dakota Wesleyan University must complete official withdrawal forms through the registrar's office. Students who officially withdraw from the university during the withdrawal period will receive a grade of W in each course. Students who withdraw after the end of the 13th calendar week will automatically receive a grade of F for each course in which they are enrolled unless reasons of a compelling personal nature justify a withdrawal, as determined at the discretion of the university. Such exemptions to the rule must be approved by the course instructor, the academic adviser and the college dean. Students who withdraw and whose academic averages are above the minimal levels are eligible to apply for readmission in any semester following the date of withdraw.

The provost must approve any exceptions to the above registration policies.

## Nonclassroom and Transfer Credit

### Independent Study

Enrollment in independent study courses are limited to students who have achieved a cumulative GPA of 3.0 and who wish to pursue a specialized topic not offered in the scheduled program of courses. Students applying for independent study should have substantial experience in the chosen area of study and must submit a course proposal that outlines:

1. sponsoring faculty member (instructor, adviser, department chair and college dean approval required);
2. schedule of meetings with instructor; and
3. proposed course of study that outlines the allocation of the required hours of study (40 hours of study for each credit hour earned).

Students must complete an application, which will require the signatures of the department chair, instructor, adviser and college dean. This application will be required for registration and is not complete until it is fully executed and received by the registrar's office. A maximum of two independent study courses will be awarded toward a student's graduation requirement.

### Directed Study

Directed study is available only to students who cannot, because of extenuating circumstances, enroll in the regularly scheduled course. Directed study courses differ from independent study courses; they are offered in the scheduled program of courses.

Requirements of directed study programs:

1. The student must have a minimum cumulative GPA of 2.5.
2. The instructor will determine if the course may be taken as directed study.
3. Directed study courses are offered in the scheduled curriculum. Therefore, extenuating circumstances must prevent students from enrolling in the regularly scheduled course. Directed study courses are not offered simply as a matter of student convenience or preference. Not all courses may be taken as directed study.
4. The syllabus should include a minimum of one meeting per week with the faculty instructor.
5. The syllabus for the directed study course should be submitted with the application.



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6. No more than two such courses may be used to meet graduation requirements.
7. Individual faculty members have no obligation to offer a course as a directed study.
8. Completion of the directed study course is the responsibility of the student.

Students must complete an application, which will require the signatures of the department chair, instructor, adviser and college dean. This application will be required for registration and is not complete until it is fully executed and received by the registrar's office.

## Internships

Internships represent an opportunity to apply the concepts learned in the classroom to real-world work experiences. Internships are a powerful way to structure learning beyond the classroom and to help students make connections to the world of work. A maximum of 16 internship credits may be awarded toward graduation. Internship credits must be approved in advance by the academic department and the internship coordinator. The appropriate registration forms must be submitted to the registrar's office prior to the start of an internship. No academic credit can be approved retroactively for any experience. Tuition must be paid in accordance with the college's schedule of semester or summer session fees for any credits earned through a field work experience and/or internship arrangement. Further information and forms are available on the DWU website at [www.dwu.edu/academics/internships](http://www.dwu.edu/academics/internships).

## Credit by Examination

A student with exceptional ability may, under certain conditions, obtain credit by examination in any specific course that he/she has not previously taken. However, this privilege will not be offered to a student in order to raise a grade. Permission to enroll in credit by examination is contingent upon approval by the course instructor, academic adviser and department chair. The student is required to pay a test administration fee to the business office. Examinations for credit may be administered only after the student's test administration fee has been paid. Registration must be completed within three weeks following the examination. A test for credit by examination may not be repeated. The maximum number of credits allowed for a bachelor's degree under the combination of credit by examination and College Level Examination Program is 21.

## College-Level Examination Program (CLEP)

Dakota Wesleyan University participates in the CLEP. Credit will be granted for CLEP general and subject examinations that are completed with a score at or above the minimum score for awarding credit set by the American Council on Education. CLEP tests are available upon request from the admissions office. Students who wish to take a CLEP test must make a request for a testing session two weeks in advance. CLEP costs are determined by the testing company and are due at the time of testing. A list of current minimum scores and classes for which CLEP credit may be earned may be obtained from the registrar.

DWU degree-seeking students who have earned the minimum score for awarding credit may have CLEP credit posted to their transcript by having the college board send an official score report to the registrar's office. There also may be a fee charged by DWU for posting the credits. The maximum number of credits allowed under the combination of credit by examination and CLEP is 21 credits.

## Credit for Learning by Experience

Students who have extensive knowledge gained through prior training or on-the-job experience may apply for Credit for Learning by Experience to demonstrate mastery of knowledge or skills equal to what would be achieved in a DWU course. A maximum of 12 credit hours may be awarded for a bachelor's degree-seeking student. Through a successful appeals process, a student may be granted an additional six credits. An exception may be granted for content not offered through DWU coursework for a maximum of eight of the 12 credit hours allowed.

A maximum of six hours of Credit for Learning by Experience may be awarded for an associate degree seeking- student. Through a successful appeals process, a student may be granted an additional three credits.

Credit cannot be given twice for the same learning. Students must have completed 12 graded classroom credits at DWU to participate in the program. Credit for Learning by Experience hours are posted to the transcript with a CR grade. Students seeking credit for learning by life experience should contact the registrar for information about how to apply for credit. See the business office for details concerning specific costs. The student must submit the Credit for Learning by Experience application with the required fee before the credit can be approved.

## 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

## Academic Regulations

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 12 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. Students seeking Professional Experience credit should contact their adviser or the RN-B.S. program administrator for information on how to apply.

### American Council on Education

The American Council on Education (ACE) evaluates and makes recommendations regarding college credit for many formal training programs from business and industry, government and nonprofit agencies. Credit will be awarded based on the recommendations of the ACE National Guide to Educational Credit for Training Programs ([www2.acenet.edu/credit/?fuseaction=browse.main](http://www2.acenet.edu/credit/?fuseaction=browse.main)). Students must request an official transcript from ACE or an approved representative of ACE documenting successful completion of training. Transcripts may be sent directly to Dakota Wesleyan University Admissions Office.

### Military Training and Educational Programs

Military credits are reviewed and considered for equivalent coursework at DWU based on the American Council on Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services. Credit is entered on the DWU transcript at no additional charge with the grade of CR. This grade does not figure into the grade point average. Evaluations will be completed after enrollment for courses at DWU in accordance with university policy. It is the student's responsibility to obtain and submit the proper forms to the registrar's office. Submissions should be sent to Dakota Wesleyan University, Registrar's Office, 1200 W. University Ave., Mitchell, SD 57301.

DWU is designated as an institutional member of Servicemembers Opportunity Colleges (SOC), a group of more than 400 colleges and universities providing voluntary postsecondary education to members of the military throughout the world. As an SOC member, DWU recognizes the unique nature of the military lifestyle and has committed to easing the transfer of relevant course credits, providing flexible academic residency requirements and crediting learning from appropriate military training and experiences.

### Advanced Placement (AP)

Dakota Wesleyan University accepts AP credit. Students are required to pass the AP exam in each specific area prior to being awarded credit in that area. Students should consult the registrar to determine the passing test score. Official AP test scores should be sent directly to the registrar's office.

### Transfer Credit

Dakota Wesleyan University (DWU) welcomes students from two- and four-year colleges and universities under the following conditions:

1. DWU transfers credit from colleges and universities that are accredited by regional accrediting bodies approved by the U.S. Department of Education. Credits from colleges and universities not approved by regional accrediting bodies are reviewed on a case-by-case basis.
2. A transfer student seeking to graduate from DWU must complete his or her final, or senior, year in residence (except in certain preprofessional curricula). This means that at least 30 of the student's final 40 credit hours must be taken under the auspices of DWU.
3. A transfer student must complete a minimum of five upper-level courses at DWU and a minimum of 15 hours in his/her major at the university.
4. No more than 63 credit hours (or equivalent quarter or other academic units as determined by the university) will transfer from two-year institutions. DWU accepts a maximum of 90 hours in transfer credit for a bachelor's degree. DWU accepts a maximum of 30 hours in transfer credit for an associate degree.
5. A maximum of eight activity credits (including no more than one varsity sport credit) will be accepted in transfer.
6. Technical credits will be accepted in transfer only if the course, or courses, are a part of an articulation agreement; have been earned in pursuit of an associate degree; or are deemed equivalent to a particular, limited set of DWU courses.
7. Continuing Education Units are not accepted in transfer.
8. Only official transcripts will be evaluated for transfer credit.
9. Transfer credit will be awarded only for courses in which the student has received a grade of C- or higher, and when the transfer credits in question are appropriately related to the student's degree requirements. DWU's validation of credits may include, but is not limited to, evaluation by the registrar's office, appropriate academic departments, and the office of the provost. If transfer credits accepted are not in semester hours, they will be converted to semester credit hours.

# Academic Regulations

10. Validation of credits may include, but are not limited to, the completion of college level courses and/or evaluation by the appropriate academic department. Dakota Wesleyan does not accept developmental courses.

## **Articulation Agreements**

Dakota Wesleyan University occasionally enters into articulation agreements with other institutions of higher education. These articulation agreements provide for the completion of DWU degrees (both associate and bachelor's) using credit earned in specified degree programs or programs of study at other institutions. Often the DWU minor constitutes the degree or program of study completed at the partner institution. In other instances, the agreement allows the use of courses as a part of a DWU major.

## **Concurrent Enrollment**

Students planning to enroll in courses at any other institution, and wish to apply those credits toward their Dakota Wesleyan University degree, must receive approval in advance by the registrar's office. The total number of hours for which students are enrolled must be consistent with the course load policy. Students who are taking a minimum of six credits of concurrent enrollment may qualify for federal financial aid assistance. Please contact the director of financial aid for more information.

## **Exceptions to Academic Regulations**

Students seeking an exception to any academic regulations should work with their adviser to develop a waiver petition. Such written petitions and a recommendation from the adviser are referred to the Education Policy and Curriculum Committee for disposition. Disposition of requests for exception is determined at the sole discretion of the university. Students have the right to appeal the decision of Education Policy and Curriculum Committee, in writing, to the provost, whose decision is final.

## **Student Disability Services and the Americans with Disabilities Act (ADA)**

Any student who believes he or she may need academic accommodations or access accommodations based on the impact of a documented disability is encouraged to contact and register with Student Disability Services no later than three weeks after the first day of classes. Student Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Student Disability Services must obtain a new accommodation letter each semester.

The Americans with Disabilities Act (ADA) guarantees the privacy of students with disabilities.

For more information, questions and/or accommodation arrangement, contact:

Coordinator of Student Disability Services  
Office: McGovern 231  
Phone: 605-995-2931 Fax: 605-995-2660

# Academic Programs

Dakota Wesleyan University provides a comprehensive and wide-ranging academic program that integrates the liberal arts tradition with comprehensive professional education.

We continually strive to enhance our offerings to provide an innovative and challenging academic program. Visit [www.dwu.edu](http://www.dwu.edu) for current information, including changes to this university catalog. To maintain quality programs, Dakota Wesleyan reserves the right to modify or terminate programs when warranted. The university may change the content, schedule, requirements and means of presentation of courses at any time for educational reasons. Programs, services or other activities of the university may be terminated at any time due to natural disasters, destruction of premises, labor disturbances, governmental orders or other reasons or circumstances beyond the control of the university.

## Our Academic Mission

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.

This mission reflects the heritage of teaching and learning at DWU – grounded in the liberal arts and preparation for leadership and productivity in one's chosen profession. Dakota Wesleyan University offers coursework leading to the Associate of Arts, Associate of Science, Bachelor of Arts, Bachelor of Science, Master of Arts and Master in Business Administration degrees.

## Colleges

### College of Arts and Humanities

In DWU's College of Arts and Humanities, innovative programs and small classes prepare you for leadership and success. Well-spoken, clear thinking and thoroughly prepared for the challenges of graduate school and a career, DWU students pursue their passions from a position of strength.

### Donna Starr Christen College of Healthcare, Fitness and Sciences

The Donna Starr Christen College of Healthcare, Fitness and Sciences prepares students for careers in healthcare, wellness and science-related fields. This college is designed exclusively to prepare students for the most important emerging careers in the healthcare industry. DWU offers a powerful, personalized approach for future healthcare and science professionals, including specialized advising paths for students with graduate school aspirations.

### College of Leadership and Public Service

In the College of Leadership and Public Service, faculty help students connect with programs of study based on their strengths. The college is intentional about integrating leadership, professional communication, entrepreneurial thinking and ethics into the learning experience. This unique learning experience emphasizes servant leadership built on ethical foundations and practical experiences that connect each student with opportunity.

## Associate Degrees

The university confers the Associate of Arts (A.A.) or Associate of Science (A.S.) degree is conferred upon students who successfully complete a two-year program in one of the following fields:

- Criminal Justice (A.A.)
- Entrepreneurial Leadership (A.S.)
- General Studies (A.A.)

### Graduation Requirements for Associate Degrees

The university confers associate degrees on students who successfully complete the following requirements:

1. Students must successfully complete a minimum of 60 hours of credit with a minimum cumulative grade point average of 2.0.
2. Students must successfully complete the specific requirements of their major program of study. Some programs require a cumulative grade point average higher than 2.0. Some programs require a minimum grade in program coursework.
3. Students pursuing an associate degree are not required to complete COR 201. They are required to complete three general education courses focused on skill development (COM 101, ENG 111, and COR 101). They are required to complete four of the eight breadth of knowledge courses. Students should consult with their advisor regarding which breadth of knowledge courses best align

# Academic Programs

with and/or complement their program of study. Students pursuing an associate degree are thus required to complete 21 hours of general education coursework as specified in the forgoing.

4. Students must complete a minimum of 15 hours of their major in residence.
5. Students must complete a minimum of 15 of the student's final 20 hours under the auspices of Dakota Wesleyan University.

Diplomas and official transcripts will not be released until all financial obligations owed to the university are paid in full.

## Bachelor Degrees

The Bachelor of Arts (B.A.) degree is a broad-based undergraduate program that allows students to explore different areas of study within the arts and sciences.

The Bachelor of Science (B.S.) degree focuses on mastering the technical and practical facets of a field, generally with a more concentrated emphasis within a discipline.

The student and his/her adviser should discuss whether the B.A. or B.S. is the better option based on the student's educational and career goals.

## Academic Majors

An academic major is a concentration of courses in a selected area. Academic majors involve a minimum of 30 semester hours of study and are designed to provide a thorough grounding in a discipline, preparation for careers and/or preparation for graduate study and professional training. The selection of a major is a crucial part of a student's college career. Some students come to college knowing what they want to major in and eventually graduate with that major. Other students change majors or minors multiple times before settling into a course of study.

As part of a liberal arts education, students are encouraged to expand their horizons and to be open and adaptable to new experiences. The general education and support requirements of our curriculum are designed to provide breadth of intellectual experience to every student who graduates from DWU. In addition, most degrees require that students complete a minor in an area that is different from their major, expanding the student's horizons even further.

On the other hand, a college degree at DWU requires students to develop expertise in at least one subject area – all students must complete a major. In some programs, such as education, nursing or accounting, late declaration of a major may delay graduation beyond the normal time span. Thus, students often experience a tension between needing to choose a major early in their career and taking time for academic exploration before choosing a major. This tension is a normal part of the intellectual adventure of going to college. Although students are encouraged to declare a major as early as their first semester, they should also feel free to take courses in a variety of academic areas, and even to change majors when necessary. In order to complete most four-year bachelor's degree programs, students should select a major and minor by the end of their sophomore year, in consultation with their adviser. See "Graduation Requirements" for bachelor's degrees. Students must meet all current graduation requirements.

\*\*The following majors do not require a minor: accounting, biochemistry, biology (B.S. only), elementary education, nursing, special education, secondary education, and wildlife management.

Dakota Wesleyan University offers academic majors at the baccalaureate level in the following areas:

### College of Arts and Humanities

#### Bachelor of Arts

Christian Leadership

Communication

Digital Media and Design with concentration in:

– Computer Graphic Design

– Web Design

English

English Education

History

History Education

Music

Music Education with concentrations in:

– Choral

# Academic Programs

- Instrumental
  - Choral/Instrumental
- Religious Studies  
Theatre

## **Donna Starr Christen College of Healthcare, Fitness and Sciences**

### **Bachelor of Arts**

- Biology
- General Science
- Mathematics
- Mathematics with concentration in Actuarial Science
- Mathematics Education
- Sport, Exercise and Wellness

### **Bachelor of Science**

- Biochemistry
- Biology
- Biology Education
- Nursing
- Wildlife Management
- Wildlife Management with concentration in Wildlife Law Enforcement

## **College of Leadership and Public Service**

### **Bachelor of Arts**

- Behavioral Sciences
- Criminal Justice
- Nonprofit Administration
- Psychology

### **Bachelor of Science**

- Accounting
- Business Administration with concentration in
  - Agriculture
  - Finance
  - Management
  - Marketing
  - Nonprofit Administration
  - Sports Management
- Entrepreneurial Leadership
- Education – programs in elementary education (K–8 with middle level) and K–12 (see list of programs and endorsements below)
- Special Education

In the area of education – preparation for careers in teaching kindergarten through 12th grade – DWU offers the following authorizations approved by the South Dakota Department of Education. The department uses specialized terminology to describe majors and minors in education. An education program is defined as all courses necessary to be certified for teaching in South Dakota.

Dakota Wesleyan University offers the following certification programs:

- |                      |                       |
|----------------------|-----------------------|
| Biology Education    | Mathematics Education |
| Elementary Education | Music Education       |
| English Education    | Special Education     |
| History Education    |                       |

An endorsement program is defined as coursework that allows an educator to instruct in a specific field. A student cannot add an endorsement without completing a program. Dakota Wesleyan University offers coursework to prepare for the exams for the following endorsements:

# Academic Programs

5-8 Middle Level Education  
K-12 Special Education

7-12 Special Education  
K-8 Special Education

## Individualized Majors

Students may plan individualized majors to meet their particular interests and needs. Students using this option will plan their program with their academic advisers, cutting across departmental lines as needed. The Education Policy and Curriculum Committee will then approve, amend or deny the individualized graduation plan.

## Academic Minors

An academic minor is a secondary field of study that provides students with a relatively broad introduction to that field. Academic minors provide students with the opportunity to explore and expand their base of academic and professional preparation. An academic minor involves a minimum of 15 semester hours of study and must differ from the major being pursued. Dakota Wesleyan University offers academic minors in the following areas:

### College of Arts and Humanities

Christian Leadership  
Communication  
Creative Writing  
Digital Communication  
English Literature  
Graphic Design  
History  
Language – Spanish  
Music  
Political Science  
Religious Studies  
Theatre  
Web Design

### Donna Starr Christen College of Healthcare, Fitness and Sciences

Allied Health  
Biology  
Chemistry  
Coaching  
Mathematics  
Wildlife Management

### College of Leadership and Public Service

Behavioral Sciences  
Business  
Criminal Justice  
Entrepreneurial Leadership  
Family Studies  
Forensic Science and Investigation  
Nonprofit Administration  
Psychology  
Sports Management

## Individualized Minors

Students may plan individualized minors to meet their particular interests and needs. Students using this option will plan their program with their academic advisers, cutting across departmental lines as needed. The Education Policy and Curriculum Committee will then approve, amend or deny the individualized graduation plan.

Students who have earned an Associate of Arts, Associate of Science or an Associate of Applied Science degree from an accredited vocational technical institution may specify their area of specialization as an academic minor. Students should submit a request form to the provost indicating that they would like their area of specialization to be counted as their minor. For financial aid and academic program considerations, students wishing to transfer vocational technical credits should contact the registrar.

# Academic Programs

## Preprofessional Programs

Dakota Wesleyan University also provides the following preprofessional programs for students who want the Wesleyan educational experience, but who plan to complete a professional undergraduate or graduate degree program at another institution.

Pre-engineering  
Pre-law  
Pre-medical  
Pre-physical therapy  
Pre-theology

## Graduation Requirements for Bachelor's Degrees

Bachelor's degrees are conferred upon students who successfully complete the following requirements:

1. Students must successfully complete a minimum of 120 hours of credit with a minimum cumulative grade point average of 2.0.
2. Students must successfully complete the specific requirements of their major program of study. For some programs, this includes the completion of a minor. Some programs require more than 120 hours. Some programs require a cumulative grade point average higher than 2.0. Some programs require a minimum grade in program coursework.
3. Students must complete a capstone project and capstone day presentation as specified by the policies and practices of students' respective programs of study.
4. Students must complete the requirements of the university's General Education program (as outlined on pages 42 of the university catalog).
5. Students must complete a minimum of 30 semester hours of upper-level credit.
6. Students must complete a minimum of 15 hours of their major in residence. Students must complete their senior year in residence (this means a minimum of 30 of the student's final 40 hours are under the auspices of Dakota Wesleyan University) except in certain pre-professional curricula.

Diplomas and official transcripts will not be released until all financial obligations owed to the university are paid in full.

## The following applies in order to earn a second bachelor's degree after the first has already been conferred:

1. Complete a minimum of 30 semester hours in residence. CLEP, credit by other means of examination or proficiency tests may not be used to fulfill this requirement.
2. Complete all requirements in the major, of which at least 12 semester hours in the major must be completed in residence at the 300/400 level.
3. Complete the current university's General Education requirements as they appear in the catalog under which the student matriculates, except for COR 101 and 201.
4. If fewer than 30 semester hours are required to complete the degree requirements, the remaining hours needed to reach 30 may consist of elective credits.
5. Meet all current graduation requirements.
6. May not use courses used to meet the requirements of a previous major to meet the requirements of the student's new major.
7. A different major must be chosen from the major earned in the previous degree.
8. A student holding a Bachelor of Arts degree from DWU may not earn a second Bachelor of Arts degree but may earn additional majors after graduation. Students holding another DWU baccalaureate degree may earn additional majors after graduation but must complete all requirements that normally accompany the new major.

## Assessment Plan

Dakota Wesleyan faculty and staff members are committed to the continual and ongoing improvement of student learning through a broad program of assessment. The university's academic program is committed to supporting students as they work to develop depth of knowledge within their major program of study; breadth of knowledge with respect to their participation in the university's general education program (as well as in a student's selection of electives and/or a minor as applicable); proficiency in academic-professional skills; and growth in the dispositions of learning, leadership, faith and service during the course of their Wesleyan experience. The university's assessment practices are designed to gauge student growth and development in these areas with the goal of supporting faculty, staff and academic programs, in helping



# Academic Programs

students to meet these goals and continually strengthening the Wesleyan experience to achieve these goals for all graduates.

## The Wesleyan Experience

The Wesleyan experience is a transformative learning experience that cultivates enduring intellectual growth and prepares graduates for ethically grounded leadership, meaningful service and intentional engagement with faith and spiritual traditions. The Wesleyan experience fosters student learning and growth in the areas of knowledge, skills, and dispositions, both in academic programs and across the breadth of the student experience. The experience culminates in the Wesleyan capstone, in which graduating seniors share their culminating academic work with the campus community. The various elements of the Wesleyan experience are described in detail below.

### Capstone

The capstone experience at Dakota Wesleyan celebrates the academic accomplishments of graduating seniors and represents “the destination” for which the Wesleyan Experience prepares its bachelor-degree-seeking students. The capstone experience provides students with an opportunity to demonstrate what they have learned (depth of knowledge in the student’s academic program), what they are able to do (skills they have strengthened), and their orientation toward the world (dispositions they have developed). The phrase “capstone experience” encompasses the planning, execution, analysis and reflection related to some variety of project or experience integral to the student’s academic program and his or her learning and growth within that program; any attendant documents or artifacts generated in conjunction with the project or experience; and the student’s formal presentation of that project or experience.

Capstone Day represents an opportunity for graduating seniors to present their work to their peers and the campus community on a day reserved for this purpose. Capstone Day is a celebration of student learning and achievement.

Student capstone projects reflect the diversity of academic programs at DWU. Different programs integrate the capstone into students’ academic journeys in different ways. For some programs, an extended practicum experience might represent the focal point of the capstone experience. For other programs, the capstone may focus on faculty-guided student research. Majors in the fine and performing arts might discuss, and reflect on, an artistic creation or performance. These examples suggest the breadth of capstone possibilities.

Students are expected to present their capstone projects individually, although projects may be based on a collaborative effort. Students are expected to undertake a capstone project under the mentorship of someone with substantive knowledge in his/her discipline. The mentor may be either internal or external to the university (e.g. working at a governmental agency, a nonprofit entity, or other organization with relevant expertise). The mentor may be the student’s adviser. Irrespective of who mentors the student, the student’s academic program must approve his or her capstone project (and mentor, if applicable).

While the content of students’ capstone projects will vary, it is expected that the presentation format will fall within a consistent set of parameters. In celebration of diverse student experiences across campus, the format for presentation may consist of poster presentations, exhibits, performances, PowerPoint presentations, media or short video presentations, and so forth. The capstone format anticipates the sort of professional presentations that students entering the workforce or graduate school will be expected to prepare and execute on a regular basis. Thus, while faculty members within the student’s academic program will assess the student’s mastery of program knowledge and skills, faculty from outside the student’s major will evaluate student capstone presentations for the professionalism of the student’s presentation (e.g. the organization and coherence of the presentation and the student’s ability to respond knowledgeably and professionally to questions from the audience).

Capstone project proposals must be developed and approved by the student’s adviser (and mentor, if applicable) a minimum of one semester prior to the execution of the student’s actual capstone project. Adjustments to the project’s scope and timeline may be made with the written consent of the student’s academic adviser. A formal Capstone Presentation Form must be filed with the provost’s office no later than February 1 of the graduating student’s senior year (assuming he/she is a spring graduate, fall graduates must file no later than September 15). For a list of past capstone experience, please contact your adviser.

### Knowledge

Dakota Wesleyan helps students to develop both broad knowledge through their general education breadth of knowledge courses, and depth of knowledge in their major program(s) of study. Breadth of knowledge

## Academic Programs

courses, which are listed in the general education course table, expose students to the breadth of knowledge and intellectual concepts that the university believes all its graduates should possess.

### Skills

Dakota Wesleyan helps students develop and strengthen skills in the areas of problem solving, communication and multiple literacies (i.e. quantitative, information, media and technology) in order to be successful in their DWU career and in their professional life after graduation. Students are challenged to develop these skills not solely in general education courses but, critically, within their major program(s) of study.

### Dispositions

Dakota Wesleyan helps students develop and strengthen dispositions in the areas of learning, leadership, faith, and service. A sophomore-year seminar helps students to understand and appreciate the dispositions of DWU's core values and to establish a personal plan for how they will go about developing and strengthening these dispositions within the context of their Wesleyan experience. The university expects that the majority of students will pursue growth in these areas through experiential learning, much of which will occur in co-curricular activities.

### General Education

Dakota Wesleyan's general education program supports the broader Wesleyan experience.

The mission of Dakota Wesleyan's program of general education is to introduce students to a breadth of knowledge, skills, and dispositions that will provide a foundation for enduring intellectual growth, ethically grounded leadership, meaningful service, intentional engagement with faith and spiritual traditions.

General Education Course	Purpose
<b>Breadth of Knowledge</b>	
BUS 141 Financial Literacy	Basic financial practices and literacy
DRM 141 Theatre Arts; (MUS141; DMD141)	Appreciation of various art forms
ENG 141 Cultural Perspectives in American Literature	Literature and cultural awareness
HIS 141 History of World Civilizations	History, world civilization and geography
POL 141 U.S. Government	U.S. government and the constitution
PSY 141 Foundations of Psychology and Behavioral Science	Relationship of Psychology within the behavioral sciences
REL 141 Religion, Philosophy and Ethics	Religion, philosophy and ethics
SCI 141 Foundations of Science	Physical and biological laws of nature and scientific inquiry
<b>Skills</b>	
COM 101 Fundamentals of Speech Communication	Introduce and strengthen oral communication skills.
COR 101 Problem solving, Creativity, and Innovation	Introduce and strengthen problem solving and information literacy skills.
ENG 111 English Composition *	Introduce and strengthen writing skills.
MTH 111 Quantitative Reasoning for the Liberal Arts (or MTH125, MTH200, or MTH210)	Introduce students to skills in quantitative literacy.
<b>Dispositions</b>	
COR 201 Disposition Seminar	Introduce dispositions of learning, leadership, faith and service and develop an individualized plan for their growth and development.
Total # of courses	13
Total # of credit hours	39

Programs may substitute up to two appropriate courses for breadth of knowledge courses provided the student's major program of study and the program offering the breadth of knowledge course agree on the appropriateness of the substitution.

Students are required to complete a minimum of 39 semester hours in general education as outlined above.

Students must have an overall cumulative GPA of at least 2.0 (C) in all courses used to fulfill the general education requirement. \*Students must complete the ENG 111 course with a grade of C or higher. The

## Academic Programs

CR/NC option is available only for general education courses that will not apply to a major or minor. Up to 27 semester hours of nontraditional credit may apply toward the general education requirements. A course may count toward only one general education requirement.

Transfer students bringing in 30 credits are exempt from COR101 and transfer students bringing in 60 credits or more are exempt from both COR101 and COR201.

### **Opportunities to Broaden and Enhance the Academic Experience**

In addition to the general education requirements, there are several opportunities for students to broaden and enhance their academic experience.

#### **George and Eleanor McGovern Library and Center for Leadership and Public Service**

The McGovern Library is a multifaceted facility at DWU that honors the late George and Eleanor McGovern, distinguished alumni who have served South Dakota, the United States and the world. George McGovern was a professor of history at Dakota Wesleyan prior to beginning his political career. He was the democratic nominee for president in 1972, served as an ambassador to the United Nations, and dedicated much of his life to ending childhood hunger.

The McGovern Center for Leadership and Public Service links DWU's academic resources with the McGovern Library, Archives and Legacy Museum to create a comprehensive array of offerings for students and our external communities. The McGovern Center hosts conferences and workshops, engages students in local and international service, and offers students an array of leadership development opportunities. Inspired by the McGovern's example, the center's purpose is to equip and inspire students and visitors to model leadership and service for the benefit of individuals, society and the world.

#### **The Kelley Center for Entrepreneurship**

The Kelley Center for Entrepreneurship teaches and promotes entrepreneurship through the development and enhancement of educational curriculum, outreach, service, leadership training, scholarships and experiential learning opportunities. The Kelley Center's mission is to assist in the development of entrepreneurial leaders in business, government and the nonprofit sectors.

The Kelley Center offers inspiring educational and experiential learning opportunities for all students, regardless of their majors. Students who are involved with the Kelley Center will have opportunities to explore their creative and innovative ideas, gain support for those ideas through a strong network of regional and statewide resources, develop leadership skills and learn how to articulate their ideas effectively. Students may elect to take entrepreneurship classes, be involved with the student organization, attend special events and conferences, meet with a career counselor about their passions, participate in an internship, confer with a small business consultant, learn how to write a business plan, meet with successful entrepreneurs and/or brainstorm their ideas.

The Kelley Center also hosts the Small Business Development Center (SBDC), which provides free business consulting services for students, faculty and staff, and regional clients. The main purpose of this partnership is to help new entrepreneurs realize their dream of business ownership and assist existing businesses in their efforts to remain competitive. The SBDC outreach provides professional, confidential and no-cost business consulting services, including one-on-one counseling and training to individuals planning to start a business, expand their existing business or obtain some type of specialized business assistance.

The Kelley Center for Entrepreneurship was created from the vision and major gift from successful entrepreneur Rollie Kelley '49. His desire to nurture an entrepreneurial leadership spirit in individuals, regardless of their chosen professions, led him to make a gift to DWU establishing the Kelley Center.

### **Travel Courses and Study Abroad**

#### **Travel Courses**

Course proposals for summer travel may be initiated by students with the help of a faculty sponsor or by a faculty member. These proposals must be submitted to the provost by November 1 of the academic year in which the course is to be offered.

#### **Study Abroad**

There are many opportunities for DWU students to study abroad. DWU is a participating member of the Central College Abroad program; therefore, students are able to enroll in established programs around the world. Also, an exchange program has been established in Ireland, allowing Irish students to attend DWU and DWU students to attend universities in Ireland at no additional tuition cost by the host school. There is a yearly study abroad experience available from a partnership with the Anglo-American College in Prague, Czech Republic, the General Board of Higher Education and Ministry, and the National Association of

## Academic Programs

Schools and Colleges of The United Methodist Church. In this unique opportunity, students at United Methodist–related colleges can study in historic and cosmopolitan settings in central Europe. Students may study for a year, a semester or the summer term. Other study abroad opportunities are also available. For more information, contact the office of the provost.

### Honors of the University

Dakota Wesleyan University recognizes the achievements and abilities of students who pursue academic excellence at DWU by bestowing graduation honors, sponsoring honor societies and presenting various awards to eligible students.

#### Graduation Honors

An undergraduate student graduates with honors from DWU if he/she has achieved one of the following levels in his/her cumulative GPA for the total credit-bearing coursework earned at DWU for the bachelor's degree:

Cumulative GPA	Honor
3.85	Summa Cum Laude
3.70	Magna Cum Laude
3.50	Cum Laude

Undergraduate students must have completed a minimum of 60, graded credits at Dakota Wesleyan University in order to be eligible for the graduation honors listed above (i.e. neither courses graded credit/no credit nor transfer credits may be counted toward the above honors). Honors are not awarded for students pursuing a second bachelor's degree.

Students who have completed 39 to 59 credit hours of graded coursework at DWU with a cumulative institutional GPA of 3.8 or higher will graduate "With Distinction" in their given field.

Students graduating with an associate degree with a cumulative GPA of 3.50 or higher will receive "With Honors" designation in the commencement program.

Conferred students from the graduate or certificate programs are not recognized with honors.

A preliminary determination of commencement honors is made at the end of the fall semester. Honors are neither recorded, nor considered, official until the degree is earned and all requirements for honors are met.

#### Honors in Scholarship

Students who earn recognition for honors in scholarship must be currently enrolled with a cumulative GPA of 3.5 for all work at DWU. Juniors and seniors must have successfully completed at least two semesters; sophomores, one semester; and freshmen, 15 hours at DWU. Honors in scholarship are recognized at Honors Convocation each spring.

#### Honor Societies

DWU has a number of honor societies that recognize scholarship and achievement. The following honor societies present awards annually. Specific descriptions of the awards are available in the office of the provost.

- Phi Kappa Phi – Honors
- Psi Chi – Psychology
- Sigma Tau Delta – English
- Sigma Zeta – Science/Mathematics

#### Distinguished Scholar

Distinguished Scholar pins are presented to outstanding graduating seniors in various departments at Dakota Wesleyan University during Honors Banquet. Departments make their selection based upon scholarship and performance.

#### Departmental Awards

Certain departments designate specific awards to recognize students for their achievement and leadership. Many of the awards are given in memory of individuals and may be presented at the Honors Banquet. Specific descriptions of the awards are available in the office of the provost.

#### Bishop Armstrong Peace and Justice Award

In honor of the 12 years Bishop A. James Armstrong served in the Dakotas, the DWU Board of Trustees established the Bishop Armstrong Peace and Justice Award. This award is presented each year to students or staff who, by their actions and qualities, clearly demonstrate the interrelatedness of religious ethics and concern for national and international issues. Students who are considered for the award typically have been

## Academic Programs

involved in several types of activities that demonstrate their awareness of, and willingness to address, a variety of human needs and issues that have national and international implications. Candidates must also have demonstrated, in some way, that their involvements are rooted in their religious commitments.

### Recognition for Exemplary Service

Students completing and recording a total of 400 hours of volunteer service over four years while enrolled in DWU will be recognized in the Honors Banquet program. Students may apply for this recognition through the McGovern Center for Leadership and Public Service.

### Course Codes

Each department may offer the following courses with variable hours:

#### Special Topics

- First-year Level XXX199
- Sophomore Level XXX299
- Junior Level XXX399
- Senior Level XXX499

Field Experience XXX275

Internship\* XXX450

Independent Study\* XXX460

\* Students may be required to have a major or minor within the respective department and junior or senior status. The instructor and department chair must approve topics.

# Undergraduate Courses and Curriculum

The courses offered at Dakota Wesleyan University reflect a commitment to disciplinary excellence and the integration of the liberal arts and professional education with the values of a church-related institution. The goals of leadership and service are promoted not only through course content, but also through a philosophy of responsible education and lifelong learning.

Astronomy (AST) (see Chemistry)  
Athletic Training (ATN)  
Behavioral Sciences  
Biological Sciences (BIO)  
Business (BUS)  
Chemistry (CHM)  
Christian Leadership (see Religion and Philosophy)  
Coaching (see Sport, Exercise and Wellness)  
Communication (COM)  
Core (COR) (see Learn Strong)  
Criminal Justice (CRJ)  
Digital Media and Design (DMD)  
Economics (ECO) (see Business)  
Education (EDU)  
English (ENG)  
Entrepreneurial Leadership (ENT)  
General Studies  
Health (HLT)  
Health, Performance and Recreation (HPR)  
History (HIS)  
Language (LAN)  
Learn Strong (LST)  
Mathematics (MTH)  
Music (MUS)  
Nonprofit Administration (NPA)  
Nursing (NUR)  
Philosophy (PHL)  
Physics (PHS) (see Chemistry)  
Political Science (POL)  
Psychology (PSY)  
Religion (REL)  
Science (SCI)  
Sociology (SOC)  
Special Education (SPD) (see Education)  
Sport, Exercise and Wellness (SPX)  
Sports Management (SPM)  
Theatre (DRM)

The following course descriptions are based upon reasonable projections and are subject to change.

# Athletic Training (ATN)

*Donna Starr Christen College of Healthcare, Fitness and Sciences*

[www.dwu.edu/athletictraining](http://www.dwu.edu/athletictraining)

The Bachelor of Science major in athletic training is no longer accepting students and is being replaced with a Master of Athletic Training degree. The Masters 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 entire athletic training program is located in the master's section of the catalog.

## **Course Descriptions of course at the undergraduate level.**

### **100 Principles of Athletic Training I**

**1 hour**

This introductory course in the discipline of athletic training includes coursework in the basic components of a comprehensive injury prevention program, common risk factors, the body's response to injury, elements of an emergency care plan and environmental conditions. Two lectures, one laboratory

### **105 Principles of Athletic Training II**

**1 hour**

This introductory course in the discipline of athletic training includes coursework in the basic components of nutrition, characteristics of trauma, training and conditioning, non-emergent evaluation and documentation.

### **320 Human Nutrition**

**3 hours**

This course is a comprehensive investigation concerning the basics of nutrition, common eating disorders and methods of weight control, including an examination of the common techniques of body composition analysis.

# Behavioral Sciences

## *College of Leadership and Public Service*

The behavioral sciences major is an interdisciplinary program that provides students with a strong foundation in psychology and sociology. A behavioral sciences major prepares students for careers in leadership and service that involve understanding and working with individuals and groups. General knowledge in these fields is augmented by courses that stress the historical, theoretical and research strategies appropriate for the understanding and application of the behavioral sciences. Students majoring in the behavioral sciences complete a core program of 21 required credits and select a minimum of 12 elective credits in the behavioral sciences.

### Major

#### Behavioral Sciences

PSY 131	General Psychology	3
PSY 202	History of Psychology	3
PSY 237	Developmental Psychology	3
PSY 450 or PSY 460	Internship or Independent Study	3
SOC 152	Introduction to Sociology	3
SOC 312	Methods of Social Research	3
SOC 332	Social Psychology	3
CRJ/PSY/SOC	Electives*	<u>12</u>
	Total	33

\*To be taken from the following disciplines: psychology, sociology, criminal justice and human services.

#### Electives

BUS 321	Organizational Behavior
COM 210	Interpersonal Communication
CRJ 210	Introduction to Criminal Justice
CRJ 258	Criminology
CRJ 345	Juvenile Justice
CRJ 357	Corrections
NPA 300	Nonprofit Development and Management
NPA 370	Program Design and Evaluation
PSY 270	Theory and practice of Counseling
PSY 400	Group Counseling
PSY 443	Abnormal Psychology
PSY 451	Family Counseling
SOC 317	Minority Groups
SOC 427	Women and Gender Studies

### Minor

#### Behavioral Sciences

PSY 131	General Psychology	3
PSY 202	History of Psychology	3
PSY 237	Developmental Psychology	3
SOC 152	Introduction to Sociology	3
SOC/CRJ	Electives (upper level)*	<u>6</u>
	Total	18

\*To be taken from the following disciplines: psychology, sociology, criminal justice and human services.

#### Electives

BUS 321	Organizational Behavior
COM 210	Interpersonal Communications
CRJ 210	Introduction to Criminal Justice
CRJ 258	Criminology
CRJ 354	Juvenile Justice
CRJ 357	Corrections
NPA 300	Nonprofit Development and Management
PSY 270	Theory and Practice of Counseling



# Behavioral Science

PSY 400  
SOC154  
SOC 317

Group Counselling  
Marriage and the Family  
Minority Groups

## Course Descriptions

Course descriptions for courses in the interdisciplinary behavioral sciences major and minor are listed under the program listings for sociology, psychology, human services and criminal justice.

# Biological Sciences (BIO)

*Donna Starr Christen College of Healthcare, Fitness and Sciences*

## **www.dwu.edu/biology**

The Dakota Wesleyan University Department of Biological Sciences provides a curriculum that enables its students to develop an appreciation for the diversity of living organisms and an understanding of their structure, function and interactions. Most courses emphasize laboratory and/or field activities. The programs are intended to prepare students to meet the entrance requirements of graduate and professional schools, to teach biology in high school, and to enter science-related careers in business, government and industry. The degree programs in the biological sciences can prepare students for a variety of careers. Graduates of the department enjoy careers as physicians, optometrists, high school teachers, college professors, chiropractors, fisheries technicians, surgeons, foresters, physician's assistants, university researchers, physical therapists and many other opportunities in the medical and biological sciences. In addition to the coursework requirements listed, biology candidates must complete the Major Field Test in Biology assessment exam during their last semester before graduation.

Within the biological sciences, there are three majors, and a student may additionally choose to specialize in one area of concentration within either the biology or wildlife management majors. Students majoring in biology may choose between a Bachelor of Science (B.S.) and a Bachelor of Arts (B.A.) degree. Students receiving any of the B.S. biology degrees are not required to complete a minor; however, those majoring in any of the B.A. degrees are required to have a minor. There are 11 possible degree combinations within the DWU Department of Biological Sciences:

- B.S. or B.A. Biology
- B.S. or B.A. Biology, concentration in Cell Biology
- B.S. or B.A. Biology, concentration in Ecology and Evolutionary Biology
- B.S. or B.A. Biology, concentration in Organismal Biology
- B.S. Biology Education
- B.S. Wildlife Management
- B.S. Wildlife Management, concentration in Wildlife Law Enforcement

The biological sciences majors can be customized to meet the specific needs of the student. For example, students planning to attend medical school after degree completion could work with their adviser to customize their planned electives to meet the entrance requirements of the medical school to which they plan to apply. Preprofessional students planning to apply for medical, dental, physical therapy, occupational therapy or optometry school should work closely with their adviser in selecting electives needed as prerequisites for graduate school. The student's program should also be timed so that the prerequisites are completed before taking the MCAT or GRE exam. See [www.dwu.edu/biology](http://www.dwu.edu/biology) for more information.

## **Biology**

In the spirit of a liberal arts education, a student majoring in biology at DWU has an enormous number of career options available after graduation. Our programs can be tailored to meet the needs of a variety of career paths, such as pre-medicine, ecology, microbiology, zoology, college teaching, pre-physical therapy, pre-dentistry and environmental consulting, to name a few. While providing a strong foundation in the sciences, the biology major provides students with the latitude to pursue their interests in the life sciences.

The biology program provides a broad knowledge of the unity and diversity of life, while providing practical, hands-on experiences. To enhance the ability of students to transition easily into their careers, the biology curriculum includes numerous laboratory activities and a capstone experience of research and/or an internship that relates to the student's career goals. These research and internship experiences can start as soon as the summer following the freshman year. Biology majors at DWU have completed internships with biomedical laboratories; the South Dakota Department of Game Fish and Parks; zoos; and pharmaceutical companies. Moreover, students have completed research that was presented at professional scientific meetings, as well as published in peer-reviewed scientific journals. Such experiences can potentially lead to permanent positions following graduation.

Students at DWU are encouraged to think globally and consider learning opportunities that are not traditionally available on campus. Students have worked at nationally recognized laboratories throughout the United States, traveled to study the tropical rainforests of Belize and studied marine biology in the Virgin Islands. Endowed funds are available to support such activities. For more information on scholarships and other funding opportunities, please contact DWU's Financial Aid office.

# Biological Sciences

## Majors

### B.S. Biology

#### Biology Core:

BIO 120	Principles of Biology I*	3
BIO 120L	Principles of Biology I Lab	1
BIO 122	Principles of Biology II*	3
BIO 122L	Principles of Biology II Lab	1
BIO 315	Genetics	3
BIO 315L	Genetics Lab	1
BIO 316	Evolutionary Biology	3
BIO 470	Capstone Experience in the Biological Sciences	2
BIO	Electives**	14

Select one of the following courses:

BIO 319	Animal Development and	
BIO 319L	Animal Development Lab	
BIO 346	Introduction to Cell and Molecular Biology and	
BIO 346L	Introduction to Cell and Molecular Biology Lab	
CHM 341	Biochemistry I and	3
CHM 341L	Biochemistry I Lab	1
	Total	<u>35</u>

#### Scientific Core:

CHM 164	University Chemistry	3
CHM 166	University Chemistry Lab	1

Select two of the following chemistry courses:

CHM 174	Organic and Biochemistry and	
CHM 174L	Organic and Biochemistry Lab	
CHM 231	Organic Chemistry I and	
CHM 231L	Organic Chemistry I Lab	
CHM 323	Quantitative and Qualitative Analysis and	
CHM 323L	Quantitative and Qualitative Analysis Lab	
CHM 332	Organic Chemistry II and	
CHM 332L	Organic Chemistry II Lab	8

BIO 499	Spec. Topics: Biostatistics	3
MTH 210	Calculus I	5
PHS 260	University Physics I and	3
PHS 260L	University Physics I	1
	Total	<u>24</u>

### B.A. Biology

#### Biology Core:

BIO 120	Principles of Biology I*	3
BIO 120L	Principles of Biology I Lab	1
BIO 122	Principles of Biology II*	3
BIO 122L	Principles of Biology II Lab	1
BIO 315	Genetics	3
BIO 315L	Genetics Lab	1
BIO 316	Evolutionary Biology	3
BIO 470	Capstone Experience in the Biological Sciences	2
BIO	Electives **	15
	Total	<u>32</u>

#### Scientific Core:

CHM 164	University Chemistry	3
CHM 166	University Chemistry Lab	1

Select one of the following courses:

CHM 174	Organic and Biochemistry and	
CHM 174L	Organic and Biochemistry Lab or	
CHM 231	Organic Chemistry I and	
CHM 231L	Organic Chemistry I Lab	4

## Biological Sciences

MTH 200	Statistical Methods I	<u>3</u>
	Total	11

- \* A CLEP test is available for BIO 120 and BIO 122.
- \*\* This is the minimum number of elective credits needed. Electives may be focused in an area of concentration (see next page).

### Concentrations within the Biology Majors

The concentrations within the biology majors are designed to focus a student's curriculum into a more concentrated field of the biological sciences while still providing a well-rounded education in biology. Such concentration can make a DWU biology graduate more marketable for jobs within the area of the concentration, as well as better prepared for graduate school within areas related to a student's concentration.

For the biology major without a concentration, only 14 credit hours (minimum) of biology electives are required for the B.S. option, and only 15 credit hours (minimum) are required for the B.A. option. Students who would like to add a concentration to their biology major must complete the core courses for the biology major, as well as the courses required for the chosen concentration and additional chosen electives specifically listed under the concentration. This results in an increase from 14 minimum credit hours of electives for a B.S. biology degree (15 minimum credit hours for a B.A. biology degree) without a concentration, to a minimum 22 credit hours of elective biology courses:

- 12 credit hours of required courses listed for the concentration
- 3 credit hours (minimum) of additional required electives chosen from the list specific to the concentration
- 7 credit hours (minimum) of additional electives from each of the other two concentration areas

No more than one area of concentration may be chosen by a student, and any student from a previous academic catalog (i.e., before the 2010–2011 academic year) who would like to add a concentration to their B.S. or B.A. biology degree must also take BIO 315 (four credit hours) and BIO 316 (three credit hours), and neither of these courses may be used to substitute for the required courses or for the elective courses within any concentration. All B.A. biology majors, whether with or without an area of concentration, are required to have a minor; the B.S. biology major, whether with or without an area of concentration, does not require a minor.

#### Concentration in Cell Biology

The concentration in cell biology prepares students for careers and postgraduate work in molecular or cell biology, particularly in the allied health fields or the biological sciences. Students who select this concentration are interested in cells, genetics and processes within organisms. Biology majors with this concentration may seek employment in the private, public or nonprofit sector, with possible employment opportunities that include researcher, lab technician, college professor or medical assistant. Other students may continue their education in a wide variety of professional and graduate programs.

BIO 333	Microbiology	3
BIO 333L	Microbiology Lab	1
BIO 346	Introduction to Molecular and Cell Biology	3
BIO 346L	Introduction to Molecular and Cell Biology	1
CHM 341	Biochemistry I	3
CHM 341L	Biochemistry I Lab	1

Select one of the following electives:	3 minimum
BIO 220/L	Anatomy and Physiology I
BIO 319/L	Animal Development
BIO 344/L	Immunology

Select one of the following electives:	7 minimum
BIO 311/L	Invertebrate Zoology
BIO 318/L	Botany
BIO 323/L	Mammalogy
BIO 324/L	Ornithology

<b>And</b> select one of the following different electives:	
BIO 302/L	Ecology
BIO 318/L	Botany

## Biological Sciences

BIO 323/L	Mammalogy	
BIO 324/L	Ornithology	
BIO 325	Principles of Wildlife Management	
BIO 326/L	Limnology	
	Total	<hr/> 22 minimum

### Concentration in Organismal Biology

The concentration in organismal biology covers the branch of biology that studies the behavior, composition and organization of organisms from the molecular and genetic level to the level of the entire organism. Students choosing this concentration are interested in animal and/or plant sciences, how organisms are identified and classified, how an organism's structure is related to its function, and the general biology of organisms. Many of the courses with laboratories within the concentration have significant field components to provide a balance of traditional laboratory and field components. Possible careers may include microbiology, field biology, botany, research, zoology and museum curating. Other students may continue their education in a wide variety of professional and graduate programs.

BIO 311	Invertebrate Zoology	3
BIO 311L	Invertebrate Zoology Lab	1
BIO 318	Botany	3
BIO 318L	Botany Lab	1
BIO 333	Microbiology	3
BIO 333L	Microbiology Lab	1

Select one of the following electives: 3 minimum

BIO 220/L	Anatomy and Physiology I
BIO 319/L	Animal Development
BIO 323/L	Mammalogy
BIO 324/L	Ornithology

Select one of the following different electives: 7 minimum

BIO 344/L	Immunology
BIO 346/L	Introductions to Molecular and Cell Biology
CHM 341/L	Biochemistry

**And** Select one of the following different electives:

BIO 302/L	Ecology	
BIO 325	Principles of Wildlife Management	
BIO 326/L	Limnology	
	Total	<hr/> 22 Minimum

### Concentration in Ecology and Evolutionary Biology

The concentration in ecology and evolutionary biology is designed for students interested in a broad perspective of the biological sciences, ranging from individual organisms and populations to ecosystems and the entire globe. Courses within the concentration focus on the interactions and evolutionary history of organisms and populations of organisms, as well as the biotic and abiotic interactions and functions of ecosystems, biomes and the biosphere. Most courses within the concentration have outdoor lab components that provide practical, hands-on field experience. Possible careers may be found in the public, private and nonprofit sectors and include field biology, university research, environmental consulting, ecology and pest management. Other students may continue their education in a wide variety of graduate and professional programs.

BIO 302	Ecology	3
BIO 302L	Ecology Lab	1
BIO 318	Botany	3
BIO 318L	Botany Lab	1
BIO 326	Limnology	3
BIO 326L	Limnology Lab	1

Select one of the following electives: 3 minimum

BIO 323/L	Mammalogy
BIO 324/L	Ornithology
BIO 325	Principles of Wildlife Management

## Biological Sciences

Select one of the following electives: 7 minimum

BIO 333/L Microbiology  
BIO 344/L Immunology  
BIO 346/L Introduction to Molecular and Cell Biology  
CHM 341/L Biochemistry I

**And** select one of the following different electives:

BIO 220/L Anatomy and Physiology I  
BIO 311/L Invertebrate Zoology  
BIO 333/L Microbiology  
BIO 319/L Animal Development

Total 22 minimum

### Wildlife Management

The Bachelor of Science program in wildlife management is designed to prepare students for employment as wildlife biologists, conservation officers, fisheries biologists, managers of game farms, consultants and zookeepers. The curriculum is designed to give the student a broad understanding of the fundamentals of science necessary to understand the interactions between organisms and their environment. Wildlife managers also recognize that humans are an integral part of our world and that we can preserve fish and wildlife populations through sustainable practices such as fishing, hunting and habitat manipulation.

Most courses in the program include hands-on laboratory and field activities to give students real-life experience in identification of wildlife, and techniques that are used to study their populations, such as trapping, radio telemetry and sampling of habitat characteristics. An important part of the program is the internship, in which students obtain experience working in an area of interest. DWU students have obtained internships with agencies such as the Department of South Dakota Game, Fish and Parks, and the National Park Service, conducting activities ranging from the spawning of paddlefish to working with landowners to prevent Canada geese from damaging crops. Competition for permanent positions in this field can be intense. Therefore, the practical experience and professional contacts made through such internships can prove invaluable when seeking a permanent position.

Students at DWU are encouraged to think globally and consider learning opportunities that are not traditionally available on campus. Students may apply for endowed scholarships to help defray the expenses of volunteer activities for which they can receive internship credit or receive credit for coursework taken at field stations in the U.S. or abroad.

### Major

#### B.S. Wildlife Management

##### Biology Core:

BIO 120	Principles of Biology I	3
BIO 120L	Principles of Biology I Lab	1
BIO 122	Principles of Biology II	3
BIO 122L	Principles of Biology II Lab	1
BIO 302	Ecology	3
BIO 302L	Ecology Lab	1
BIO 311	Invertebrate Zoology	3
BIO 311L	Invertebrate Zoology Lab	1
BIO 315	Genetics	3
BIO 315L	Genetics Lab	1
BIO 316	Evolutionary Biology	3
BIO 318	Botany	3
BIO 318L	Botany Lab	1
BIO 325	Principles of Wildlife Management	3
BIO 470	Capstone Experience in the Biological Sciences	2

Select two of the following electives:

BIO 323 Mammalogy and  
BIO 323L Mammalogy Lab  
BIO 324 Ornithology and  
BIO 324L Ornithology Lab  
BIO 326 Limnology and

## Biological Sciences

BIO 326L Limnology Lab 8

And select one of the following electives:

BIO 319	Animal Development and		
BIO 319L	Animal Development Lab		
BIO 333	Microbiology and		
BIO 333L	Microbiology Lab		
BIO 344	Immunology and		
BIO 344L	Immunology Lab		
BIO 346	Introduction to Molecular and Cell Biology and		
BIO 346L	Introduction to Molecular and Cell Biology Lab		
BIO 400	Research	4	
	Total	44	

### Scientific Core:

CHM 164	University Chemistry		3
CHM 166	University Chemistry Lab		1
CHM 174	Organic and Biochemistry		3
CHM174L	Organic and Biochemistry Lab		1
MTH 200	Statistical Methods I		3

Select one of the following courses: 3 minimum

MTH 210	Calculus I		
MTH 350	Statistical Methods II		

Select one of the following courses: 3 minimum

CHM 323	Quantitative and Qualitative Analysis and		
CHM 323L	Quantitative and Qualitative Analysis Lab		
PHS 100	Physics and the Atomic Nature of Matter		
PHS 260	University Physics I and		
PHS 260L	University Physics I Lab		
	Total	17	minimum

### Concentration in Wildlife Law Enforcement

The concentration in wildlife law enforcement makes the wildlife management major at DWU the only program in South Dakota designed specifically to provide students with a background in criminal justice and communication. These two areas are essential for the success of wildlife law enforcement. The concentration in wildlife law enforcement is specially designed for students interested in a career as a conservation officer. Conservation officers protect wildlife populations, ensure fair and equitable use of natural resources, protect state property and enforce hunting and fishing laws. They also contact thousands of sportsmen and women in the field, perform fish and wildlife surveys, work with nuisance wildlife and teach classes on wildlife management, hunter education, trapping and fishing. Wildlife law enforcement officers must make arrests, execute search warrants, investigate reported violations, prepare affidavits and testify in court. Wildlife officers are often called upon when a wild animal has become a nuisance in a populated area. Other activities may include conducting hunter bag checks, creel censuses and transplantedation of fish populations.

The wildlife law enforcement concentration is designed to give students a working knowledge of the American legal system, including criminal investigation techniques, arrest procedures and the communication skills needed in working with the public. The success or failure of wildlife law enforcement frequently rests on the interpersonal skills of the officer. To accomplish this, the concentration provides students with practical experience that prepares them for a challenging career as a wildlife manager and conservation officer.

CRJ 210	Introduction to Criminal Justice		3
CRJ 250	American Legal System		3
CRJ 261	Criminal Law		3
CRJ 385	Criminal Investigation		3
CRJ 395	Police Procedures and Individual Rights		3
COM 210	Interpersonal Communication or		
ENG 312	Scholarly Research and Writing	3	
	Total	18	

# Biological Sciences

## Biology Education

DWU's biology education program provides well-educated teachers to address the nationwide shortage of science teachers. Biology teachers guide students through the process of scientific discovery while teaching them the fundamentals of the scientific method. This major is designed for students who want to teach biology to students of various ages, particularly grades 7–12. The curriculum combines biology and education courses that include such topics as botany, ecology, microbiology, technology in the classroom, lesson planning and educational psychology.

The biology education major meets the goals and criteria of the National Science Teachers Association's (NSTA) "Standards for Science Teacher Preparation," Section C, Recommendations for Secondary Science Teachers, including preparing teachers to help students understand the unifying concepts of science. These concepts include an understanding of Section C.1. Recommendations for All Secondary Science Teachers:

- the multiple ways the perceptions of the world are organized;
- the use of scientific evidence and the scientific method;
- how measurement can organize observations of constancy and change;
- evolution and the factors that result in evolution, and the evidence supporting evolution; and
- the interrelationships of living and nonliving systems.

Moreover, the biology education curriculum meets all standards in the NSTA Recommendations for Teachers of Biology (Section C.2.), including criteria for core competencies (Section C.2.a), for advanced competencies (Section C.2.b) and for supporting competencies (Section C.2.c). In meeting all NSTA standards, all South Dakota teaching standards for biology education are also met (ARSD 24:53:07:10. 7–12 Science Education Program).

The biology education major stresses hands-on, practical knowledge. The biology courses have numerous laboratory activities, including outdoor and field components in many courses that provide firsthand experience with the scientific method and the processes of science. The department of biological sciences also provides opportunities for research and travel that expand the learning opportunities outside the classroom experience. These experiences can be drawn upon in the secondary education classroom to enhance teaching at the secondary education level. DWU biology students have completed research that was presented at regional and national professional scientific meetings, as well as published in peer-reviewed scientific journals. Biology students have worked at nationally recognized laboratories throughout the United States. Endowed funds are available to support such activities. For more information on scholarships and other funding opportunities, see [www.dwu.edu/biology](http://www.dwu.edu/biology).

The courses through the DWU Department of Education provide practical classroom applications and experiences, including student teaching (see "Education" for more information on education courses and the education program and requirements). This combination of biology and education courses provides a rigorous curriculum that helps prepare teachers for the classroom and for creating an exciting learning environment, and the broad perspective of the curriculum provides training for a variety of teaching careers. Possible job titles for students completing this program include biology teacher, advanced biology teacher, anatomy teacher, life sciences teacher, and biology researcher.

Students interested in teacher certification in 7–12 biology must complete the following program and exceed the minimum score on the appropriate Praxis exam. Additionally, the education program requires that a minimum cumulative overall GPA of 2.6 be maintained to enroll in education courses. The curriculum includes 37 credit hours of biology courses, 20 credit hours of additional science courses (e.g., chemistry, psychology), and 47 credit hours of education courses, including the student teaching credits. The courses enable the teacher to teach 7–12 science-biology after passing the appropriate Praxis tests. Students may add to their certificate all science endorsements by passing the appropriate Praxis II test. For further clarification, see "Education."

## Major

### B.S. Biology Education

#### Biology Core:

BIO 120	Principles of Biology I	3
BIO 120L	Principles of Biology I Lab	1
BIO 122	Principles of Biology II	3
BIO 122L	Principles of Biology II Lab	1
BIO 220	Anatomy and Physiology I	3
BIO 220L	Anatomy and Physiology Lab	1
BIO 302	Ecology	3
BIO 302L	Ecology Lab	1



## Biological Sciences

BIO 305	Biology Teaching Methods	2
BIO 315	Genetics	3
BIO 315L	Genetics Lab	1
BIO 316	Evolutionary Biology	3
BIO 318	Botany	3
BIO 318L	Botany Lab	1
BIO 330	Anatomy and Physiology II	3
BIO 330L	Anatomy and Physiology II Lab	1
BIO 333	Microbiology	3
BIO333L	Microbiology Lab	1
	Total	<u>37</u>
<b>Scientific Core:</b>		
CHM 164	University Chemistry	3
CHM 166	University Chemistry Lab	1
CHM 174	Organic and Biochemistry	3
CHM 174L	Organic and Biochemistry Lab	1
MTH 200	Statistical Methods I	3
PHS 100	Physical Science: Physics and the Atomic Nature of Matter	3
PHS 101	Physical Science: Chemistry, Earth and Space	3
PSY 237	Developmental Psychology	3
	Total	<u>20</u>
<b>Education Core:</b>		
EDU 201	Foundations of Education	3
EDU 220	Technology for Teachers	1
EDU 310	Human Relations/Multiculturalism	3
EDU 311	Educational Psychology	3
EDU 335	American Indian Education	3
EDU 412	Adolescent Learners' Needs	3
EDU 424	Literacy Methods in the Content Area	3
EDU 435	Curriculum Standards and Assessment	3
EDU 456	Secondary and Middle Level Teaching Methods	3
EDU 465	Classroom Management for the K-12 Educator	3
EDU 474	7-12 Student Teaching	14
EDU 475	Seminar	2
SPD 206	Introduction to Exceptional Students	3
	Total	<u>47</u>

### Biology Minor

The minor in biology provides students with the fundamental knowledge of the biological sciences, including the scientific method, genetics, ecology, evolution and biological processes at the cellular and organismal levels. This minor will help students to think critically about important biological topics such as evolution, stem cells and biology in their everyday lives. A fundamental understanding of biology will help students comprehend biotechnology issues ranging from genetic engineering of crops to DNA fingerprinting to global climate change. For example, a criminal justice major could use the minor to learn important forensics techniques, or a leadership and public service major could use biological concepts to help make more informed legislative decisions. Students choosing this minor should choose courses in consultation with their adviser and the department of biological sciences to complement their major.

### Minors

#### Biology

BIO 120	Principles of Biology I*	3
BIO 120L	Principles of Biology I Lab	1
BIO 122	Principles of Biology II*	3
BIO 122L	Principles of Biology II Lab	1
BIO 315	Genetics	3
BIO 315L	Genetics Lab	1
BIO	Electives**	8
	Total	<u>20</u>

\* A CLEP test is available for BIO 120 and BIO 122.

## Biological Sciences

\*\* This is the minimum number of elective credits needed.

### Wildlife Management Minor

The purpose of this minor is to give students majoring in criminal justice some science courses that are important to a conservation officer. This minor could also complement students majoring in business who may have an interest in managing game farms.

#### Wildlife Management

BIO 120	Principles of Biology I and	3
BIO 120L	Principles of Biology I Lab	1
BIO 122	Principles of Biology II and	3
BIO 122L	Principles of Biology II Lab	1
BIO 325	Principles of Wildlife Management	3

Select one of the following electives

BIO 115	Environmental Science and	
BIO 115L	Environmental Science Lab	
BIO 302	Ecology and	
BIO 302L	Ecology Lab	
BIO 326	Limnology and	
BIO 326L	Limnology Lab	4

And select one of the following electives

BIO 311	Invertebrate Zoology and	
BIO 311L	Invertebrate Zoology Lab	
BIO 318	Botany and	
BIO 318L	Botany Lab	
BIO 323	Mammalogy and	
BIO 323L	Mammalogy Lab	
BIO 324	Ornithology and	
BIO 324L	Ornithology Lab	4
	Total	<u>19*</u>

\*COM 210 is recommended in addition to the above requirements.

### Allied Health Minor

Dakota Wesleyan University prepares students for the most important emerging careers in healthcare. DWU offers a powerful, personalized approach for future healthcare and science professionals.

This minor is designed for students who wish to pursue careers related to allied health. It is important that the courses chosen for the minor are chosen with a biology faculty adviser. All students declaring the Allied Health minor should add one of the biology faculty advisers as a co-adviser for this minor.

#### Minor

##### Allied Health

BIO, CHM, or PHS	Four courses with labs*	16
PSY	300-400 level course*	3
HLT 100	Introduction to Healthcare*	1
	Electives**	<u>5</u>
	Total	25

\* General Education courses (141-numbered), required skill courses, and courses counted toward another major or minor may not be taken for the Allied Health minor. Courses should not be waived in order to count them for this minor.

\*\*This is the minimum number of elective credits needed. Students must consult a biology faculty adviser to determine appropriate courses. Other courses may be considered for the minor with the approval of the Biological Sciences department. Elective may include any CHM, BIO, PHS, PSY, SOC, HLT, ATN, NUR, or SPX course with an allied health focus and approval from the Biological Sciences department can be taken for an elective for this minor.

# Biological Sciences

## Course Descriptions

### Biology (BIO)

#### 101 General Biology

**3 hours TBA**

Students will examine concepts and theories in the following areas: the philosophy and methods of science, ecology, cell structure and function, genetics and evolution. This course is intended to primarily serve those not majoring in the biological sciences.

Note: A student who takes BIO 101/BIO 101L and then decides to major in the life sciences may take BIO 122 with consent of the instructor. If the instructor determines it is in the best interest of the student to take BIO 120, only BIO 120 will count toward the major. Any student who takes both BIO 101 and BIO 120 can count only one of these courses toward the major.

Prerequisite or corequisite: BIO 101L.

#### 101 General Biology Laboratory

**1 hour TBA**

Laboratory to accompany BIO 101.

Prerequisite or corequisite: BIO 101.

#### 115 Environmental Science

**3 hours TBA**

Students will study the interactions between humans and the environment. Basic principles of biology are included to provide a basis for understanding the problems of overpopulation, depletion of resources and pollution, as well as how to achieve a sustainable environment.

Prerequisite or corequisite: BIO 115L.

#### 115L Environmental Science Laboratory

**1 hour TBA**

This course introduces students to techniques commonly used in this field and provides experience with the scientific method as applied to Environmental Science.

Prerequisite: BIO 115 or corequisite BIO 115.

#### 120 Principles of Biology I

**3 hours F**

Students will examine concepts and theories in the following areas: the philosophy and methods of science, ecology, cell structure and function, genetics, and evolution. This course is intended to primarily serve majors in biological sciences..

Prerequisite or corequisite: BIO 120L.

#### 120L Principles of Biology I Laboratory

**1 hour F**

Laboratory to accompany BIO 120.

Prerequisite or corequisite: BIO 120.

#### 122 Principles of Biology II

**3 hours S**

This course includes the philosophy and methods of science, nutrition, gas exchange, internal transport, osmoregulation, chemical control, nervous control, reproduction, development, diversity and classification of organisms.

Prerequisite: BIO 120/120L.

Prerequisite or corequisite: BIO120L.

#### 122L Principles of Biology II Laboratory

**1 hour S**

Laboratory to accompany BIO 122.

Prerequisite: BIO 120/120L

Prerequisite or corequisite BIO 122.

#### 150/350 Readings in Biology

**1 hour F, S**

This course includes assigned readings and term papers in biological literature. Students may earn a total of two hours of credit for the major or minor.

Prerequisite: Consent of instructor.

#### 200 Research

**1–4 hours F, S**

Independent and directed research using biological methods. Students must choose a research activity acceptable to the department of biological sciences. Students may take up to four credits per semester, not to exceed eight credits total, only up to two credits of which may be counted as elective credits toward a major or a minor in the department of biological sciences.

Prerequisites: BIO 120, prerequisite or corequisite BIO 122 and consent of instructor.

# Biological Sciences

**220 Anatomy and Physiology I** **3 hours** **F**

This course is an in-depth study of the structure and function of the integumentary, skeletal, muscular and nervous systems at all levels of organization. Topics include cell biology, histology, developmental anatomy and pathological conditions relevant to students majoring in the health sciences.

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

Prerequisite or corequisite BIO 220L.

**220L Anatomy and Physiology I Laboratory** **1 hour** **F**

This laboratory includes hands-on activities related to the topics covered in BIO 220.

Prerequisites: CHM174/174L or CHM231/231L.

Prerequisite or corequisite BIO 220.

**300 Research** **1–4 hours** **F, S**

Independent and directed research using biological methods. Students must choose a research activity acceptable to the department of biological sciences. Students may take up to four credits per semester, not to exceed eight credits total, only up to two credits of which may be counted as elective credits toward a major or a minor in the department of biological sciences.

Prerequisites: BIO 122/122L and consent of instructor.

**302 Ecology** **3 hours** **F19**

Students will study the principles governing the relationships of plants, animals and their environment. This course includes field trips.

Prerequisites: BIO 122/122L, MTH200.

Prerequisite or corequisite: BIO302L.

**302L Ecology Laboratory** **1 hour** **F19**

Laboratory to accompany BIO 302.

Prerequisites: BIO 122/122L, MTH 200.

Prerequisite or Corequisite: BIO 302.

**305 Biology Teaching Methods** **2 hours** **TBA**

This course introduces students to the texts, manuals, materials, apparatus and methods of teaching biology. It cannot be taken as a directed study.

Prerequisites: 15 hours of biological science, including BIO 120, BIO 122, BIO 316, CHM 164, EDU 201 and EDU 456.

**311 Invertebrate Zoology** **3 hours** **F20**

Students will investigate the biology of representative invertebrates, including their structure and function, phylogeny, taxonomy, behavior and ecology.

Prerequisites: BIO 122/122L.

Prerequisite or corequisite: BIO 311L.

**311L Invertebrate Zoology Laboratory** **1 hours** **F20**

Laboratory to accompany BIO 311.

Prerequisites: BIO 122/122L.

Prerequisite or corequisite: BIO 311.

**315 Genetics** **4 hours** **F**

This is an introduction to the study of genetics using classical and molecular approaches. Topics covered include transmission genetics, replication of DNA, gene expression and control, and population genetics.

Prerequisites: BIO 122/122L.

Prerequisite or corequisite BIO 315.

**315L Genetics Laboratory** **1 hour** **F**

This course is the laboratory component of BIO 315, providing hands-on activities demonstrating important genetic principles and techniques.

Prerequisites: BIO 120 and BIO 122, and prerequisite or corequisite BIO 315.

**316 Evolutionary Biology** **3 hours** **S**

This course includes the history, genetic basis and products of evolutionary forces, including understanding the factors that affect evolutionary change, and the modes of evolutionary change. This course is designed to present the evidence for evolution and its effects on populations from the molecular to the community and ecosystem level.

Prerequisite: BIO 315.

## Biological Sciences

- 318 Botany** **3 hours** **F19**  
This course is a comparative study of the structure and reproduction of fungi and lower plants, with emphasis on seed plants. Students will study the principles of plant classification, identification and nomenclature, including the systematic relationships of vascular plants with an emphasis on flowering plants. Laboratories will include field trips, identification of collections and techniques used in gathering evidence for classification.  
Prerequisites: BIO 122/122L.  
Prerequisite or corequisite: BIO 318L.
- 318L Botany Laboratory** **1 hour** **F19**  
Laboratory to accompany BIO 318.  
Prerequisites: BIO 122/122L.  
Prerequisite or corequisite: BIO 318.
- 319 Animal Development** **3 hours** **F19**  
Students will study the development of animals through an integration of descriptive, experimental and biochemical approaches. Topics include gametogenesis, fertilization, cleavage, gastrulation and formation of organ rudiments.  
Prerequisites: BIO 122/122L.  
Prerequisite or corequisite: BIO 319L.
- 319L Animal Development Laboratory** **1 hour** **TBA**  
Laboratory to accompany BIO 319.  
Prerequisites: BIO 122/122L.  
Prerequisite or corequisite: BIO 319.
- 323 Mammalogy** **3 hours** **S20**  
Topics covered in this course include the evolution, taxonomy, distribution, adaptations, ecology and behavior of mammals.  
Prerequisites: BIO 122/122L or consent of instructor.  
Prerequisite or corequisite: BIO 323L
- 323L Mammalogy Laboratory** **1 hour** **S20**  
This course is the laboratory component of BIO 323 and includes both laboratory and field studies of mammals.  
Prerequisites: BIO 122/122L or consent of instructor.  
Prerequisite or corequisite: BIO 323
- 324 Ornithology** **3 hours** **S21**  
This course involves the study of the origin, evolution, structure, behavior, adaptations, distribution and classification of birds.  
Prerequisites: BIO 122/122L or consent of instructor.  
Prerequisite or corequisite: BIO 324L.
- 324L Ornithology Laboratory** **1 hour** **S21**  
This course is the laboratory component of BIO 324 and includes both laboratory and field studies of birds.  
Prerequisites: BIO 122/122L or consent of instructor.  
Prerequisite or corequisite: BIO 324.
- 325 Principles of Wildlife Management** **3 hours** **S20**  
This course is an introduction to the basic principles used in the management of wildlife and fish populations, their habitats and human uses. The course is directed toward the presentation of general concepts that are integral to understanding the discipline.  
Prerequisites: BIO 122/122L or consent of instructor
- 326 Limnology** **3 hours** **TBA**  
This course integrates the chemistry, physics, hydrology and ecology of freshwater ecosystems. It also considers the human impact on these systems. This course includes field trips.  
Prerequisites: BIO 122/122L, CHM 164 /166.  
Prerequisite or corequisite: BIO 326L.

# Biological Sciences

<b>326L Limnology Laboratory</b> Laboratory to accompany BIO 326. Prerequisites: BIO 122/122L, CHM 164 /166. Prerequisite or corequisite: BIO 326.	<b>1 hour</b>	<b>TBA</b>
<b>330 Anatomy and Physiology II</b> 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.	<b>3 hours</b>	<b>S</b>
<b>330L Anatomy and Physiology II Laboratory</b> This laboratory includes hands-on activities related to the topics covered in BIO 330. Prerequisites: BIO 220/220L. Prerequisite or corequisite: BIO 330.	<b>1 hour</b>	<b>S</b>
<b>333 Microbiology</b> 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.	<b>3 hours</b>	<b>S</b>
<b>333L Microbiology Laboratory</b> 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.	<b>1 hour</b>	<b>S</b>
<b>344 Immunology</b> This course provides an introduction into the chemical, genetic and biological properties of immune responses, acquired immunity and the production of antibodies. Prerequisites: BIO 122/122L, and CHM 174/174L or CHM 231/231L or consent of instructor. Prerequisite or corequisite: BIO 344L.	<b>3 hours</b>	<b>TBA</b>
<b>344L Immunology Laboratory</b> This course is the laboratory experience that accompanies BIO 344. Prerequisites: BIO 122/122L, and CHM 174/174L or CHM 231/231L or consent of instructor. Prerequisite or corequisite: BIO 344.	<b>1 hour</b>	<b>TBA</b>
<b>346 Introduction to Molecular and Cell Biology</b> This course focuses on the study of the structure and function of the cell and its subcellular components. The course is designed to provide an understanding of membrane and cellular physiology from a molecular aspect. Prerequisites: BIO 122/122L, and CHM 174/174L or CHM 231/231L or consent of instructor. Prerequisite or corequisite: BIO 346L.	<b>3 hours</b>	<b>S21</b>
<b>346L Introduction to Molecular and Cell Biology Laboratory</b> This course is the laboratory experience that accompanies BIO 346. Prerequisites: BIO 122/122L, and CHM 174/174L or CHM 231/231L or consent of instructor. Prerequisite or corequisite: BIO 346.	<b>1 hour</b>	<b>S21</b>
<b>400 Research</b> This course involves advanced independent work using biological methods. Students will choose a research activity acceptable to the biology department. Prerequisites: BIO 122/122L, an approved proposal and consent of instructor.	<b>1–4 hours</b>	<b>F, S</b>

## Biological Sciences

### **403 Research in Biochemistry**

**1–4 hours F, S**

This course is designed to provide an introduction into the methodology and techniques used in the modern biochemistry research laboratory. Students are encouraged to design and investigate an individual research project within the instructor's scope of research and to present their results.

Prerequisite: Consent of instructor.

### **470 Capstone Experience in the Biological Sciences**

**2 hours S**

Students will reflect on experiences within their biological sciences major, including coursework, internships and/or research experiences by writing a substantial summative paper that also includes possible career choices and graduate school paths of study within their field. Additionally, students will present an oral seminar about their research or internships to students on this campus. Prerequisite: by departmental permission only, and students must have documented at least 120 hours of previous field experience, internship, and/or research.

# Business (BUS) and Economics (ECO)

*College of Leadership and Public Service*

## **Business Department Mission Statement**

The mission of the DWU Department of Business is to foster academic excellence and student achievement at both the undergraduate and graduate levels within a supportive community of teachers and learners. Students are provided with a strong academic foundation in business, sports management, entrepreneurial studies, marketing, management, accounting or finance, with special attention to the problems of managing all organizations, both for-profit and nonprofit. In addition, the DWU business department looks to prepare students to become productive, competent, ethical and faith-based professionals and responsible global citizens through a philosophy of servant leadership. The business department cultivates a highly interactive, student-oriented learning environment, characterized by instructional methodologies to develop strong leaders with lifelong learning skills, innovative problem-solving abilities and effective communication skills.

## **Overview**

The business and economics department offer programs designed to provide an understanding of the business disciplines and their relationship to life in society. The courses give special attention to the problems of managing small- and medium-sized organizations, both for-profit and nonprofit, and provide students with an applied academic program that emphasizes leadership, innovation, and responsible stewardship. The programs are based on the philosophy that the best way to develop the creative problem-solving skills needed for careers in business is to combine solid exposure to a broad liberal arts program with selected technical courses in the business disciplines.

In the DWU Department of Business, there is a Bachelor of Science degree with concentrations in the disciplines of management, marketing, finance, sports management, nonprofit administration, agriculture, and accounting. In addition, there is a major in entrepreneurial leadership (see separate catalog section). The entrepreneurial leadership major has a shorter business core requirement and is designed to be more interdisciplinary. Many students seeking to major in areas of business not covered by the aforementioned disciplines can look to entrepreneurial leadership as means of achieving their academic goals.

In addition to the required courses listed for each of the business majors, it is important for students to review any graduate school requirements that vary from university to university. Most of those courses are offered at Dakota Wesleyan University. In the business administration major with concentrations in management, marketing and finance, there are 18 hours of an academic minor, which, along with an additional nine to 11 hours available for general electives, could be used to meet other possible required courses needed to attend specific graduate schools. Students who elect to take a dual concentration in the business major will not be subject to having to fulfill a minor requirement. Students electing to take only one concentration will need to select a minor as well. Accounting majors do not require an academic minor, and 18 hours of general electives are available for additional graduate school requirements. Students should discuss graduate school interests with their academic advisers.

The accounting major requires a higher number of credit hours because of additional courses necessary for the CPA exam. Each state has its own rules for which courses are required. Similar to graduate school prerequisite course needs, if a student is considering taking the CPA exam in another state, that state's requirements need to be considered in scheduling classes. Most states, including South Dakota, have adopted 150-hour rules in order to become a CPA. These additional hours can be taken at DWU, in two different ways: enter into the DWU MBA program to meet the fifth-year academic hour requirement; or see the fifth year additional accounting course plan for recommended additional undergraduate courses.

DWU also offers the following academic minors as part of its business program: business sports management, nonprofit administration and entrepreneurial leadership.



# Business and Economics

## Majors

### B.S. Business Administration

#### Business Core

BUS 101	Introduction to Business	3
BUS 220	Principles of Management	3
BUS 251	Principles of Financial Accounting	3
BUS 252	Principles of Managerial Accounting	3
BUS 263	Business Law I	3
BUS 344	Principles of Finance	3
BUS 356	Operations and Information Management	3
BUS 371	Principles of Marketing	3
BUS 381	Business Ethics and Social Policy	3
BUS 484	Business Analysis and Strategy	3
ECO 231	Principles of Macroeconomics or	3
ECO 232	Principles of Microeconomics	
ENG 215	Business Writing and Communications	3
MTH 200	Statistical Methods I	<u>3</u>
	Total	39

Individualized Concentration: Select 18 credits in consultation with department chair or advisor:

Total B.S. in Business Administration	<u>18</u>
	57

Business majors cannot minor in ENT and ENT majors cannot minor in business. Business majors may complete a second concentration below in lieu of a minor.

#### Management Concentration

BUS 315	Leadership and Communication	3
BUS 320	Supervisory Management	3
BUS 321	Organizational Behavior	3
BUS 322	Human Resource Management	3
BUS 366	Employment Law	<u>3</u>
	Total	15

#### Sports Management Concentration

COM 205	Communication, Media and Society or	
DMD 345	Desktop Publishing	3
SPM 241	Sport and Society	3
SPM 341	Sports Administration	3
SPM 363	Sports Policy	3
SPM 382	Sport Facility and Event Management	<u>3</u>
	Total	15

#### Marketing Concentration

BUS 373	Integrated Marketing Communication	3
BUS 377	Consumer Behavior	3
BUS 471	Marketing Management	3
COM 205	Communication, Media and Society	3
DMD 203	Digital Imaging	3
DMD 345	Desktop Publishing	<u>3</u>
	Total	18

#### Finance Concentration

BUS 340	Financial Planning: Process and Application	3
BUS 341	Money and Banking	3
BUS 342	Investments	3
BUS 345	Insurance and Risk Management	3
BUS 346	Real Estate	<u>3</u>
	Total	15

#### Nonprofit Administration Concentration

BUS 321	Organizational Behavior	3
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## Business and Economics

NPA 300	Nonprofit Development and Management	3
NPA 310	Public Policy	3
NPA 313	Resource Development and Stewardship	3
NPA 370	Program Design and Evaluation	<u>3</u>
	Total	15

### Entrepreneurial Leadership Concentration

COM 205	Communication, Media & Society	3
ENT 224	Entrepreneurial Leadership I: Innovation and Problem Solving	3
ENT 325	Developing Innovation	2
ENT 347	Financial Management for Organizational Leaders	3
ENT 350	Readings in Entrepreneurship	1
ENT 424	Entrepreneurial Analysis and Application	<u>3</u>
	Total	15

### Agriculture Concentration

#### Select six courses from the following:

*AGT 101	Animal Science (fall)	3
*AGT 110	Crop Science (spring)	3
*AGT 112	Fertilizers (spring)	3
*AGT 120	Soil Science (fall)	3
*AGT 160	Commodity Marketing (spring)	3
*AGT 260	Advanced Commodity Marketing (fall)	3
*AGT 261	AG sales & Service (fall)	3
*AGT 263	Fundamentals of Insurance (spring)	2
*PAT 203	Intro to Variable Rate Systems (spring)	3

\*These courses will be completed at Mitchell Technical Institute

### B.S. Accounting

#### Business Core:

BUS 101	Introduction to Business	3
BUS 220	Principles of Management	3
BUS 251	Principles of Financial Accounting	3
BUS 252	Principles of Managerial Accounting	3
BUS 263	Business Law I	3
BUS 344	Principles of Finance	3
BUS 356	Operations and Information Management	3
BUS 371	Principles of Marketing	3
BUS 381	Business Ethics and Social Policy	3
BUS 484	Business Analysis and Strategy	3
ECO 231	Principles of Macroeconomics or	3
ECO 232	Principles of Microeconomics	
ENG 215	Business Writing and Communications	3
MTH 200	Statistical Methods I	<u>3</u>
	Total Business Core	39

#### Accounting upper level courses:

BUS 305	Accounting Systems	3
BUS 349	Taxation I	3
BUS 350	Taxation II	3
BUS 353	Intermediate Accounting I	4
BUS 354	Intermediate Accounting II	4
BUS 355	Cost Accounting	3
BUS 363	Business Law II	3
BUS 456	Governmental and Not-for-Profit Accounting	3
BUS 457	Advanced Accounting I	3
BUS 458	Auditing	<u>3</u>
	Total Accounting Upper Levels	32

Total B.S. in Accounting 71

Accounting majors do not require an academic minor.

# Business and Economics

## Fifth Year Additional Accounting Course Plan

The two alternatives previously mentioned for attaining the 150-hour rule include either entering the DWU MBA program or otherwise completing additional undergraduate courses for the fifth year. This is a requirement for most states in order for an individual to sit for the Uniform CPA Exam.

## Minors

For students majoring in management, marketing, finance or accounting, it is recommended that their minor be completed in a discipline outside the department of business.

### Business

BUS 101	Introduction to Business	3
BUS 220	Principles of Management	3
BUS 251	Principles of Financial Accounting	3
BUS 263	Business Law I	3
BUS 371	Principles of Marketing	3
ECO 231	Principles of Macroeconomics or	
ECO 232	Principles of Microeconomics	3
	BUS elective *	<u>3</u>
	Total	21

\*In consultation with department chair or a business professor.

Prerequisites may be waived with instructor's consent.

## Associate of Science

For an Associate of Science degree, consult "Entrepreneurial Leadership."

## Course Descriptions

### Business (BUS)

#### 101 Introduction to Business

3 hours F, S

This course is an introduction to the business environment. This course includes an overview of the major areas of study in the business curriculum. Students will be exposed to professional business practices and communication skills in preparation for the business core curriculum.

#### 141 Financial Literacy

3 hours F, S

This course introduces students to basic financial literacy and practices. Students explore topics such as financial goal setting, money management, insurance principles, and consumer awareness through projects and exercises that challenge them to apply key financial concepts to real life situations. Students will use mathematical operations, Microsoft Excel, and other skills to solve problems involving interest, investment, and sound financial planning. Student will use key economic concepts to interpret economic news and events.

This course is a breadth of knowledge course as designated by Dakota Wesleyan's general education program. Breadth of knowledge courses expose students to knowledge and concepts that Dakota Wesleyan believes all its graduates should possess.

#### 155 Survey of Accounting

3 hours F

This course is an introduction to basic concepts of financial and managerial accounting.

#### 220 Principles of Management

3 hours F, S, Su

Students will examine the managerial process, including planning, organizing, staffing, directing and controlling. The class includes study of the relationship of these functions to the daily work of the manager and development of managerial skills.

Prerequisite: Sophomore status.

#### 240 Personal Finance

3 hours TBA

This course includes principles of personal and family finance, including budgeting, banking, purchasing, insurance, investing and lifetime planning.

#### 251 Principles of Financial Accounting

3 hours F

This course introduces students to the analysis of financial transactions, preparation of basic financial statements and use of computers in accounting analysis.

Prerequisite: BUS 155 with B- or better or consent of instructor.

# Business and Economics

- 252 Principles of Managerial Accounting** **3 hours** **S**  
Students will learn about the operations of managerial accounting to include analysis, interpretation and application of financial data to managerial decision-making.  
Prerequisite: BUS 251.
- 263 Business Law I** **3 hours** **F, S, Su**  
Students will discuss the general principles of contracts, torts and property as applied to business relationships. Prerequisites: Sophomore status.
- 305 Accounting Systems** **3 hours** **TBA**  
This course provides a review of the use of several spreadsheet and accounting programs in solving a variety of business problems.  
Prerequisite: BUS 251.
- 315 Leadership and Communication** **3 hours** **S Even**  
Students will study principles and examples of leadership, with special emphasis on servant leadership and developing the communication skills essential to effective leadership.  
Prerequisite: BUS 220.
- 320 Supervisory Management** **3 hours** **F19, S21**  
Many organizational trends today – downsizing, cost-cutting, employee empowerment, flexible hours and diversity issues – are all impacting the way supervisors deal with employees in the workplace. Students will understand all of these concepts and working through people to maximize productivity while maintaining a positive work environment.  
Prerequisite: BUS 220.
- 321 Organizational Behavior** **3 hours** **F**  
Students will study organizational behavior from an individual and institutional perspective, with particular focus on the management of human resources and related issues.
- 322 Human Resource Management** **3 hours** **S**  
This course applies basic principles of psychology, sociology and human relations to personnel management functions, including job design, labor requirements, recruiting, selection, training and development, performance appraisal, compensation, safety and health, and labor relations.  
Prerequisite: BUS 220.
- 330 Readings in Management** **3 hours** **TBA**  
This course focuses on understanding the management concepts and marketing concepts taught in the Principles of Management and or Supervisory Management courses as well as marketing and leadership. The student will use critical thinking skills and focus on terms that were learned in the classes listed above.  
Prerequisite: BUS 220.
- 340 Financial Planning: Process and Application** **3 hour** **TBA**  
Personal financial management for life cycle planning. Careers in the financial services industry are discussed and technical skills are emphasized. Students will develop financial goals, prepare statements, analyze financial products, and present appropriate financial planning considerations.  
Prerequisite: ECO 231, ECO 232, or consent of instructor.
- 341 Money and Banking** **3 hours** **F Odd**  
Students will examine banking institutions, theories and policies relating to monetary management of the economy in an international context.  
Prerequisite: ECO 231 or consent of instructor.
- 342 Investments** **3 hours** **S Even**  
This course is an intensive analysis of investment institutions, philosophies and principles for the individual and institutional investor.
- 344 Principles of Finance** **3 hours** **F, S**  
Students will study the principles of finance. The course covers financial organization and the principles and practices of decision-making, to include acquiring and allocating capital, dividend policy, operating and financial leverage, financial markets and related topics.  
Prerequisite: BUS 252.

## Business and Economics

- 345 Insurance and Risk Management** **3 hours** **S Odd**  
Students will study the characteristics of various types of insurance and their use in managing both personal and organizational risk. Topics include life insurance, health insurance, liability insurance and various types of casualty insurance.  
Prerequisite: BUS 252 or consent of instructor.
- 346 Real Estate** **3 hours** **F Odd**  
Students will study the nature of real estate transactions, real estate as an investment and principles for managing real estate. Land and physical property will be considered.  
Prerequisite: BUS 252 or consent of instructor.
- 349 Taxation I** **3 hours** **F**  
This course is an intensive analysis of principles of taxation as applied to individual income.  
Prerequisite: BUS 252.
- 350 Taxation II** **3 hours** **S**  
This course is an intensive analysis of principles of taxation as applied to business, to include corporations, partnerships, and nonprofit organization filings.  
Prerequisite: BUS 349.
- 353 Intermediate Accounting I** **4 hours** **F**  
This course is an intensive analysis of financial transactions and financial statements with advanced use of computers.  
Prerequisite: BUS 252 with B- or better.
- 354 Intermediate Accounting II** **4 hours** **S**  
This course continues intermediate analysis of financial transactions and financial statements with advanced use of computers.  
Prerequisite: BUS 353 with B- or better.
- 355 Cost Accounting** **3 hours** **S Odd**  
Students will study principles of cost accounting, planning, control and analysis. This course includes job order and process costing.  
Prerequisite: BUS 252.
- 356 Operations and Information Management** **3 hours** **F, S**  
The focus of the course is on how organizations identify, generate and use planning and control information. Topics relating to operations management include forecasting, work design and measurement, quality management, scheduling of operations and personnel, inventory management/production planning, resource allocation, project management, and supply chain management. Topics relating to information management include needs assessment, analysis and description of information flow, decision support processes and tools, system design and management principles (including security and social/ethical issues), and project implementation (including technology acquisition).  
Prerequisites: MTH 200 or BUS 252.
- 363 Business Law II** **3 hours** **S**  
This is a continuation of Business Law I, with special emphasis on the uniform commercial code.  
Prerequisite: BUS 263.
- 366 Employment Law** **3 hours** **F Even**  
This course reviews legal principles that apply to various aspects of human resource management.
- 371 Principles of Marketing** **3 hours** **F, S**  
Students will study the marketing function in national and international business. The course includes discussion of market definition, marketing environment, marketing information and decision-making about product, pricing, promotion and placement.  
Prerequisite: Sophomore status.
- 373 Integrated Marketing Communication** **3 hours** **F Odd**  
Students will study principles and practices of advertising, with emphasis on applications to small business.  
Prerequisite: BUS 371 or consent of instructor.
- 374 Retail Management** **3 hours** **S Even**  
This course is a comprehensive study of retail management, with an emphasis on small business.  
Prerequisite: BUS 371 or consent of instructor.

# Business and Economics

**377 Consumer Behavior** **3 hours** **S Odd**

This course develops awareness of various aspects of consumer motivation and behavior. It provides an understanding of influences of business and environment and ways each affects consumer purchase decisions.

Prerequisite: BUS 371.

**381 Business Ethics and Social Policy** **3 hours** **F, S**

This course is an introduction to ethical decision making as related to business management and public policy relating to business. It includes both theory and application to current issues.

**383 Contemporary Issues in Business** **3 hours** **Su**

This course is an introduction to selected issues in business management. It includes review of basic concepts and tools such as project management.

**384 International Business** **3 hours** **TBA**

This is an introduction to key international aspects of business management. The course includes consideration of the global nature of business, cross-cultural issues faced by business, and key resources and issues related to effectively managing the international aspects of a business.

**456 Governmental and Not-for-profit Accounting** **3 hours** **F Odd**

This course is the study of applications of accounting principles to nonprofit and government organizations.

Prerequisite: BUS 252 with B- or better.

**457 Advanced Accounting I** **3 hours** **F**

This course reviews special topics of financial reporting and analysis and provides a detailed study of the conceptual framework of accounting, the preparation of the statement of cash flows, special reporting topics, accounting for foreign operations and international standards, and partnerships.

Prerequisite: BUS 354 with B- or better.

**458 Auditing** **3 hours** **S**

Students will study methods of examining and adjusting financial records.

Prerequisite: BUS 354 with B- or better.

**471 Marketing Management** **3 hours** **TBA**

Students will learn to identify and explain important concepts of marketing management and apply them to practical situations. Students will become acquainted with the roles, responsibilities and tools of the marketing manager. Students also will become familiar with developing marketing plans and planning and executing marketing strategies.

Prerequisite: BUS 371.

**484 Business Analysis and Strategy** **3 hours** **S, Su**

This is the senior capstone course for majors in business. The three main components of the course include (1) in-class instruction covering the primary topics of formulating corporate strategy; building corporate vision, mission and performance objectives; and, analyzing a corporation's internal and external environments; (2) a business simulation which challenges students to run an international business enterprise in competition with peers from all over the world; (3) and preparation and delivery of the culminating capstone presentation that will be delivered to a campus wide audience, discussing the results of the student's simulation experience.

Prerequisites: Senior status, all business core courses, or consent of instructor.

## Course Descriptions

### Economics (ECO)

**231 Principles of Macroeconomics** **3 hours** **F, Su Odd**

This course introduces students to analysis of the macro-economy. It includes study of aggregate supply and demand model, Keynesian multiplier model, banking and monetary policy, and applications to current macroeconomic problems.

**232 Principles of Microeconomics** **3 hours** **S, Su Even**

This course introduces students to economic analysis of the individual firm and market. It includes study of a basic supply and demand model, the role of government in the economy, cost analysis of the firm, and application of principles to various markets and social problems.

**336 Economics of Development** **3 hours** **TBA**

Students will study objectives, theories and problems of development at the international, state and local levels.

# Chemistry (CHM), Physics (PHS), Astronomy (AST), Science (SCI)

*Donna Starr Christen College of Healthcare, Fitness and Sciences*

Dakota Wesleyan University offers a minor in chemistry and a number of courses in physics, which provide a general background for students seeking to prepare for careers in teaching, positions in scientific occupations, or further study in graduate or professional schools. Courses in chemistry and physics provide a basic understanding of the components and processes related to the composition and uses of matter. Understanding the physical parameters of our world facilitates responsible action with regard to matter and energy.

## Biochemistry

[www.dwu.edu/biochemistry](http://www.dwu.edu/biochemistry)

Biochemistry concerns itself with the chemical and biological processes occurring in living organisms. Biochemistry uses the combined knowledge of biology, chemistry and genetics to investigate the complexity of the life processes of animals and plants. The biochemistry major does not require a minor.

A degree in biochemistry prepares the student for several postgraduate activities, including graduate study in the life sciences and professional careers in medicine, dentistry, veterinary medicine and agriculture.

## Major

### B.S. Biochemistry

BIO 120	Principles of Biology I	3
BIO 120L	Principles of Biology I Lab	1
BIO 122	Principles of Biology II	3
BIO 122L	Principles of Biology II Lab	1
BIO 315	Genetics	3
BIO 315L	Genetics Lab	1
BIO 403	Research in Biochemistry	2
CHM 164	University Chemistry	3
CHM 166	University Chemistry Lab	1
CHM 231	Organic Chemistry I	3
CHM 231L	Organic Chemistry I Lab	1
CHM 310	Inorganic Chemistry	3
CHM 323	Qualitative and Quantitative Analysis	3
CHM 323L	Qualitative and Quantitative Analysis Lab	1
CHM 332	Organic Chemistry II	3
CHM 332L	Organic Chemistry II Lab	1
CHM 341	Biochemistry I	3
CHM 341L	Biochemistry I Lab	1
CHM 342	Biochemistry II	3
CHM 342L	Biochemistry II Lab	1
CHM 360	Physical Chemistry	3
MTH 210	Calculus I	5
PHS 260	University Physics I	3
PHS 260L	University Physics I Lab	1
PHS 270	University Physics II	3
PHS 270L	University Physics II Lab	1
Electives	BIO 344/344L, BIO 346/BIO346L, BIO 499, or any CHM 400 level course	<u>7</u>
	Total	64

### General Science

This course of study is designed for a broad background in biological and physical sciences. The program may be structured in many ways depending upon a student's intended scientific career (medicine, veterinary, science teachers, etc.).

BIO 120	Principles of Biology I	3
BIO 120L	Principles of Biology I Lab	1

## Chemistry, Physics, Astronomy and Science

BIO 122	Principles of Biology II	3
BIO 122L	Principles of Biology II Lab	1
CHM 164	University Chemistry	3
CHM 166	University Chemistry Lab	1
CHM 174	Organic and Biochemistry and	3
CHM 174L	Organic and Biochemistry Lab or	1
CHM 231	Organic Chemistry I and	3
CHM 231L	Organic Chemistry I Lab	1
MTH 210	Calculus I	5
PHS 260	University Physics I	3
PHS 260L	University Physics I Lab	1
PHS 270	University Physics II	3
PHS 270L	University Physics II Lab	1
	Minimum Electives*	<u>24</u>
	Total	53

\*Electives – These would be credits in chemistry, biology, mathematics and physics. It would be up to the adviser and the advisee to determine the exact course needs of the major.

### Minor

#### Chemistry

CHM 164	University Chemistry	3
CHM 166	University Chemistry Lab	1
CHM 231	Organic Chemistry I	3
CHM 231L	Organic Chemistry I Lab	1
CHM 332	Organic Chemistry II	3
CHM 332L	Organic Chemistry II Lab	1

Choose two of the following:

CHM 310	Inorganic Chemistry or	
CHM 323	Analytical Chemistry with Lab	
CHM 341	Biochemistry I with Lab or	
CHM 360	Physical Chemistry	<u>7 minimum</u>
	Total	19

### Course Descriptions

#### Astronomy (AST)

**100 Introduction to Astronomy** **3 hours** **F19**

This course is an introduction to heavenly bodies such as planets, stars, nebulae and galaxies, their formation, structure and behavior over time, and the history and processes that make modern-day astronomy possible. Students must be available for nighttime observing.

#### Chemistry (CHM)

**104 Chemistry and Society** **3 hours** **TBA**

The course acquaints students with the basic concepts of chemistry and helps them to understand and cope with the problems in our society and environment that are chemical in origin.

**164 University Chemistry** **3 hours** **F**

This course covers the core concepts of general chemistry, maintaining the depth and relevance of a two-semester sequence. Topics covered include bonding, equilibrium, stoichiometry, chemical kinetics and oxidation-reduction.

Prerequisite: MTH 125 or equivalent is recommended.

**166 University Chemistry Lab** **1 hour** **F**

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 164.

Prerequisite or Corequisite: CHM 164.

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

This course is a study of the fundamentals of organic chemistry (nomenclature, functional groups, 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: CHM 174L



# Chemistry, Physics, Astronomy and Science

**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.

**231 Organic Chemistry I** **3 hours** **S**

This is the first of a two-semester course sequence. It focuses on the structure and function of organic molecules. Topics include: nomenclature, functional group analysis, stereochemistry, acid/base chemistry, organic chemistry reactions, and mechanistic explanation of electron movement. Spectroscopic methods of structure determination are introduced.

Prerequisite: CHM 164/166.

Corequisite: CHM 231L

**231L Organic Chemistry I Lab** **1 hour** **S**

This course is an introduction to fundamental laboratory techniques applicable to the analysis, separation, purification, and synthesis of organic compounds.

Prerequisite or Corequisite: CHM 231.

**310 Inorganic Chemistry** **3 hours** **F20**

This foundational inorganic course is an extension of general chemistry topics with a focus on symmetry, chemical equilibria, acid-base chemistry, electrochemistry, kinetics, solid-state chemistry and complexation reactions.

Prerequisite: CHM 164.

**323 Qualitative and Quantitative Analysis** **3 hours** **S**

Students will study quantitative analytical methods, principles, details and applications, including the statistical treatment of data. Lab exercises cover the qualitative analysis scheme in the first half of the semester and more specific analytical problems in the second half. Three lectures, one three-hour laboratory, plus extra lab hours by arrangement.

Prerequisite: CHM 164/166 or CHM 174/174L.

Corequisite: CHM 323L.

**323L Qualitative and Quantitative Analysis Lab** **1 hour** **S**

This course is the experimental application of topics covered in CHM 323. Experiments develop basic analytical techniques, including spectroscopy and chromatography, while solving real-world problems.

Prerequisite or Corequisite: CHM 323.

**332 Organic Chemistry II** **3 hours** **F**

This is the second of a two-semester course sequence. It focuses on instrumentation related to analytical organic chemistry, as well as advanced reactions, synthesis and retrosynthetic analysis.

Prerequisite: CHM 231/231L. Corequisite: CHM 332L.

**332L Organic Chemistry II Lab** **1 hour** **F**

This course further develops laboratory techniques applicable to the analysis, separation, purification, and synthesis of organic compounds.

Prerequisite or Corequisite: CHM 332.

**341 Biochemistry I** **3 hours** **F**

This is the first semester of a comprehensive biochemistry course providing an introduction to the chemical and physical properties of biologically important molecules. Topics to be discussed in this course include carbohydrates, proteins, nucleic acids, lipids and enzymes.

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

Corequisite: CHM 341L.

**341L Biochemistry I Lab** **1 hour** **F**

This course introduces standard biochemical techniques such as the isolation, purification, and characterization of proteins, nucleic acids, carbohydrates and lipids.

Prerequisite or Corequisite: CHM 341.

**342 Biochemistry II** **4 hours** **S20**

This is the second semester of a comprehensive biochemistry course with emphasis on metabolism, energy use and synthesis of biologically important molecules.

Prerequisite: CHM 341/341L.

Corequisite: CHM 342L.

# Chemistry, Physics, Astronomy and Science

**342L Biochemistry II Lab** **1 hour** **S20**

This course further develops biochemical laboratory techniques through an independent, student-driven research project.

Prerequisite or Corequisite: CHM 342.

**360 Physical Chemistry** **3 hours** **S19**

This course introduces the basic theoretical concepts of the chemical sciences: thermodynamics, chemical and physical equilibria, chemical kinetics and the behavior of matter in the solid, liquid, gaseous and solution states.

Prerequisites: CHM 164 and MTH 210.

## Course Descriptions

### Physical Science (PHS)

**100 Physical Science: Physics and the Atomic Nature of Matter** **3 hours** **F, S**

This is a project-oriented course explaining the fundamental laws of mechanics, solids, liquids, gases, heat, electromagnetism and light, with minimal stress on mathematics.

**101 Physical Science: Chemistry, Earth and Space** **3 hours** **F**

This course is a basic study in physical science, including chemistry, geology and astronomy.

**260 University Physics I** **3 hours** **F**

This is an introductory calculus-based course in the fundamentals of physics as applied to mechanics.

Topics included are kinematics, vectors, Newton's laws, energy, momentum, rotational dynamics, gravitation, simple harmonic motion and waves.

Prerequisite or Corequisite: MTH 135 or consent of instructor.

Corequisite PHS 260L.

**260L University Physics I Lab** **1 hour** **F**

This course illustrates fundamental concepts covered in PHS 260 such as mechanics, wave, and sound through experimentation and analysis.

Prerequisite or Corequisite: PHS 260.

**270 University Physics II** **3 hours** **S**

This a calculus-based course in the fundamentals of physics as applied to electricity and magnetism. Topics included are Coulomb's law, electric fields, potential fields, capacitance, DC circuits, magnetic fields, induction, AC circuits and Maxwell's laws.

Prerequisite or Corequisite: PHS 260/206L.

Corequisite: PHS 270L.

**270L University Physics II Lab** **1 hour** **S**

This course illustrates fundamental concepts covered in PHS 270 such as electricity and magnetism through experimentation and analysis.

Prerequisite or Corequisite: PHS 270.

## Course Descriptions

### Science (SCI)

**141 Foundations of Science** **3 hours** **TBA**

This course engages non-science majors with the fundamental laws of nature and the process of scientific inquiry. Students learn how natural laws can help us to understand living things, our planet, and the universe beyond.

This course is a breadth of knowledge course as designated by Dakota Wesleyan's general education program. Breadth of knowledge courses expose students to knowledge and concepts that Dakota Wesleyan believes all its graduates should possess.

# Communication (COM)

*College of Arts and Humanities*

[www.dwu.edu/communication](http://www.dwu.edu/communication)

Students majoring or minoring in communication are prepared for a wide variety of careers, including public relations, mass communications, teaching, and community affairs. Any career choice will be enhanced by well-developed skills in oral communication. The curriculum and activities of the department are designed to integrate the liberal arts and professions, promote effective and responsible leadership, satisfy requirements for entry into graduate school, and improve basic communication skills. Students may choose majors or minors with a communication concentration.

## Major

### Communication

BUS 315	Leadership and Communication	3
COM 205	Communication, Media and Society	3
COM 210	Interpersonal Communication	3
COM 230	Communication Theories and Criticism	3
COM 240	Business and Professional Communication	3
COM 315	Principles of Public Relations	3
COM 320	Multicultural Communication	3
COM 470	Capstone in Communication	3
DMD 101	Introduction to Design	3
DMD 345	Desktop Publishing	3
ENG 215	Business and Technical Writing	3
SOC 312	Social Science Research Methods	3
Elective	BUS 371, BUS 373, BUS 381, ENT 224, NPA 311 SOC 332, SPM 382 or other course with department head approval	<u>3</u>
	Total	39

## Minor

### Communication

COM 205	Communication, Media, and Society	3
COM 230	Communication Theories and Criticism	3
COM 240	Business and Professional Communication	3
COM 315	Principles of Public Relations	3
DMD 101	Introduction to Design	3
	Electives*	<u>6</u>
	Total	21

### \*Electives:

BUS 373	Integrated Marketing Communication	3
COM 210	Interpersonal Communication	3
COM 320	Multicultural Communication	3
COM 330	Organizational Communication	3
DMD 345	Desktop Publishing	3
SOC 312	Methods of Social Research	3

Other electives selected in consultation with the department.

## Course Descriptions

### Communication (COM)

#### 101 Fundamentals of Speech Communication 3 hours F, S

This course provides practical experience in researching, writing and delivering speeches. Assignments include speeches to introduce, inform and persuade, as well as participation in a panel discussion. Critical thinking is addressed through speech criticism and analysis of reasoning, evidence and types of proof.

#### 205 Communication, Media and Society 3 hours F

The purpose of this course is to introduce students to important concepts and principles of communication in modern society. Material will cover the basics of communication theory; the history, structure, dynamics and

# Communication

functions of contemporary mass media; and the ethical implications of communication. This course will prepare students for courses in all four of the visual and digital communication areas of concentration.

**210 Interpersonal Communication** **3 hours** **F**

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.

**230 Communication Theories and Criticism** **3 hours** **F**

This course introduces students to communication as an academic field of study. It focuses on six major traditions within the field: public communication, mass media, organizational communication, public relations, small group, and interpersonal. Students will understand how communication constitutes social life and compare and contrast different perspectives and their application to social, career, and personal goals.

**235 Introduction to New Media** **3 hours** **S21**

This course explores basic concepts of new media as well as the role digital media (aka “new media”) technologies play in society. Throughout the course, we will explore the evolution of digital media technologies as well as their impact on economics/organizations, politics, communication and community. The course also examines key moments in computing and media history to gain a perspective on the nature of technological innovation and change. Students will use digital media technology throughout the course, providing them with practical experience with new media. To apply the art of new media design, students will work in small groups to plan, design and create new media content.

**240 Business and Professional Communication** **3 hours** **S**

This is a skills-based course in which students learn how to organize, adapt and critically evaluate communication competencies in many different types of business and professional settings. The course includes an introduction to organizational communication theories and concepts, critical analysis of information, technologies and media literacy, audience analysis, and demonstration of public presentation skills.

**315 Principles of Public Relations** **3 hours** **F**

Public relations *Theory* and *Practice* will form the two emphases of the course. Theory will be explored and discussed as foundation for the application of public relations concepts and strategies. Practice will be emphasized through a semester-long project in which students will be responsible for working with organizations in order to develop and implement realistic PR campaigns which reflect awareness of the significant knowledge and behaviors to achieve effective public relations.

**320 Multicultural Communication** **3 hours** **S**

Students will examine how communication is a major factor in bridging cultural differences. The operating premise is that communication both shapes and is shaped by culture. Students will examine the roles of nationality, ethnicity, race, gender, socioeconomic status, age, language, etc., in cross-cultural interaction. This class will challenge students to think about their own cultural assumptions.

**330 Organizational Communication** **3 hours** **S**

This course is about participating in the process of organizing. Organizational communication, as a field of study, analyzes how the actions of people inside and outside organizations are coordinated and controlled to achieve collective outcomes; it is also concerned with the ways individuals are shaped by their interactions with the organizations around them. This course will focus on *how communication is key to understanding how organizations work*. By better understanding how organizations work, we can change them and better control our own experiences with them.

**470 Capstone in Communication** **3 hours** **S**

This course is an advanced seminar and capstone course for communication majors. Students select a problem with contemporary communication culture with the aid of the instructor, and draw upon their knowledge and research to develop a solution to the problem. The approach should reflect the beliefs, attitudes and values of the discipline. An oral and visual presentation of the problem and solution should reflect a degree of skill and competency as an effective communicator.

Prerequisite: Consent of instructor.

# Criminal Justice (CRJ)

*College of Leadership and Public Service*

[www.dwu.edu/criminaljustice](http://www.dwu.edu/criminaljustice)

Criminal justice is a diverse field that includes study and preparation in understanding the nature and environment of criminal behavior. The program includes investigating and examining strategies, programs and agencies involved in the public and private responses to crime. The study of criminal justice prepares students for careers in law, law enforcement, court services, corrections, juvenile work and security operations. In addition to a Bachelor of Arts degree with a major or minor in criminal justice, Dakota Wesleyan University offers an Associate of Arts degree in this area. All of these options are offered within a strong liberal arts program that stresses an interdisciplinary approach to knowledge and understanding, and prepares students not only for jobs, but also for careers of leadership, service and responsibility.

## Major

### Criminal Justice

Students who pursue an academic major in criminal justice complete a course of study involving a minimum of 39 academic semester credits. A core program of 24 required credits is augmented with a minimum of 15 elective credits. Students who major in criminal justice may minor in a variety of academic disciplines depending on their goals, such as human services, behavioral sciences (psychology) or business (accounting).

CRJ 210	Introduction to Criminal Justice	3
CRJ 258	Criminology	3
CRJ 261	Criminal Law	3
CRJ 357	Corrections	3
CRJ 395	Police Procedure and Individual Rights	3
CRJ 433	Seminar in Criminal Justice	3
CRJ	Electives*	18
MTH 200	Statistical Methods I or	
SOC 312	Methods of Social Research	<u>3</u>
	Total	39

#### \*Electives:

CRJ	courses not required for the major
PHL 220	Introduction to Ethical Issues
PSY 245	Drug Use and Abuse
PSY 310	Alcohol Use and Abuse

Students considering graduate school in the social sciences are strongly urged to complete both MTH 200 Statistical Methods I and SOC 312 Methods of Social Research.

## Minor

### Criminal Justice

Students who pursue an academic minor in the field of criminal justice complete a course of study involving a minimum of 21 academic semester credits. A core program of 18 required credits is augmented with a minimum of three elective credits. Students who minor in criminal justice frequently major in behavioral sciences (psychology) or business (accounting).

CRJ 210	Introduction to Criminal Justice	3
CRJ 258	Criminology	3
CRJ 261	Criminal Law	3
CRJ 357	Corrections	3
CRJ 395	Police Procedure and Individual Rights	3
CRJ	Electives*	<u>6</u>
	Total	21

# Criminal Justice

## \*Electives:

CRJ	Any additional criminal justice courses
PSY 245	Drug Use and Abuse
PSY 310	Alcohol Use and Abuse
SOC 312	Methods of Social Research

## Forensic Science and Investigation

This minor is an interdisciplinary combination of the physical and social sciences, focusing on the connection between scientific inquiry and the criminal justice system. Courses center on the foundations and techniques of chemistry, as well as the methodology of criminal investigation. It is intended for students seeking careers in criminal investigation or evidence examination and analysis, as well as those preparing for graduate programs in the field of forensic science.

CHM 164	University Chemistry	3
CHM 166	University Chemistry Lab	1
CHM 174	Organic and Biochemistry	3
CHM 174L	Organic and Biochemistry Lab	1
CHM 323	Quantitative and Qualitative Analysis	3
CHM 323L	Quantitative and Qualitative Analysis Lab	1
CRJ 210	Intro to Criminal Justice	3
CRJ 380	Crime Scene and Forensic Investigation	3
CRJ 385	Criminal Investigation	3
	Total	<u>3</u> 21

## Associate of Arts Degree

The Associate of Arts degree in criminal justice is designed to provide a broad liberal arts preparation and an awareness and understanding of the individual, society, crime and the criminal justice process. The interdisciplinary approach associated with this program is designed to prepare students to participate in improving their leadership, service and stewardship skills in a variety of career, work and community environments. Completion of a core of general education courses and 21 criminal justice credits is required.

### Criminal Justice Courses

CRJ 210	Introduction to Criminal Justice	3
CRJ 258	Criminology	3
CRJ 261	Criminal Law	3
CRJ 357	Corrections	3
CRJ	Electives*	9

### General Education Courses

BUS 141	Financial Literacy	3
COM 101	Oral Communication	3
COR 101	Problem Solving, Creativity and Innovation	3
ENG 111	Composition	3
ENG 141	Literature and Culture Awareness	3
HIS 141	World Civilizations	3
MTH 111	Quantitative Reasoning for the Liberal Arts (or MTH125, MTH200, or MTH210)	3
PSY 141	Psychology & Behavioral Sciences	3
REL 141	Religion, Philosophy & Ethics	3
SCI 141	Foundation of Science	3
Electives*		<u>9</u>
	Total	60

Students should consult with their adviser to choose general education and elective courses that will enhance their preparation and employment options.

\* Electives should be selected with approval of the academic adviser to provide for one or more areas of concentration.

# Criminal Justice

## Specialization: Chemical Dependency

The South Dakota Certification Board for Alcohol and Drug Professionals has accepted these selected DWU courses as meeting standards for certification. Following are the courses which are SDCBADP approved:

PSY 245	Drug Use and Abuse	3
PSY 270	Theory and Practice of Counseling	3
PSY 310	Alcohol Use and Abuse	3
PSY 337	Adolescent Psychology	3
PSY 400	Group Counseling	3
SOC 317	Minority Groups	3

Consult with the department chair and/or the SDCBADP for the most current list of approved courses and the requirements each meets, as this list may expand. A full list of requirements and applications for certification are available from the certification board.

An associate degree in Human Services from Mitchell Technical Institute may be applied toward a bachelor's degree in (Criminal Justice, Nonprofit Administration, Psychology), allowing completion of this bachelor's degree in two years.

Students pursuing a major in criminal justice should be aware that a criminal and personal background check will likely be done prior for any internship undertaken within this major. Agencies in the criminal justice profession throughout the state and country also will require, at a minimum, a criminal records background check of any applicants. Students are expected to be of high moral and ethical character. Due to this, there are certain scenarios and criminal offenses that may prevent criminal justice majors from being able to work in this profession. In those situations, affected students will be advised out of the criminal justice major and into another program.

## Course Descriptions

### Criminal Justice (CRJ)

#### 210 Introduction to Criminal Justice

3 hours S

This course introduces the history and philosophy of criminal justice systems, including law enforcement, courts and corrections. It offers a comprehensive study of the theory and systems of criminal justice in modern societies, and examines the interrelationships of law enforcement agencies, court systems, correctional and penal systems, and the administration of justice.

#### 225 Policing in America

3 hours TBA

This course considers the problems and procedures encountered by law enforcement in the United States. It will provide special examination of the staffing, geographical area, need for expertise, and sociological and psychological features unique to rural departments.

#### 250 American Legal System

3 hours S

This course examines all aspects of the judicial process, including the law, courts and policies of the American legal system. Both the criminal and civil processes will be investigated with attention focused on the major participants in the entire process. This course will also examine various current and major issues within the legal system.

#### 258 Criminology

3 hours F

This course includes an analysis of the major sociological theories of crime causation, sociological aspects of types of offenders, and the methodologies of measuring and analyzing criminal behavior and environments conducive to criminal behavior.

#### 261 Criminal Law

3 hours S20

Students will study the scope and sources of criminal law. This course gives special attention to the basic elements of a crime, defenses and criminal responsibility.

#### 273 Police Organization and Management

3 hours TBA

This course examines the principles and practices common to the effective management of American law enforcement agencies.

#### 345 Juvenile Justice

3 hours F20

This course examines the origins, philosophy and objectives of the juvenile justice systems. The focus will be on the jurisdiction of juvenile courts, role of law enforcement agents, judicial process, fact-finding hearing, disposition, waivers, appeals and philosophy of the juvenile court with attention to the legal rights of children.

# Criminal Justice

The course will include a review of contemporary juvenile correctional systems and discussion of recent research concerning the juvenile institution and various field services.

**350 Terrorism** **3 hours** **TBA**

Students are introduced to the historical, political, organizational and methodical aspects of terrorism, as well as responses to terrorism. Students investigate the definitions of terrorism, the particulars of various terrorist organizations, and questions of security versus civil liberty. Students also complete a federal training certification in incident command.

**357 Corrections** **3 hours** **S**

This course introduces the concepts, philosophies and theories of corrections and penology. Students will examine trends and patterns in treatment of criminal offenders, with special emphasis on early identification, referral processes and current innovative methods of rehabilitation.

**360 Global and Comparative Justice** **3 hours** **TBA**

This course is a review of justice systems worldwide, with significant emphasis being given to transnational crimes and international human rights issues.

**370 Trial Experience** **3 hours** **F19**

Students examine the issues that surround preparing for and participating in a criminal trial. Topics include all of the key stages of the trial process, from jury selection to closing arguments. Students focus on case strategy and presentation skills and take part in a final mock trial.

**373 Probation and Parole Procedures** **3 hours** **S**

Students will study the structure, organization and operation of probation and parole systems with emphasis on applicable guidelines; the role of the probation/parole officer as an agent of behavioral change; and the social and physical environmental contexts of the probation/parole process.

**380 Crime Scene and Forensic Investigation** **3 hours** **S20**

This course surveys the history of crime scene investigation and familiarizes students with the methodologies and skills of crime scene evaluation, evidence collection, documentation and preservation. Students will review and practice forensic techniques used by investigators and lab analysts to evaluate such evidence.

**385 Criminal Investigation** **3 hours** **S21**

This course is an introduction to the principles involved in the investigation of crimes, with particular attention to historical origins, the investigator, organization and management of the investigative function, and investigative methods, including crime scene processing, suspect identification and use of information sources.

**395 Police Procedures and Individual Rights** **3 hours** **F19**

Students will study the effects of the U.S. Constitution and state laws on law enforcement processes. Topics include the history and contemporary applications of the law to the search and seizure of evidence, electronic surveillance, interrogation practices, and identification procedures.

**433 Seminar in Criminal Justice** **3 hours** **S**

This course is an advanced seminar and capstone experience for students majoring in criminal justice. Students will focus on emerging issues of significant concern for agencies, organizations and individuals within the criminal justice profession.

**475 Field Study in Policing** **2 hours** **F**

Students attend the Mitchell Department of Public Safety's Citizens' Academy. This community program covers the major operations of a police department, including such topics as patrolling and pull-overs, crime scene evidence, emergency communications, accident investigation, child abuse investigation, narcotics investigation, firearms/Taser training, building searches and many others. Students must apply separately with the department and undergo a background check before admission.

**495 Advanced Criminal Investigation** **3 hours** **TBA**

This course is a continuation of CRJ 385 where students apply investigative methods, crime scene processing and suspect identification methods to the investigation of specific crimes. The greatest emphasis is placed on homicide investigations. Other crimes included are robbery, burglary, arson, sex offenses, terrorism and enterprise crime



# Digital Communication

College of Arts and Humanities

The Digital Communication minor complements students' major field of study with an understanding of how to create, adapt, and present messages in the dynamic environment of 21st century communication. This interdisciplinary minor consists of courses from Digital Media and Design, Communication, English, and Business. These specialized courses seek to prepare students for careers in public relations, media, business, and a variety of other fields that require an understanding of digital communication. Students pursuing a minor in Digital Communication complete a Digital Communication Core of 9 credits and then tailor their program of study to their future career goals by selecting 9 additional credits from the specified course offerings.

## Minor

### Digital Communication Core\*

COM 235	Introduction to New Media	3
DMD 203	Digital Imaging	3
ENG 216	Content Strategy for Digital Media	3

### Digital Communication (Select 9 credits from the following courses)

Digital Media and Design:		9
DMD 247	Webpage Design	
DMD 345	Desktop Publishing	
Communications:		
COM 315	Principles of Public Relations	
COM 330	Organizational Communication	
English:		
ENG 215	Business and Technical Writing	
ENG 342	English Grammar	
Marketing:		
BUS 371	Principles of Marketing	
BUS 373	Integrated Marketing Communication	
Total		<u>18</u>

\* If a student is pursuing a major or another minor that requires any of the Digital Communication Core courses, the student must select additional courses from the Digital Communication offerings to fulfill the Core requirement of 9 credits.

# Digital Media and Design, Graphic Design and Web Design (DMD)

*College of Arts and Humanities*

[www.dwu.edu/digitalmediaanddesign](http://www.dwu.edu/digitalmediaanddesign)

The primary mission of the Dakota Wesleyan University's digital media and design department is to integrate a university liberal arts education with professional training so students may enter either the digital or fine arts field. As part of the program, DWU strives to provide each student with real-world experience before graduation. Working with businesses and nonprofit organizations in the region, students will work on real projects and will have an authentic client-designer relationship. This special experience will provide students with essential skills that will enable them to be competitive in all levels of the industry and higher education.

Learn from industry professionals in their graphic design and web design who work to inspire and develop unique talents as students pursue their degree. The low student-to-teacher ratio cannot be found elsewhere and ensures valuable one-on-one interaction with professors.

Get hands-on experience with the latest tools at either the university's cutting-edge web and interactive design lab or the inspiring studio art lab. All university students may take these courses in the fully equipped Mac lab, which is monitored and accessible to digital media and design students 24 hours a day.

In the DWU Department of Digital Media and Design, there are concentrations in graphic design, digital marketing, and web design. Students who elect to take a dual concentration in the digital media and design major will not be subject to having to fulfill a minor requirement. Students electing to take only one concentration will need to select a minor as well.

## Major

### Digital Media and Design

COM 205	Communication, Media and Society	3
DMD 101	Introduction to Design	3
DMD 203	Digital Imaging	3
DMD 247	Webpage Design	3
DMD 305	Color Theory	3
DMD 456	Digital Media and Design Portfolio*	2
ENG 215	Business Writing	3
ENT 224	Innovation and Problem Solving	3
	Concentration	<u>15</u>
		38

\*DMD 456 is worth one credit but students will take one credit of DMD 456 in their final two semesters for two credits. DMD will be offered both fall and spring. The first semester students will begin to build their portfolios; students will finalize and present their portfolios the second semester

## Areas of Concentration

### Computer Graphic Design

Graphic design integrates diverse elements into a total message that gives power and richness to communication. Graphic design contributes to the liberal arts education of all students by providing classes in art appreciation and studio art and design, which foster appreciation and critical awareness. Students will gain essential experience in cultural, aesthetic, technical, ethical and business fields by drawing on the varied opportunities of the university.

The program offers experience in professional studio art (including design, photography, typography, technology, business and written communication) through which to emphasize studio skill, critical and analytical thinking, and exposure to multiple aesthetic approaches.

The graphic design curriculum provides students with problem-solving skills, methodology, craftsmanship, professional behavior, design theory and history. Students will learn critical technological skills through the use of computer design applications, and organizational confidence with an emphasis on conceptual independent creation of visual communication pieces.

# Digital Media and Design

DMD 141	Art Appreciation	3
DMD 202	Computer Graphics	3
DMD 205	Photography Foundations	3
DMD 303	Advanced Digital Imaging	3
DMD 345	Desktop Publishing	<u>3</u>
	Total	15

## Marketing

The Marketing concentration in the Digital Media and Design major delivers the best of digital media and marketing within one concentration. Digital media courses will give students a greater confidence and experience with different types of media marketing, digital content creation, and creative problem-solving skills. The business courses will give students fundamental business and marketing skills while developing necessary leadership and organizational strategies.

The program offers experience in professional digital design, as well as traditional and current media marketing practices—including but not limited to current industry standard software; print, web and social media marketing; critical and analytical thinking; and creative problem-solving skills.

The marketing curriculum within the Digital Media and Design major provides students with the knowledge and tools to design and develop user-friendly, interactive, and engaging media to solve problems and promote brands, businesses, products, and/or services. With a focus on the user, students will change the way they look at not only marketing but engagement and interactivity.

BUS 371	Principles of Marketing	3
BUS 373	Marketing Communication	3
BUS 377	Consumer Behavior	3
BUS 471	Marketing Management	3
COM 240	Business & Professional Communication	<u>3</u>
	Total	15

## Web Design

DWU's web design emphasis introduces innovation and technology to creativity and traditional design. Students in the program are creative, strategic designers and thinkers who are curious and/or excited about new and existing technologies that remain relevant by learning how to adapt to change.

The program offers experience in professional digital design including but not limited to current industry standard software, through which we emphasize efficiency, critical and analytical thinking and exposure to multiple professional techniques.

The web design curriculum provides students with the knowledge and tools to design and develop user-friendly, interactive websites, applications and mobile sites from start to finish. With a focus on user-centered design, students will change the way they look at not only the web but also everyday objects.

DMD 200	Intro to IxD: Don't Make Me Think	3
DMD 300	Advanced Media Design	3
DMD 310	Usability for the Web	3
DMD 315	Mobile Applications	3
DMD 400	IxD II: Applied Design	<u>3</u>
	Total	15

# Digital Media and Design

## Minor

### Graphic Design

DMD 101	Introduction to Design	3
DMD 141	Art Appreciation	3
DMD 202	Computer Graphics	3
DMD 203	Digital Imaging	3
DMD 303	Advanced Digital Imaging	3
DMD 345	Desktop Publishing	<u>3</u>
	Total	18

### Web Design

DMD 101	Introduction to Design	3
DMD 203	Digital Imaging	3
DMD 300	Advanced Media Design	3
DMD 305	Color Theory	3
DMD 310	Usability for the Web	3
DMD 315	Mobile Applications	<u>3</u>
	Total	18

## Course Descriptions

### Digital Media and Design (DMD)

#### 101 Introduction to Design 3 hours F

This foundation course combines studio work with classroom instruction. Using the elements and principles of design, students work in various black-and-white and color media while developing drawing skills. Along with learning and applying professional presentation skills and craftsmanship, the development of ideas and problem-solving skills is the focus of this course. This is a studio course requiring extended hours.

#### 141 Art Appreciation 3 hours TBA

This introductory course focuses on the theoretical, cultural, and historical aspects of visual design. The course emphasizes students' development of visual and aesthetic awareness.

This course is a breadth of knowledge course as designated by Dakota Wesleyan's general education program. Breadth of knowledge courses expose students to knowledge and concepts that Dakota Wesleyan believes all its graduates should possess.

#### 200 Intro to IxD: Don't Make Me Think 3 hours S

This course explores the modern world with emphasis on solving everyday problems and poorly designed products/services. Including but not limited to usability, usefulness, and emotional impact. Students will gain an understanding of basic user centered design and basic persuasive design.

#### 202 Computer Graphics 3 hours S20

Building on a foundation of graphic design department courses, this course is a studio course in using the computer as an illustrating medium. Using industry-standard software, students put their graphic design training to work on the computer.

#### 203 Digital Imaging 3 hours F

The course will provide an introduction to and application of computer-generated graphics, imaging and photo manipulation using industry-standard software. Includes lecture and laboratory.

#### 205 Photography Foundations 3 hours F

This foundation course combines photography history, criticism and aesthetic sensitivity with studio application. Skills emphasized include basic operation of a digital camera, composition, exposure, file formats and basic image enhancement. An examination of photography history, influential photographers, criticism and analysis of various works is also included. The studio portion of this course requires extended hours. Students are required to supply their own digital cameras. Basic computer knowledge is required.

#### 207 Printmaking 3 hours TBA

This studio course introduces methods of drawing/design and printmaking. Students develop design ideas, which then are translated to the print environment through the use of both traditional materials and computer-generated designs. The basic techniques of screen-printing as a graphic design medium are

# Digital Media and Design

emphasized. Students are expected to develop highly original works. Professional presentation skills, time management and craftsmanship are emphasized.

Prerequisites: DMD 101, DMD 202.

## **247 Webpage Design** **3 hours** **F**

Students are trained in using the Internet, designing webpages and developing websites. File transfer, browsers, evaluation of sites, copyright, and principles of layout and design are included. Students will use Adobe Dreamweaver to create webpages, will learn the basics of CSS and will review the basics of HTML coding.

## **300 Advanced Media Design** **3 hours** **S**

This course is an extension of previously learned web design/development concepts with the infusion of additional advanced techniques to produce state-of-the-art techniques and designs. Includes lecture and laboratory.

Prerequisite: DMD 101, DMD 203 or consent of instructor.

## **303 Advanced Digital Imaging** **3 hours** **S**

An extension of previously learned computer graphic concepts with the infusion of additional advanced effects to produce professional-level techniques and digital media. Includes lecture and laboratory.

Prerequisites: DMD 101, DMD 205 or consent of instructor.

## **305 Color Theory Design** **3 hours** **F20**

This course provides an introduction to color theory. Students learn key terms and the basics of color physics and the physiology of visual perception. Students become familiar with theories of color relationships as they apply to graphic design. The psychological effect of colors, along with symbolism and cultural associations are addressed. Professional presentation skills and craftsmanship are emphasized. Computer skills are crucial.

Prerequisites: DMD 101 and DMD 202.

## **310 Usability for the Web** **3 hours** **F19**

Students are trained in user-centered design and all aspects of web usability. Usability is the most important part of any design whether designing a website, a car or even a doorknob. Students will learn to appreciate functional design and learn to look at the design of everyday things differently.

Prerequisite: DMD 101, DMD 203 or consent of instructor.

## **315 Mobile Applications** **3 hours** **F20**

Students will learn how to make the most out of modern technology, and design effective interfaces for modern devices with a greater emphasis on touch-screen devices and smart phones. Students will discover a fun and fresh approach to mobile web design and development with enormous scope for opportunities.

Prerequisite: DMD 247.

## **345 Desktop Publishing** **3 hours** **S**

This course provides instruction and experience in desktop publishing. Students will design, create and edit documents using Adobe InDesign.

## **400: IxD II: Applied Design** **3hours** **S21**

Humanize technology by learning, experiencing and creating the future. IxD II: Applied Design, allows students to create a world that is simple and easy to use. With research and exploration, students learn to think differently and provide solutions to evolving problems, products and services.

Prerequisites: DMD 200, DMD 310, DMD 315.

## **456 Digital Media and Design Portfolio** **1 hour** **F, S**

This course allows students to further develop professional portfolios as dictated by future goals. Students research career opportunities while re-evaluating, critiquing and refining existing portfolio pieces. Portfolio pieces are expected to meet professional standards. Each work in the portfolio should demonstrate the ability to convey complex compositional organization, problem solving, creativity and originality along with mastery of media in single and/or multi-piece design. Completed artifacts include design analysis, letter of intent, design philosophy, resume, process book and 20 completed professional-level designs. This class is repeatable for two credits.

Prerequisite: Senior standing and a graphic design major/minor with consent of department chair.

# Education (EDU) and Special Education (SPD)

## *College of Leadership and Public Service*

It is the responsibility of each student in the teacher education program to be familiar with and fulfill the requirements of the department as outlined in this catalog, the Teacher Education Handbook and the DWU Student Teacher Handbook. Please refer to the Teacher Education Handbook for the most up-to-date policies and procedures governing this program. With the changes that are taking place in the field of education, some programmatic changes may need to be made that will apply to all candidates, regardless of what year they were admitted to the program.

### **Motto**

“Impacting futures ... one mind at a time.”

### **Philosophy**

The philosophy of the DWU education department is that theory and practice need to be integrated to promote excellent teaching. Constructivism and other learning theories provide a framework to guide departmental decision-making. Constructivism theories suggest that students generate knowledge and meaning through their interactions. As such, the DWU teacher education program provides many applied learning experiences both in the classroom and in practicums to help prepare students to become effective teachers. Our commitment to candidates is demonstrated through:

- developing an academic plan and maintaining personal involvement with candidates;
- fostering the development of professional teaching characteristics;
- providing candidates with a sound background in current theoretical knowledge and methodology;
- providing candidates with a variety of practical educational experiences; and
- providing educational resources and services to candidates and regional school districts.

### **Mission**

As a constructivist-based program, the DWU education department is committed to modeling the developmental approach to learning. A student-centered philosophy, celebrating the diversity and complexity of teaching, helps shape curricular and pedagogical decisions. Aligned with the university’s mission to help students discern their strengths in service to God and humanity, the DWU education program integrates a strong core of liberal arts courses, a commitment to service, and best practices in teaching and learning to develop well-prepared candidates. The department integrates the 10 Interstate New Teacher Assessment Standards Consortium (INTASC) standards into the curriculum.

### **Purpose**

The purpose of the teacher education program at DWU is to provide an organized, integrated system of study and experience for the preparation of elementary and secondary teachers. The program is designed to emphasize the development of human values that enhance the quality of interpersonal relations and the skills necessary for effective instruction. The central emphasis of the program is to develop the characteristics of competence and maturity, which will enable graduates to successfully assume the roles of professional educators.

### **Goal**

The goal of the DWU education department is to prepare competent, effective and dedicated teachers. The program will provide a liberal arts program to help candidates:

- understand central concepts, tools of inquiry and the structure of the discipline(s) they teach, and be able to create learning experiences that make the subject matter meaningful for students;
- understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development;
- understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners;
- understand and use a variety of instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills;

# Education and Special Education

- use understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation;
- use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, supportive interaction, and collaboration in the classroom;
- plan instruction based on knowledge of subject matter, students, the community and curriculum goals;
- understand and use formal and informal assessment strategies to ensure the continuous intellectual, social and physical development of the learner;
- be reflective practitioners who continually evaluate the effects of their choices and actions on others and who actively seek opportunities to grow professionally;
- foster relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being; and
- affirm the value of diversity through experiences, study and integration of multicultural examination and educational application.

## Teacher Education Programs:

- K–8 Elementary Education with 5–8 Middle Level
- 7–12 Language Arts–English Education
- 7–12 Mathematics Education
- 7–12 Biology Education
- 7–12 History Education
- K–12 Special Education
- K–12 Music Education

## Endorsements:

- K–12 Special Education

An education program is defined as all courses necessary to be certified for teaching in South Dakota. Certified teachers who desire additional endorsements in other subject areas must pass the Praxis II exam for those areas.

## Admission into the Teacher Education Program

To be eligible to apply for admission to the education program at Dakota Wesleyan, students must:

- Complete and submit all necessary application forms. Complete and submit all documentation related to the program admission requirements (below).
- Successfully complete EDU 201 Foundations of Education with a grade of C or higher. In order to successfully complete this course, students must:
  - Successfully complete a background check.
  - Create their own personal philosophy of education. This statement typically undergoes multiple revisions and must be formally approved by the appropriate Dakota Wesleyan education faculty member.
  - Successfully complete annual attribute reviews.
- Acknowledge (with signature) receipt of the South Dakota State Department of Education's conditions of Certificate Revocation Codified Law.
- Receive passing scores in all three areas of the Core Academic Skills Exam (CASE).
- Have a cumulative grade point average of 2.6 or higher.
- Earn a grade of C or higher in all education courses; all general education courses; and (if applicable) all courses in the student's content area (this applies only to secondary education majors). Students may retake courses in which they earned less than a C but must have a grade of C or better on their transcript prior to admission.
- Have three completed recommendation forms submitted. Two of these forms must be submitted by current Dakota Wesleyan faculty members (these faculty members may not be members of the education program faculty). The third recommendation form must be submitted by a non-faculty member who knows the student in a professional capacity.

Students are encouraged to apply for admission to the program upon completion of EDU 201. Students who matriculate at Dakota Wesleyan with fewer than 18 hours of college coursework must apply for admission to the program prior to the completion of 64 hours of coursework. Under no circumstances shall a student who has not been admitted to the program be allowed to enroll in 400-level courses.

# Education and Special Education

The education program faculty at Dakota Wesleyan meet a minimum of one time each semester to review completed applications to the program. The faculty vote on each application. The faculty may request that a candidate for admission undergo a personal interview with a member of the program faculty prior to admission.

Once admitted to the program, students must:

- Successfully complete all required attribute reviews.
- Maintain a cumulative grade point average of 2.6 or higher.
- Earn a grade of C or higher in all education courses; all general education courses; and (if applicable) all courses in the student's content area (this applies only to secondary education majors). Students may retake courses in which they earned less than a C.

Students who fail to meet one or more of the criteria may be dismissed from the program or provided with an improvement plan with measurable objectives and a timeline for achieving those objectives. If a student is provided with an improvement plan and meets the objectives outlined in that plan by the specified deadline, he or she will return to good standing within the program. If, alternatively, the student does not meet the objectives and/or does not do so by the specified deadline; the student may be dismissed from the program. Students who are dismissed from the program may appeal their dismissal to the office of the provost whose decision shall be final.

Please refer to the Teacher Education Handbook for the most current admission requirements.

For all education programs, any education course that is more than five years old will need to be retaken. This also applies to students who are in the teacher education program and students wishing to be readmitted to the teacher education program. Individual exceptions are made at the discretion of the department chair, whose decision will be final.

## **Probation**

Candidates may be placed on probation in the education program if their GPA falls below a 2.6 or if there are issues related to academics, attendance, behavior, attitude or lack of professionalism. A more detailed explanation of probation in the education program may be located in the Teacher Education Handbook.

## **Candidates Who Take a Leave of Absence**

Candidates who do not enroll in education classes for at least one year (two consecutive semesters) must apply to be readmitted into the education program. If candidates have not taken and received passing scores on the approved entrance exams required by the education department, they will need to do so in order to be considered for admission to the program.

Candidates who are denied admission or are dismissed from the teacher education program have a right to appeal, in writing, within four weeks of the notice of denial or dismissal. The appeal is considered by an appeals board consisting of the college dean, department chair, director of student life and an education professional.

## **Professional Semester**

The professional semester is the semester in which candidates prepare for and participate in the student teaching experience. Candidates register for the appropriate course in EDU 470, EDU 472, EDU 474 or SPD 470. The student teaching experience will be in conjunction with a two-credit seminar (EDU 475) that integrates materials from a candidate's academic background and provides information, advice and direction for a successful teaching experience. Candidates will also meet in a seminar format throughout the professional semester.

## **Student Teaching**

Candidates must achieve passing scores on all Praxis II content exams in addition to required coursework in all areas. Please see the student teaching handbook for a list of updated passing scores for these exams.

## **Program Exit Criteria**

In order to complete the education program at DWU, teacher candidates must meet the following criteria:

1. Successful completion of student teaching (including all assessments) and student teaching seminar.
2. Completion of Personal Electronic Portfolio (PEP) and exit survey.



## Education and Special Education

3. Maintain a minimum GPA of 2.6 and no grade below a C in courses in elementary education and special education. Students who are in music education, biology education, history education, math education and English education must have no grade below a C in education-related courses.
4. Completion of the required Praxis II exams required for certification in South Dakota.
5. Completion and presentation of the Capstone project.

Students who take the Praxis II PLT twice and fail to achieve a passing score will still be eligible to graduate, as long as they meet all other graduation requirements; however, candidates will not be eligible for certification in South Dakota until they achieve a passing score on the appropriate Praxis II exam(s). Those scores will need to be submitted to the DWU education office. Recommendation for certification/licensure in other states is based on each corresponding state requirements and may be contingent on holding or being eligible for certification in South Dakota.

### Certification

Teacher certification requirements vary from state to state. The elementary, secondary and special education programs at Dakota Wesleyan University are designed to meet current academic requirements for certification in South Dakota. Applications for teaching certificates are filed with the certification officer for DWU who recommends certification to the state. Candidates must receive credit in the appropriate EDU 470, EDU 472 or EDU 474 student teaching course and receive passing scores on the appropriate Praxis II content and PLT exams. Refer to the South Dakota Department of Education for minimum scores and appropriate tests.

Descriptions regarding teacher certification by the state of South Dakota contained in this catalog are based upon the requirements that exist at the date of publication. Requirements are subject to change as determined by the South Dakota Department of Education. Candidates are advised to periodically check the requirements of South Dakota, as well as any other state in which they expect to seek certification.

Candidates will be recommended for certification upon completion of a bachelor's degree. Successful completion of this program requires that candidates take all courses listed for credit and earn a grade of at least C.

### Directed Studies, Independent Studies, Credit by Examination, CLEP and Life Experience

Candidates should make a request and provide rationale for a directed study or independent study in an education course to the department chair. Directed studies for methods courses will not be approved. The department chair and college dean will approve or reject the request based upon the rationale candidates provide. The department chair's and dean's decision will be final. Life experience will not be considered for education course credit.

Credit from college course exams such as: CLEP or AP will not be considered for education course credit. Any exceptions to these policies may go through the appeal process noted in the Teacher Education Handbook.

### Elementary Education Program

The elementary education program at Dakota Wesleyan University requires:

- completion of all K–8 elementary education program courses;
- candidates to have a grade of C or higher for successful completion of all courses (EDU 470, EDU 472 and EDU 474 are taken Credit/No Credit);
- completion of graduation requirements, including General Education courses and at least 120 total hours;
- that candidates achieve passing scores on appropriate PRAXIS II exams before student teaching;
- candidates will need to receive passing scores on the Praxis II PLT exam during their student teaching. Candidates may take the PLT exam prior to student teaching;
- completion of Personal Electronic Portfolio and exit survey; and
- completion and presentation of Capstone project.

Candidates completing the elementary education program are not required to complete a minor.

### Elementary Education

Required education courses:

EDU 201	Foundations of Education	3
EDU 220	Technology for Teachers	1

## Education and Special Education

EDU 224	Children's Literature	3
EDU 252	Music, Movement and Art	3
EDU 310	Human Relations/Multiculturalism	3
EDU 311	Educational Psychology	3
EDU 335	American Indian Education	3
EDU 380	Evidence-Based Reading K–3	3
EDU 382	Evidence-Based Reading 4–8	3
EDU 412	Adolescent Learners' Needs	3
EDU 424	Literacy Methods in the Content Area	3
EDU 435	Curriculum Standards and Assessment	3
EDU 442	Social Studies Methods and Practicum	3
EDU 443	Science Methods and Practicum	3
EDU 444	Mathematics Methods and Practicum	3
EDU 465	Classroom Management for the K–12 Educator	3
EDU 472	Elementary School Student Teaching	14
EDU 475	Seminar	<u>2</u>
	Total	62

### Additional required courses:

BIO 101	General Biology	4
EDU 101	Physical Science: Chemistry, Earth and Space	3
HIS 201	U.S. History I or	
HIS 202	U.S. History II	3
HLT 232	Health Education	3
MTH 125	College Algebra	3
MTH 150	Mathematics for the Elementary Teacher	3
POL 141	U.S. Government	3
PSY 237	Developmental Psychology	3
SPD 206	Introduction to Exceptional Students	<u>3</u>
	Subtotal	28

General Education support courses can be found in “Academic Programs” Under the General Education section. A grade of C or better is required for all General Education courses.

### Double Major in Elementary Education and Special Education

Candidates majoring in elementary education may also complete a major in special education by successfully completing the elementary education program and completing the additional special education courses, along with a semester of student teaching in special education. Candidates will need to pass the appropriate Praxis II content exam in special education before they may student teach.

### Secondary Education Program

The secondary education program at Dakota Wesleyan University requires:

- a specific discipline education program for 7–12 teaching (English, history, mathematics or biology);
- completion of graduation requirements;
- passing scores on appropriate Praxis II content and PLT exams;
- completion of Personal Electronic Portfolio and exit survey; and
- completion and presentation of Capstone project.

To meet these requirements in four years, candidates intending to teach at the secondary level must begin the sequence of courses with EDU 201 no later than their first year.

Candidates must complete a 7–12 education program, including courses necessary for teacher certification in South Dakota. All courses listed in the 7–12 education program must be taken for credit, and candidates must earn a grade of a C or higher in education courses. EDU 474 Student Teaching is taken Credit/No Credit.

Courses necessary for completion of 7–12 education programs are listed in the discipline sections of the catalog. Dakota Wesleyan University offers education programs that satisfy the academic requirements for secondary teacher certification by the South Dakota Department of Education. Candidates gain certification

# Education and Special Education

by completing a particular program area and passing the content area Praxis exam as well as the Praxis PLT exam.

Dakota Wesleyan offers the following content programs:

- 7–12 Language Arts – English Education
- 7–12 Mathematics Education
- 7–12 Biology Education
- 7–12 History Education

## Endorsements for the Secondary Education Program

Each content major discipline (English, history, biology, mathematics, music) may recommend specific coursework to help candidates achieve passing scores on the content Praxis exam. Contact the department chair of that content major discipline for suggestions. Visit [www.ets.org/praxis](http://www.ets.org/praxis) to learn more about the Praxis II examination.

Teaching endorsements are available in the following areas in conjunction with the completion of a 7–12, K–8 or K–12 education program:

- |  |                                    |
|--|------------------------------------|
| 7–12 Biology                           | 7–12 Language Arts – Literature    |
| 7–12 Chemistry                         | 7–12 Language Arts – Speech/Debate |
| 7–12 Earth Science                     | 7–12 Mathematics                   |
| 7–12 Economics                         | 7–12 Physical Science              |
| 7–12 Geography                         | 7–12 Physics                       |
| 7–12 History                           | 7–12 Political Science             |
| 7–12 Language Arts – Drama/Theatre     | 7–12 Psychology                    |
| 7–12 Language Arts – English Education | 7–12 Sociology                     |

Candidates who have completed requirements for certification in South Dakota may choose to take and pass additional Praxis content tests in order to be endorsed in other teaching content areas. Please note: if you are planning on teaching out of state, content area endorsements (through passing a Praxis content exam) may not be recognized by other states.

## Music Education Program (K–12)

The music education program at Dakota Wesleyan University requires:

- The completion of required coursework in music with no grade lower than a C. For a list of required coursework, refer to the Music section of the catalog
- completion of a K–12 student teaching experience;
- completion of graduation requirements;
- achieve passing scores on appropriate music education and PLT Praxis exams;
- completion of Personal Electronic Portfolio and exit survey; and
- completion and presentation of Capstone project.

## Special Education Program

### Purpose

The purpose of the special education program at Dakota Wesleyan University is to prepare educators to embrace diversity among learners. The program is designed to increase knowledge and skills to assess needs, to plan programs and to monitor progress of students with exceptionalities. The coursework in the special education major along with passing scores on the required Praxis II exams meet the South Dakota Department of Education requirements for K–12 special education certification.

### Objectives

Graduates of the special education major should:

- value and respect the rights and privileges of all individuals in the home, school and community;
- advance society's knowledge about individuals with disabilities;
- be competent in the formal and informal assessment of individuals with disabilities;
- prepare to be a dynamic and contributing team member within diverse educational communities;
- recognize the need for continuous personal growth through professional organizations and the examination of current research and practice;
- be competent in the integration of effective pedagogy for the various styles of learning and the unique needs of individuals;
- create positive learning environments for all students in inclusive classrooms; and

## Education and Special Education

- make decisions based on the laws, policies and procedures established at local, state and federal levels.

### Admission into the Special Education Program

Please refer to “Acceptance into the Teacher Education Program,” which lists the requirements to be admitted into the program.

### Special Education Program K–12

Candidates majoring in elementary education or special education will fall under the elementary education or special education catalog and handbook requirements for the year in which they receive acceptance into the education program.

The special education program at Dakota Wesleyan University requires:

- completion of all K–12 special education program courses. Candidates must receive a grade of a C or higher for successful completion of all the courses listed in the program. SPD 470 is taken for Credit/No Credit;
- completion of graduation requirements, including General Education courses and at least 120 total hours;
- submission of passing scores on the Praxis II content exam prior to student teaching; submission of a passing score on the Praxis Principles of Learning and Teaching (PLT) exam prior to graduation;
- completion of a Personal Electronic Portfolio and exit interview; and
- completion and presentation of Capstone project.

Candidates pursuing a K–12 special education degree are not required to pursue a minor.

### K–12 Special Education Courses

Required education courses:

EDU 201	Foundations of Education	3
EDU 220	Technology for Teachers	1
EDU 224	Children’s Literature	3
EDU 310	Human Relations/Multiculturalism	3
EDU 311	Educational Psychology	3
EDU 335	American Indian Education	3
EDU 380	Evidence-Based Reading K–3	3
EDU 382	Evidence Based Reading 4–8	3
EDU 412	Adolescent Learners’ Needs	3
EDU 435	Curriculum Standards and Assessment	3
EDU 444	Mathematics Methods and Practicum	3
EDU 465	Classroom Management for the K–12 Educator	3
EDU 475	Seminar	2
SPD 206	Introduction to Exceptional Students	3
SPD 310	Differentiation for Exceptional Students	3
SPD 311	Students with High-Incidence Disabilities	3
SPD 312	Students with Low-Incidence Disabilities+	3
SPD 315	Assessment of Learners with Special Needs	3
SPD 320	Special Education Law and Collaborative Partnerships	3
SPD 325	Students with Emotional/Behavioral Disorders	3
SPD 470	Student Teaching in Special Education	14
	Total	<u>71</u>

Additional required courses:

HIS 141	History of World Civilization or	
HIS 201	U.S. History I or	
HIS 202	U.S. History II	3
HLT 232	Health Education	3
MTH 125	College Algebra	3
MTH 150	Mathematics for the Elementary Teacher	3
PSY 237	Developmental Psychology	3
SCI 141	Foundations of Science	<u>3</u>

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Subtotal

18

General Education support courses can be found in “Academic Programs” under the General Education section. A grade of C or better is required for all General Education courses.

## K-12 Special Education Endorsements for Teachers holding a Special Education Alternative Certification

Teachers currently holding special education alternative certification who wish to receive the Special Education Endorsement should consult the Educator Certification Information at the South Dakota Department of Education website.

A special education endorsement requires:

- passage of the state special education teacher licensing examinations;
- a six-credit year-long practicum in special education under the supervision of a certified special education teacher and a university supervisor;
- nine credits of coursework in special education law, assessment, and one additional special education-related course; and
- signoff from the applicant’s district.

## Coursework and Practica Available to Teachers with Special Education Alternate Certification Seeking the Special Education Endorsement:

SPD 206	Introduction to Exceptional Students	3
SPD 310	Differentiation for Exceptional Students	3
SPD 311	Students with High-Incidence Disabilities	3
SPD 312	Students with Low-Incidence Disabilities	3
SPD 315/515	Assessment of Learners with Special Needs	3
SPD 320/520	Special Education Law and Collaborative Partnerships	3
SPD 325	Students with Emotional/Behavioral Disorders	3
SPD 452/552	Special Education Practicum K–8	3
SPD 454/554	Special Education Practicum 7–12	3
SPD 456/556	Special Education Practicum K–12	6
SPD 601	The Inclusive Classroom	3

## English as a New Language Endorsement (ENL)

A K-12 English as a new language education endorsement requires 18 credit hours of coursework, to include linguistics, development of curriculum and instruction for new language acquisition, language and culture, program assessment, reading for students with limited English proficiency, and an 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 credit 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 18-credit requirement for this endorsement. For more information, please call the DWU Department of Education at 605-995-2127.

## Course Descriptions

### Education (EDU)

**101 Physical Science: Chemistry, Earth and Space** **3 hours** **F, S**  
(Refer to PHS 101)

**150 Mathematics for the Elementary Teacher** **3 hours** **F**  
(Refer to MTH 150)

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- 201 Foundations of Education** **3 hours** **F, S**  
This course is an investigation of contemporary education in America and assists candidates in determining their career path, with a special emphasis on the tools and skills necessary to become an effective teacher. Observation experience in a school setting is required. This course is required for all education majors and is taken as the first in the sequence of education courses. EDU 201 is a prerequisite for all other education courses.
- 220 Technology for Teachers** **1 hour** **S**  
This course provides a foundation for integrating technology into the classroom. A primary goal is the development of a mindset intent on exploring, identifying, engaging, and applying current, emerging, and future technologies in the teaching/learning process. Students enrolled in the course will consider the appropriate relationship of technology to standards and ethical issues. They will design and present technology-enhanced lessons and become skilled, confident users of digital and electronic resources.
- 224 Children's Literature** **3 hours** **F**  
This course provides an in-depth exploration of various genres of literature for children in kindergarten through grade eight. Teacher candidates will examine the history of and current trends in children's literature, explore ways of sharing books, and investigate effective strategies for integrating children's literature into the general curriculum. Opportunities to read to children in actual classrooms will provide extended opportunities to develop knowledge and skills.
- 252 Music, Movement and Art** **3 hours** **S**  
This course is designed to prepare candidates to integrate art, music and movement into daily classroom instruction. Upon completion of the coursework, all candidates will be able to successfully use music, movement and art in all subject areas and classroom settings throughout the school year.  
Prerequisite: EDU 201.
- 290/390/490 Independent Honors Practicum: Learning Through Service** **1–3 hours** **F, S**  
This independent study honors course within the DWU education department relies on a collaborative partnership between DWU and area school districts. Learning by doing enables an elementary, secondary or special education major who has demonstrated superior ability in the university classroom to apply academic knowledge and critical thinking skills to meet genuine community needs. Enrollees are placed in a classroom setting in which they assist the classroom teacher and support the learning of the students. Under the guidance of the course instructor, the education student writes his/her own course objectives designed to connect previous and current coursework with academic inquiry and application to classroom practice and need. At the close of the semester, the students reflect on, write about and discuss their achievements. Candidates may apply for enrollment in the course for up to three semesters.  
Prerequisites: EDU 201 and/or Education Department approval.
- 310 Human Relations/Multiculturalism** **3 hours** **S**  
This course provides candidates with knowledge in the areas of multiculturalism and human relations. Teacher candidates will understand the impact of a changing society on education and human relations. This course provides an understanding of cultural backgrounds and the influences of dehumanizing biases such as racism, sexism and classism and how they affect the lives of students in schools. A field experience is required for this course so there will be related expenses.
- 311 Educational Psychology** **3 hours** **F,S**  
This course will examine theories of learning and how they may be applied to 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.  
Prerequisites: EDU 201. Non-education majors must have consent of the instructor.
- 335 American Indian Education** **3 hours** **F,S**  
This course is designed for prospective and experienced teachers. Candidates will learn about the rich American Indian culture in South Dakota and its impact on the education of American Indian students. The study includes an examination of skills necessary for the effective teaching of American Indian children. The course is designed to meet the South Dakota certification requirement in American Indian studies and is required of all teacher education candidates. Out-of-town travel and additional related expenses are required for this class.  
Prerequisite: EDU 201. Non-education majors must have consent of the instructor.
- 380 Evidence-Based Reading K–3** **3 hours** **F**  
This course builds the K–3 teacher candidate's knowledge of evidence-based instructional practices of the five essential components of reading acquisition specific to the K–3 level. The study includes investigation

## Education and Special Education

of, diagnosis and prescription and intervention methods needed to prescribe appropriate instruction for the struggling reader.

Prerequisite: EDU 201.

**382 Evidence-Based Reading 4–8** **3 hours** **S**

This course builds the K–8 candidate’s knowledge of evidence-based reading instructional practices related to students in grades 4–8. An investigation of reading diagnosis and prescription provides candidates with skills needed to identify reading levels and determine appropriate interventions for the struggling reader.

Prerequisite: EDU 201.

**412 Adolescent Learners’ Needs** **3 hours** **F**

This course will help prepare candidates to teach at the middle grade level. The course will develop an understanding of the middle school concept and the instructional strategies that support that concept. Field experience at the middle level will be required.

Prerequisite: EDU 201.

**424 Literacy Methods in the Content Area** **3 hours** **S**

This course provides teacher candidates with a balance of theory and application regarding the skills needed to teach reading and writing in the content areas. Candidates will investigate, develop and apply strategies using a variety of scientifically researched reading, writing, listening, speaking, and viewing methods to meet the literacy needs of all students. For elementary education majors, this course is part of the spring practicum experience. Courses include EDU 424, EDU 444 and EDU 465.

Prerequisite: EDU 201.

Corequisites for elementary education majors: EDU 444 and EDU 465.

Corequisites for secondary education majors: EDU 465 or approval of education department chair.

**435 Curriculum Standards and Assessment** **3 hours** **F**

This course supports an educator’s ability to design and implement assessment practices that promote student learning by first improving instruction and then gauging its success. Emphasis is placed on constructing reliable and valid assessments; connecting classroom assessment to local, state, and national standards; providing effective feedback and grading; and understanding individual, classroom, and cultural differences that impact assessment. Students will incorporate various assessment procedures in standards-based lessons they plan and teach during the course field experience.

Prerequisites: EDU 201

Corequisites for elementary education majors: EDU 442 and EDU 443.

**442 Social Studies Methods and Practicum** **3 hours** **F**

This course provides teacher candidates with a balance of theory and application regarding the skills needed to teach the social studies concepts in the K-8 classroom. Candidates will investigate, develop, and apply strategies using a variety of scientifically researched teaching methods to meet the needs of all students. This course is part of the spring practicum experience.

Prerequisite: EDU 201.

Corequisites: EDU 435 and EDU 443.

**443 Science Methods and Practicum** **3 hours** **F**

This course provides teacher candidates with a balance of theory and application regarding the skills needed to teach science concepts in the K-8 classroom. Candidates will investigate, develop and apply strategies using a variety of scientifically researched teaching methods to meet the needs of all students. This course is part of the fall practicum experience.

Prerequisites: EDU 201.

Corequisites: EDU 435 and EDU 442.

**444 Mathematics Methods and Practicum** **3 hours** **S**

This course is a survey of the contemporary mathematical process to be mastered by students at K–8 levels and an awareness of the problem-solving methodologies of teaching concepts, including modification of the curriculum for the exceptional student. Candidates are assigned to classrooms for fieldwork. This course is part of the spring block experience for elementary education majors.

Prerequisites: EDU 201 and MTH 150.

Corequisites: EDU 424 and EDU 465.

**456 Secondary and Middle Level Teaching Methods** **3 hours** **F19**

This course covers the methods of teaching secondary and middle level education and considers all the aspects and responsibilities that come with the job, including the decision-making process, establishing a

## Education and Special Education

classroom climate conducive to learning, motivating students, classroom management, linking curriculum and instruction, planning the instruction, instructional techniques and methods for promoting learning. A constructivist approach to teaching and learning is emphasized. A field experience is required.

Prerequisite: EDU 201.

Corequisites: EDU 435 or approval of the chair of the education department.

### **465 Classroom Management for the K–12 Educator** **3 hours** **S**

This course will involve the study of strategies for creating successful K–12 learning communities, planning for the school year, developing positive relationships with the students, working with families, establishing classroom procedures and rules, maintaining appropriate behavior, preventing, managing and responding to inappropriate behaviors, motivating students to learn and responding to inappropriate behaviors. Different practices of classroom management will be explored. School law, professional practice, and teacher ethics will also be covered. This course requires a field experience. This course is part of the spring practicum experience for elementary education majors. Courses included in the spring practicum for elementary education majors are: EDU 424, EDU 444 and EDU 465. Secondary education majors are strongly advised to take this course at the same time as EDU 424.

Prerequisite: EDU 201.

Corequisites for elementary education majors: EDU 424 and EDU 444.

Corequisites for secondary education majors: EDU 424 or approval of department chair.

### **470 K–12 Student Teaching** **14 hours** **F, S**

Candidates are assigned to a school district and supervised by a certified teacher at the elementary level (K–8) and at secondary level (7–12) for 70 days (14 full weeks). The student teaching will be divided in half at each level. During this period, they will fulfill obligations and responsibilities similar to those of the cooperating teacher. This course is part of the professional semester and is taken with a two-credit seminar, which is part of the 16 hours for degree candidates. Candidates also meet during the professional semester for seminar requirements. This course is offered Credit/No Credit only. The DWU Student Teacher Handbook and seminar syllabus serve as the course syllabus.

Prerequisites: Completion of all coursework required for graduation, 2.6 GPA, admission from the education department faculty, submission of passing Praxis II examination scores for the required tests and approval for student teaching placement.

Corequisite: EDU 475.

### **472 K–8 Student Teaching** **14 hours** **F, S**

Candidates are assigned to a school district and supervised by a certified teacher at the elementary level and/or middle school/junior high level for 70 days (14 full weeks). During this period, they will fulfill obligations and responsibilities similar to those of the cooperating teacher. This course is part of the professional semester and is taken along with a two-credit seminar, which is part of the 16 hours for degree candidates. Candidates also meet during the professional semester for seminar requirements. This course is offered Credit/No Credit only. The DWU Student Teacher Handbook and seminar syllabus serve as the course syllabus.

Prerequisites: Completion of all coursework required for graduation, 2.6 GPA, admission from the education department faculty, submission of passing Praxis II examination scores for the required tests and approval for student teaching placement.

Corequisite: EDU 475.

### **474 7–12 Student Teaching** **14 hours** **F, S**

Candidates are assigned to a school district and supervised by a certified teacher at the middle school/junior high level and/or at the secondary level for 70 days (14 full weeks). During this period, they will fulfill obligations and responsibilities similar to those of the cooperating teacher. This course is part of the professional semester and is taken with a two-credit seminar, which is part of the 16 hours for degree candidates. Candidates also meet during the professional semester for seminar requirements. This course is offered Credit/No Credit only. The DWU Student Teacher Handbook and seminar syllabus serve as the course syllabus.

Prerequisites: Completion of all coursework required for graduation, 2.6 GPA, admission from the education department faculty and secondary discipline faculty, submission of passing scores on the required Praxis tests and approval for student teaching placement.

Corequisite: EDU 475.

### **475 Seminar** **2 hours** **F, S**

Candidates are required to take this seminar during their student teaching experience. Candidates will research the following topics during this seminar: classroom climate, instructional pedagogy, assessment, resume writing and interviewing skills. Candidates are required to complete their electronic portfolio and an



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action research project during the seminar. Attendance is required in order to successfully complete the student teaching experience.

Corequisite: EDU 470, EDU 472, EDU 474, or SPD 470.

## Course Descriptions

### English as a Second Language (ENL)

#### **462 Teaching Literacy for English as a New Language Across the Curriculum 3 hours TBA**

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 students' skills in the language domains: reading, writing, listening and speaking.

#### **464 Methods for Teaching English as a New Language 3 hours TBA**

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.

#### **465 Linguistics and Culture for Teaching English as a New Language 3 hours TBA**

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.

#### **468 Assessment of ESL Students and Programs 3 hours TBA**

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 students' 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.

#### **495 ENL Practicum for Elementary Teachers 1 hour TBA**

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 462, ENL 464, ENL 465.

Corequisite: ENL 468.

#### **496 ENL Practicum for Middle and High School Teachers 1 hour TBA**

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 462, ENL 464, ENL 465.

## Course Descriptions

### Special Education (SPD)

#### **206 Introduction to Exceptional Students 3 hours F**

This course defines and examines the nature and needs of exceptional learners, including those with documented disabilities as well as giftedness and those with multicultural heritages. Special education foundations and legal mandates will be discussed. Appropriate accommodations and teaching methods designed to meet the needs of the range of students included in a typical classroom will be examined. The role of teachers, parents, and other relevant personnel will be investigated in relation to programming for

## Education and Special Education

struggling learners. Students will research a specific educational challenge and complete observation hours in a school setting.

Prerequisite: EDU 201 or Corequisite EDU 201 or instructor permission.

### **300/500 Field Experience in Special Education** **1–3 hours TBA**

This course provides practical experiences in classroom settings, so students may become familiar with teaching strategies, instructional models and classroom management systems. It is required concurrently with the methods course in the teaching major. Required classroom hours: 45 hours for each semester credit hour.

Prerequisite: EDU 201 and SPD 206.

### **310 Differentiation for Exceptional Students** **3 hours F20**

This course addresses instructional strategies, materials and assistive technology devices needed to provide a positive learning environment for students with disabilities. Future special and general educators enrolled in this course will develop, implement and evaluate curricular adaptations, including accommodations and modifications, for students with disabilities. Students will demonstrate ability to select, adapt and use both commercial and teacher-made media and instructional materials, and evaluate and adapt the learning environment to provide students with disabilities an appropriate education in the least restrictive environment.

Prerequisites: EDU 201, SPD 206 or instructor permission.

### **311 Students with High-Incidence Disabilities** **3 hours S21**

This course serves as an overview of the characteristics of students with high-incidence disabilities, their learning needs, and current issues related to their education. The historic foundations, legal considerations, related causal factors and theoretical approaches that apply to the study of mild disability will be addressed. Key issues concerning meeting the needs of all students, including identification and assessment, the development of the Individualized Education Program (IEP), use of evidence-based instruction, and transition of the student from school to adult life, will be presented. Candidates will be given an opportunity to learn from practicing special education teachers and observe and work with children with high-prevalence disabilities.

Prerequisites: EDU 201 and SPD 206.

### **312 Students with Low-Incidence Disabilities** **3 hours S21**

This course serves as an introduction to, and a detailed investigation of, educational, sociological, functional and vocational concerns of people with low incidence moderate and severe disabilities. Students will review the history of low-incidence disabilities, learn to determine individual abilities, plan appropriate curriculum and deliver optimal instruction for children and young adults with moderate and severe physical and cognitive disabilities. Topics presented will include historical, legal and health issues; working with families; collaborating with team members; and supporting transition from school to community life.

Prerequisites: EDU 201 and SPD 206.

### **315 Assessment of Learners with Special Needs** **3 hours S20**

This course addresses screening, assessment and evaluation of individuals with disabilities from birth through age 21. Candidates will develop, select, administer and interpret both formal and informal instruments and strategies used to determine the level of individual student performance in academic, cognitive, communicative, social, emotional, behavioral, psychomotor, prevocational/vocational and functional skills areas. Candidates will practice using assessment data and other information to determine whether an individual has a disability and requires special education or related services and also to develop appropriate Individualized Education Programs (IEP). Standards of ethics and protocol for observation and assessment will be integrated throughout this course.

Prerequisites: EDU 201 and SPD 206.

### **320/520 Special Education Law and Collaborative Partnerships** **3 hours F19**

Teacher candidates will focus on the communication skills necessary to work collaboratively and consult effectively about the special needs of students as members of a team that includes parents, administrators, teachers, and agency personnel. The importance of the family-professional partnership will be emphasized. Teacher candidates will examine the impact of historic and current federal and state special education laws, due process, and data privacy requirements on the education of students with special needs. This course encompasses a life-span perspective, requiring the teacher candidate to be knowledgeable about birth through adult service systems, as well as transition planning.

Prerequisites: EDU 201 and SPD 206 or permission of instructor.

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### **325 Students with Emotional/Behavioral Disorders** **3 hours** **S20**

This course focuses on developing and designing positive behavioral and social/emotional interventions, strategies and supports that represent current and best practices for individual and whole classroom management. Candidates will familiarize themselves with the etiology and characteristics of individuals with behavioral and/or emotional challenges. Candidates will also acquire and practice techniques for effective observation and assessment of students with behavioral challenges and develop the skills necessary to design and implement, with other multidisciplinary team members, student behavior management programs. Focus will be on creating classrooms where learning is optimized through peaceful, respectful interactions between students and teachers, as well as among students.

Prerequisites: EDU 201 and SPD 206.

### **328/528 Special Education at the Early Childhood and Kindergarten Level** **3 hours** **TBA**

This course will focus on effective strategies of instruction, intervention and curricular approaches to use in meeting the needs of preschool- and kindergarten-aged children with exceptional learning needs. Candidates will learn to integrate the best practices of early childhood education with the best practices of special education. Developmentally appropriate practice recommended by the leading professional organizations in the fields of early childhood education and special education will serve as guidelines for this course. Prerequisites: EDU 201.

### **452/552 Special Education Practicum K–8** **2–4 hours** **TBA**

Students completing the special education endorsement are assigned to an elementary school special education setting under the supervision of a certified special education teacher and a university supervisor. This course is offered credit/no credit. Required classroom hours: 45 hours for each credit hour.

### **454/554 Special Education Practicum 7–12** **2–4 hours** **TBA**

Students completing the special education endorsement are assigned to a secondary school special education setting under the supervision of a certified special education teacher and a university supervisor. This course is offered credit/no credit. Required classroom hours: 45 hours for each credit hour.

### **456/556 Special Education Practicum K–12** **4 hours** **TBA**

Students completing the special education K–12 endorsement are assigned to either an elementary special education setting or a secondary special education setting under the supervision a certified special education teacher and a university supervisor. Students will enroll in this course twice during the academic year, completing four credits in the fall and four credits in the spring. This course is offered credit/no credit. Required classroom hours: 45 hours for each credit hour.

### **470 Student Teaching in Special Education** **14 hours** **F, S**

Candidates will student teach for 70 school days under the supervision of a certified special education teacher. The student teacher will be assigned to an elementary placement for 35 days and secondary placement for 35 days. This course is part of the professional semester and is taken with a two-credit seminar, which is part of the 16 hours for degree candidates. Candidates also meet during the professional semester for seminar requirements. This course is offered Credit/No Credit only. The DWU Student Teacher Handbook and seminar syllabus serve as the course syllabus.

Prerequisites: Completion of all coursework required for graduation, 2.6 GPA submission of passing scores on required Praxis tests, admission from the education department faculty and approval for student teaching placement.

# English (ENG)

## College of Arts and Humanities

[www.dwu.edu/english](http://www.dwu.edu/english)

The department of English offers programs and courses in language, literature and writing, all of which are considered indispensable in liberal arts education. The program includes majors in English and English education and minors in creative writing and English literature. Graduates in secondary education are ready to embark upon a career in their field. Majors and minors often go on to graduate school, though many find employment in a wide range of fields. The department also teaches a large number of courses in General Education, helping students meet requirements in cultural and global awareness, literary analysis and written communication. Majors and minors acquire greater proficiency, but all students in English courses study the expression of thoughts and the interpretation of texts, while developing an appreciation of language and its infinite variety.

### Basic Writing Assessment

A new student's academic file is reviewed prior to the student's enrollment in ENG 111. A student with an ACT English sub-score of 17 or lower, or an SAT critical reading score of 440 or lower, will be enrolled in ENG 103—Supplemental Writing Support—concurrently with his or her enrollment in ENG 111. If a student has not taken the ACT or SAT, or is unable to access his or her scores, a writing placement may be administered to determine appropriate placement. English faculty members may elect to retest students who are close to meeting this threshold at their discretion. Students demonstrate basic proficiency in written communication with a grade of C or above in ENG 111. Students who do not successfully complete ENG 111 with a grade of C or better may be placed in ENG 103 again in conjunction with their enrollment in ENG 111.

Students demonstrate basic proficiency in written communication with a grade of C or above in ENG 111.

### Major

#### English

ENG 201	Introduction to Literary Analysis	3
ENG 202	Creative Writing I	3
ENG 215	Business and Technical Writing	3
ENG 230	Young Adult Literature	3
ENG 312	Scholarly Research and Writing	3
ENG 323	Shakespeare	3
ENG 341	The English Language	3
ENG 342	English Grammar	3
ENG 460	Independent Study: Senior Capstone	3

Choose three of the following four courses:

ENG 205	British Literature I	
ENG 206	British Literature II	
ENG 223	American Literature	
ENG 226	Literature of European Civilization	9

Choose one of the following four courses:

ENG 302	Creative Writing II: Genre and Technique	
ENG 313	Great Plains Literature	
ENG 315	Women Writers	
ENG 316	Contemporary World Literature	3
	Total	39

### English Education

Students interested in teacher certification in language arts-English must complete the following program. These courses specifically enable the teacher to teach 7–12 language arts – English after passing the appropriate tests. Students may add to their certificate many other content-related endorsements by passing other endorsement tests. For further clarification, see “Education.”

# English

## Required English courses:

ENG 201	Introduction to Literary Analysis	3
ENG 202	Creative Writing I	3
ENG 205	British Literature I or	
ENG 206	British Literature II	3
ENG 223	American Literature	3
ENG 226	Literature of European Civilization	3
ENG 230	Young Adult Literature	3
ENG 312	Scholarly Research and Writing	3
ENG 313	Great Plains Literature or	
ENG 315	Women Writers	3
ENG 316	Contemporary World Literature	3
ENG 323	Shakespeare	3
ENG 327	English Methods	3
ENG 342	English Grammar	3
	Total	<u>36</u>

## Required education courses:

EDU 201	Foundations of Education	3
EDU 220	Technology for Teachers	1
EDU 310	Human Relations/Multiculturalism	3
EDU 311	Educational Psychology	3
EDU 335	American Indian Education	3
EDU 412	Adolescent Learners' Needs	3
EDU 424	Literacy Methods in the Content Area	3
EDU 435	Curriculum Standards and Assessment	3
EDU 456	Secondary and Middle Level Teaching Methods	3
EDU 465	Classroom Management for the K–12 Educator	3
EDU 474	7–12 Student Teaching	14
EDU 475	Seminar	2
PSY 237	Developmental Psychology	3
SPD 206	Introduction to Exceptional Students	3
	Total	<u>50</u>

## Minor

### Creative Writing

A student needs to complete 18 hours of courses selected in consultation with the department for a minor in English.

ENG 201	Introduction to Literary Analysis	3
ENG 202	Creative Writing I	3
ENG 302	Creative Writing II	3
ENG 460	Creative Writing Capstone	3

Choose one of the following courses:

ENG 205	British Literature I	
ENG 206	British Literature II	
ENG 223	American Literature	
ENG 226	Literature of European Civilization	3

Choose one of the following courses:

ENG 313	Great Plains Literature	
ENG 315	Women Writers	
ENG 316	Contemporary World Literature	
ENG 323	Shakespeare	3
	Total	<u>3</u>

### English Literature

ENG 201	Introduction to Literary Analysis	3
ENG 205	British Literature I or	3
ENG 206	British Literature II	
ENG 223	American Literature	3

# English

ENG 226	Literature of European Civilization	3
ENG 323	Shakespeare	3
ENG 460	Literature Capstone	3

Choose one of the following courses:

ENG 313	Great Plains Literature	
ENG 315	Women Writers	
ENG 316	Contemporary World Literature	<u>3</u>
	Total	21

## Course Descriptions

### English (ENG)

#### 103 Supplemental Writing Support

**3 hours TBA**

Students are enrolled in this course concurrently with their enrollment in ENG 111 if their ACT or SAT scores fall below a particular threshold (see Basic Writing Assessment). This course is designed to provide supplemental support (by either a faculty member or a member of the academic support staff) to enable students to successfully achieve the learning outcomes of ENG 111. This course emphasizes grammar and the organization of written communication.

Corequisite: ENG111.

#### 111 Composition

**3 hours F, S**

Students write a minimum of two drafts of four papers (ranging in length from three to five pages), preparing for the more extensive research assignment. For this assignment, students will learn research methods, practice Modern Language Association (MLA) and/or American Psychological Association (APA) documentation protocols and execute a seven- to 10-page argumentative research paper. Students will also engage in peer editing on all writing. Students must complete the course with grade of C or higher to meet graduation requirements. Students whose ACT or SAT scores fall below specific thresholds (see Basic Writing Assessment) may be required to enroll concurrently in ENG 103.

#### 141 Cultural Perspectives in American Literature

**3 hours F, S, Su**

Through an examination of American literature, this course analyzes the cultural, social, and economic experiences of various racial and ethnic groups in the United States. Students engage with multiple narratives of racial and ethnic relations and experiences in order to arrive at a better understanding of these relationships, both in the United States' past and in the present historical moment.

This course is a breadth of knowledge course as designated by Dakota Wesleyan's general education program. Breadth of knowledge courses expose students to knowledge and concepts that Dakota Wesleyan believes all its graduates should possess.

#### 201 Introduction to Literary Analysis

**3 hours F**

This course introduces students to the fundamentals of literary study, including critical terms, and focuses on contemporary world literature with equal proportions of Western and non-Western work. Students will discuss fiction, poetry and drama by internationally known authors.

#### 202 Creative Writing I

**3 hours S**

This course provides a workshop environment that combines creative writing and criticism. Students work in the three major genres: poetry, fiction and drama. Selections of students' work are offered to our literary journal, "Prairie Winds," and to the Agnes Hyde Writing Contest.

#### 205 British Literature I

**3 hours F20**

The first of two surveys concentrating on poetry, drama and fiction from the British Isles, this course begins with poetry written in Old English and extends through the 18th century.

#### 206 British Literature II

**3 hours S21**

The second of two surveys concentrating on poetry, drama and fiction from the British Isles, this course begins with the Romantics and extends through the contemporary period.

#### 215 Business and Technical Writing

**3 hours S, Su**

Students will be introduced to professional expectations for written communication in the workplace and on the Web. Students will develop an understanding of purpose and audience while writing and revising a

variety of goal-oriented projects. In preparation for a research project, students will develop a variety of texts, including memos, letters, analytical reports, presentation and proposals.

Prerequisite: Successful completion of ENG 111.

**216 Content Strategy for Digital Media** **3 hours** **S21**

This course introduces students to the basic principles of content strategy and how they can be applied to various digital platforms. In this course, students will hone the ability to create engaging written and visual content by identifying, analyzing, and responding to consumer demographics and brand characteristics.

Prerequisite: Successful completion of ENG 111.

**223 American Literature** **3 hours** **F19**

This historical survey of the prose and poetry of America covers the Puritan era to modern authors, concentrating on major works and authors.

**226 Literature of European Civilization** **3 hours** **S20**

This course provides a historical survey of the prose and poetry of Western Europe, from biblical texts and the literature of the ancient Greeks and Romans to the present day, concentrating on major works and authors.

**230 Young Adult Literature** **3 hours** **S20**

Young Adult Literature considers canonical and contemporary examples of fiction written for readers in grades 6-12. Students will focus most of their attention on analyzing young adult literature as literature, but will also consider pedagogic and craft-study approaches. Thus, the course benefits literature, creative writing, and education students in their preparation as scholars, readers, writers, and teachers of young adult literature.

**302 Creative Writing II: Genre and Technique** **3 hours** **F19**

This course is an intensive study of literary techniques as they appear in at least three genres of creative expression – poetry, fiction and nonfiction. The course will serve as a workshop and laboratory space for students to practice these techniques and learn them from example. We will proceed technique by technique, focusing on the techniques as the building blocks of good writing in any genre, or across genres. As the semester progresses, students will be expected to write toward a single-, multiple- or cross-genre final project that represents their development as writers specializing in, or questing the boundaries of, a particular mode of literature.

Prerequisite: Successful completion of ENG 202.

**312 Scholarly Research and Writing** **3 hours** **F**

This course concentrates on the conception and execution of an extended research project. This course prepares students for upper-level college writing and professional writing outside the college environment.

Prerequisite: ENG 111.

**313 Great Plains Literature** **3 hours** **F20**

Students will discover a variety of literature about the Great Plains, including the Dakotas, Minnesota, Nebraska and Iowa, with an emphasis on how this literature is both regional and universal in scope. This literature includes fiction and nonfiction works by regional writers.

**315 Women Writers** **3 hours** **S21**

This course examines the development of 20<sup>th</sup>- and 21<sup>st</sup>- century poetry, essays, novels, and stories written by women. We will ask how women writers respond to, interpret, and extend dominant modes of modern and contemporary literature in English in order to explore themes of gender, ethnicity, and culture. This course includes a variety of works in English (British and American) by women writers and introduces critical approaches to interpreting their works.

**316 Contemporary World Literature** **3 hours** **S20**

This course examines 20<sup>th</sup>- and 21<sup>st</sup>-century fiction, nonfiction, and poetry by authors from, living in, or writing about places other than the United States. Students will consider cultural, historical, aesthetic, and linguistic perspectives as they read, analyze, and discuss texts from around the world.

**323 Shakespeare** **3 hours** **S20**

Introducing the life and works of Shakespeare, this course concentrates on the plays, emphasizing the development of central themes, the use of different genres, the decisions involved in production and the cultural background of the Renaissance.

# English

## **327 English Methods**

**3 hours**

**F20**

This course prepares students intending to teach English in secondary schools. Students will develop ideas for lessons, practice presentations and units in language, literature and composition.

Prerequisites: EDU 201 and SPD 206.

Corequisite: EDU 435.

## **341 The English Language**

**3 hours**

**S21**

Students will study the development of the language through history, including varieties of English throughout the world. The course includes contemporary American dialects, current linguistic theory and implications for teaching.

## **342 English Grammar**

**3 hours**

**S20**

This course reviews grammatical principles used in writing. It is useful for students intending to teach or improve their language skills.

## **460 Independent Study: Senior Capstone**

**3–6 hours**

**F**

The student will develop a topic and create a research plan and schedule in consultation with the department. The student will present and defend the topic to peers and selected DWU faculty. Creative writing students will prepare and publish a manuscript, which will be housed in the McGovern Library.



# Entrepreneurial Leadership (ENT)

*College of Leadership and Public Service*

[www.dwu.edu/ent](http://www.dwu.edu/ent)

The academic component of the Kelley Center for Entrepreneurship includes opportunities to obtain either an entrepreneurial leadership major or minor, or a business major with an entrepreneurial leadership concentration. The study of entrepreneurial leadership will assist students, whether they are starting a small business; creating the next great organization; developing new products, processes and/or services within existing organizations; or by starting, growing, managing and revitalizing schools, churches, governmental entities and nonprofit service organizations.

Entrepreneur is not a job title; it is a way of thinking. Entrepreneurship involves innovation, curiosity and risk. It is the art and science of identifying a need and transforming that need into a product, service or business opportunity. Entrepreneurial leadership is the process of engaging others in creative thinking and problem solving. Entrepreneurial talents are needed in both the profit and the nonprofit sectors.

## Major

### B.S. Entrepreneurial Leadership

For the entrepreneurial leadership major, students must complete the entrepreneurial leadership core along with a minimum of 15 credits of electives. Students may chart their own course to create an individualized concentration in consultation with the department. A concentration includes completion of five to six elective courses (15-18 credits) within their chosen concentration track. A major in entrepreneurial leadership requires 44 total credits. Students who major in entrepreneurial leadership may minor in a variety of academic disciplines depending on their goals, such as graphic design, nonprofit administration or digital media and design.

BUS 155	Survey of Accounting	3
BUS 220	Principles of Management	3
BUS 263	Business Law I	3
BUS 371	Principles of Marketing	3
BUS 381	Business Ethics and Social Policy	3
ECO 231	Principles of Macroeconomics or	3
ECO 232	Principles of Microeconomics	
ENT 224	Entrepreneurial Leadership I: Innovation and Problem Solving	3
ENT 325	Developing Innovation	2
ENT 347	Financial Management for Organizational Leaders	3
ENT 424	Entrepreneurial Analysis and Application	3
	Concentration Electives	<u>15</u>
	Total	44

Business majors cannot minor in Entrepreneurial Leadership and Entrepreneurial Leadership majors cannot minor in business. Entrepreneurial Leadership majors may complete a second concentration below in lieu of a minor.

## Areas of Concentration

### Management

This concentration is for students who seek a career in supervisory or human resource management.

BUS 315	Leadership and Communication	3
BUS 320	Supervisory Management	3
BUS 321	Organizational Behavior	3
BUS 322	Human Resource Management	3
BUS 366	Employment Law	<u>3</u>
	Total	15

### Marketing

This concentration is for students who seek a career in sales or related occupations.

BUS 373	Integrated Marketing Communication	3
BUS 377	Consumer Behavior	3
BUS 471	Marketing Management	3
COM 205	Communication, Media and Society	3

## Entrepreneurial Leadership

DMD 203	Digital Imaging	3
DMD 345	Desktop Publishing	<u>3</u>
	Total	18

Agriculture Concentration (in partnership with Mitchell Technical Institute)

Select six courses from the following:

*AGT 101	Animal Science (fall)	3
*AGT 110	Crop Science (spring)	3
*AGT 112	Fertilizers (spring)	3
*AGT 120	Soil Science (fall)	3
*AGT 160	Commodity Marketing (spring)	3
*AGT 260	Advanced Commodity Marketing (fall)	3
*AGT 261	AG sales & Service (fall)	3
*AGT 263	Fundamentals of Insurance (spring)	2
*PAT 203	Intro to Variable Rate Systems (spring)	3

Construction Management (in partnership with Mitchell Technical Institute)

This concentration is for students who seek a career in the management of a construction workplace.

*BC 115	Building Methods	2
*BC 121	Material Takeoff	2
*BC 271	Construction Contracting & Leadership	3
*AD 102	Building Materials	2
*AD 117	Project Timeline	2
*AD 221	Advanced Building Materials	2
*AD 272	Construction Documents	<u>2</u>
	Total	15

\*These courses will be completed at Mitchell Technical Institute

### Minor

#### Entrepreneurial Leadership

Graduates with a minor in entrepreneurial leadership will be prepared to articulate their ideas effectively and to consider the ethical implications of the ideas they are proposing. They will know how to prepare and present business plans and grant proposals, and will understand the basic technical skills needed to function as an entrepreneurial leader in any organization.

Students will be encouraged to participate in entrepreneurial activities in various segments of campus life, the community and the region.

BUS 155	Survey of Accounting	3
BUS 220	Principles of Management	3
BUS 371	Principles of Marketing	3
ENT 224	Entrepreneurial Leadership I: Innovation and Problem Solving	3
ENT 325	Developing Innovation	2
ENT 347	Financial Management for Organizational Leaders	3
ENT 424	Entrepreneurial Analysis and Application	<u>3</u>
	Total	20

### Associate of Science

#### Entrepreneurial Leadership

BUS 155	Survey of Accounting	3
BUS 220	Principles of Management	3
BUS 263	Business Law I	3
BUS 371	Principles of Marketing	3
BUS 381	Business Ethics and Social Policy	3
BUS	Electives	12
COM 101	Fundamentals of Speech Communication	3
COR 101	Problem Solving, Creativity, and Innovation	3
ECO 231	Principles of Macroeconomics or	3
ECO 232	Principles of Microeconomics	3
ENG 111	Composition	3

# Entrepreneurial Leadership

ENT 224	Entrepreneurial Leadership I	3
ENT 347	Financial Management for Organizational Leaders	3
MTH 111	Quantitative Reasoning for the Liberal Arts (or MTH125, MTH200, or MTH210)	3
	Four of the eight General Education Breadth of Knowledge Courses	12
	Electives (undesigned)	6
	Total	66

## Course Descriptions

### Entrepreneurial Leadership (ENT)

**150/350 Readings in Entrepreneurial Leadership** **1 hour**      **S**

This course includes assigned readings in entrepreneurial thinking and leadership. Students may earn a total of two hours of credit.

**224 Entrepreneurial Leadership I: Innovation and Problem Solving** **3 hours**      **F**

Students are introduced to principles and characteristics of entrepreneurial leadership. Students explore their own orientation toward entrepreneurship, including innovation, curiosity and risk. Students are also introduced to key dimensions of entrepreneurial behavior, including opportunity assessment, mission development, strategic planning, market analysis, resource mobilization, financial management and social accountability. Entrepreneurship is considered in a variety of for-profit, nonprofit and public enterprise settings.

**325 Developing Innovation** **2 hours**      **F Even**

Students take the next entrepreneurial step by moving from an idea to an entrepreneurial firm. Students explore in more depth the various dimensions of the feasibility of entrepreneurial ideas. Topics include a more in-depth look at key business dimensions, including financial viability and strength, effectively building a team, how to gain financing or funding, and preparing a proper ethical and legal foundation. Prerequisites: ENT 224, BUS 220, BUS 155. Corequisite: BUS 371.

**347 Financial Management for Organizational Leaders** **3 hours**      **S**

Students are introduced to key concepts and tools needed by business professionals to effectively manage the financial functions of their organization. A basic working knowledge of the following topics will be included: financial reports and statements, operational budgets, cash flow, financing, sources and costs of capital, ratio analysis, and compensation and benefits. Students will apply concepts to individual career goals.

Prerequisites: BUS 155 or BUS 251, and ENT 224.

**424 Entrepreneurial Analysis and Application** **3 hours**      **S Odd**

This is a capstone seminar which integrates prior coursework relating to entrepreneurial leadership through the preparation and presentation of a business plan, entrepreneurial simulation and analysis of an existing business.

Prerequisite: ENT 325/Corequisite: ENT 347.

# General Studies

## *College of Arts and Humanities*

The general studies program is designed to provide a broad liberal arts preparation for students seeking an Associate of Arts degree. The interdisciplinary approach associated with this program is designed to prepare students to participate in improving their leadership, service and stewardship skills in a variety of career and community environments.

### **Associate of Arts Degree**

#### **General Studies**

#### **General Education courses:**

BUS 141	Financial Literacy	3
COM 101	Fundamentals of Speech	3
COR 101	Problem Solving, Creativity, and Innovation	3
DRM 141	Theatre Arts (or MUS 141 or DMD 141)	3
ENG 111	Composition	3
ENG 141	Literature and Cultural Awareness	3
HIS 141	World Civilizations	3
MTH 111	Quantitative Reasoning for the Liberal Arts (or MTH125, MTH200, MTH210)	3
POL 141	US Government & Constitution	3
PSY 141	Psychology and Behavioral Science	3
REL 141	Religion, Philosophy & Ethics	3
SCI 141	Foundation of Science	3
Electives		<u>24</u>
Total		60

\*To be selected with approval of the student's adviser to provide for one or more concentrations.

# Health (HLT)

*Donna Starr Christen College of Healthcare, Fitness and Sciences*

Our society has placed an increased importance on safety, healthy living and personal fitness. The health courses offered are designed to provide assistance in the departments of athletic training, education, nursing, and sport, exercise and wellness. These courses are supplemental and are used to meet certain requirements by these specific departments as well as those seeking a minor in coaching.

## Course Descriptions

### Health (HLT)

#### **100 Introduction to Healthcare**

**1 hour F**

This course provides students beginning education in healthcare related fields with the fundamentals they need to develop their personal and professional skills, to be exposed to various healthcare professions in order to better understand their chosen career path and succeed in the world of health care. Students will be exposed to topics related to today's health care system such as health care economics, legal and ethical principles, as well as providing important context for the personal, professional, and workplace skills that are required in healthcare. Students will also be exposed to a variety of careers in health care and detailed profiles of the most in-demand professions.

#### **210 Basic Emergency Skills**

**2 hours TBA**

This course is designed to teach basic first aid skills, CPR and AED procedures. This course is recommended for coaching and general population emergency care. The course is offered as a lecture/lab combination. This course is not recommended for students pursuing allied health professions.

#### **232 Health Education**

**3 hours F, S**

This course involves the study of attainable goals for school, personal and community health, and it provides an emphasis on wellness for all ages.

#### **310 Advanced Emergency Skills for Professionals**

**2 hours F, S**

This course is designed to teach the student advanced emergencies skills such as airway management, one- and two-person CPR, AED, oxygen administration and basic first aid skills. Credit is granted only upon successful completion of the course, or by verified certification from an approved agency, and successful completion of a challenge test of skills evaluated by a faculty member certified by an approved agency to provide training. The course is set as a lecture/lab combination.

# Health, Performance and Recreation (HPR)

*Donna Starr Christen College of Healthcare, Fitness and Sciences*

Health, performance and recreation focuses on diverse aspects of health, activity, recreation and quality of life. These topics are particularly timely. At no time in our nation's history have we likely devoted such focused attention toward fitness, sport performance, health and recreation. Among other activity- and health-related fields, graduates with background in health, performance and recreation will find great vocational opportunity in church recreation, outdoor recreation, exercise physiology, sport psychology, sport management, athletic training, health education, physical therapy, occupational therapy, medical practice and nutrition. There is no major offered in health, performance and recreation. Students seeking a coaching minor or coaching endorsement should consult the sport, exercise and wellness catalog section.

## Course Descriptions

### Health, Performance and Recreation (HPR)

#### 099–118 Fitness and Lifetime Sports

**1 hour TBA**

The philosophy of these courses is to teach the fundamentals, skills and physiological dynamics of fitness and lifetime sports with the goal of fostering within each student a long-lasting interest and lifetime participation. Students may not enroll in more than two fitness and lifetime sports courses per semester. HPR 118 is not repeatable for academic credit and is offered Credit/No Credit only.

HPR 099	Fishing
HPR 101	Racquetball and Golf
HPR 102	Badminton and Archery
HPR 103	Softball and Volleyball
HPR 104	Weight and Aerobic Training
HPR 105	Tennis and Bowling
HPR 106	Pickleball and Basketball
HPR 107	Cybex Training
HPR 112	Intermediate Golf
HPR 117	Social Dance
HPR 118	Varsity Sport

#### 107 Cybex Training

**1 hour TBA**

This course meets twice a week for a full semester and addresses the basic principles and uses of the Cybex progressive weight training system. Students will become knowledgeable in the requisite principles necessary to guide them through their workouts, proper function and use of each machine, and the muscles involved. A system of record-keeping will allow the students to programmatically monitor their progress in the use of the Cybex equipment.

#### 120 Wellness and Lifetime Fitness

**1 hour TBA**

The focus of this course is a positive, healthy lifestyle designed to enhance one's current quality of life, while providing the basis for enhanced quality and quantity of life in the future. The class discusses proper exercise programs, healthful nutrition, stress management techniques and avoidance of high-risk health behaviors in order to reduce the risks of acute and chronic health problems.

#### 335 Theory of Coaching Football

**2 hours TBA**

This is a course in the theory and application of coaching football, including the fundamentals of the game, practice organization, game management, team cohesion, competitive strategies and leadership dynamics. Prerequisite: Consent of department chair.

#### 336 Theory of Coaching Volleyball

**2 hours TBA**

This is a course in the theory and application of coaching volleyball, including the fundamentals of the game, practice organization, game management, team cohesion, competitive strategies and leadership dynamics. Prerequisite: Consent of department chair.

## Health Performance and Recreation

**337 Theory of Coaching Basketball** **2 hours** **TBA**

This is a course in the theory and application of coaching basketball, including the fundamentals of the game, practice organization, game management, team cohesion and leadership dynamics.

Prerequisite: Consent of department chair.

**338 Theory of Coaching Cross Country/Track and Field** **2 hours** **TBA**

This is a course in the theory and application of coaching cross country/track and field, including the fundamentals of each event, organization of training regimen, meet management, team cohesion, competitive strategies and leadership dynamics.

Prerequisite: Consent of department chair.

**339 Theory of Coaching Baseball** **2 hours** **TBA**

This is a course in the theory of coaching baseball, including the fundamentals of the game, practice organization, game management, team cohesion, competitive strategies and leadership fundamentals.

Prerequisite: Consent of department chair.

**340 Theory of Coaching Wrestling** **2 hours** **TBA**

This is a course in the theory and application of coaching wrestling, including the fundamentals of the sport, practice organization, meet management, team cohesion, competitive strategies and leadership dynamics.

Prerequisite: Consent of department chair.

**341 Theory of Coaching Softball** **2 hours** **TBA**

This is a course in the theory and application of coaching softball, including the fundamentals of the game, practice organization, game management, team cohesion, competitive strategies and leadership dynamics.

Prerequisite: Consent of department chair.

**342 Theory of Coaching Soccer** **2 hours** **TBA**

This is a course in the theory and application of coaching soccer, including the fundamentals of the game, practice organization, game management, team cohesion, competitive strategies and leadership dynamics.

Prerequisite: Consent of department chair.

**343 Theory of Coaching Golf** **2 hours** **TBA**

This is a course in the theory and application of coaching golf, including the fundamentals of the game, practice organization, game management, team cohesion, competitive strategies and leadership dynamics.

Prerequisite: Consent of department chair.

**360 Rules of Officiating** **2 hours** **TBA**

This course focuses on the knowledge and application of the rules, mechanics, rotations, communicative systems and etiquette for the sports of football, basketball, cross country/track and field, baseball, softball, volleyball and wrestling.

**450 Coaching Practicum** **1–12 hours** **TBA**

This course is designed to provide practical, applied and guided experiences for students pursuing a career in coaching. This course allows students to become actively involved with coaches.

Prerequisites: Satisfactory completion of a coaching theory course and consent of instructor.

# History (HIS)

## College of Arts and Humanities

[www.dwu.edu/historymajor](http://www.dwu.edu/historymajor)

History seeks to understand how people lived in the past and how their experiences and institutions shaped their world and our own. History is also a way of thinking; by reflecting on the past and exploring historical problems, we deepen our understanding of the human condition. DWU history majors raise historical questions, examine historical documents and share their ideas with peers and the larger community. As an intellectual discipline, history teaches us to read critically, think analytically, communicate effectively and examine issues of learning, leadership, faith and service.

### Major

#### History

HIS 101	World History I	3
HIS 102	World History II	3
HIS 201	U.S. History I	3
HIS 202	U.S. History II	3
HIS 401	Historical Research and Writing	3
HIS	Electives (at least 12 hours upper level)	<u>15</u>
	Total	30

#### History Education

Students interested in teacher certification in history must complete the following program. For further clarification, see Education, speak to your adviser or speak to the education department chair.

#### Required history courses:

HIS 101	World History I	3
HIS 102	World History II	3
HIS 201	U.S. History I	3
HIS 202	U.S. History II	3
HIS 330	History of South Dakota	3
HIS 360	Middle and Secondary History Teaching Methods	3
HIS	Electives (at least nine hours upper level)	<u>12</u>
	Total	30

#### Additional required courses:

EDU 201	Foundations of Education	3
EDU 220	Technology for Teachers	1
EDU 310	Human Relations/Multiculturalism	3
EDU 311	Educational Psychology	3
EDU 335	American Indian Education	3
EDU 412	Adolescent Learners' Needs	3
EDU 424	Literacy Methods in the Content Area	3
EDU 435	Curriculum Standards and Assessment	3
EDU 456	Secondary and Middle Level Teaching Methods	3
EDU 465	Classroom Management for the K-12 Educator	3
EDU 474	7-12 Student Teaching	14
EDU 475	Seminar	2
PSY 237	Developmental Psychology	3
SPD 206	Introduction to Exceptional Students	<u>3</u>
	Total	50

### Minor

#### History

HIS 101	World History I	3
HIS 102	World History II	3
HIS 201	U.S. History I or	
HIS 202	U.S. History II	3
HIS	Electives (at least six hours upper level)	<u>9</u>
	Total	18



## Pre-law

The American Association of Law Schools (AALS) and the American Bar Association (ABA) have published recommendations for undergraduate students that seek matriculation into law school. Law schools, however, do not require academic preparation in a specific undergraduate major or program, since they primarily are looking for applicants with skills in reading comprehension, critical thinking, analytical reasoning, and written and oral communication. In their students, law schools seek accomplishments in understanding, the capacity to think for themselves, and the ability to express their thoughts with clarity and force.

When applying this philosophy to specific course areas, the AALS has included the following comments regarding history and the social sciences. This list is not meant to exclude other areas.

*Communications, English, speech and languages* – “The lawyer must be able to communicate effectively in oral and written expression. The formal role of the lawyer – in court, legislature and administrative agency – and the informal roles of counselor and negotiator demand the highest skills of expression.”

*History* – “History study allows the thoughtful organization of human experience so as to assist understanding ... Law students often encounter concepts that are intelligible only in terms of their historical roots.”

*Philosophy* – “A sensitivity to the enduring questions of personal and public morality forms an appropriate backdrop for the consideration of legal issues. Perhaps of even greater importance is the training in understanding transactions.”

*Logic, mathematics and legal decisions* – “These disciplines emphasize the power of inference. They do not, however, supply the plasticity and ambiguity of fact and theory that make legal inference a different experience. For this, only the richness of verbal symbols, found in every corner of the curriculum, provides analogies.”

*Economics* – “Significant numbers of legal questions ultimately involve economic issues ... The use of symbols and systems in economics can be especially valuable to prospective lawyers.”

*Social sciences: political science, sociology, psychology, anthropology, economics* – “The interaction of law and social science is something with which the law student will want more than passing familiarity ... Law is a social science.”

*Accounting* – “Prospective law students would be wise to learn basic accounting in college and certainly should be required to master at least its rudiments in law school.”

*Computer science* – “One can do very well in law school with no knowledge of computers, but this knowledge will affect legal work and research increasingly. The law student who has some understanding of this technology will be better equipped for legal work in the future.”

The General Education program at DWU emphasizes many of the disciplines and skills that the AALS considers desirable for prospective law students. When considering majors and minors, desirable areas of emphasis appear to be communications, history, political science and economics.

Nearly all schools of law in the United States require applicants to take a standardized Law School Admission Test. This test is administered on several specific dates each year. Students interested in law as should contact the pre-law adviser for counsel.

## Course Descriptions

### History (HIS)

#### 101 World History I

3 hours F

This course is the first half of a general survey of the development of civilizations from ancient times to the present. HIS 101 covers the time period to approximately 1600 A.D.

#### 102 World History II

3 hours S

This course is the second half of a general survey of the development of civilizations from ancient times to the present. HIS 102 covers the time period since approximately 1600 A.D.

# History

**141 History of World Civilizations** **3 hours** **F, S**

This course surveys the historical contours of world civilizations with attention to their geographical settings and contexts. It also considers the larger meaning and significance of these civilizations' respective contributions to the development of the modern world.

This course is a breadth of knowledge course as designated by Dakota Wesleyan's general education program. Breadth of knowledge courses expose students to knowledge and concepts that Dakota Wesleyan believes all its graduates should possess.

**201 U.S. History I** **3 hours** **F**

This course is the first half of a study of U.S. history from the colonial period to the present. HIS 201 covers the time period to approximately 1877.

**202 U.S. History II** **3 hours** **S**

This course is the second half of a study of U.S. history from the colonial period to the present. HIS 202 covers the time period since approximately 1877.

**301 Early American History** **3 hours** **F20**

Students will examine the colonial and revolutionary foundations of the United States. They will explore the cultures and interactions of Europeans, Native Americans and Africans in the colonial context, the causes for discontent among the colonists, and the course of the American Revolution.

**302 America Since 1945** **3 hours** **S21**

Students in this course will explore the political, social, economic and cultural history of the United States from 1945 to the present. Themes of special consideration include pop culture, social reform movements, political realignments and the domestic impact of international conflict and global change.

**310 History of the British Empire** **3 hours** **F21**

This course explores the origins, rise and fall of the British Empire, covering nearly the entire globe from approximately the 16th century into the 20th century. The course examines the political, social, economic and cultural dimensions of the British imperial experience. The history of British imperialism will be considered from the perspective of the colonizer and the colonized and in ways that improve our understanding of the modern world.

**311 Europe Since World War I** **3 hours** **S20**

This course explores political, economic and social developments in 20th-century Europe. Major topics will include World War I, the Russian Revolution, fascism and authoritarianism, World War II, the Cold War and the European Union.

**330 History of South Dakota** **3 hours** **F21**

This course is a survey of the history of South Dakota. Topics include geography, early explorations, American Indian life, and the political, economic and cultural developments after white settlement. HIS 330 is required for all history education majors.

**335 Native American History** **3 hours** **S21**

This course surveys the history of Native Americans from precontact to the present. The course will begin with an examination of the diverse cultures of Native America prior to European contact and will conclude with an examination of contemporary issues and experiences. The course will give particular attention to the historical experiences of Native Americans with the United States and the historical evolution of federal Indian policy.

**351 American Foreign Policy** **3 hours** **F21**

This course examines the history of U.S. foreign affairs since World War I and the institutions, political forces and emerging issues shaping current foreign policy. Particular emphasis will be placed on the foreign policy record of recent presidents, the politics of foreign policy, and emerging international rivals.

**355 The U.S. Constitution** **3 hours** **S20**

(Refer to POL 355)

**360 Middle and Secondary History Teaching Methods** **3 hours** **F21**

This course is a survey of history teaching standards and methods at the middle and secondary levels. Although the course will address state and national standards in social studies and provide some brief

## History

introductions to other social studies disciplines, it will largely focus on the theories and methods of teaching history at the middle and secondary levels. The course is a required course for all history education majors. Prerequisites: HIS 101, HIS 102, HIS 201, HIS 202 and EDU 201, or consent of the instructor and the chair.

**381 The Civil War** **3 hours** **F20**

This course will focus on the origins and causes of the Civil War, the course of the war itself and the legacy that the Civil War holds for us, as Americans, as we enter the 21st century.

**382 World War I** **3 hours** **F20**

Students will examine the origins, course and legacy of World War I. Lectures and discussions will be supplemented by film viewings and readings from DWU's World War I documents website.

**383 World War II** **3 hours** **S21**

Students will examine the origins, course and legacy of World War II with attention paid to both the European and Pacific theaters. Lectures and discussions will be complemented by documentary and film viewing.

**384 The Korean and Vietnam Wars** **3 hours** **S20**

This class explores the origins, course and legacy of America's involvement in the two hot wars of the Cold War era. Guest speakers and discussions of Vietnam War historiography enhance students' understanding of Vietnam War history.

**386 Modern Asian** **3 hours** **F20**

This course surveys the history of the Asia-Pacific region from the nineteenth century to the present. The course will be particularly focused on political developments and international relations in the region during this time period.

Cross-listed as POL 386

**401 Historical Research and Writing** **3 hours** **S**

In this capstone course, students will practice the art and craft of historical writing. A research project is required. Required for all history majors.

Prerequisites: Junior or senior standing or consent of the instructor.

# Language (LAN)

*College of Arts and Humanities*

[www.dwu.edu/english](http://www.dwu.edu/english)

This program allows students to acquire proficiency in languages other than English. The study of language is traditional in a liberal arts education, as it builds vocabulary, improves understanding of grammar and exposes students to other ways of living and thinking. A minor in language is recommended for students intending to teach or go to graduate school.

## Minor

For a minor in foreign language, Spanish, a student needs to complete at least 18 hours of courses selected in consultation with the department.

## Course Descriptions

### Language (LAN)

**101 Beginning Spanish for Non-native Speakers** **3 hours** **F**

This beginning course is designed to develop skills in listening, speaking, reading and writing in Spanish for students whose first language was not Spanish.

**102 Beginning Spanish II** **3 hours** **S**

This continuation of LAN 101 is designed to develop skills in listening, speaking, reading and writing in Spanish.

Prerequisite: LAN 101 or consent of instructor.

**201 Intermediate Spanish I** **3 hours** **F**

This course is a review and continuation of skills acquired in LAN 102. The emphasis is on cultural aspects of Hispanic life and literature.

Prerequisite: LAN 102 or consent of instructor.

**202 Intermediate Spanish II** **3 hours** **S**

This course is a further review and continuation of skills acquired in LAN 201. The emphasis is on cultural aspects of Hispanic life and literature.

Prerequisite: LAN 201 or consent of instructor.

**301 Spanish Conversation and Composition I** **3 hours** **TBA**

Students will further develop linguistic proficiency through Spanish conversation and composition. The focus will be on daily life and literary works.

Prerequisite: LAN 202.

**302 Spanish Conversation and Composition II** **3 hours** **TBA**

This course is a continuation of Spanish composition and conversation skills with focus on daily life and literary works.

Prerequisite: LAN 301.

**329 Methods of Foreign Language** **3 hours** **TBA**

Students will learn techniques for teaching the language, its sound system, its grammar and its vocabulary; learn suggestions for teaching culture; develop supplementary materials and lesson plans; and practice teaching the language. Students seeking teacher certification must take this course in addition to the minimum language hours required.

Corequisite: EDU 330.

# Learn Strong (LST) and Core (COR)

Learn Strong courses support students in transitioning successfully into, and beyond, university life. The Core classes are designed to give students the opportunity to challenge themselves in interdisciplinary classes that ask them to analyze and synthesize information and to see the interconnectedness of their world, past, present and future. As a liberal arts institution preparing students for an interconnected world, it is critical that students are able to see connections and create meaning from them.

## Course Descriptions

### Learn Strong (LST)

#### 101 Learn Strong University Success

1 hour F, S

This course helps first-year students adjust to university life by introducing them to resources and opportunities available to them, as well as the standards and expectations to which they will be held. The course is open to all students and required of some students.

## Course Descriptions

### Core (COR)

#### 101 Problem Solving, Creativity, and Innovation

3 hours F, S

COR 101 is a skills course designed for first-year students. The students will prepare and support ongoing individual and group projects to develop problem solving and information literacy skills. The course is designed to equip students with creative approaches to problem solving as they identify problems, brainstorm possible solutions, and implement an action plan.

#### 201 Leadership and Vocation

3 hours F, S, Su

This course inspires and equips students to utilize leadership skills in their daily lives. It also helps students understand how to apply their strengths to lead meaningful and purposeful lives. Students analyze and reflect on their personal leadership attributes and apply behaviors positively associated with leadership. Students will understand the concept of vocation, and examine how they can lead lives of influence and purpose both while students at DWU, and after graduation.

Prerequisites: This course is intended for second-year students (i.e., sophomores), but may be appropriate for some second-semester first-year students who are seeking to discern their path at the university and in life.

Transfer students bringing in 30 credits are exempt from COR101 and transfer students bringing in 60 credits or more are exempt from both COR101 and COR201.

# Mathematics (MTH)

*Donna Starr Christen College of Healthcare, Fitness and Sciences*

[www.dwu.edu/math](http://www.dwu.edu/math)

The mathematics department at Dakota Wesleyan University provides programs for the math major and minor aimed at preparing students for mathematical careers in actuarial science, business, government, teaching and industry. Mathematical skills are also increasingly important in most other science-related fields. Cognizant of the reality that most college students will have several careers during their lives, the department strives to provide learning experiences, which allow all students to apply their mathematical training in a variety of situations.

## Major

### Mathematics

MTH 200	Statistical Methods I	3
MTH 210	Calculus I	5
MTH 225	Advanced Calculus for Scientists	3
MTH 260	Introduction to Computer Programming	3
MTH 305	Multivariable Calculus	3
MTH 306	Foundations of Analysis	3
MTH 315	Linear Algebra and Differential Equations	4
MTH 325	Introduction to Probability Theory	3
MTH 330	Modern Algebra or	
MTH 340	Modern Geometry	3-4
PHS 260	University Physics I	4
	Electives (MTH 250, MTH 299, MTH 330, MTH 340, MTH 350, MTH 380 or MTH 450 (not both), MTH 399, MTH 499)	<u>9</u>
	Total	43-44

### Concentration in Actuarial Science

BUS 344	Principles of Finance	3
ECO 231	Principles of Macroeconomics	3
ECO 232	Principles of Microeconomics	3
MTH 200	Statistical Methods I	3
MTH 210	Calculus I	5
MTH 225	Advanced Calculus for Scientists	3
MTH 260	Introduction to Computer Programming	3
MTH 305	Multivariable Calculus	3
MTH 306	Foundations of Analysis	3
MTH 315	Linear Algebra and Differential Equations	4
MTH 325	Introduction to Probability Theory	3
MTH 350	Statistical Methods II	3
	Electives (MTH, BUS or ECO chosen in consultation with the department)	<u>6</u>
	Total	45

### Mathematics Education

Students interested in teacher certification in 7–12 mathematics must complete the following program and exceed the minimum score on the appropriate Praxis exam. For further clarification, see “Education,” or speak to your adviser or the education department chair.

Required mathematic courses:

MTH 200	Statistical Methods I	3
MTH 210	Calculus I	5
MTH 225	Advanced Calculus for Scientists	3
MTH 250	Discrete Mathematics	3
MTH 260	Introduction to Computer Programming	3
MTH 305	Multivariable Calculus	3
MTH 306	Foundations of Analysis	3
MTH 315	Linear Algebra and Differential Equations	4
MTH 325	Introduction to Probability Theory or	

## Mathematics

MTH 330	Modern Algebra or other approved course	3
MTH 335	Secondary Mathematics Teaching Methods	2
MTH 340	Modern Geometry	<u>4</u>
	Total	36

Additional required courses:

EDU 201	Foundations of Education	3
EDU 220	Technology for Teachers	1
EDU 310	Human Relations/Multiculturalism	3
EDU 311	Educational Psychology	3
EDU 335	American Indian Education	3
EDU 412	Adolescent Learners' Needs	3
EDU 424	Literacy Methods in the Content Area	3
EDU 435	Curriculum Standards and Assessment	3
EDU 456	Secondary and Middle Level Teaching Methods	3
EDU 465	Classroom Management for the K–12 Educator	3
EDU 474	7–12 Student Teaching	14
EDU 475	Seminar	2
PSY 237	Developmental Psychology	3
SPD 206	Introduction to Exceptional Students	<u>3</u>
	Total	50

### Minor

#### Mathematics

MTH 200	Statistical Methods I	3
MTH 210	Calculus I	5
MTH 225	Advanced Calculus for Scientists	3
MTH 260	Introduction to Computer Programming	3
MTH	Electives (MTH 250 or above)	<u>6</u>
	Total	20

## Course Descriptions

### Mathematics (MTH)

#### 111 Quantitative Reasoning for the Liberal Arts

**3 hours S**

A survey of quantitative topics designed to prepare students for the use of quantitative methods throughout their academic career. Topics to include representation of quantitative information via graphs, tables, and equations, ratios and percentages, methods of data collection, descriptive statistics, use of equations in making numerical projections, and basic concepts in probability. The emphasis will be on using mathematical and statistical techniques in a variety of real-world contexts to reach appropriate and reasonable conclusions.

Prerequisites: Mathematics ACT score of 16 and two years of high school mathematics, or consent of instructor.

#### 125 College Algebra

**3 hours F, S**

A study of the major concepts of algebra. Topics include: linear, exponential, logarithmic, power, quadratic, polynomial and rational functions and their graphs. Also included is solving equations, inverse functions, transformation of functions, and an introduction to series, sequences, rudimentary statistical concepts, and probability. Modeling of real-world phenomena will be used to reinforce these concepts as pertinent to today's students.

Prerequisite: Math placement or consent of instructor.

#### 135 Pre Calculus

**3 hours F**

This course will cover mathematical skills needed by students in their calculus, physics, chemistry, and biology courses. Topics include solving equations, functions, logarithmic and exponential functions, basic trigonometry and solving trigonometric functions, and vectors.

Prerequisite: MTH 125 or math placement.

#### 150 Mathematics for the Elementary Teacher

**3 hours F**

This course is designed expressly for the needs of elementary school teachers, including the structure of arithmetic, sets, elementary logic, number systems, relations and functions.

# Mathematics

**200 Statistical Methods I** **3 hours** **F, S**

This course is an introduction to descriptive statistics, including graphs, sampling distributions, measures of central tendency, probability theory, hypothesis testing through nonparametric tests, confidence intervals, correlation and regression. Statistical applications, hypothesis testing and the use of statistical software for graphing are emphasized.

Prerequisite: MTH 125 or consent of instructor.

**210 Calculus I** **5 hours** **S**

This course is an introduction to differential and integral calculus. Students will learn to calculate the rates of change of functions including trigonometric, exponential and logarithmic functions and how to solve initial value and optimization problems. Students will learn the Fundamental Theorem of Calculus and integration techniques.

Prerequisite: MTH 135 or math placement.

**225 Advanced Calculus for Scientists** **3 hours** **F**

A second course in calculus including concepts such as: L'Hopital's Rule, applications of integration (volumes, center of mass, calculating work), improper integrals, Taylor Polynomials, solving first order ordinary differential equations, matrices, and partial derivatives.

Prerequisite: MTH 210.

**250 Discrete Mathematics** **3 hours** **S21**

This course introduces discrete methods of mathematical problem solving. Topics include set theory, symbolic logic, sequences and mathematical induction, basic combinatorics, probability and graph theory.

Prerequisite: MTH 210.

**260 Introduction to Computer Programming** **3 hours** **F21**

This course provides an introduction to a high-level computer language. Emphasis will be on learning the styles, techniques and methodologies necessary to design and develop readable and efficient programs. The course will also include statistical, business and biological programming applications.

Prerequisites: MTH 125 or consent of instructor.

**305 Multivariable Calculus** **3 hours** **S21**

This first course in multivariate calculus includes vector functions and their derivatives, plane curves, parameterizations, surfaces, partial derivatives multiple integrals and multivariable optimization problems. Green's Theorem, Divergence Theorem and Stokes' Theorem will also be covered.

Prerequisite: MTH 225.

**306 Foundations of Analysis** **3 hours** **F19**

This is a first course in elementary real analysis, covering the theory of sequences and series, basic concepts such as the definitions of limits and continuity, the Mean Value Theorem, and topics in introductory complex analysis.

Prerequisite: MTH 210.

**315 Linear Algebra and Differential Equations** **4 hours** **S20**

This course will cover a more thorough introduction of linear algebra and ordinary differential equations. In the field of linear algebra, the course will cover matrix theory, matrix inverses, vector spaces and subspaces, eigenvalues, eigenvectors, and linear transformations. In the field of Differential Equations, the course will cover second order linear equations with constant coefficients, method of undetermined coefficients, reduction of order, simple harmonic motion, Laplace transformations and systems of differential equations.

Prerequisites: MTH 225

**325 Introduction to Probability Theory** **3 hours** **S20**

This course is an introduction to probability, including basic combinatorics and set theory; independence; conditional probability; random variables; specific discrete and continuous probability distributions; jointly distributed random variables; expectation; moments and moment generating functions; and various limit theorems.

Prerequisite: MTH 210 or consent of instructor.

**330 Modern Algebra** **3 hours** **F19**

This course is an introduction to algebraic systems, including groups, rings and integral domains.

Prerequisite: MTH 250 or MTH 315 or consent of instructor.



## Mathematics

### **335 Secondary Mathematics Teaching Methods**

**2 hour F19**

This course covers the methods of teaching secondary and middle level mathematics. An emphasis will be placed on methods unique to teaching mathematics, along with technologies to use in the mathematics classroom.

Prerequisite: EDU 201 and EDU 456 or

Corequisite: EDU 456 or junior standing and consent of instructor.

### **340 Modern Geometry**

**4 hours F20**

This axiomatic study of various geometries includes Euclidean geometry and hyperbolic geometry. Students will also study historical and philosophical implications of the development of non-Euclidean geometries.

Prerequisite: MTH 210 or consent of instructor.

### **350 Statistical Methods II**

**3 hours TBA**

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.

Prerequisite: MTH 200.

### **380 Research Project**

**2–3 hours TBA**

In consultation with the instructor, students may determine a topic for research. Evaluation consists of a paper and a presentation before an audience of the student's peers.

Prerequisite: Consent of instructor.

# Music (MUS)

## College of Arts and Humanities

### [www.dwu.edu/music](http://www.dwu.edu/music)

The Ron and Sheilah Gates Department of Music offers a major and minor in music, as well as multiple ensembles in which to participate. A major in music is designed to prepare graduates for careers in music performance, the music business, as private studio teachers and other musical-related careers. The major also provides required academic and performance preparations for graduate study in music. The courses in music theory and music history provide foundations based on the traditions of the past and seek to provide an understanding of practices and expanding tonal concepts of the 21st century. The performing ensembles and courses also provide opportunities for the non-music major to enjoy enriching interdisciplinary experiences in music.

The Dakota Wesleyan choral and Instrumental ensembles provide students various performing opportunities. Grand pianos, studio upright pianos, organs and an inventory of band instruments are available for student and use.

Dakota Wesleyan University offers a Bachelor of Arts degree in music and music education. A music minor is also available. All music degrees include a common sequence of courses known as the music core.

## Major

### Music

MUS 131/231/331, 232/332, 233/333	Ensemble Requirements – eight semesters	
MUS 425	Recital (capstone)	1
MUS 490	Advanced Musicianship	3

### Music Core

#### Theory

MUS 115	Fundamentals of Music	3
MUS 215	Music Theory II	3
MUS 315	Music Theory III	3
MUS 415	Music Theory IV	3

#### History and Literature

MUS 250	World Music	3
MUS 311	Music History I	3
MUS 312	Music History II	3

#### Piano Proficiency

MUS 116	Keyboard Skills I	1
MUS 216	Keyboard Skills II	1

#### Conducting and Pedagogy

MUS 330	Vocal Literature and Pedagogy or	
MUS 341-4	2 courses in Instrumental Methods	2
MUS 340	Secondary Choral Methods or	
MUS 345	Band/Symphonic Methods	2
MUS 350	Conducting	3
MUS 351	Conducting II	3

	Applied music in a single instrument (to include two semesters of 300 level applied music)	<u>3.5</u>
	Total	40.5

Each student in this degree program will present a full recital in the senior year, approximately one hour long. It is strongly recommended that students considering a performance career perform a half recital during their junior year and a full recital their senior year.

Students must pass a keyboard proficiency test by the end of the fifth semester. The piano proficiency exam is vital to developing the skills of a musician. Students who do not pass the piano proficiency exam by

# Music

the end of the first year must continue to enroll in applied piano lessons until they are able to complete the requirements for the proficiency exam.

## Music Education Program

Students interested in teacher certification in K–12 music must complete one of the following concentrations and exceed the minimum score on the appropriate PRAXIS exam. For further clarification, see Education, speak to your adviser or speak to the education department chair.

### Required music courses:

MUS 115	Fundamentals of Music	3
MUS 116	Keyboard Skills I*	1
MUS 131–331,	Ensembles (participation in a university	
MUS 232–236,	performing ensemble for each semester	
MUS 332–336	is required, can enroll for zero credit)	0–8
MUS 215	Music Theory II	3
MUS 216	Keyboard Skills II* (a passing grade on a keyboard	
	proficiency test is required by the fifth semester)	1
MUS 242	Elementary Music Methods and Materials	2
MUS 250	World Music	3
MUS 311	Music History I	3
MUS 312	Music History II	3
MUS 315	Music Theory III	3
MUS 350	Conducting	3
MUS 351	Conducting II	3
MUS 415	Music Theory IV	3
MUS	Area of Concentration	<u>7.5-15</u>
	Total	40.5

### Additional required courses:

EDU 201	Foundations of Education	3
EDU 220	Technology for Teachers	1
EDU 310	Human Relations/Multiculturalism	3
EDU 311	Educational Psychology	3
EDU 335	American Indian Education	3
EDU 412	Adolescent Learners' Needs	3
EDU 424	Literacy Methods in the Content Area	3
EDU 435	Curriculum Standards and Assessment	3
EDU 456	Secondary and Middle Level Teaching Methods	3
EDU 465	Classroom Management for the K–12 Educator	3
EDU 470	K–12 Student Teaching	14
EDU 475	Seminar	2
PSY 237	Developmental Psychology	3
SPD 206	Introduction to Exceptional Students	<u>3</u>
	Total	50

\*Keyboard Skills I and II may be waived if students declare piano as their primary or secondary instrument and demonstrate required proficiency.

## Areas of Concentration

### Choral

MUS 102/202/ 302/402	Applied Voice	3.5
MUS 330	Vocal Literature and Pedagogy	2
MUS 340	Secondary Choral Methods	<u>2</u>
	Total	7.5

### Instrumental

MUS 10*/20*/ 30*/40*	Applied Instrument	3.5
MUS 341	String Methods	1
MUS 342	Percussion Methods	1

## Music

MUS 343	Brass Methods	1
MUS 344	Woodwind Methods	1
MUS 345	Band/Symphony Methods	<u>2</u>
	Total	9.5
<b>Choral /Instrumental</b>		
MUS10+/20+/ 30+/40+	Applied Primary Instrument	3.5
MUS10+/20+/ 30+/40+	Applied Secondary Instrument	1.5
MUS 330	Vocal Literature and Pedagogy	2
MUS 340	Secondary Choral Methods	2
MUS 341	String Methods	1
MUS 342	Percussion Methods	1
MUS 343	Brass Methods	1
MUS 344	Woodwind Methods	1
MUS 345	Band/Symphony Methods	<u>2</u>
	Total	15

+ With music department approval

Music majors are required to participate in ensembles for each semester. Each student in this degree program will present a full recital in the senior year, approximately one hour long.

Student must pass a keyboard proficiency test by the end of the fifth semester. The piano proficiency exam is vital to developing the skills of the musician. Students who do not pass the piano proficiency exam by the end of the first year must continue to enroll in applied piano lessons until they are able to complete the requirements of the proficiency exam.

## Minor Music

The music minor consists of a series of music courses that will identify and develop a significant degree of appreciation, comprehension and performance ability for each student. The following courses are required for completion of the music minor:

<b>Music Core</b>		
MUS 10*/20*/ 30*/40*	Applied Voice or Instrument*	2
MUS 115	Fundamentals of Music	3
MUS 215	Music Theory II	3
MUS 315	Music Theory III	3
MUS 131/231/331, 232/332, 233/333	Ensemble Requirements – 4 semesters	
Electives		<u>9</u>
	Total	20
<b>Electives:</b>		
MUS 141	Music Appreciation	3
MUS 250	World Music	3
MUS 311	Music History I	3
MUS 312	Music History II	3
MUS 320	Computer Music Composition	2
MUS 330	Vocal Literature and Pedagogy	3
MUS 340	Secondary Choral Methods	2
MUS 350	Conducting	3
	Applied Lessons	1

\*Music minors are required to enroll in an applied lesson for each semester in which they have declared the minor.

+Music majors are required to participate in ensembles for each semester. Each student in this degree program will present a full recital in the senior year, approximately one hour long.

# Music

Students must pass a keyboard proficiency test by the end of the fifth semester. The piano proficiency exam is vital to developing the skills of the musician. Students who do not pass the piano proficiency exam by the end of the first year must continue to enroll in applied piano lessons until they are able to complete the requirements for the proficiency exam.

## Course Descriptions

### Music (MUS)

**101/201/301/401 Applied Piano** .5 hours F, S

Students will receive one half-hour lesson each week. Significant practice time is required. Participation in a student recital and semester jury is required. Students may repeat this course up to four times. An additional fee is required.

**102/202/302/402 Applied Voice** .5 hours F, S

Students will receive one half-hour lesson each week. Significant practice time is required. Participation in a student recital and semester jury is required. Students may repeat this course up to four times. An additional fee is required.

Co-requisite: must also be enrolled in a university choral ensemble.

**103/203/202/403 Applied Organ** .5 hours F, S

Students will receive one half-hour lesson each week. Significant practice time is required. Participation in a student recital and semester jury is required. Students may repeat this course up to four times. An additional fee is required.

**104/204/304/404 Applied Instrument** .5 hours F, S

Students will receive one half-hour lesson each week. Significant practice time is required. Participation in a student recital and semester jury is required. Students may repeat this course up to four times. An additional fee is required.

**105 Class Voice** .5 hours F, S

Students will receive group instruction in voice.

**115 Fundamentals of Music** 3 hours F

Students will learn tonal harmony in four-part writing using diatonic triads and seventh chords in all inversions. They will analyze musical excerpts related to voice leading, chord use and nonchord tones, and aural skills. Original compositions and other written projects are required. This course partially fulfills requirements leading to K–12 certification in vocal music.

General Education: Effective Expression – Artistic Appreciation

**116 Keyboard Skills I** 1 hour F

Individual 30-minute weekly lessons for practical application at the keyboard of concepts studied in Music Theory I. Includes scales, intervals, triads, chord progressions, cadences, melodies with chordal accompaniment, sight-reading, and transposition.

**131/231/331 Ensemble** 0 or 1 hour F, S

Various performing ensembles, both vocal and instrumental, will meet. Students may take this class for credit and repeat it up to four times. It may be used to partially fulfill requirements leading to K–12 certification in vocal music.

Prerequisite: Consent of instructor.

Co-requisite: Students enrolled in MUS 231B or MUS 331B, Women's Chamber Choir, must be concurrently enrolled in MUS 232/332, Wesleyan Choir.

**134/234/334 Wesleyan Band** 0 or 1 hour F, S

Membership in the Wesleyan Band is open to all Dakota Wesleyan students. The band presents two major concerts each semester, and may present concerts off campus at schools and churches, and occasionally music for special community events. Opportunities for participation in pep band and chamber ensembles are available. The band performs a wide range of music, from orchestral transcriptions and standards of the wind band repertoire to new works by emerging composers. Students may take this class for credit up to four times.

**135/235/335 University/Community Choral Union** 0 or 1 hour F, S

This choir is a large mixed chorus designed to bring the campus and community together in a joint musical effort. Repertoire focuses on the major choral and orchestral works of every stylistic period. The choir often

# Music

collaborates with the Huron Symphony, Wesleyan University/Community Band or other local instrumentalists. Membership is open to any singer high school age or older. Community members pay a participation fee each semester. DWU students may register as a community member or as a student for academic credit.

**136/236/336 Wesleyan Bells** **0 or 1 hour** **F, S**  
The handbell choir practices handbell performance techniques, and studies, rehearses and performs diverse and challenging handbell music literature. It is open to all students who can read music and wish to learn about handbells and hand chimes.

**141 Music Appreciation** **3 hours** **TBA**  
This course introduces students to the basic concepts of music: melody, rhythm, harmony, form, and instrumental classification. Students will utilize and apply these concepts through experiences in music composition, musical leadership, musical criticism, and critical listening through engagement with a variety of Western and non-Western musical styles.

This course is a breadth of knowledge course as designated by Dakota Wesleyan's general education program. Breadth of knowledge courses expose students to knowledge and concepts that Dakota Wesleyan believes all its graduates should possess.

**215 Music Theory II** **3 hours** **S**  
Students will learn tonal harmony in four-part writing using chromatically altered chords, secondary dominant and leading tone chords, mode mixture, augmented sixth and Neapolitan chords, and modulation to closely related keys. Students will analyze musical excerpts related to voice leading, chromatic chord use and modulation, and aural skills. Original compositions and other written projects are required. This course partially fulfills requirements leading to K–12 certification in vocal music.  
Prerequisite: MUS 115.

**216 Keyboard Skills II** **1 hour** **S**  
Individual 30-minute weekly lessons for practical application at the keyboard of concepts studied in Music Theory II. Includes non-chord tones, seventh chords, secondary dominants, modulation, two- and three-part score reading/piano pieces, harmonization, sight-reading and transposition.

**232/332 Dakota Wesleyan Choir** **0 or 1 hour** **F, S**  
Membership in the Dakota Wesleyan Choir is open by audition to all students. The choir presents two major concerts each semester, concerts off campus at schools and churches, and occasionally music for special community events. The choir performs music from the Renaissance to the 20th century. Students may take this class for credit up to four times.

**233/333 Highlanders** **0 or 1 hour** **F, S**  
This is a select vocal performing ensemble, open by audition only. Students may take this class for credit and repeat it up to four times. It may be used to partially fulfill requirements leading to K–12 certification in vocal music.  
Prerequisites: Audition and consent of instructor. Concurrent enrollment in MUS 232 or MUS 332.

**242 Elementary Music Methods and Materials** **2 hours** **F20**  
Students will learn about general methods and materials for teaching music in the elementary school. Students will consider relevant philosophies and practices; formulate instructional objectives; establish and evaluate learning experiences; and develop instructional techniques for classes, small groups and individuals. The class emphasizes basic musicianship and activities and introduces classroom instruments commonly used. Students will plan and teach sample lessons and develop a bibliography.

**250 World Music** **3 hours** **S20**  
This is a general introduction to the music of the world. Significant time is required to examine and listen to various examples of music of many cultures. Written assignments, including a term paper, are required. This course partially fulfills requirements leading to K–12 certification in vocal music.

**311 Music History I** **3 hours** **F20**  
Students will study the historical development of music in Western civilization from the Medieval period to the end of the Baroque. Emphasis is placed on music's cultural implications, composers, styles and performance practices. Written assignments, including two major papers, are required. This course partially fulfills requirements leading to K–12 certification in vocal music.

# Music

- 312 Music History II** **3 hours** **S21**  
Students will study the historical development of music in Western civilization from the middle of the 18th century to the present. This course continues to place an emphasis on music's cultural implications, composers, styles and performance practices. Written assignments, including two major papers, are required. This course partially fulfills requirements leading to K–12 certification in vocal music.
- 315 Music Theory III** **2 hours** **F**  
Students will study chromatically altered chords, secondary dominant and leading tone chords, and modulation to distant keys. Students will continue to develop keyboard and aural skills. Original compositions and other written projects are required. This course partially fulfills requirements leading to K–12 certification in vocal music.  
Prerequisite: MUS 215.
- 320 Computer Music Composition** **2 hours** **TBA**  
Students will learn basic principles of scoring, transcribing and arranging music for choral ensembles, including writing and arranging for individual voices, small ensembles and large groups. Written assignments, including one arrangement for voices and instruments, are required. This course partially fulfills requirements leading to K–12 certification in vocal music.
- 330 Vocal Literature and Pedagogy** **2 hours** **F21**  
This course is designed to help students gain a better understanding of the vocal mechanism, its physiology and correct use. Students will learn basic techniques of singing and methods for teaching singing. This course includes a survey of art songs and vocal literature particularly suited for secondary students. This course partially fulfills requirements leading to K–12 certification in vocal music.  
Prerequisite: Consent of instructor.
- 340 Secondary Choral Methods** **2 hours** **F20**  
Students will learn methods and materials for developing comprehensive musicianship through choral music. Students will consider the changing voice, choral music repertoire and rehearsal techniques, methods for recruiting and organizing choral ensembles, budgeting, and program administration.
- 341 String Methods** **1 hour** **F20**  
Students will learn the basic technique of playing stringed instruments with an emphasis on a basic understanding, care, maintenance and effective teaching of the instruments.
- 342 Percussion Methods** **1 hour** **S21**  
Students will learn the basic technique of playing both pitched and unpitched percussion instruments with an emphasis on a basic understanding, care, maintenance and effective teaching of the instruments.
- 343 Brass Methods** **1 hour** **F19**  
Students will learn the basic technique of playing brass instruments with an emphasis on a basic understanding, care, maintenance and effective teaching of the instruments.
- 344 Woodwind Methods** **1 hour** **S20**  
Students will learn the basic technique of playing woodwind instruments with an emphasis on a basic understanding, care, maintenance and effective teaching of the instruments.
- 345 Band/Symphony Methods** **2 hours** **F20**  
Students will learn methods and materials for developing comprehensive musicianship through instrumental music. Students will consider instrumental pedagogy and philosophy, instrumental repertoire and rehearsal techniques, methods for recruiting and organizing band and orchestral ensembles, budgeting, and program administration.
- 350 Conducting** **3 hours** **S20**  
This is a comprehensive course in conducting. Students will learn score reading, score preparation and analysis, and conducting techniques. Preparation and performance of music for the public are required. This course partially fulfills requirements leading to K–12 certification in vocal music.
- 351 Conducting II** **3 hours** **F20**  
Students will continue to develop their skills as a conductor by developing independence of hands, advanced patterns, and presence as a musical leader. Emphasis will be placed on score study,

# Music

comprehensive musicianship, and developing a personalized conducting style. Students will be asked to conduct university ensembles outside of regularly scheduled classroom time.

Prerequisite: MUS350.

## **400 Special Projects in Music**

**3 hours F, S**

This course is offered on an individual basis. The projects will vary according to the needs and interests of the student enrolled.

Prerequisite: Consent of instructor.

## **415 Music Theory IV**

**3 hours S**

This course is a continuation of the Music Theory sequence with emphasis on 16th- and 18th-century counterpoint and 20th-century chromatic harmony.

## **425 Recital**

**1 hour F, S**

The recital is the culmination for all seniors pursuing the Bachelor of Arts degree in music. Repertoire for the recital should be about 25–30 minutes in length per person for a half recital, and 45–50 minutes in length for a solo recital. The music performed in the recital should show a variety of style periods and technical skills appropriate to a collegiate recital. Students are graded on pass/fail basis for their recital credit.

## **490 Advanced Musicianship**

**3 hours S odd**

In this course, students will develop their aural skills with regards to sight-reading, melodic, rhythmic, and harmonic dictation, interval recognition, and other advanced musicianship skills.

Prerequisite: MUS 215.



# Nonprofit Administration (NPA)

*College of Leadership and Public Service*

[www.dwu.edu/npa](http://www.dwu.edu/npa)

There are more than 1.5 million registered nonprofit organizations in the United States. According to the Bureau of Labor Statistics (2019) the nonprofit workforce is the third largest in the U.S., employing more than 12 million people, with a faster growth rate than the for-profit sector. The nonprofit field is rich with diverse employment opportunities including social services, art, health, education, advocacy, and business and professional associations.

The NPA major and minor at Dakota Wesleyan University prepares students for leadership careers in the nonprofit sector both domestically and internationally. Graduates of the NPA program will understand important theories and practices related to nonprofit leadership and management. Majors and minors will spend ample time applying course concepts through innovative community-based-learning projects that include developing a nonprofit organization, advocating for policy reform, creating financial stewardship strategies, and providing organizational development assistance.

## Objectives:

Graduates of the nonprofit administration major will be able to:

1. Understand important theories related to organizing and leading in the nonprofit sector.
2. Develop analytic, communication and problem-solving skills necessary for nonprofit administration.
3. Apply classroom knowledge to service in the nonprofit sector.

## Major

### Nonprofit Administration

BUS 155 or BUS 251	Survey of Accounting or Principles of Financial Accounting	3
BUS 321	Organizational Behavior	3
BUS 322	Human Resource Management	3
DMD 345	Desktop Publishing	3
ENT 347	Financial Management for Organizational Leaders	3
NPA 300	Nonprofit Development and Management	3
NPA 310	Public Policy	3
NPA 311	Social Justice and Civic Engagement	3
NPA 313	Resource Development and Stewardship	3
NPA 370	Program Design and Evaluation	3
NPA 400	Nonprofit Administration Seminar	3
	Electives	6
	Total	39

### Electives Options (choose six credits for major in consultation with adviser)

BUS 315	Leadership and Communication
BUS 320	Supervisory Management
BUS 371	Principles of Marketing
COM 205	Communication, Media and Society
DMD 247	Web Page Design
ENG 215	Business and Technical Writing
LAN	3-6 credits in any language
NPA 301	Global Service
NPA 450	Internship
NPA 461	Travel Seminar
SOC 317	Minority Groups

## Minor

### Nonprofit Administration

Students seeking a minor in nonprofit administration must complete the following courses:

BUS 155/BUS 251	Survey of Accounting or Principles of Financial Accounting	3
BUS 321	Organizational Behavior	3
NPA 300	Nonprofit Development and Management	3
NPA 310	Public Policy	3
NPA 311	Social Justice and Civic Engagement	3

# Nonprofit Administration

NPA 313	Resource Development and Stewardship	3
NPA 370	Program Design and Evaluation	<u>3</u>
	Totals	21

An associate degree in human services from Mitchell Technical Institute may be applied toward a bachelor's degree in (criminal justice, nonprofit administration, psychology), allowing completion of this bachelor's degree in two years.

## Course Descriptions

### Nonprofit Administration (NPA)

#### **300 Nonprofit Development and Management** **3 hours F, Even**

During this course students will learn about important governance and management practices related to nonprofit administration. These include principles and practices of a nonprofit board of directors; policies and procedures for effective nonprofit administration; and volunteer recruitment and management.

#### **301 Global Service** **3 hours TBD**

This is an experiential learning course through which students engage in teaching English as a second language to refugees, immigrants and migrants with a local community organization. In addition to service-learning, students will learn about political, socioeconomic and civil issues that impact people around the world.

#### **310 Public Policy** **3 hours S, Odd**

This course is a study of how public policy is formed, concepts common to public policy analysis and how to communicate and persuade various publics about policy issues. The course includes hands-on field experiences and community-based-learning projects in which students engage in policy work.

#### **311 Social Justice and Civic Engagement** **3 hours TBD**

This course focuses on a range of theoretical issues related to oppression and social justice. During the course, students will explore important humanitarian issues impacting our global environment and review the vision and progress of agencies dedicated to positively affecting social injustices.

#### **313 Resource Development and Stewardship** **3 hours F, Odd**

Throughout this course students will learn fundamental practices essential to funding nonprofit organizations. Topics covered will include grant writing, prospect development, donor relationships and recognition, case statement preparation, types of giving, and stewardship of resources. Students will also be engaged in experiential learning activities that may involve fundraising event assistance, writing a grant, and analyzing an organization's fundraising strategy.

#### **370 Program Design and Evaluation** **3 hours S, Even**

This course helps students become proficient in designing and evaluating programming for nonprofit organizations. Throughout the course, students will discover best practices for program design and development, examine various methods and tools for program evaluation, explore strategies for communicating program outcomes, and discover how to use program evaluation to inform improvement strategies.

#### **400 Nonprofit Administration Seminar** **3 hours S**

In this capstone course, the student will be expected to synthesize and integrate the concepts and theories of the NPA curriculum in an applied learning project. During this course, students will engage in either developing an original nonprofit organization, researching an issue for a nonprofit organization, or working on a major nonprofit development project for a local, regional or global nonprofit organization.

#### **461 Nonprofit Travel Seminar** **1-3 hours TBA**

This seminar provides an opportunity for students to serve others while learning about important global issues that may include poverty, education, hunger, global politics, health and global economics. During this travel course students will actively assist international nonprofit organizations with a variety of service projects while learning about cultures.

# Nursing (NUR)

*Donna Starr Christen College of Healthcare, Fitness and Sciences*

[www.dwu.edu/nursing](http://www.dwu.edu/nursing)

The Arlene Gates Department of Nursing at Dakota Wesleyan University offers the Bachelor of Science Nursing on the Mitchell campus.

## **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 arts 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.

## **Admission Policy**

Admission to each of Dakota Wesleyan's three nursing tracks (i.e., on-campus bachelor's program, online RN-BS, and hybrid LPN-BS) is competitive. This means that, historically, there are more applicants than there are available seats in each program and cohort. The Nursing Admissions Committee considers the following criteria in ranking applicants for admission to each track;

- The applicant's ACT or SAT score, (to be competitive in the admission process, applicants should have a composite ACT score of 19 or above or an SAT score of 900 (critical reading + math).
- The applicant's ACT or SAT reading score, (to be competitive in the admission process, applicants should have an ACT reading sub score of 20 or above, or an SAT critical reading sub score of 400 or above.
- The applicant's high school (or college) cumulative grade point average (GPA) should be a 2.7 or above, in order to be competitive in admission's process.

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

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

# Nursing

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

## Program Purpose

The nursing program is designed to offer the body of knowledge and experiences necessary to prepare individuals for a bachelor's degree nursing practice. Nursing graduates of Dakota Wesleyan University earn a Bachelor of Science degree and will have satisfied the academic requirements necessary for eligibility to take the National Council of State Boards of Nursing Licensing Examinations for Registered Nurses (NCLEX-RN).

## Program Learning Outcomes

### Provider of Care

The student will:

1. 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.
2. Design teaching/learning strategies in collaboration with individuals, groups, families, populations, and communities that reflect their learning needs and adaptive capabilities.
3. 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:

1. Generate case management strategies that reflect effective communication and collaboration with inter-professional teams, effective use of technological resources, and cost-effectiveness.
2. 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.

## 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 Healthcare Provider certification including adult, child and infant CPR and AED.
- Incoming NUR 216 students must be a CNA prior to beginning the spring semester of the sophomore year. A student who is currently certified as a CNA must provide documentation. Current certification must be maintained during the nursing program. Students are responsible for all costs related to initial certification and renewal of CNA certification.
- Completion of criminal background check.

DWU nursing 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 nursing program.

## Progression in the Nursing Program

Students must have a cumulative grade point average (GPA) of at least a 2.7 in order to register for NUR 216. Students must take nursing courses in sequence. A minimum grade of C in English composition, or C- in general education or support courses is required. A grade of B- (79.5 percent) in nursing theory and a Satisfactory rating in clinical and simulation must be achieved to successfully complete a nursing course.

All courses listed in the nursing plan of study must be taken for a grade. Courses taken as credit/no credit will not be accepted towards the major.

## Major

### Nursing Core

NUR 110	Medical Terminology	1
NUR 111	Medication Calculation	2*

# Nursing

NUR 216	Introduction to Professional Nursing Concepts	2*
NUR 310	Health Concepts I	7*
NUR 316	Pathophysiology for Nursing Care	3
NUR 318	Leadership and Management for Nursing I	3
NUR 320	Health Concepts II	7*
NUR 321	Health Promotion and Assessment for Nursing Care	4*
NUR 326	Pharmacology for Nursing Care	4
NUR 332	Nutrition Concepts in Health & Illness	3
NUR 410	Health Concepts III	7*
NUR 418	Leadership and Management for Nursing II	3
NUR 420	Health Concepts IV	6*
NUR 426	Nursing Focus on Population Health	4*
NUR 440	Nursing Research	4
NUR 450	Transition into Practice	3*

\*Credit hours of nursing theory and clinical: i.e., NUR 216 is 1.5 hours of theory and .5 hours of clinical per week. Each clinical credit in nursing courses equals three clinical hours per week.

## Support Courses

BIO 220	Anatomy and Physiology I	4
BIO 333	Microbiology	4
BIO 330	Anatomy and Physiology II	4
CHM 164	University Chemistry	3
CHM 166	University Chemistry Lab	1
CHM 174	Organic/Biochemistry	3
CHM 174L	Organic/Biochemistry	1
COM 101	Fundamentals of Speech Communication	3
ENG 111	Composition	3
MTH 125	College Algebra	3
MTH 200	Statistical Methods I	3
PSY 237	Developmental Psychology	3

## Course Descriptions

### Bachelor of Science in Nursing (B.S.) – Mitchell

#### 110 Medical Terminology 1 hour F, S

This course is the study of medical terminology. It includes the definition and use of medical terms common to many health-related professionals.

#### 111 Medication Calculation 2 hours S

This clinical course is a study of a multi-method approach to medication dosage calculation, including competence of medication administration in the laboratory setting. This course provides the foundation of dosage calculation and medication administration for the professional nurse in general practice.

#### 216 Introduction to Professional Nursing Concepts 2 hours (1.5, .5)\* S

This clinical course provides an introduction to the three domains of professional nursing; provider of care, manager of care, and member of a profession. The student will explore foundational concepts associated with baccalaureate nursing practice. Major concepts include health, wellness, and illness, caring interventions, communication, spirituality, mobility, and an introduction to the nursing process.

Prerequisites: BIO 220, CHM 164, CHM 166, CHM 174, CHM 174L.

Corequisites: BIO 333, BIO 330, NUR 316.

#### 310 Health Concepts I 7 hours (4, 3)\* F

This clinical course is the first of four that focuses on the domains of provider of care, manager of care, and member of a profession to include protection, promotion, and optimization of health and abilities of the healthcare participant across the lifespan. The student will apply concepts in the classroom, laboratory, and or clinical setting. Major concepts include comfort, immunity, infection, inflammation, tissue integrity, digestion, elimination, and culture and diversity.

Prerequisites: NUR 110, NUR 111, NUR 216, NUR 316.

Corequisites: NUR 321, NUR 326.

#### 316 Pathophysiology for Nursing Care 3 hours S

This course focuses on the pathophysiology of normal body functioning of healthcare participants and will also facilitate the student's ability to manage health deviations of healthcare participants across the lifespan.

# Nursing

Prerequisites: BIO 220, CHM 174/CHM174L.

Corequisites: BIO 333, BIO 330, NUR 216.

## **318 Leadership and Management for Nursing I** **3 hours** **S**

This course is the first of two that focuses on the three domains of provider of care, manager of care, and member of a profession. The student will apply concepts to professional nursing practice. It includes concepts associated with mentoring and staff development, clinical decision support systems, the nurse practice act, safety considerations, and evidenced-based practice. The major concepts include teaching and learning, informatics, legal issues, safety, and Professional behaviors and accountability.

Prerequisites: NUR 310, NUR 321, NUR 326.

Corequisites: NUR 320.

## **320 Health Concepts II** **7 hours (5, 2)\*** **S**

This clinical course is the second of four that builds upon the three domains of provider of care, manager of care, and member of a profession to include protection, promotion, and optimization of health and abilities of the healthcare participant across the lifespan. The student will apply concepts in the classroom, laboratory, and or clinical setting. The major concepts include fluid and electrolytes, acid-base imbalance, oxygenation, perfusion, perioperative care and metabolism.

Prerequisites: NUR 310, NUR 321, NUR 326.

Corequisites: NUR 318.

## **321 Health Promotion and Assessment for Nursing Care** **4 hours (3.5, .5)\*** **F**

This clinical course focuses on comprehensive health assessment to promote health and well-being across the lifespan. Students will begin to utilize therapeutic and inter-professional communication skills essential to the interview process. They will also be introduced to the methods and techniques used to obtain objective data. Through this course, they will expand their use of the nursing process and prioritization of care. Major concepts include sensory perception, development, assessment, and clinical decision-making.

Prerequisites: NUR 216, NUR 316.

Corequisites: NUR 310, NUR 326.

## **326 Pharmacology for Nursing Care** **4 hours (3.5, 0.5)** **F**

This clinical course focuses on collaborative nursing management required for pharmacological and parenteral therapies for healthcare participants across the lifespan. Emphasis is given to maximizing therapeutic effect, strategies to minimize adverse effects and patient and family education. This course provides the foundation of basic pharmacology for a professional nurse in general practice.

Prerequisites: NUR 216, NUR 316.

Corequisites: NUR 310, NUR 321.

## **332 Nutrition Concepts in Health and Illness** **3 hours** **S**

This course investigates the basic principles of human nutrition in health and during illness in patients across the life span. An emphasis is on nursing care of patient's nutrients, food sources, nutritional foundations, and on nutritional imbalances experienced during times of wellness and illness/disease. Students will not receive credit for both HLT 332 and ATN 320.

## **410 Health Concepts III** **7 hours (4, 3)\*** **F**

This clinical course is the third of four that builds upon the three domains of provider of care, manager of care, and member of a profession to include protection, promotion, and optimization of health and abilities of the healthcare participant across the lifespan. The student will apply concepts in the classroom, laboratory, and or clinical setting. The major concepts include sexuality, family, grief and loss, and reproduction.

Prerequisites: NUR 318, NUR 320.

Corequisites: NUR 426.

## **418 Leadership and Management for Nursing II** **3 hours** **S**

This course is the final of two that focuses on the three domains of provider of care, manager of care, and member of a profession. The student will apply concepts to professional nursing practice. It includes concepts associated with care coordination, patients' rights, ethical considerations, and quality improvement. The major concepts include managing care, advocacy, collaboration, ethics, quality improvement and evidence-based practice.

Prerequisites: NUR 410, NUR 426.

Corequisites: NUR 420, NUR 440, NUR 450.

## **420 Health Concepts IV** **6 hours (5, 1)\*** **S**

This clinical course is the final of four that builds upon the three domains of provider of care, manager of

care, and member of a profession to include protection, promotion, and optimization of health and abilities of the healthcare participant across the lifespan. The student will apply concepts in the classroom, laboratory, and or clinical setting. The major concepts include cellular regulation, intracranial regulation, thermoregulation, addiction, cognition, mood and affect, self, violence and stress and coping.

Prerequisites: NUR 410, NUR 426.

Corequisites: NUR 418, NUR 440, NUR 450.

**426 Nursing Focus on Population Health** **4 hours (3.5, .5)\*** **F**

This clinical course focuses on the three domains of provider of care, manager of care, and a member of a profession. The student will apply concepts to professional nursing practice and will utilize an appropriate nursing theoretical framework. The course includes concepts of population focused health promotion and access to healthcare, disease and injury prevention based on the interconnections of the determinants of health (local, national and global health including lifestyle, social circumstances, behavioral choices, environmental conditions, medical care/health care systems, and gestational endowments). The major concepts include: healthcare systems, regulatory agencies, health policy, and quality improvement.

Prerequisites: NUR 318, NUR 320.

Corequisites: NUR 410.

**440 Nursing Research** **4 hours** **S**

The focus of this nursing course is to prepare the student to critically evaluate nursing research and discuss the importance of evidence-based practice at the baccalaureate level. This course will examine the basic components of qualitative and quantitative research as well as the ethical considerations in nursing research. The course emphasizes correlations between patient-centered care, safety, professional role, evidence-based practice, and patient outcomes. The course will combine an evidence based project and a capstone presentation at the baccalaureate level.

Prerequisites: NUR 410, NUR 426.

Corequisites: NUR 418, NUR 420, NUR 450.

**450 Transition into Practice** **3 hours (0, 3)\*** **S**

This clinical course provides the opportunity to apply, integrate, synthesize, and evaluate concepts of professional nursing practice in a structured clinical environment in collaboration with a preceptor, to enhance the student's transition into professional practice. This course will also serve to enhance student readiness for the professional licensure exam.

Prerequisites: NUR 410, NUR 426.

Corequisites: NUR 418, NUR 420, NUR 440.

# Political Science (POL)

*College of Arts and Humanities*

[www.dwu.edu/politicalscience](http://www.dwu.edu/politicalscience)

Political science is the study of human behavior as it relates to government and politics. Dakota Wesleyan University offers a minor in political science, a course in political science that meets a General Education requirement, and courses in political science that provide electives in the social sciences and supports criminal justice majors. Courses in political science may also be supportive of students with interests in law school.

## Minor

### Political Science

POL 141	U.S. Government and the Constitution	3
POL 250	Introduction to International Relations	3
POL 351	American Foreign Policy	3
POL 352	Political Thought	3
POL 355	The U.S. Constitution	3
	*Electives (selected in consultation with a faculty adviser in the history and political science department)	<u>3</u>
	Total	18

### \*Electives:

CRJ 250	American Legal System	3
CRJ 350	Terrorism	3
POL 386	Modern Asia	3
POL 450	Internships	3
POL 460	Independent Study	3
SOC 312	Methods of Social Research	3

## Course Descriptions

### Political Science (POL)

**141 U.S. Government and the Constitution** **3 hours** **F, Su**

This course is an introductory survey of principles, organization, processes and functions of government and politics in the United States.

This course is a breadth of knowledge course as designated by Dakota Wesleyan's general education program. Breadth of knowledge courses expose students to knowledge and concepts that Dakota Wesleyan believes all its graduates should possess.

**250 Introduction to International Relations** **3 hours** **S21**

This course provides an introduction to major theoretical approaches and fundamental concepts in international relations. The course will examine contemporary international issues and events through these theoretical and conceptual lenses and from a perspective informed by history.

**351 American Foreign Policy** **3 hours** **F21**  
(Refer to HIS 351)

**352 Political Thought** **3 hours** **S20**

This course is a survey of the leading Western philosophers from Plato to present. The course examines their ideas and how those ideas have shaped modern political thought.

**355 The U.S. Constitution** **3 hours** **S20**

This course is a survey of the U.S. Constitution and its foundations to the present. The course will examine the creation of the U.S. Constitution and the major interpretations of it by the U.S. Supreme Court and their significance to the American political and legal systems.

Cross listed as HIS 355

**386 Modern Asia** **3 hours** **F20**

(Refer to HIS 386)



# Psychology (PSY)

*College of Leadership and Public Service*

[www.dwu.edu/psychology](http://www.dwu.edu/psychology)

Psychology is the study of mental processes and behavior. Psychology majors will learn to use theory and research to describe, predict and explain behavioral patterns that take place in a variety of settings. A minor in psychology is also available. The psychology department seeks to develop the scientist-practitioner who is compassionate, curious and responsible. A criminal background check may be required for this major.

## Major

### Psychology

MTH 200	Statistical Methods I	3
PSY 131	General Psychology	3
PSY 202	History of Psychology	3
PSY 237	Developmental Psychology	3
PSY 333	Cognitive Psychology	3
PSY 381	Psychology of Personality	3
PSY 435	Experimental Psychology	3
PSY 443	Abnormal Psychology	3
PSY 482	Senior Thesis	6
PSY	Elective	3
SOC 332	Social Psychology	<u>3</u>
	Total	36

### Concentration in Counseling

The concentration in counseling is designed for students interested in working with individuals and groups to promote mental and emotional health. Professionals in this field help people cope with mental health issues, recover from traumatic events, and provide support and guidance to individuals. Psychology majors with this concentration may seek employment in a wide variety of professional settings. For instance, they might work in mental health clinics, health facilities, substance abuse treatment centers, or residential treatment centers. Other students may choose to continue their education in graduate programs. Students may opt to complete this concentration in lieu of a minor.

To the 36-credit Psychology major, described above, the following courses are added:

COM 210	Interpersonal Communication	3
PSY 245	Drug Use and Abuse	3
PSY 270	Theory and Practice of Counseling	3
PSY 310	Alcohol Use and Abuse	3
PSY 400	Group Counseling	3
PSY 451	Family Counseling	<u>3</u>
	Total	18

## Minor

### Psychology

PSY 131	General Psychology	3
PSY 202	History of Psychology	3
PSY 333	Cognitive Psychology	3
PSY 443	Abnormal Psychology	3

Choose one of the following:

PSY 237	Developmental Psychology	
PSY 337	Adolescent Psychology	
SOC 350	Adjustment to Aging	3

Choose one of the following:

BUS 321	Organizational Behavior	
PSY 270	Theory and Practice of Counseling	
PSY 381	Psychology of Personality	<u>3</u>
	Total	18

# Psychology

An associate degree in Human Services from Mitchell Technical Institute may be applied toward a bachelor's degree in (Criminal Justice, Nonprofit Administration, Psychology), allowing completion of this bachelor's degree in two years.

## Course Descriptions

### Psychology (PSY)

**131 General Psychology** **3 hours** **F, S**

This overview of the discipline explores human and animal behavior and consciousness. The diversity within the discipline is reflected in the range of subjects presented, including motivation, emotion, perception, sensation, learning, intelligence and personality.

**141 Foundations of Psychology and Behavioral Science** **3 hours** **F, S**

This course provides students with an opportunity to study cognitive, social, developmental, and individual psychology within the broader context of the behavioral sciences. The course offers an overview of situational and dispositional influences on behavior, communication and persuasion, theories of learning and ecological systems, and the mechanisms that underlie group behavior. Students learn to identify and address factors critical for healthy psychological and social development and use this knowledge, in turn, to design and develop means of unifying and strengthening communities.

This course is a breadth of knowledge course as designated by Dakota Wesleyan's general education program. Breadth of knowledge courses expose students to knowledge and concepts that Dakota Wesleyan believes all its graduates should possess.

**202 History of Psychology** **3 hours** **S**

This course is a study of the major people, movements and events in the evolution of the discipline. This course attempts to make connections between historical and current developments within the field.

**237 Developmental Psychology** **3 hours** **F, S**

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.

**245 Drug Use and Abuse** **3 hours** **F**

This course is an introduction to the physical, psychological and social effects of drug use and abuse in American society. This course is designed to assist students in making value choices relative to their own use of legal and illegal drugs.

**270 Theory and Practice of Counseling** **3 hours** **F**

This course examines counseling theories, techniques, differences and similarities in counseling and interviewing. Students will discuss the ethical responsibilities of a counselor

**310 Alcohol Use and Abuse** **3 hours** **S**

This course is a study of the psycho/social aspects of addiction. Study will include symptoms, causes and available treatment approaches. This course serves as an introduction to alcohol and related drug abuse. Students will explore historical, theoretical and current perspectives of alcoholism.

**333 Cognitive Psychology** **3 hours** **F**

This course is a study of the mental processes involved as a person acquires and uses knowledge. Students will explore historical and philosophical issues, including process models, information theory, artificial intelligence, visual and auditory cognition, psycholinguistics, memory, attention, problem solving and concept formation.

Prerequisites: PSY 131 and PSY 237.

**337 Adolescent Psychology** **3 hours** **F, S**

This course is an in-depth study of the patterns of change occurring during early and late adolescence and youth. Students will explore the impact of adolescence on personal, peer, family, school and community relationships.

Prerequisite: EDU 201, PSY 131 or PSY 237.

**380 Learning and Memory** **3 hours** **TBA**

Students will study the principles and applications of learning theory and learning processes, along with research related to memory and retrieval.

Prerequisite: PSY 333.

# Psychology

- 381 Psychology of Personality** **3 hours** **S**  
This course is a study of the major approaches to the field of personality development, including trait, biological, psychoanalytic, humanistic, behavioral and cognitive research paradigms.
- 400 Group Counseling** **3 hours** **S20**  
Students will learn counseling theories and techniques related to operational practices in group counseling, including group structure, processes and dynamics.
- Prerequisite: PSY 270435 Experimental Psychology** **3 hours** **S19**  
Students will study scientific methodology in general and the experimental method in particular. They will explore classical and contemporary studies in basic and applied psychology.  
Prerequisites: MTH 200 and PSY 131.
- 443 Abnormal Psychology** **3 hours** **S**  
This course is a study of the dynamics of abnormal personality development and behavior, including a comprehensive study of the origin, symptoms and treatment of psychological disorders. Students will be exposed to the diverse aspects of clinical psychology.  
Prerequisite: Six credit hours of psychology courses.
- 445 Physiological Psychology** **3 hours** **TBA**  
Students will study the physical nature of the brain and its relationship to psychology.
- 451 Family Counseling** **3 hours** **SP21**  
Students will study the theories and techniques of working with families in human service settings. The class explores the dynamics of healthy and dysfunctional families.  
Prerequisite: PSY 270.
- 482 Senior Thesis** **3–6 hours** **F, S**  
This course involves a yearlong research project planned and carried out by the student with guidance from a faculty member. It is an opportunity to exercise the methodological skills and to synthesize the knowledge gained in coursework through the student's program. The student must provide the structure.  
Prerequisite: 12 credit hours in psychology courses.

# Religion (REL) and Philosophy (PHL)

## College of Arts and Humanities

### www.dwu.edu/religion

The purpose of the DWU Department of Religion and Philosophy is to enable all DWU students to understand relevant issues in philosophy and religion so as to enhance a life of sacrificial service to God and others. The purpose of the Christian Leadership program is to train passionate and informed Christian leaders to build communities of faith that inspire non-religious and nominally religious people to become deeply committed disciples of Jesus Christ for the transformation of the world.

This program requires experiences of spiritual growth along with academic training. It also provides ample opportunity for internships in churches and regional ministries. Students in this department participate in Student Ministry Council, weekly Bible study and planning chapel services. They also travel locally and the world on educational/service trips to Peru, Mexico, East Africa and Israel.

DWU offers two majors and two minors: Religion Studies and Christian Leadership. Students must choose between these options and may not choose two of them at once. For instance, a major in Christian Leadership may not select a minor or double major in Religious Studies.

## Major

### Christian Leadership

PHL 220	Intro to Ethics	3
REL 112	Christian Faith and Practice	3
REL 155	Spiritual Formation I	1
REL 210	Understanding the Old Testament	3
REL 215	Life and Teachings of Jesus	3
REL 216	Life and Letters of Paul	3
REL 302	Faith and Reason	3
REL 314	World Religions	3
REL 323	Biblical Interpretation and Proclamation	3
REL 340	Exploring Christian Ministry	3
REL 355	Spiritual Formation II	1
REL 360	Death, Dying and Life after Death	3
REL 490	Religion Capstone	3
Choose one of the following		
ENT 224	Entrepreneurial Leadership	3
NPA 210	Principles of Leadership and Service	
NPA 311	Social Justice and Civic Engagement	
Choose one of the following		
*REL 450	Internship	3
REL 461	Travel Seminar	
*REL 450	Students may earn up to 12 hours of internship; however, only 3 may apply to the major.	_____
	Total	41

### Religious Studies

PHL 220	Intro to Ethics	3
REL 112	Christian Faith and Practice	3
REL 210	Understanding the Old Testament	3
REL 215	Life and Teachings of Jesus	3
REL 216	Life and Letters of Paul	3
REL 302	Faith and Reason	3
REL 314	World Religions	3
REL 323	Biblical Interpretation and Proclamation	3
REL 360	Death, Dying and Life after Death	3
REL 490	Religion Capstone	3
*REL 450	Internship	3
**REL 461	Travel Seminar	3
	Total	36

\*Students can take up to 12 credit hours of internship.

\*\*Three credit hours of internship may substitute for REL 461.

# Religion and Philosophy

## Minors

### Religious Studies

PHL 220	Introduction to Ethical Issues	3
REL 112	Christian Faith and Practice	3
REL 210	Understanding the Old Testament	3
REL 215	Life and Teachings of Jesus	3
REL 216	Life and Letters of Paul	3
REL 314	World Religions	3
	Total	18

### Christian Leadership

PHL 220	Introduction to Ethical Issues	3
REL 112	Christian Faith and Practice	3
REL 155	Spiritual Formation	1
REL 210	Understanding the Old Testament	3
REL 215	Life and Teachings of Jesus	3
REL 216	Life and Letters of Paul	3
REL 314	World Religions	3
REL 340	Exploring Christian Ministry	3
	Total	22

\*Christian Leadership minors may substitute REL 450 or 461 for one of the above 3 credit courses.

### Other Programs

#### DWU and the Kairos Project

The Kairos Project is an alternative educational track within the Master of Divinity, Master of Arts in Christian Leadership, and Master of Arts (Bible and Theology) programs at Sioux Falls Seminary that facilitates flexible learning through contextually integrated educational moments and adaptable assignments. It is designed specifically for individuals who are actively engaged in ministry. Students accepted into the Kairos Project move toward outcome-based, Christian maturity under the supervision of a mentor team, by the direction of faculty, and through participation in a cohort-based community of learning. Dakota Wesleyan students who are called to the ministry (whatever their DWU major) are invited to speak with either the Chair of the Religion department or Campus Pastor about the possibility of applying their ministry-related experiences toward eventual seminary credit.

## Course Descriptions

### Religion (REL)

**112 Christian Faith and Practice** **3 hours**      **S**  
 This course will explore the intellectual content of historic Christian faith as it has been expressed in the ecumenical creeds and other features of the Christian theological tradition.

**121 Introduction to the Bible** **3 hour**      **S**  
 This course is an introductory user's guide to the Bible, including basic selected content, historical background of people and writing, theories of interpretation, introduction to resources, and application to current issues.  
 General Education: Personal Growth and Maturity.

**141 Religion, Philosophy and Ethics** **3 hours**      **F/S**  
 This course introduces students to seminal concepts in religion, philosophy, and ethics. Concepts explored include transferable wisdom from world religions, principles of logical thinking, lessons from philosophy, and ethical decision-making.

This course is a breadth of knowledge course as designated by Dakota Wesleyan's general education program. Breadth of knowledge courses expose students to knowledge and concepts that Dakota Wesleyan believes all its graduates should possess.

**155 Spiritual Formation** **1 hour**      **S**  
 Students will meet with a spiritual director for the purposes of spiritual study, devotion and growth.  
 Prerequisite: Consent of instructor.  
 Repeatable for two credits.

# Religion and Philosophy

**210 Understanding the Old Testament** **3 hours** **F19**

Students explore the basic teachings of the Hebrew Scriptures as represented in the teachings, prophets and poetry of the Old Testament. This course gives attention to the Old Testament's meaning in its own historical setting, as well as its connections to the New Testament and Christianity.

**215 The Life and Teachings of Jesus** **3 hours** **S**

This course examines the Gospels in their historical setting and contemporary significance, and is aimed at understanding what we know about Jesus and the lifestyle he lived and taught.

**216 The Life and Letters of Paul** **3 hours** **F20**

This course examines Paul's life and letters in the context of the growth and problems of the early churches.

**302 Faith and Reason** **3 hours** **S**

This class will explore the tensions between faith and reason, the reasonableness of historic Christian faith and the tensions between religion and science. It will shed light on questions concerning belief in God, the Scriptures as divine revelation, views on interpretation of the biblical creation stories, science and design inferences from science.

**314 World Religions** **3 hours** **F19**

This course is a comparative survey of the major religious systems of the world, both Eastern and Western, with emphasis on those religions currently in practice.

**315 American Religions** **3 hours** **TBA**

This course is a study of religious groups in America, both historical and contemporary, including a survey of traditional denominations and their beliefs, as well as newer movements and cults.

**323 Biblical Interpretation and Proclamation** **3 hours** **F20**

This course will introduce students to best principles and practices for biblical interpretation. The class will explore the history of biblical interpretation, biblical interpretation as it is practiced within the Bible itself and various theories of text interpretation. The class will seek to train students in best practices for teaching and preaching the Scriptures in a church context.

Prerequisites: REL 210, REL 215 or REL 216.

**330 Hellenistic Greek I** **3 hours** **TBA**

This course is the first half of a study of the Koine form of the Greek language, which was used in the Hellenistic world and in the New Testament. The two-semester sequence will provide a basic reading knowledge of the New Testament, the Septuagint and other early Greek literature. This course is offered as directed study and does not count toward a Christian leadership major or minor.

**331 Hellenistic Greek II** **3 hours** **TBA**

This course is the second half of a study of the Koine form of the Greek language. This course is offered as directed study and does not count toward a Christian leadership major or minor.

**332 Biblical Hebrew I** **3 hours** **TBA**

This course will explore the grammar, syntax and vocabulary of Biblical Hebrew in a two-semester sequence with a view toward competency in reading, understanding and interpreting the Hebrew Scriptures.

Prerequisites: REL 210.

**333 Biblical Hebrew II** **3 hours** **TBA**

This course is the second half of a study in the exploration of the grammar, syntax and vocabulary of Biblical Hebrew with a view toward competency in reading, understanding and interpreting the Hebrew Scriptures.

Prerequisite: REL 332.

**340 Exploring Christian Ministry** **3 Hours** **F20**

This course will explore the basic components of a successful Christian ministry. The class will be constructed to allow for student interest and aptitude. Some projects and readings will address the student's own gifts and graces whether that be for children's ministry, youth ministry, pastoral ministry, missions, or senior adult ministry.

Prerequisite: REL 112 and REL 210.

**355 Spiritual Formation II** **1 hour** **S**

Students will meet with a spiritual director for the purposes of spiritual study, devotion and growth.

Prerequisite: Consent of Instructor.

Repeatable for two credits.

# Religion and Philosophy

**360 Death, Dying and Life After Death** **3 hours** **F**

Students will explore the biological process of dying, the various meanings that cultures attach to death and what different world religions teach about life after death. The course gives attention to near-death experiences, the process of grieving, and the biblical concepts of immortality of the soul, resurrection of the body and eternal life.

**415 Theology of John Wesley** **3 hours** **TBA**

A survey of the history and theology of the United Methodist tradition, this course begins with John Wesley and the rise of early Methodism and ends with contemporary thinking and issues in the United Methodist Church.

**420 Reading Biblical Greek** **3 hours** **TBA**

This course will primarily involve translating biblical Greek texts, discussing syntax, textual variants, shadings of word meaning and interpretive possibilities. The course will also review intermediate-level Greek grammar and strategies and best practices for Greek text interpretation.

Prerequisites: REL 215, REL 216 and REL 333.

**424 Reading Biblical Hebrew** **3 hours** **TBA**

This course will primarily involve translating biblical Hebrew texts, discussing syntax, textual variants, shadings of word meaning and interpretive possibilities. The course will also review intermediate-level Hebrew grammar and strategies of interpretation in Hebrew.

Prerequisites: REL 215, REL 216 and REL 333.

**461 Travel Seminar** **1–3 hours** **TBA**

The seminar provides credit for travel on mission trips or visits to important sacred places. The course includes background reading and evaluative reports.

**490 Religion Capstone** **3 hours** **S**

The capstone course brings the student learning experience to its apex. It will include a research project which will be presented publicly.

Prerequisite: REL 112, REL 210 and REL 340.

## Course Descriptions

### Philosophy (PHL)

**101 Philosophy of Life** **3 hours** **TBA**

An introduction to the realms of philosophy and religion, this course consists of an examination of values for living and of the variety of systems of meaning that humans have constructed for themselves in answering life's important questions.

**212 Introduction to Critical Thinking** **3 hours** **TBA**

This survey examines the methods of logical thinking and the rules for preciseness and certainty through deductive and inductive reasoning. The course emphasizes practical applications for recognizing common fallacies, propaganda and advertising techniques.

**220 Introduction to Ethical Issues** **3 hours** **F**

This course examines ethical decision making in the context of contemporary issues that are a part of our personal and social life, such as lying, sexual morality, capital punishment, war and euthanasia.

**305 Biomedical Ethics** **3 hours** **TBA**

An examination of the ethical questions that arise in connection with selected biomedical issues, PHL 305 explores issues such as abortion, genetic engineering and euthanasia. This course is particularly useful for healthcare personnel, those interested in ministry or social work, and others with a general interest in these areas.

# Sociology (SOC)

## College of Leadership and Public Service

Sociology is the study of human behavior in groups and institutions – family, religion, economics, government and education. It examines issues and topics such as wealth and poverty, deviant behavior, criminal justice, values, self-identity, social change, ethnic groups, war and peace, and the effects of social groups upon individual behavior and thought. This program is designed to provide basic skills and knowledge needed by professions that involve working with people; to prepare students for graduate study in the field of sociology; and to help students become competent participants in community and other societal activities.

### Minor

#### Sociology

SOC 152	Introduction to Sociology	3
SOC 154	Marriage and the Family	3
SOC 312	Methods of Social Research	3
SOC 317	Minority Groups	3
SOC 332	Social Psychology	3
SOC	Electives*	6
	Total	21

#### \*Electives

BUS 321	Organizational Behavior	3
CRJ 258	Criminology	3
HIS 335	Native American History	3
NPA 310	Public Policy	3
NPA 311	Social Justice and Civic Engagement	3
PSY 237	Developmental Psychology	3

Other courses may be approved in consultation with the department.

Students who have a major in behavioral sciences must take six more hours in sociology for the sociology minor because courses may not be used in more than one major or minor, or for both a major and a minor.

### Course Descriptions

#### Sociology (SOC)

##### 152 Introduction to Sociology 3 hours F, S

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.

##### 154 Marriage and the Family 3 hours TBA

This course is an introduction to the sociological study of marriage and family relations in the United States and other cultures. Students will approach topics such as kinship, courtship, parenting, sexuality, gender issues, marital life, divorce and post marital adjustment sociologically, historically and comparatively.

##### 312 Methods of Social Research 3 hours S

This course is an introduction to the research process as applied to social and psychological subjects. Students will study problem formulation, research design, instrument design, project administration, data analysis and interpretation, report writing and issues in research. A research project is required. Students interested in obtaining a social work license in South Dakota or graduate study in sociology need this course.

##### 317 Minority Groups 3 hours F

This course is a sociological investigation of minority/majority group relations and discriminatory practices; social-psychological analysis of individual prejudicial attitudes; historical and cultural study of specific minority groups, such as American Indians, African Americans, Hispanic Americans, Asian Americans and women; and religious, ethnic and racial groups in the United States and other countries.



# Sociology

## **332 Social Psychology**

**3 hours**

**F**

Students will study individual attitudes, self-development and behavior as affected by group interaction. Attention is given to socio-biology, symbolic interactionism, Freudian psychology and experimental social psychology.

## **350 Adjustment to Aging**

**3 hours**

**S20**

This course includes a multidisciplinary approach, incorporating psychological, sociological, physiological and human service perspectives on aging.

## **427 Women and Gender Studies**

**3 hours**

**TBA**

Examination of the ways societies view women and gender from social and historical perspectives and the impact such views have had on the lives of society members. The individual's social place will be studied from the micro through global levels: self, family relationships, community and society at large.

# Sport, Exercise and Wellness (SPX)

*Donna Starr Christen College of Healthcare, Fitness and Sciences*

[www.dwu.edu/sportexercisewellness](http://www.dwu.edu/sportexercisewellness)

The sport, exercise and wellness major is designed as a general studies program in exercise and sports studies. It is intended for those interested in strength and conditioning and prepares students for the goal of becoming a nationally certified strength and conditioning specialist and/or personal trainer. It is not intended for those who plan to be employed in K–12 education. Students majoring in sport, exercise and wellness must also complete a minor and/or a second major to fulfill DWU graduation requirements. A criminal background check may be required for this major. Students must maintain a 2.5 cumulative GPA. No major or support course may be repeated more than one time.

## Major

### Sport, Exercise and Wellness

ATN 320	Human Nutrition	3
BIO 220	Anatomy and Physiology I	4
BIO 330	Anatomy and Physiology II	4
HLT 310	Advanced Emergency Skills for Professionals	2
MTH 200	Statistical Methods I	3
SPX 140	Introduction to Sport, Exercise and Wellness	2
SPX 211	Care and Prevention of Athletic Injuries	2
SPX 240*	Methods of Free Weights and Conditioning	3
SPX 305	Evaluation and Prescription of Health and Fitness Program	3
SPX 315	Kinesiology	3
SPX 320	Exercise in Selected Populations	3
SPX 362	Psychological Dynamics of Sport	3
SPX 410	Physiology of Exercise	3
SPX 450	Internship	6
SPX 455	Organization and Administration in Sport exercise and Wellness	<u>2</u>
	Total	46

## Minor

### Coaching

The minor is intended for those who are interested in coaching as a secondary or part-time career. This minor would also equip an individual to serve as an assistant coach or coach of youth sports in a recreational setting.

The state of South Dakota requires SPX 211 and a theory of coaching course in the individual's chosen sport for certification as a head coach. Those seeking employment as a coach outside of South Dakota should contact that state's athletic association, as each state will have requirements that may or may not be established within this minor. A criminal background check may be required for this minor.

HLT 310	Advanced Emergency Skills for Professionals	2
HPR 335–343	Theory of Coaching	2
HPR 360	Rules of Officiating	2
HPR 450	Coaching Practicum	3
SPX 211	Care and Prevention of Athletic Injuries	2
SPX 240*	Methods of Free Weights and Conditioning	3
SPX 362	Psychological Dynamics of Sport	3
	Elective**	<u>3</u>
	Total	20

### \*\*Electives:

ATN 320	Human Nutrition
SPX 315	Kinesiology
SPX 410	Physiology of Exercise
SPX 305	Evaluation and Prescription of Health and Fitness Programs

Additional courses selected with approval of the academic adviser to provide for one or more areas of concentration.

\*BIO 220 and CHM 164 are recommended prerequisites

# Sport, Exercise and Wellness

## Course Descriptions

### Sport, Exercise and Wellness (SPX)

#### 140 Introduction to Sport, Exercise and Wellness

2 hours F

This is an introductory course for sport, exercise and wellness majors. The course introduces students to the concepts, theories and principles related to all aspects of sport, exercise, health and wellness. This course is intended for those who desire to obtain a career pathway in strength and conditioning, personal training and/or related fields.

#### 211 Care and Prevention of Athletic Injuries

2 hours F, S

This course is designed to improve the professional competency of people who work with athletic teams. Appropriate instructional methods and effective healthcare for athletes based upon sound physiological and psychological principles are the foundations of the course. Students will practice the skills of injury recognition, evaluation and taping, and will discuss the principles of therapeutic modalities.

#### 240 Methods of Free Weights and Conditioning

3 hours S, F

This course studies the various methods and techniques used in free-weight training and conditioning. The focus of study will be targeted toward sport-specific exercises, progression of exercise, methods of determining strength, lifting and spotting techniques, and plyometric exercise.

Prerequisite: BIO 220 or consent of instructor.

#### 305 Evaluation and Prescription of Health and Fitness Programs

3 hours F

This course is designed to provide the student with basic knowledge in health and fitness assessment. Areas of study include population characteristics, common fitness evaluation tools, test design, criteria for test termination and documentation of results.

Prerequisite: SPX 240 required, ATN 320 recommended.

#### 315 Kinesiology

3 hours S

This course examines the kinesiological, anatomical and mechanical concepts requisite to critical assessment, description and qualitative analysis of human exercises, sport and locomotive activities.

Prerequisite: BIO 220.

#### 320 Exercise in Selected Populations

3 hours TBA

This advanced course will explore and identify the characteristics and values of demographic data and discuss the rationale for providing fitness activity services. It will specifically discuss the indications, contraindications and precautions associated with exercise evaluations and prescription in nontraditional populations: in persons with pregnancy, metabolic syndromes, geriatrics, immunocompromised, cancer and other related conditions.

Prerequisite: SPX 305.

#### 362 Psychological Dynamics of Sport

3 hours TBA

This course investigates the psychological constructs and concepts that relate to and help explain the phenomena of sport performance. The course principally devotes attention to theories of goal setting, attribution, stress and stress management, cognitive coping strategies, psychological rehabilitation of the injured athlete and self-confidence. Recent research evidence is presented in all topical areas.

#### 410 Physiology of Exercise

3 hours F

This course investigates the physiological adjustments of the human organism to exercise, including neuromuscular, metabolic and cardiorespiratory changes that occur with acute and chronic exercise, and the influence of such variables as nutrition, drugs, environment, gender, age, training and body weight.

Prerequisite: BIO 122/122L.

#### 455 Organization and Administration in Sport Exercise and Wellness

2 hours TBD

This course is designed to familiarize students with the various administrative and management responsibilities of strength and conditioning and fitness/wellness. The course primarily focuses on the management dynamics of facilities, management of personnel, facility design, purchasing and budgeting of financial resources, financial models in strength and fitness and relationships with insurance companies.

Prerequisites: SPX305 and SPX320 or consent.

# Sports Management (SPM)

*College of Leadership and Public Service*

[www.dwu.edu/sportsmanagement](http://www.dwu.edu/sportsmanagement)

The sports management program is one of the university's best examples of interdisciplinary cooperation. The program prepares students for a wide variety of sports-related positions, employing several innovative combinations of courses from sports management and business. The coursework provides both a comprehensive theoretical background and a range of practical experiences that are designed to enable graduates to provide leadership in today's increasingly sophisticated amateur and professional athletic and wellness programs.

The sport and fitness industry is one of the top three industries in almost every state. As the field has evolved into an integral component of American culture, the role of leaders has become increasingly complex. Effective leaders need to be grounded in a comprehensive awareness of sport – its historical and cultural development, its sociological and psychological foundations, its role in the American economy and its business characteristics.

Graduates of the program are well positioned to pursue a variety of career opportunities in sports and fitness-related enterprises, or to pursue further education at the graduate level. Graduate study is not a requirement for entry into many careers; however, access to and progress within specialized careers is generally enhanced by completion of graduate-level academic work in business, law, or sports management.

For a sports management major see the Business section.

## Minor

### Sports Management

COM 205	Communication, Media and Society	3
ENT 224	Entrepreneurial Leadership	3
SPM 241	Sport and Society	3
SPM 341	Sports Administration	3
SPM 363	Sports Policy	3
SPM 382	Sport Facility and Event Management	3
	Total	<u>18</u>

Unless coupled with an appropriate major, the minor will not ordinarily provide sufficient preparation for a career in sports management.

## Course Descriptions

### Sports Management (SPM)

#### 241 Sport and Society 3 hours S Even

Students will be introduced to perspectives on careers and opportunities in, and the business of sport. The influence of sport upon the individual participant and society is emphasized.

#### 341 Sports Administration 3 hours F Odd

The study of the theories, principles, and practices of sports administration and group interaction in sport-oriented settings. The structure of interscholastic athletics, collegiate athletics, and professional sports will be discussed in depth and the course includes some practical experience in sports administration through special events at the university and in the community.

#### 363 Sports Policy 3 hours S Odd

This course is designed to introduce students in the sports management program to a range of political/legal, economic and ethical issues related to sports management, and to selected analytical techniques which can be used to gain a fuller understanding of these and other issues which may arise in a sports career context.

#### 382 Sport Facility and Event Management 3 hours F Even

Sport Facility and Event Management focuses on planning, financing, marketing, implementation, and evaluation of a broad range of sport facilities and events including sport, recreation, leisure, health and fitness.

# Theatre (DRM)

## College of Arts and Humanities

### [www.dwu.edu/theatre](http://www.dwu.edu/theatre)

The Ron and Sheilah Gates Dept. of Theatre is a comprehensive program offering intensive and individualized instruction, with opportunities within the liberal arts curriculum for a broader general education. The program is tailored to students interested in pursuing careers in areas such as acting, directing, stage management, theatre education, design (scenic, lighting, sound, makeup) and stage combat.

### Dramatic Productions

Auditions for all productions presented by the DWU theatre department are not just reserved for theatre students but are open to all full-time and part-time students at Dakota Wesleyan, as well as DWU staff, faculty and area residents. Casting decisions rest solely with the director of each play. The merit of each individual will be considered in relationship to the part or parts for which the individual has auditioned, as well as availability for rehearsals and performances. Merit might include a combination of any of the following: previous experience, vocal ability, acting ability, physical stature and/or other characteristics germane to the particular part. Upon accepting a part, the actor is responsible for being at all specified rehearsals and productions.

### Major Theatre

DRM 121	Technical Theatre	3
DRM 132	Auditioning and Tech Interviews	3
DRM 151	Theatre History	3
DRM 188	Stage Management	3
DRM 203	Acting for the Stage	3
DRM 213	Scene Design	3
DRM 222	History of Musical Theatre	3
DRM 280	Production Practicum I	3
DRM 301	Costume and Makeup	3
DRM 335	Directing I	3
DRM 380	Production Practicum II	3
DRM 409	Acting Period Styles	3
DRM 436	Directing II	3
DRM 466	Stage Combat	3
DRM 480	Production Practicum III	3
	Total	45

### Minor Theatre

DRM 121	Technical Theatre	3
DRM 141	Theatre Arts	3
DRM 203	Acting for the Stage	3
DRM 280	Productions Practicum I	3
DRM 301	Costume and Makeup	3
DRM 335	Directing I	3
DRM 466	Stage Combat:	3
	Total	21

### Course Descriptions

#### Theatre (DRM)

##### 121 Technical Theatre

**3 hours S20**

This is a hands-on course which will introduce students to the terminology, equipment, materials and techniques used in theatre for the purpose of the construction and painting of theatrical sets and scenery.

##### 132 Auditioning and Tech Interviews

**3 hours S20**

This class will investigate the theory and practice of quality actor auditioning for all forms of theatrical productions, professional and amateur, as well as auditions for local television markets.

# Theatre

**141 Theatre Arts** **3 hours** **F19**

This course introduces students to all aspects of a theatrical production: producing, acting, directing, design, writing, technical theatre and construction, and theatre management. This course provides a broad overview of the history of theatre and explores the cultural and social significance of theatre in the contemporary era. A course requirement is that students attend theatrical productions.

This course is a breadth of knowledge course as designated by Dakota Wesleyan's general education program. Breadth of knowledge courses expose students to knowledge and concepts that Dakota Wesleyan believes all its graduates should possess.

**161 Theatre History** **3 hours** **S21**

Students will explore the rich history of theatre through the examination of the origins of theatre, starting with the Greeks and then transitioning into Western drama and theatre productions of the contemporary world of theatre. Study of selected plays from Aeschylus to Ayckbourn.

**188 Stage Management** **3 hours** **S21**

This course offers the theatre student the vital study of the principles and systems of stage management and production team communication needed for theatre today, with particular emphasis placed upon developing effective organizational tools and communication techniques. Practical application of stage management and production team communication skills will be demonstrated in DWU theatre productions.

**203 Acting For the Stage** **3 hours** **F19**

This course explores the basic techniques of acting, using exercises in observation, concentration, sense recall, emotional recall and imagination as the basis of character development. Students learn how voice and body are tools for creating a role. These explorations culminate in interpretation and performance of scenes from contemporary plays.

**213 Scene Design** **3 hours** **F19**

Through this course students explore the scenic design process. Students study techniques specific to the area of theatrical scenic design. The designer's analysis, concept, initial drawings, rendering and model making are all investigated, as well as software design and applications using Vectorworks and AutoCAD 2007.

**222 History of Musical Theatre** **3 hours** **F20**

This class is an introduction to American musical theatre focusing on the shifts in style and content over the past two hundred years. Our discussion includes European and American theatrical influences, methods of analysis, influential artists throughout history, and the current state of the American musical. Additionally, this course examines the ways musical theatre deals with issues such as racism, sexuality, gender, economics and politics and how those issues, woven together through song, dialogue and dance, create a uniquely American theatrical art form.

**280 Production Practicum I** **3 hours** **F, S, Su**

Theatrical production experience either in the design, technical or management areas of a production or in the performance areas of a theatrical production at Dakota Wesleyan. This gives those participating in a show the credit deserved for the many hours needed to produce a theatrical production as well as practical experience. Consent of instructor.

**301 Costume and Makeup** **3 hours** **F20**

Students investigate the varied principles of costume design, including the fundamentals of play analysis, historical research and rendering techniques. Students will then participate in costuming an actual performance.

**335 Directing I** **3 hours** **F19**

This course introduces the student to the art and craft of theatre directing. Students will delve into scripts, research and analyze them, and develop working concepts based on their analysis, research and imagination. Then through composition, movement and tempo-rhythm study, students should be able to take what they have discovered and apply these creative, communicative and performance skills, required of today's theatre director, and direct a one-act play or a DWU theatrical production.

**380 Production Practicum II** **3 hours** **F, S, Su**

Theatrical production experience either in the design, technical or management areas of a production or in the performance areas of a theatrical production at Dakota Wesleyan. This gives those participating in a

show the credit deserved for the many hours needed to produce a theatrical production as well as practical experience. Consent of instructor.

**409 Acting Period Styles**

**3 hours S20**

The course is designed to acquaint students with acting styles of important eras in theatre history and the special considerations inherent in performing these dramas. The course emphasizes cultural distinctions in manners, movement and vocal practice as they relate to the analysis and performance of period drama. Students learn techniques of performing Greek tragedy, Elizabethan drama, Restoration comedy, epic theatre and modern "isms" such as symbolism, expressionism, surrealism and absurdism.

**436 Directing II**

**3 hours F20**

This is an advanced directing class that will look at complex problems in stage directing, emphasizing text analysis, communication, period styles, view pointing, and other advanced techniques as applied to the production of a one-act play or a DWU theatrical production.

**466 Stage Combat**

**3 hours S21**

The DWU theatre student begins by training in unarmed combat for the stage and then continues their training by incorporating weapons into their education. This training includes quarterstaff, light sword, broadsword, rapier and dagger as well as modern "stage" firearms. Emphasis is put on physical conditioning and safety.

**480 Production Practicum III**

**3 hours F, S, Su**

Theatrical production experience either in the design, technical or management areas of a production or in the performance areas of a theatrical production at Dakota Wesleyan. This gives those participating in a show the credit deserved for the many hours needed to produce a theatrical production as well as practical experience. Consent of instructor.

# Online and Adult Learner Programs



## Academic Calendar

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

<b>Fall 2019</b>	
Session 1 classes begin	Monday, Aug. 26
Last day for drop/add	Wednesday, Aug. 29
Last day for withdrawal	Friday, Sept. 20
Fall session 1 ends	Friday, Oct. 18
Final grades due	Sunday, Oct. 20
Session 2 classes begin	Monday, Oct. 21
Last day for drop/add	Wednesday, Oct. 23
Last day for withdrawal	Friday, Nov. 15
Fall session 2 ends	Friday, Dec. 13
Final grades due	Sunday, Dec. 15
<b>Spring 2020</b>	
Session 1 classes begin	Monday, Jan. 6
Last day for drop/add	Wednesday, Jan. 8
Last day for withdrawal	Friday, Jan. 31
Spring session 1 ends	Friday, Feb. 28
Final grades due	Sunday, March 1
Session 2 classes begin	Monday, March 2
Last day for drop/add	Wednesday, March 4
Last day for withdrawal	Friday, March 27
Spring session 2 ends	Friday, April 24
Final grades due	Sunday, April 26
<b>Summer 2020</b>	
Session 1 classes begin	Monday, May 4
Last day for drop/add	Wednesday, May 6
Last day for withdrawal	Friday, May 29
Summer session 1 ends	Friday, June 26
Final grades due	Sunday, June 28
Session 2 classes begin	Monday, June 29
Last day for drop/add	Wednesday, July 1
Last day for withdrawal	Friday, July 24
Summer session 2 ends	Friday, Aug. 21
Final grades due	Sunday, Aug. 23

### 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.

# 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 300 Wesleyan Experience**

**0 hours**

Students will be initiated to the DWU mission statement and learn to apply the values of learning, leadership, faith and service.

#### **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.

## Biology

### BIO 330 Anatomy and Physiology II

4 hours

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. Three lectures, one laboratory.

Prerequisites: BIO 220.

### BIO 333 Microbiology

4 hours

Students will study the biology of bacteria, viruses, yeasts, molds and certain animal parasites. Lectures and laboratory exercises cover microbiological techniques, morphology, anatomy, growth, reproduction, physiology and genetics. Three lectures, one laboratory.

Prerequisites: CHM 164, CHM 166 and CHM 174/CHM174L or CHM 231/231L.

## 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

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.

## Core

### 101 Problem Solving, Creativity, and Innovation

3 hours

F, S

COR 101 is a skills course designed for first-year students. The students will prepare and support ongoing individual and group projects to develop problem solving and information literacy skills. The course is designed to equip students with creative approaches to problem solving as they identify problems, brainstorm possible solutions, and implement an action plan.

### COR 201 Leadership and Vocation

3 hours

F, S, SU

This course inspires and equips students to utilize leadership skills in their daily lives. It also helps students understand how to apply their strengths to lead meaningful and purposeful lives. Students analyze and reflect on their personal leadership attributes and apply behaviors positively associated with leadership. Students will understand the concept of vocation and examine how they can lead lives of influence and purpose both while students at DWU, and after graduation.

Prerequisites: This course is intended for second-year students (i.e., sophomores), but may be appropriate for some second-semester first-year students who are seeking to discern their path at the university and in life.

## 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, 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.

# Business (BUS) - Bachelor of Arts Organizational Leadership

College of Leadership and Public Service

The Bachelor of Arts Organization Leadership is no longer accepting new students.

## Major

### B.A. Organizational Leadership

Required Business Core

Business Law Elective

BUS 263	Business Law or Business Law elective	3
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Management Elective

BUS 315	Leadership and Communication or Management elective	3
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Marketing Elective

BUS 371	Principles of Marketing or Marketing elective	3
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Finance Elective

ENT 347	Financial Management for Organizational Leaders or Finance elective	3
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Quantitative Analysis Elective

BUS 356	Operations Management and Information Management Quantitative Analysis	3
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Economic Elective

BUS 484	Business Analysis and Strategy (required)	3
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ECO 235	Principles of Economics or Economic elective	3
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Project Management Concentration (All five courses required and in sequential order):

BUS 286	Introduction to Project Management	3
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BUS 386	Project Planning and Budgeting	3
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BUS 387	Risk Management and Implementation	3
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BUS 486	Management Control Systems	3
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BUS 487	Capstone: Organizational Leadership	3
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Total		<u>36</u>
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Adult Learner General Education Courses (required)

ADL 310	Literature and Writing for the Professional	3
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ADL 320	Statistics for the Professional	3
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ADL 330	Service and Justice for the 21st Century	3
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ADL 340	Ethics	3
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ADL 360	Entrepreneurial Leadership	3
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ADL 370	Exploring History and Culture	3
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ADL 380	Intercultural Communication	3
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Total		<u>21</u>
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\* Incoming students who qualify can also look at earning up to 12 credit hours of Lifetime Learning Experience in lieu of the course work. Students interested in this option should contact the program director for more information.

## Course Descriptions

### BUS 263 Business Law I

**3 hours**

Students will discuss the general principles of contracts, torts and property as applied to business relationships.

### BUS 286 Introduction to Project Management

**3 hours**

This course introduces the various aspects of the project life cycle and project management. It explores best practices and the application of these best practices for project success. Learn how to apply the principles of project management to your own projects and contribute to the success of project teams.

**BUS 315 Leadership and Communication****3 hours**

Students will study principles and examples of leadership, with special emphasis on servant leadership and developing the communication skills essential to effective leadership.

**BUS 320 Supervisory Management****3 hours**

Many organizational trends today – downsizing, cost-cutting, employee empowerment, flexible hours and diversity issues – are all impacting the way supervisors deal with employees in the workplace. Students will understand all of these concepts and working through people to maximize productivity while maintaining a positive work environment.

**BUS 321 Organizational Behavior****3 hours**

Students will study organizational behavior from an individual and institutional perspective, with particular focus on the management of human resources and related issues.

**BUS 345 Insurance and Risk Management****3 hours**

Students will study the characteristics of various types of insurance and their use in managing both personal and organizational risk. Topics include life insurance, health insurance, liability insurance and various types of casualty insurance.

**BUS 356 Operations and Information Management****3 hours**

The focus of the course is on how organizations identify, generate and use planning and control information. Topics relating to operations management include forecasting, work design and measurement, quality management, scheduling of operations and personnel, inventory management/production planning, resource allocation, project management, and supply chain management. Topics relating to information management include needs assessment, analysis and description of information flow, decision support processes and tools, system design and management principles (including security and social/ethical issues), and project implementation (including technology acquisition).

**BUS 371 Principles of Marketing****3 hours**

Students will study the marketing function in national and international business. The course includes discussion of market definition, marketing environment, marketing information and decision-making about product, pricing, promotion and placement.

**BUS 386 Project Planning and Budgeting****3 hours**

This course will develop the skills needed to deliver projects on time and on budget according to specifications. Students will be provided a hands-on approach to a variety of project scheduling and cost control techniques that are vital for a project to meet its schedule and cost goals and objectives. Examines scheduling techniques (Gantt Chart, Critical Path Method and Program Evaluation Review Technique) that can be used to guide and monitor project performance. Activities critical in preparing a realistic schedule are explored, discussed, and practiced. A variety of budgeting, cost estimating, and cost control techniques are examined.

Prerequisite: BUS 286.

**BUS 387 Risk Management and Implementation****3 hours**

Students will learn the approaches and tools to encourage understanding and collaboration to keep projects moving on time, on budget and according to specifications. Introduces various concepts and techniques that can be used to effectively manage project risks including cost, schedule, technical, quality, managerial and organizational.

Prerequisite: BUS 386.

**BUS 484 Business Analysis and Strategy****3 hours**

This is the senior capstone course for majors in business. The three main components of the course include (1) in-class instruction covering the primary topics of formulating corporate strategy; building corporate vision, mission and performance objectives; and, analyzing a corporation's internal and external environments; (2) a business simulation which challenges students to run an international business enterprise in competition with peers from all over the world; (3) and preparation and delivery of the culminating capstone presentation that will be delivered to a campus wide audience, discussing the results of the student's simulation experience.

Prerequisites: Senior status, all business core courses, or consent of instructor.

**BUS 486 Management Control Systems****3 hours**

This course will introduce the concepts needed to define, design and implement total quality into organizations. This course will also explore the three different levels of quality and the different philosophies for quality. Students will be able to understand the benefits of each of these philosophies and proactively plan for quality. The quality assurance concepts and principles within the total project quality management framework is applicable to a variety of organizations and industries, including manufacturing, service organizations, health care, education, nonprofit and public sector.

Prerequisite: BUS 387.

**BUS 487 Capstone: Organizational Leadership****3 hours**

Provides an in-depth review of the Project Management Institute's required Body of Knowledge to successfully prepare for the Project Management Professional exam (PMP). The major function of the PMP credentialing program is to ensure competence and professionalism in the field of project.

Prerequisite: BUS 486.

**ECO 235 Principles of Economics****3 hours**

This course deals with basic economic principles that help us understand the process of decision making by individuals and societies. This course will help students to analyze the central economic activities of production, distribution, exchange and consumption at both the micro and macro level. In addition, students will develop an understanding of the functions of a free market system, while also critically examining the controversies surrounding the use of public policies for the greater common good.

**ENT 347 Finance Management for Organizational Leadership****3 hours**

Students are introduced to key concepts and tools needed by entrepreneurs to effectively control the financial functions of their organization. Topics include budget development and management, payroll management, management of cash flow and accounts receivable, analysis of financial reports and statements, capital investment decision making, and sources of capital.

# Nursing (NUR) Online Programs

Donna Starr Christen College of Healthcare, Fitness and Sciences

[www.dwu.edu/nursing](http://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 arts 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.

## **Nondiscrimination**

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.

Dakota Wesleyan University is an equal opportunity employer and provider.

## **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 of Science - Nursing

bachelor's degree that is 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: [www.aacn.nche.edu/ccne-accreditation](http://www.aacn.nche.edu/ccne-accreditation)

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:

- Adheres 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.

# Bachelor of Science - Nursing

- 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 CPR certification (adult, child, infant, AED)
- 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 CPR certification (adult, child, infant, AED),
- 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 [www.dwu.edu/student-life/campus-health/immunization-requirements](http://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. 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.

## Nursing Core:

NUR 230	Fundamental Nursing Concepts I	4*
NUR 232	Fundamental Nursing Concepts II	3*

## Bachelor of Science - Nursing

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	7*
		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	4
BIO 333	Microbiology	4
CHM 174	Organic and Biochemistry	4
COM 210	Interpersonal Communication	3
MTH 125	College Algebra	3
PSY 237	Developmental Psychology	3
SOC 152	Introduction to Sociology	3
		27

### General Education Courses Meeting DWU Pillars

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
COR 101	Interdisciplinary Investigations I	3
		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.

#### 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.

#### 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)**

# Bachelor of Science - Nursing

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.

Corequisite: NUR 336 (Spring plan of study).

## **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 (Fall plan of study).

Corequisite: NUR334 (Spring plan of study).

## **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: NUR431.

## **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.

Corequisite: NUR436 (Spring plan of study).

## **436 Complex Nursing Concepts**

**3 Hours (2, 1)**

# Bachelor of Science - Nursing

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.

Corequisite: NUR434 (Spring plan of study).

## **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.

#### **Member of a Profession**

The student will:

# Bachelor of Science - Nursing

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

## Leader

The student will:

- Demonstrate servant leadership and management strategies that reflect empowerment of others.

## 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

- 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:

- Maintain current CPR certification (adult, child, infant, AED)
- Complete a criminal background check

Adult online RN-B.S. nursing students who remain employed as a licensed RN professional and meet their employer's health and immunization requirements are exempt from DWU nursing student medical requirements. The "Employer Verification" form is to be electronically signed and returned to Dakota Wesleyan University to document meeting this requirement.

An adult online RN-B.S. nursing student who is not employed as a licensed RN professional 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](http://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

# Bachelor of Science - Nursing

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. 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 125 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. 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

# Bachelor of Science - Nursing

preparation time per week. If a course has one credit of practice experience, the practice experience clock 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** **F, S, 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)** **F, S, 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** **F, S, 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** **F, S, 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** **F, S, Term 1**  
This course provides an introduction to 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)** **F, S, 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)** **F, S, 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 2019-2020

## **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, with the exception of Master of Athletic Training; 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 the provost.

### 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 achievement. Reasonably expected contact hours of a course requires 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

# Graduate Studies - General Information

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, 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 - General Information

### 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 - General Information

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.A.) – Education

Educational Policy and Administration

### [www.dwu.edu/ma-ed](http://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. 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:

- August 1 for August admittance
- December 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 or the dean of adult and professional studies, 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.

# Master of Arts 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 <b>or</b>	3-6
EDU 692	Thesis	
SPD 601	The All Inclusive Classroom	<u>3</u>
	Total	36 credits

## English as a New Language Endorsement (ENL)

A K-12 English as a new language education endorsement requires 18 semester hours of coursework and to include linguistics, development of curriculum and instruction for new language acquisition, language and culture, program assessment, reading for students with limited English proficiency, and an 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 18 credit requirement for this endorsement. For more information, please call the DWU Department of Education at 1-605-995-2127.

## 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.

# Master of Arts in Education

## **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.

## **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.

## **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.

## **699 Special Topics in Education**

**1-3 hours**

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



# Master of Arts in Education

## 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.

#### **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.

#### **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.

#### **695 ENL Practicum for Elementary Teachers 1 hour TBA**

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 TBA**

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*

## **www.dwu.edu/athletictraining**

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>), 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](http://athletic-training.dwu.edu/MAT_Policy_Manual.pdf) and the Graduate Studies Handbook [https://www.dwu.edu/assets/uploads/general/Graduate\\_Studies\\_Handbook\\_16-17.pdf](https://www.dwu.edu/assets/uploads/general/Graduate_Studies_Handbook_16-17.pdf). A criminal background check will be required for this program and is the responsibility of the student. The

# Master of Athletic Training

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.

# Master of Athletic Training

## Technical Standards

The Masters 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
- treatment, rehabilitation and reconditioning

# Master of Athletic Training

- organization and administration
- professional responsibility

## Master of Athletic Training

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

# Master of Athletic Training

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

# Master of Athletic Training

**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 – Strategic Leadership

[www.dwu.edu/mba](http://www.dwu.edu/mba)

## Overview and Objectives

The Master of Business Administration (MBA) in Strategic Leadership is a professional degree comprising 36 semester hours. The MBA is a nationally accredited program through the International Assembly for Collegiate Business Education (IACBE). The entrepreneurial and strategic leadership focus of the MBA program is enhanced by an active and applied Christian worldview, which includes servant leadership and ethical business decisions. Students will anticipate issues in a changing business environment. Graduates will possess the skills to move organizations forward and make profound differences in the industry. The MBA program is designed for students with a bachelor's degree in any major.

## Program Delivery Format

The mode of course delivery for this program will be in an eight-week online format.

## Foundational Course Understanding

To ensure our MBA students' success, each prospective student is expected to enter the program with an understanding in foundational course content. Students who have earned an undergraduate degree should have microeconomics, statistics, principles of financial accounting, and principles of managerial accounting with a grade of C- or better. For students who have some but not all of the foundational courses and for students who do not have an undergraduate degree in business, DWU offers as prerequisites to specific courses the following throughout the year to assist students in preparing for the MBA program; BUS 501 Accounting for Decision Making and BUS 510 Statistical Analysis in Economics.

These courses are also recommended for students who may feel the need to refresh or update their knowledge in foundational course content. The courses are offered online and in eight-week blocks. Completion of these courses provides the grounding in basic business disciplines that are most often associated with certain quantitative skills.

## Admission Requirements for the MBA Program

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 admission requirements, they will need to contact admissions to provide additional documentation. Students needing to complete prerequisite courses will be provisionally accepted.

## Application Procedure for the MBA

Students will be considered for graduate admission when they present:

1. A completed graduate application with the application fee. The fee is nonrefundable.
2. An official transcript from your bachelor-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 an MBA from Dakota Wesleyan University? How can I expect to integrate good business ethics into my career?

## Deadlines for Application of the MBA

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

- August 1 for August admittance
- December 1 for January admittance
- April 1 for May Admittance

# Master of Business Administration – Strategic Leadership

## 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:

1. Successful completion of required hours for the MBA program with a minimum overall 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.
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 dean of graduate studies.
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. Completion of the MBA program's comprehensive exam, administered in BUS 695 Strategic Business Development or at conclusion of the student's final course offering. This includes the completion of any assessment documentation that may be required to be a part of an individual student's portfolio of key MBA project assignments.

## M.B.A Degree Curriculum

BUS 601	Foundations of Strategic Leadership	3
BUS 610	Marketing Strategy	3
BUS 615	Strategic Operations Management	3
BUS 620	Managerial Economics*	3
BUS 630	Leadership and Corporate Accountability*	3
BUS 645	Managing Workplace Environments	3
BUS 650	Financial Analysis	3
BUS 660	Regulatory and Reporting Environments	3
BUS 670	Managerial Analysis*	3
BUS 680	Risk Management	3
BUS 690	Ethics and Public Policy	3
BUS 695	Strategic Business Development	3
	Total	<u>36</u>

\* Prerequisite required

## Course Descriptions

### Business (BUS)

#### 501 Accounting for Decision Making

**3 hours**

This course will provide students with the methods used to construct and understand the financial reports of organizations. The objective is to understand and develop the ability to evaluate and use accounting data and then understand the decisions that must be made in the financial reporting process. Emphasis is placed on understanding the breadth of accounting measurement practices and its impact on other areas within an organization and on being able to make the adjustments necessary for careful analysis. The course highlights the relationships between accounting information and management planning, and decision making and control.

Prerequisite: Undergraduate degree and permission of instructor.

#### 510 Statistical Analysis in Economics

**3 hours**

Statistical Analysis in Economics is a course designed for students who lack appropriate analytical and mathematical/statistical skills needed for an MBA program. This course will provide the foundations for the topics in economics (micro and macro) in addition to the related research and statistical methods and techniques designed primarily for graduate work.

Prerequisite: Undergraduate degree and permission of instructor.

# Master of Business Administration – Strategic Leadership

## **601 Foundations of Strategic Leadership**

**3 hours**

This course covers leadership theory, leadership practices and the team dynamics associated with leadership. Students need to understand various leadership theories and debate their validity. They will analyze and critique current leadership practices and assess what they exemplify. The team dynamics portion includes evaluating conflict, composition and diversity. Developing the related skill sets to effectively lead will complete the study.

## **610 Marketing Strategy**

**3 hours**

This study begins with evaluating strategic marketing, assessing its managerial approach and building analytical skills to help solve marketing problems locally and in larger contexts. Brand management coverage will expose students to the current concepts of branding, creating customer-based brand equity and measuring brand performance. The last component of this study evaluates the importance and necessity of market research. This includes the analysis of execution, interpretation and presentation of market research.

## **615 Strategic Operations Management**

**3 hours**

An evaluation of employee and job performance starts the understanding of concepts impacting employee behavior and job performance. Current practices include attitudes, motivation, stress, employee behavior and evaluation. Recruitment and retention dominate an organization's ability to retain people who allow current operations to be successful. Scarce resource management is also a critical component to successful operational 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 business people 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.

# Master of Business Administration – Strategic Leadership

## **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.

## **670 Managerial Analysis**

**3 hours**

This course develops the quantitative methods and skills required to support management practice and decision making. Topics include statistical hypothesis testing, confidence intervals, regression analysis, time series data, decision analysis and payoff tables.

Prerequisite: BUS 510 or equivalent.

## **680 Risk Management**

**3 hours**

Risk management in business includes the command of doing good financing and budgeting. Students will come to understand and then evaluate both the positive and negative effects of using financial and operational leverage in order to improve their decision-making and budgeting skills. This will improve performance, reduce costs and increase profitability. Understanding how to use existing tax law adds to a student's ability to innovate strategies and techniques to minimize or defer tax liabilities. The final component of this course on general business risk management covers project management, where students must learn how to use proper techniques to effectively accomplish organizational goals in managing such projects. Areas of emphasis include organizational project planning, budgeting, cost estimation, resource allocation, and the controlling, auditing and successful execution of a project.

## **690 Ethics and Public Policy**

**3 hours**

This course involves study of four related topics which are significant for effective management of an organization. The topics are ethical decision-making in an organizational context, issues in human resource management and employment law, and concepts related to dealing with organizationally relevant public policy. Students will study frameworks for analyzing ethical and public policy issues and learn to apply those frameworks to the analysis of a variety of issues in human resource management.

## **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.

## **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.

# Master of Business Administration – Trust Management

[www.dwu.edu/mba](http://www.dwu.edu/mba)

## Overview and Objectives

The Master of Business Administration (MBA) in Strategic Leadership is a professional degree comprising 36 semester hours. The MBA is a nationally accredited program through the International Assembly for Collegiate Business Education (IACBE). The entrepreneurial and strategic leadership focus of the MBA program is enhanced by an active and applied Christian worldview, which includes servant leadership and ethical business decisions. Students will anticipate issues in a changing business environment. Graduates will possess the skills to move organizations forward and make profound differences in the industry. The MBA program is designed for students with a bachelor's degree in any major.

## Program Delivery Format

The mode of course delivery for this program will be in an eight-week online format.

## Foundational Course Understanding

To ensure our MBA students' success, each prospective student is expected to enter the program with an understanding in foundational course content. Students who have earned an undergraduate degree should have microeconomics, statistics, principles of financial accounting, and principles of managerial accounting with a grade of C- or better. For students who have some but not all of the foundational courses and for students who do not have an undergraduate degree in business, DWU offers as prerequisites to specific courses the following throughout the year to assist students in preparing for the MBA program; BUS 501 Accounting for Decision Making and BUS 510 Statistical Analysis in Economics.

These courses are also recommended for students who may feel the need to refresh or update their knowledge in foundational course content. The courses are offered online and in eight-week blocks. Completion of these courses provides the grounding in basic business disciplines that are most often associated with certain quantitative skills.

## Admission Requirements for the MBA Program

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 admission requirements, they will need to contact admissions to provide additional documentation. Students needing to complete prerequisite courses will be provisionally accepted.

## Application Procedure for the MBA

Students will be considered for graduate admission when they present:

1. A completed graduate application with the application fee. The fee is nonrefundable.
2. An official transcript from your bachelor-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 an MBA from Dakota Wesleyan University? How can I expect to integrate good business ethics into my career?

## Deadlines for Application of the MBA

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

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

# Master of Business Administration - Trust Management

## 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:

1. Successful completion of required hours for the MBA program with a minimum overall 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.
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 dean of graduate studies.
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. Completion of the MBA program's comprehensive exam administered in BUS 695 Strategic Business Development or at conclusion of the student's final course offering. This includes the completion of any assessment documentation that may be required to be a part of an individual student's portfolio of key MBA project assignments.

## M.B.A – Trust Degree Curriculum

BUS 535	Understanding Wills, Trusts, and Estates	3
BUS 545	Principles of Wealth Management	3
BUS 555	Essentials of Estate and Trust Administration	3
BUS 565	Understanding Qualified and Nonqualified Retirement Plans	3
BUS 575	Fundamentals of Federal Estate, Gift and Fiduciary	3
BUS 585	Fiduciary Relationship Management and Business Development	3
BUS 620	Managerial Economics*	3
BUS 630	Leadership and Corporate Accountability*	3
BUS 645	Managing Workplace Environments	3
BUS 650	Financial Analysis	3
BUS 660	Regulatory and Reporting Environments	3
BUS 695	Strategic Business Development	3
	Total	<u>36</u>

## 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.

# Master of Business Administration - Trust Management

## **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.

## **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 business people 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

# Master of Business Administration - Trust Management

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.



# Certificate in Nonprofit Administration for Church Leaders

## [www.dwu.edu/churchleadership](http://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 congregation adapt to the constantly changing mission-field." — Bishop Bruce Ough

## Certificate

### Nonprofit Administration for Church Leaders

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	<u>21</u>

## 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 Administration for Church Leadership - Certificate

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 brings 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: Communication 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 communication, 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.

# Certificate in Trust Management

[www.dwu.edu/trustmanagement](http://www.dwu.edu/trustmanagement)

The Trust Management is a one-year, six-course (18-credits), hybrid graduate certificate program. Two courses will be offered during the fall semester, two during the spring semester, and two during the summer. The bulk of the course will be taught online with students meeting on Saturdays once per month for a face-to-face session. This program will be open to business professionals with baccalaureate degrees who want to enter the trust management field. Program and course content have been fashioned through a review by individuals in the South Dakota trust industry.

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.

## Certificate

### Trust Management

BUS 535	Understanding Wills, Trusts and Estates	3
BUS 545	Principles of Wealth Management	3
BUS 555	Essentials of Estate and Trust Administration	3
BUS 565	Understanding Qualified and Nonqualified Retirement Plans	3
BUS 575	Fundamentals of Federal Estate, Gift and Fiduciary Tax Law	3
BUS 585	Fiduciary Relationship Management and Business Development	3
	Total	18

## Courses 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

## Trust Management - Certificate

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.

# Campus Facilities

## Campus Buildings and Facilities

- Allen Hall
- Black Box Theatre
- Christen Family Athletic Center
- Dakota Discovery Museum
- Dakota Hall
- Dayton Hall
- DWU/Avera Sports and Wellness Complex
- Glenda K. Corrigan Health Sciences Center
- Hughes Hall
- Koka Hall
- L.B. Williams Elementary School
- McGovern Library
- Prather Hall
- Rollins Campus Center
- Sherman Center
- Smith Hall
- Student Apartments
- Wagner Chapel

**DWU/Avera Sports and Wellness Complex** – The DWU Avera Sports and Wellness Complex is an 85,000-square-foot, one-story athletic facility. The building includes: three indoor multipurpose sports courts, 200-meter track, wrestling room, athletic training facilities, classroom, locker rooms, and a community fitness center. The fitness center is operated in cooperation with GreatLIFE.

**Glenda K. Corrigan Health Sciences Center** – The Glenda K. Corrigan Health Sciences Center is the home of the Donna Starr Christen College of Healthcare, Fitness and Sciences. The Arlene Gates Department of Nursing is housed in this four story 43,000-square-foot facility, along with the biology, biochemistry, chemistry, mathematics, physics programs and their associated laboratory facilities.

**George and Eleanor McGovern Library** – McGovern Library is an elegant signature building on the Dakota Wesleyan campus. The 49,000-square-foot facility provides resources and services that accommodate the needs of 21st-century students. The building also houses the McGovern Legacy Museum, the McGovern Center for Leadership and Public Service, the Kelley Center for Entrepreneurship, classrooms, Student Support Services, faculty offices, a coffee shop, the university's archives, the archives of former Senators George McGovern and Francis H. Case, and the archives of the Dakotas Conference of the United Methodist Church.

McGovern Library holds more than 300,000 items in its collection. Available for research are more than 79,000 print and online periodicals, an extensive collection of print and electronic books, DVDs and streaming movies, and numerous online periodical indexes and full-text databases. Through its online resources DWU students have access to materials in McGovern Library and millions of items in libraries worldwide.

Serving as the campus “family room”, McGovern Library is a venue for constructive exchanges of ideas in a variety of study atmospheres that take into account different learning styles. Students and visitors alike can enjoy a beverage from the coffee shop, discuss current events in front of the fireplace or study quietly in a cozy corner.

The library is open seven days a week during the academic year. On-campus and distance students have convenient, 24-hour online access to many resources and services. Visit the library's home page at [library.dwu.edu](http://library.dwu.edu) to search for information and learn more about this excellent facility.

**Sherman Center** – The Sherman Center is a facility designed to hold worship and musical performance events. The main floor offers moveable seating for up to 425 people and the balcony has fixed seating for 160. The building is equipped with audiovisual capabilities to allow for projection to two large screens. The Sherman Center is used for large campus events.

**Wagner Chapel** – This traditional chapel is open and accessible 24 hours a day to spend quiet time in individual reflection and prayer. It provides a central campus location for smaller group worship, study groups or gatherings with seating for more than 45.

# Technology Services

## Information Technology

The information technology (IT) department supports the telecommunications and computing infrastructure on the DWU campus, including administrative, academic and residential technology systems.

**Student Computer Services** – Support for student computers, iPads, other devices, wireless, software, printing, and other general technology are provided free of charge through the IT Support Services. Support Services may be contacted at 605-995-2900, email [support@dwu.edu](mailto:support@dwu.edu), website [support.dwu.edu](http://support.dwu.edu), or in Smith 207.

**Computer Labs and Lounges** – DWU has two classroom-sized computer labs. One of these labs is a general use lab and the other for multimedia creation and editing. Additional computers for use with math and statistical software applications are available. Computer lounges can be found in residence halls and in most buildings on campus, which offer workstations and printing in both black and white and color. A declining printing balance is given to each student every semester with the ability to add more funds.

**Internet/Wireless Access** – Internet access is offered wirelessly in most areas of campus including classrooms, public spaces, and residential living areas. Student computers, game consoles, and other network enabled devices can use the Internet in accordance with the DWU Computer and Network Appropriate Use Policy.

## Minimum Software Requirements

Windows 8.1 or 10 with current patches or MacOS X,10,12 (Sierra) or OS X,10,13 (High Sierra) with current patches. We do not support Windows 7, Vista, or XP or older versions of MacOS. Windows users must install and run an antivirus program.

## Software and Other Products

DWU students may download the Microsoft Office Suite on up to five devices if they have a valid student account. The Office Suite is also available through mobile apps and web-based applications.

Support Services has free copies of ESET anti-virus (one-year subscription) available.

Students will have access to university approved app through Self Service on their iPads. Access to these apps will end when the students leaves DWU.

## Email, Account, and Other Resources

All DWU students are provided with a personal network account that allows them access to their email account, Canvas (our learning management system), wireless internet, 1 TB of cloud storage, access to public DWU computers, and access to electronic databases and reference materials on the McGovern Library site. Your email account will remain active for 90 days after graduation or withdrawal from DWU.

## Technology in the Classroom

All DWU's classrooms have the ability to connect a laptop and/or iPad for presentations, videos, and other forms of multi-media. Professors and students will use Canvas (learning management system) to post and access syllabi, coursework, class projects, grades, assignments, quizzes, discussions, and more.

## DWU Technology Initiative and iPads

DWU's technology initiative is a piece of Digital DWU that employs an array of student-centric technology, both on the device and in the classroom, enabling students to connect with powerful learning tools such as an iPad, to complement their education, making it more engaging and relevant. As part of this initiative, each student taking 6 or more credits at an on-ground location and paying the technology fee will receive an iPad to use. Upon graduation from DWU, the ownership is transferred to the student. If a student withdraws from DWU for any reason, the student has 10 days to return all assigned equipment or a replacement fee will be place on their student account.

# Student Life and Development

At DWU, college life is about more than what happens in class; the development of the whole person is an essential part of a college education. Student activities, or co-curricular activities, and living on campus give students the chance to learn important life skills outside of the classroom. Students can explore their interests, make new friends and develop a more mature self-awareness. Cocurricular activities are important in getting the most out of the college experience. Students develop and apply leadership, analytical thinking and communication skills as they practice living in the campus community, working together and solving problems collaboratively. Students practice a wide variety of transferable skills outside the classroom that make them valuable to potential employers. New graduates are able to take tangible skills from their cocurricular experiences and use them in service to their employers.

Under the direction of the director of student life, all programs and services are offered as a cooperative venture by students, faculty and staff. Student participation is encouraged in planning and evaluating programs and services in the Student Association Senate and through student participation in faculty/administrative committees.

Opportunities for involvement include:

- Student Senate;
- Student Activities Board;
- Student Diversity Council;
- Student Ministry Council;
- intercollegiate athletics;
- intramural athletics;
- instrumental ensembles (pep band, bell choir, concert band, strings);
- choral ensembles (open and auditioned groups);
- theater;
- Prairie Wind Journal;
- professional clubs; and
- residence hall leadership.

See [www.dwu.edu/student-life/dwulife/student-activities-organizations](http://www.dwu.edu/student-life/dwulife/student-activities-organizations) for a complete list.

There are many support systems at DWU to assist students throughout their college careers. They range from personal to academic, including:

- health services;
- campus ministry;
- counseling services; and
- international students and student diversity.

For more information about any of these services, see the DWU Student Handbook at <https://www.dwu.edu/student-life/student-handbook>.

## Intercollegiate Athletics

As a member of the Great Plains Athletic Conference of the National Association of Intercollegiate Athletics, DWU offers the following varsity sports:

Baseball  
Basketball  
Cheerleading  
Cross country  
Football  
Golf  
Soccer  
Softball  
Track and field  
Volleyball  
Wrestling

More than 50 percent of the students participate in DWU intercollegiate athletics. The team nickname is the Tigers and the school colors are royal blue and white.

## Great Plains Athletic Conference (GPAC)

The GPAC is an alliance of 12 private, faith-based liberal arts colleges and universities located in Iowa, Nebraska, North Dakota, and South Dakota. Its mission is to provide an intercollegiate athletic experience for its student-athletes, consistent with the purpose of Christian higher education. The GPAC is an affiliated conference of the NAIA.

## National Association of Intercollegiate Athletics (NAIA)

The NAIA currently administers programs of intercollegiate athletics at more than 240 fully accredited colleges and universities of moderate enrollment. The fundamental tenet of the NAIA is that intercollegiate athletics is an integral part of the total educational program of the institution. As the country's oldest collegiate sports governing body, the NAIA has been a leader in addressing important issues such as racial integration, women's sports championship programs and improved academic eligibility requirements.

## Champions of Character

All DWU student-athletes and their coaches take a pledge to become Champions of Character. This initiative of the NAIA brings formal emphasis to character development through respect, responsibility, integrity, servant leadership and sportsmanship. By taking the pledge, DWU athletes and coaches agree to follow a code of ethics established by the NAIA and adapted to fit DWU.

- **Respect:** Information delivered by public address announcers at Dakota Wesleyan events is neutral and information based, and a Champions of Character announcement is read at the beginning of each contest.
- **Responsibility:** DWU reports graduation rates from an IPEDs Report and lists at least two objectives to increase the university's graduation rate.
- **Integrity:** A Coaches Code and Code of Ethics are presented and signed by all athletic staff and administrators. All DWU student-athletes receive, read and sign a Champions of Character pledge. They are asked to uphold the code.
- **Servant Leadership:** Student-athletes are asked to participate in at least one community service activity.
- **Sportsmanship:** A policy of no profanity in practice and game competition is established and followed.

## Gallup StrengthsFinder®

Individuals are always stronger when they have their successes and strengths clearly in mind. To help students achieve success and an understanding of their personal talents and strengths, Dakota Wesleyan University has students complete the Gallup StrengthsFinder® inventory. Staff and faculty will work with students to help them use the results of the inventory. The insights gained from the StrengthsFinder® inventory may help students choose a career path, select extracurricular activities and develop strategies to deal with the challenges of daily life.

## Campus Ministry

Campus ministry supports the mission of Dakota Wesleyan University by encouraging the dialogue between mind and soul, building relationships, developing whole persons, and promoting service to God and humanity. Campus ministry is rooted in the United Methodist Church, but welcomes students of any or no faith background as we seek to apply biblical witness and Christian heritage in our contemporary setting.

All ministries at DWU involve significant student leadership. Student Ministries Council (SMC) partners with individuals and groups across campus to plan service events, worship, bible studies, and other ministries. The campus pastor, historically a United Methodist clergy person, oversees SMC and is available to the DWU community for spiritual education, leadership, guidance and care.

## Campus Health and Counseling Services

Student health and counseling services are available to all students to assist them with physical and psychological issues that they may encounter while attending college. Basic services are available on campus and, as necessary, students are referred off campus to medical providers for medical consults and mental health services for counseling needs as deemed necessary. Students are responsible for all off-campus charges incurred.



## **TRIO Student Support Services (SSS)**

TRIO SSS provides a supportive and engaging community for students in transition to college. Our enthusiastic Success Advisers provide comprehensive support services to promote each participants' personal, academic and professional goals, and provide strategies in support of those goals. The ultimate goal of our program is to increase the number of students who succeed from semester to semester and who graduate from DWU.

Services include orientation, peer tutoring and mentoring, academic skill development, personal counseling, disability services, cultural activities, financial guidance, career/major and post graduate planning, community service and leadership opportunities. All services are designed to enhance students' education both inside and outside the classroom, providing access to resources to support the completion of a baccalaureate degree.

TRIO serves students who are first generation (neither parent has completed a four-year degree), students who come from low-income families (as determined by federal income guidelines) or students with a documented disability. Eligible students must also meet the residency requirements for federal student assistance and demonstrate academic potential and need. Grant-aid scholarships may be available for Pell eligible participants. TRIO Programs are funded by the US Department of Education.

To benefit from our services, you must complete the application process.

For more information contact: TRIO SSS Program Director @ 605-995-2901 or [studentsuccess@dwu.edu](mailto:studentsuccess@dwu.edu)

## **Campus Communication**

Email is the official means of communication between the institution and her students. Faculty and staff regularly communicate with students using the official DWU email system for reasons including but not limited to class announcements, financial aid information, business office updates, student activities, and individual conversations with course faculty. It is the responsibility of everyone taking classes from DWU to check their DWU email on a regular basis and respond accordingly.

## **Student Discipline**

The university aims to provide an educational environment that allows each student to develop his/her abilities to the fullest. Discipline in an educational setting is not meant to be punitive, but part of the educational process.

In cases where action by a student or group of students prevents other members of the campus community from realizing their objectives, it is the duty of the community to respond in an appropriate manner. Due process is established and followed in all cases. Students should know the policies and procedures outlined in the DWU Student Handbook.

With respect to particular personal matters, students electing to attend DWU must assume specific responsibility. In any connection with the university, the student is expected to refrain from illegal use of alcoholic beverages or drugs, gambling or any other behavior adverse to the atmosphere of the university.

Students must comply with the behavioral and residential standards of the university to graduate.

# People

## DWU Board of Trustees

**Chair** – Douglas Powers '78, Mitchell, SD

**Vice Chair** – Rita Johnson '70, Webster, SD

**Secretary** – Bob Kjelden '71, Shoreview, MN

Phillip Becker, Mitchell, SD

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

Paul Christen '50, Huron, SD (Life Trustee)

John Clarke, Mitchell, SD (Life Trustee)

Kermit Culver '77, Bismarck, ND

Rich Cutler, Sioux Falls, SD (Life Trustee)

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

John Ifedora '79, Washington, DC

Jeff Jares, Sioux Falls, SD

Jeff Jervik '84, Highlands Ranch, CO

Jacquelyn Johnson, Mitchell, SD

Rita Johnson '70, Webster, SD

Kenneth Ketel '62, Rapid City, SD

Robert Kjelden '71, Shoreview, MN

Cindy Krall, Mitchell, SD

Elizabeth Kroger, Louisville, 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

Bradley Pratt '79, Mankato, MN

Wayne Puetz, Mitchell, SD (Life Trustee)

Robert Ruedebusch '78, Sioux Falls, SD

Scott Swier, Avon, SD

Alison Tandler '97, Sioux Falls, SD

Larry Thompson, Mitchell, SD

Myles Tieszen '84, Omaha, NE

Gopal Vyas, Mitchell, 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

**Driedger, Derek J.** Dean of the College of Adult and Professional Studies; 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.

### Professors Emeriti

**Buchholz, Zelma F.** Professor Emeritus of Nursing, 1977–

B.S.N., 1961, Hamline University; M.Ed., 1965, University of Minnesota; additional studies, Marquette University and South Dakota State University.

**Ditta, Joseph M.** Professor Emeritus of English, 1983–

B.A., 1969, Adelphi Suffolk College, Adelphi University; M.F.A., 1971 University of Iowa; Ph.D., 1982, University of Missouri at Columbia.

**Farney, Michael N.** Professor of Emeritus of Mathematics, 1979–

B.A., 1966, University of California at Santa Cruz; M.A., 1970, California State College at San Jose; Ph.D., 1980, Nova University.

**McGreevy, Michael J.** Professor Emeritus of Criminal Justice, 1993–

B.S., 1962, South Dakota State University; B.J., 1965, University of Missouri; J.D., 1969, University of South Dakota; M.S., 1977, Central Missouri State University.

**Mitchell, David B.** Professor Emeritus of Business Administration and Economics, 1972–

B.M.E., 1959, and M.I.E., 1960, Cornell University; S.T.B., 1969, and Ph.D., 1978, Boston University.

**Nielson, George E.** Professor Emeritus of Sociology, 1971–

B.A., 1951, Augustana College; B.D., 1957, Gustavus Adolphus College; M.A., 1969, and Ph.D., 1971, University of Kansas.

**Tatina, Robert E.** Professor Emeritus of Biology, 1975–

B.S., 1965, Northern Illinois University; M.A., 1972; Ph.D., 1981, Southern Illinois University.

# People

**Von Eye, Rochelle K.** Professor Emeritus of Mathematics, 1985–1994, 1996–  
B.A., 1970, and M.A., 1984, South Dakota State University; E.D.S., 1996, University of South Dakota; Ed.D.,  
2003, University of South Dakota.

## Professors

**Bohrer, Monty F.** Professor of Business Administration and Economics; Director of Business Graduate  
Program 2011–  
B.A., 1988, Concordia College; M.B.A., 1999, University of Sioux Falls; D.B.A., 2007, Anderson University.

**Catalano, Michael T.** Professor Mathematics, 1992–  
B.A., 1984, St. Olaf College; M.S., 1988, and Ph.D., 1992, University of Minnesota.

**Flynn, Sean J.** Professor of History, 1999–  
B.A., 1985, South Dakota State University; M.A., 1988, and Ph.D., 1999, Texas Tech University.

**Husmann, John P.** Professor of History, 2004–  
B.A., 1996, Winona State University; M.A., 1998, and Ph.D., 2004, University of Nebraska.

**Loken, Lana M.** Professor of Athletic Training; Coordinator of Clinical Education for the Masters' Program in  
Athletic Training; 2001–  
B.S., 1997, South Dakota State University; M.S., 1999, St. Cloud State University; Ed.D., 2005, University of  
South Dakota.

**Mullican, Tim R.** Professor of Biology, 1989–  
B.S., 1982, Lewis and Clark College; M.S., 1985, and D.A., 1987, Idaho State 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.

## Associate Professors

**Allen, Joel S.** Associate Professor of Religion and Philosophy, 2011–  
B.A., 1990, Crown College; M.Div., 1995, Asbury Theological Seminary; M.Phil., 2003, and Ph.D., 2006,  
Hebrew Union College.

**DeLange, Jeannie L.** Professor of Nursing, 2014–  
B.S., 1990, Mount Marty College; M.S.N., 1998, University of Mary.

**Desmond, Clinton J.** Associate Professor of Music, 2010–  
B.A., 1998, Valparaiso University; M.A., 2006, Illinois State University; D.M.A., 2009, Michigan State  
University.

**Duffey, Barbara N.** Associate Professor of English, 2012–  
B.A., 2002, University of Southern California; M.F.A., 2005, University of Houston; Ph.D., 2012, University of  
Utah.

**Herges, Kyle T.** Associate Professor of Digital Media and Design, 2012–  
B.S., 2004, Dakota State University; M.F.A., 2010, Academy of Art 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.

**Johnson, Donna M.** Associate Professor of Special and Elementary Education, 2010–  
B.A., 1975, Southwest Minnesota State University; M.S., 1984, Minnesota State University Mankato; Ed.D.,  
2008, University of South Dakota.

**Kenkel, Kevin J.** Director of Learning Resources, 1996–  
B.A., 1986, St. John's University; B.S., 1989, St. Cloud State University; M.A., 1993, University of Iowa.

**Langland, Laurie L.** University Archivist, 2000–  
B.S., 1985, University of South Dakota; J.D., 1988, University of Wisconsin-Madison; M.A., 1997, University of Arizona.

**Lubben, Joan P.** Associate Professor of Mathematics, 2009–  
B.A., 1983, Rice University; M.S., 2004, and Ph.D., 2009, University of Nebraska-Lincoln.

**Luckett, Jerry L.** Associate Professor of Business Administration and Economics, 1990–  
B.A., 1989, Dakota Wesleyan University; M.A., 1992, Northern State University.

**Mazzer, Paula A.** Associate Professor of Biochemistry, 2011–  
B.A., 1991, University of Delaware; Ph.D., 2002, Kent State University.

**Miller, Daniel L.**, Associate Professor of Theatre, 2007–  
B.F.A., 2000, and M.F.A., 2004, University of South Dakota.

**Muehler, Todd A.** Associate Professor of Business Administration and Economics, 2017–  
B.B.A., 1985, and J.D., 1988, University of North Dakota.

**Patrick, L. Brian** Associate Professor of Biology, 2009–  
B.A., 1998, and M.A., 2001, University of Kansas; Ph.D., 2009, Kent State University.

**Pruitt, Renè M.** Associate Professor of Education, 2007–  
B.A., 1999, Dakota Wesleyan University; M.S., 2000, Nova Southeast University; Ph.D., 2006, Capella University.

**Sprung, Randall L.** Associate Professor of Behavioral Sciences, 1980–1983, 1984–  
B.A., 1978, Dakota Wesleyan University; M.S.W., 1979, University of Nebraska.

**Van Zee, Ryan D.** Associate Professor of Entrepreneurship; Executive Director of the Kelley Center for Entrepreneurship, 2015–  
B.S., 1998, Northern State University; M.A., 2000, California State University, Bakersfield; Ed.D., 2005, University of South Dakota.

**Vincent, Alisha J.** Associate Professor of Nonprofit Administration and Director of Special Academic Programs and Initiatives, 2013–  
B.S., 2001, Black Hills State University; M.S., 2008, Walden University; Ed.D., 2010, University of South Dakota.

### Assistant Professors

**Belanger, Krista** Assistant Professor of Communication, 2018–  
B.A., 1999, Luther College; M.A., 2005 and Ph.D., 2010, University of Colorado, Boulder.

**Christensen, Randi L.** Assistant Professor of Athletic Training, 2007–  
B.S., 2002, South Dakota State University; M.A., 2007, Dakota Wesleyan University.

**Dice, Tracy M.** Assistant Professor of Business Administration and Economics, 2017–  
B.S., 2010, University of South Dakota; M.S., 2014, University of North Dakota.

**Digmann, Ashley M.** Assistant Professor of Education and Mathematics, 2013–  
B.A., 2006, Dakota Wesleyan University; M.A., 2011, Chadron State College; Ed.D., 2016, Creighton University.

**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.

## People

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

**Henkel Thompson, Kelly A.** Meta Data and Digital Scholarship Librarian, 2012–  
B.A., 2008, South Dakota State University; M.L.S., 2012, University of North Texas.

**Hullinger, Megan R.** Assistant Professor of Nursing, 2015–  
B.S., 2012, South Dakota State University; M.S.N., 2015, Grand Canyon University.

**Lang, John** Assistant Professor of Leadership, Ethics and Public Affairs; Director of the McGovern Center for Leadership and Public Service, 2018–  
B.A., 1995, Seattle Pacific University; M.P.A., 2008, University of Washington; D.Phil., 2018, University of Illinois at Urbana-Champaign.

**Mauszycki, Christine R.** Assistant Professor of Business Administration and Economics, 2010–  
B.A., 2003, Dakota Wesleyan University; C.P.A., 2012, S.D.; M.P.A., 2014, University of South Dakota.

**Miller, Kayla I.** Assistant Professor of Biology, 2019–  
B.S., 2011, South Dakota State University; Ph.D., 2018, Indiana University.

**Patzlaff, Stacey J.** Assistant Professor of Nursing, 2015–  
B.S., 2004, Nebraska Wesleyan University; M.S., 2013, College of Saint Mary.

**Reinesch, Joel J.** Assistant Professor of Criminal Justice, 2018–  
B.A., 2013, Dakota Wesleyan University; M.A., 2018, American Military University.

**Schmidt, Scott J.** Assistant Professor of Business Administration, 2019–  
B.A., 2008, Dakota Wesleyan University; M.A., 2012, The University of Memphis.

**Tilton, Penny** Assistant Professor of Nursing, 2018–  
A.A., 2007 and B.A., 2010, Dakota Wesleyan University; M.S.N., 2013, Purdue University Global.

**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.

**Zens, Matthew J.** Assistant Professor of Athletic Training, 2018–  
B.S., 2000, South Dakota State University; M.S., 2003 and DPT, 2004, Des Moines University.

### Instructors

**Amundson, Bethany R.** Instructor of Instrumental Music, 2015–  
B.A., 2005, Augustana College; M.M., 2012, University of South Dakota.

**Desmond, Erin E.** Instructor of Voice and Piano, 2012–  
B.M.E., 2003, Valparaiso University; M.M., 2009, Illinois State University.

**Gelderman, Stephanie M.** Instructor of Education, 2019–  
B.S., 2003, South Dakota State University; M.S., 2018, University of Wisconsin-Madison.

**Ludens, Derric J.** Instructor of English, 2015–  
B.A., 2010, Dakota Wesleyan University; M.A., 2012, University of South Dakota.

**Olsen, Travis L.** Instructor of Athletic Training, 2019–  
B.S., 2013, Dakota Wesleyan University; M.A., 2015 University of South Dakota

**Schroeder, Renee C.** Instructor of Nursing, 2019–  
A.S., 2014, Dakota Wesleyan University; B.S., 2015 and M.S.N., 2019, Grand Canyon University.

**Stoneback, Ronald J.** Instructor of Instrumental Music, 2019–  
B.A., 1982 University of Sioux Falls; M.M., 1987, University of South Dakota.

## Staff

**Adams, Kevin P.** Maintenance Technician, 2013–  
**Alexander, Mary L.** Director of Financial Aid, 2011–  
**Amason, Caleb A.** Assistant Director of Student Life for Residence Life, 2018–  
**Arampatzis, Ariana** Marketing Creative Content Developer, 2017–  
**Aschemann, Chris J.** Associate Head Coach Track and Field, 2019–  
**Backes, Jessica A.** Transfer Coordinator, 2019–  
**Beck, Celeste C.** Assistant Women's Basketball Coach, 2017–  
**Brandl, Jacob D.** Associate Head Men's Basketball Coach, 2014–  
**Brown, Roderick R.** Museum Manager, 1996–  
**Burkel, Sara J.** System Analyst, 2018–  
**Burrell, Lance R.** Assistant Football Coach, 2019–  
**Cerny, Kayla M.** Business Operations Accountant, 2017–  
**Christensen, Jason C.** Head Women's Basketball Coach, 2010–  
**Christopherson, Sandra L.** Custodian, 2016–  
**Cimpl, Ross C.** Head Football Coach, 2010–  
**Colwell, Shelly R.** Custodian, 2018–  
**Day, Elizabeth J.** Payroll Specialist, 1983–  
**Eden, Stacy R.** Administrative Chair of Nursing, 2018–  
**Ehlebracht, Kris M.** Financial Aid Counselor, 2011–  
**Eliason, Stephanie C.** TRIO Student Support Services Administrative Assistant, 2018  
**Ellis, Debra A.** Custodian, 2015–  
**Endsley, Loren E.** Assistant Football Coach, 2018–  
**Gau, Jordan J.** Associate Director of Admissions, 2014–  
**George, Emily** Executive Administrative Assistant, 2006–  
**Gerlach, Donna K.** Campus Nurse, 1999–  
**Gislason, Erik B.** IT Support Technician, 2015–  
**Glasgow, Clayson K.** Head Women's Soccer Coach, 2014–  
**Greicar, John P.** Head Baseball Coach, 2012–  
**Grosz, David P.** Maintenance Technician, 2015–  
**Gukeisen, Vickie L.** Administrative Assistant, Institutional Advancement, 2002–  
**Hansen, Jory D.** Director of Development, 2016–  
**Harris, Jeff A.** Maintenance Technician, 2017–  
**Hart, Curt L.** Athletic Development and Community Engagement, 2008–  
**Hart, Jonathon C.** Athletic Director, 2012–  
**Harvey, Chad E.** Director of IT, 2016–  
**Hayen, Janet L.** Director of Human Resources, 2014–  
**Hellman, Michelle A.** Education Support Specialist, 2010–  
**Helton, Jamen J.** Director of Track & Field and Cross Country, 2018–  
**Hoek, Tom A.** Associate Athletic Director/Head Golf Coach, 2017–  
**Hohn, Elwin W.** Custodian, 2003–  
**Hornaman, Joy J.** Administrative Assistant Nursing, 2018–  
**Johnson, Laurie K.** Director of TRiO Student Support Services, 2017–  
**Kalovsky, RiAnna M.** Student Support Assistant, 2019–  
**Kammerer, Sean T.** Assistant Baseball Coach, 2019–  
**Kieff, Ed R.** Head Softball Coach, 2011–  
**Kippes, John R.** Director of Student Life, 2016–  
**Larson, Chad E.** Graphic Designer, 1997–  
**Larson, Jan H.** Director of Marketing and Communication, 2018–  
**Larson, Lisa A.** Campus Visit Coordinator, 2019–  
**Lehi, Judy M.** Circulation/Acquisitions Supervisor, 1989–  
**Lien, Derek A.** Admissions Counselor, 2015–

## People

**Loecker, Traci K.** Head Cheerleading Coach, 2013-  
**Lofgren, Eric L.** Maintenance Technician, 2016-  
**Lopez, Jose O.** Head Men's Soccer Coach, 2017  
**Luckett, Jerry L.** Registrar, 1990-  
**Lynde, Natasha E.** Admissions Counselor, 2019-  
**Madut, Thomas G.** TRiO Student Support Services Adviser, 2015-  
**McClanahan, Ian A.** Sports Information Director, 2018  
**Mehlhaf, Jason L.** Resident Director, 2018-  
**Meyerink, Angela P.** Assistant Registrar, 2016-  
**Miteff, Gaston F.** Admissions Counselor, 2019-  
**Mock, Stacy L.** Adult and Online Enrollment Coordinator, 2019-  
**Moran, Kolleen R.** Custodian, 2016-  
**Mouw, Casey A.** Head Wrestling Coach, 2018-  
**Nolz, Dixie L.** Coordinator of Central Services, 2014-  
**Noteboom, Jennifer K.** Campus Counselor, 2019-  
**Novak, Peter S.** Resident Director, 2018-  
**Patrick, Traci A.** Accounts Payable Accountant, 2009-  
**Porras, Shelli J.** Administrative Assistant, Institutional Advancement, 2019-  
**Rosendahl, Willem C.** Systems Administrator/Programmer, 2008-  
**Ruden, Annie E.** Development Officer, 2015-  
**Salden, Katie M.** OVW Grant Coordinator, 2019-  
**Schoenfelder, Louis V.** Director of Physical Plant, 1990-  
**Solberg, Lori L.** Director of University Services, 1994-  
**Stahl, Mary E.** Enrollment Services Assistant, 2002-  
**Strand, Jody A.** Associate Registrar/Assistant Science Fair Director, 1980-  
**Thompson, Gloria F.** Degree Audit Specialist, 1990-  
**Thompson, Kelly A.** Metadata and Digital Scholarship Librarian, 2012-  
**Unruh, Rebecca A.** Custodian, 2019-  
**Van Meter, W. Eric** Campus Pastor, 2014-  
**Van Meter, Denise S.** Associate Campus Pastor, 2016-  
**Warnke, Marlene L.** Athletic Department Business Manager, 1990-  
**Warren, Byron M.** IT Digital Support Technician, 2018-  
**Weiland, Joseph W.** Custodian, 2007-  
**Weiss, Carol A.** Accounts Receivable Accountant, 1987-  
**Weller, Keith S.** Systems Administrator, 2011-  
**Wheeler, Dustin S.** TRiO Student Success Advisor/Peer Mentor Coordinator, 2019-  
**Wilber, Lindsay R.** Head Women's Volleyball Coach, 2014-  
**Wilber, Matthew J.** Head Men's Basketball Coach, 2013-  
**Zink, Kristy L.** Academic Success and Career Services Coordinator, 2017-



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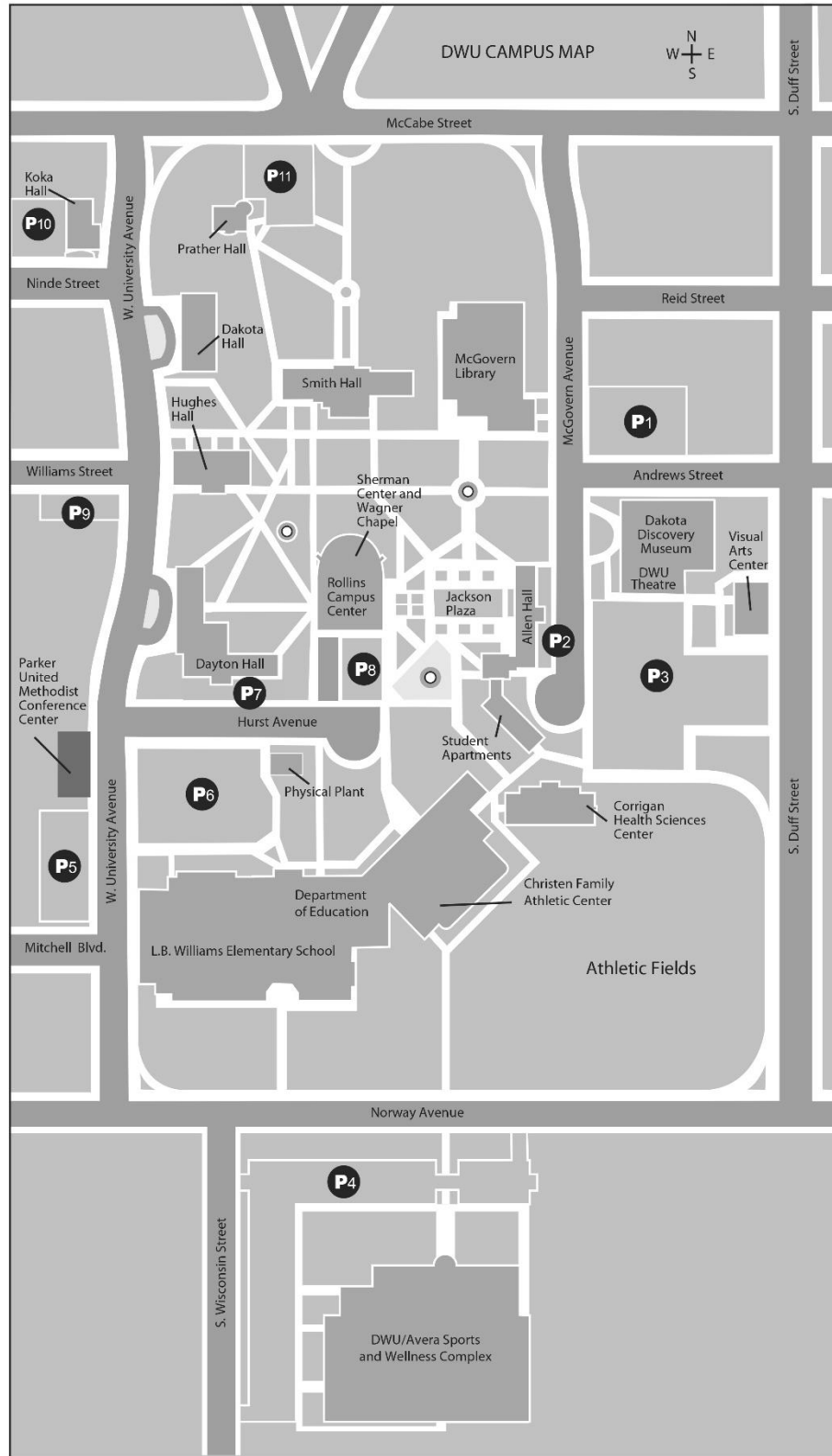
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# Telephone Directory

For other numbers and changes, go to: [www.dwu.edu/directory](http://www.dwu.edu/directory).

Admissions.....	605-995-2650
Alumni.....	605-995-2603
Athletics.....	605-995-2112
Business Office.....	605-995-2693
Campus Pastor.....	605-995-2919
Campus Nurse.....	605-995-2957
Career Counseling.....	605-995-2904
Center for Talent Development.....	605-995-2952
Class Cancellations.....	605-995-2123
DWU Store.....	605-995-2805
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 Life.....	605-995-2656
.....	Or 605-995-2160
Student Support Services.....	605-995-2904
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

# Campus Map



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