The Dakota Wesleyan University Catalog for 2017-2018 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, or contact us by phone at (605) 995-2600.

The online version of the DWU Student Catalog is available at www.dwu.edu/academics/academic-catalogs. It provides easy navigation throughout the catalog and contains links to other pages on the DWU website, such as department websites and the athletics website.

**Changes**
The information in this catalog is provided for students. It is accurate at the time of printing, but is subject to change when deemed appropriate. 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 for the most current information.

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

Dakota Wesleyan University’s Title IX/Section 504 Coordinator is Dr. Diana Goldammer
Sherman Center, Rollins 104
(605) 995-2160

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

Office of Civil Rights United States Department of Justice
Department of Education Building
400 Maryland Ave, SW
Washington, DC 20202
(800) 421-3481
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### 2017–2018 Academic Calendar

#### FALL 2017

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<td>Business Office Finalization</td>
<td>Friday and Monday, Aug. 18 and 21</td>
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<tr>
<td>New Student Orientation</td>
<td>Friday- Sunday, Aug. 18-20</td>
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<tr>
<td>All College Church</td>
<td>Sunday, Aug. 20</td>
</tr>
<tr>
<td>Classes Begin at 8 a.m.</td>
<td>Monday, Aug. 21</td>
</tr>
<tr>
<td>Opening Convocation</td>
<td>Thursday, Aug. 24</td>
</tr>
<tr>
<td>Last Day for Unrestricted Add/Drop</td>
<td>Friday, Aug. 25</td>
</tr>
<tr>
<td>Labor Day, No Classes, Offices Closed</td>
<td>Monday, Sept. 4</td>
</tr>
<tr>
<td>Summer Incomplete Grades Due</td>
<td>Friday, Sept. 8</td>
</tr>
<tr>
<td>Homecoming</td>
<td>Saturday, Sept. 30</td>
</tr>
<tr>
<td>Fall Break Day</td>
<td>Monday, Oct. 9</td>
</tr>
<tr>
<td>Midterm Grades Due</td>
<td>Friday, Oct. 13</td>
</tr>
<tr>
<td>Last Day for CR/NC</td>
<td>Friday, Oct. 27</td>
</tr>
<tr>
<td>Registration for Spring Semester Begins</td>
<td>Monday, Oct. 30</td>
</tr>
<tr>
<td>Last Day for Withdraw</td>
<td>Friday, Nov. 17</td>
</tr>
<tr>
<td>Thanksgiving Break Begins at 10 p.m.</td>
<td>Friday, Nov. 17</td>
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<tr>
<td>Thanksgiving Break</td>
<td>Monday-Friday, Nov. 20-24</td>
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<tr>
<td>Thanksgiving, Offices Closed</td>
<td>Wednesday-Friday, Nov. 22-24</td>
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<tr>
<td>Classes Resume at 8 a.m.</td>
<td>Monday, Nov. 27</td>
</tr>
<tr>
<td>May, June &amp; August Graduation Applications Due</td>
<td>Thursday, Nov. 30</td>
</tr>
<tr>
<td>Evening Finals</td>
<td>Monday-Friday, Dec. 4-8</td>
</tr>
<tr>
<td>Last Day of Classes before Day Final Exams</td>
<td>Monday, Dec. 11</td>
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<tr>
<td>Day Classes Finals</td>
<td>Tuesday-Thursday, Dec. 12-14</td>
</tr>
<tr>
<td>Grades Due</td>
<td>Saturday, Dec. 16</td>
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<tr>
<td>Christmas and New Year Holidays, Offices Closed</td>
<td>Monday- Monday Dec 25 – Jan 1</td>
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#### SPRING 2018

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<tr>
<td>Business Office Finalization</td>
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<tr>
<td>Classes Begin at 8 a.m.</td>
<td>Monday, Jan. 8</td>
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<tr>
<td>Last Day for Unrestricted Add/Drop</td>
<td>Friday, Jan. 12</td>
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<tr>
<td>Last Day for Restricted Add/Drop</td>
<td>Friday, Jan. 19</td>
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<tr>
<td>Fall Incomplete Grades Due</td>
<td>Friday, Jan. 26</td>
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<tr>
<td>Midterm Grades Due</td>
<td>Friday, March 2</td>
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<tr>
<td>Spring Break Begins at 10 p.m.</td>
<td>Friday, March 2</td>
</tr>
<tr>
<td>Classes Resume at 8 a.m.</td>
<td>Monday, March 12</td>
</tr>
<tr>
<td>Last Day for CR/NC</td>
<td>Friday, March 23</td>
</tr>
<tr>
<td>Registration for Summer and Fall Semesters Begins</td>
<td>Monday, March 26</td>
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<tr>
<td>Good Friday, No Classes, Offices Closed</td>
<td>Friday, March 30</td>
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<tr>
<td>Easter Monday, No Classes</td>
<td>Monday, April 2</td>
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<tr>
<td>December Graduation Applications Due</td>
<td>Tuesday, April 3</td>
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<tr>
<td>Capstone Day</td>
<td>Wednesday, April 11</td>
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<tr>
<td>Last Day for Withdraw</td>
<td>Friday, April 13</td>
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<tr>
<td>Evening Final Exams</td>
<td>Monday-Friday, April 23-27</td>
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<td>Honors Convocation</td>
<td>Friday, April 27</td>
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<tr>
<td>Last Day of Classes before Day Final Exams</td>
<td>Monday, April 30</td>
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<tr>
<td>Great Wesleyan Giveback, No Classes</td>
<td>Tuesday, May 1</td>
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<tr>
<td>Day Final Exams</td>
<td>Wednesday-Friday, May 2-4</td>
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<td>Baccalaureate</td>
<td>Saturday, May 5</td>
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<td>Commencement</td>
<td>Sunday, May 6</td>
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<td>Grades Due</td>
<td>Tuesday, May 8</td>
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#### SUMMER 2018

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<td>April 30-June 22</td>
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<td>Summer May Session – 6-Week</td>
<td>May 7-June 18</td>
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<td>Memorial Day, No Classes, Offices Closed</td>
<td>Monday, May 28</td>
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<td>Summer June Session – 8-Week (Undergraduate)</td>
<td>Monday, June 4-July 27</td>
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<td>Spring Incomplete Grades Due</td>
<td>Friday, June 22</td>
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<tr>
<td>Summer DL Session II - 8-Week (Adult &amp; Professional)</td>
<td>June 25-August 17</td>
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<tr>
<td>Summer July Session – 6-Week</td>
<td>June 25-August 6</td>
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<tr>
<td>Independence Day, No Classes, Offices Closed</td>
<td>Wednesday, July 4</td>
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The calendar is subject to change due to forces beyond the university’s control or as deemed necessary by the university in order to fulfill its educational objectives. For current information, go to www.dwu.edu.
General Information

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

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

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

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

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

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

Motto
“Sacrifice or Service”

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

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

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

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

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

At a time when many small colleges abandoned their historic church relationship, Dakota Wesleyan University remained true to its origins and the needs of the region. Countless students from United Methodist, Lutheran, Roman Catholic and other denominational backgrounds in this region have been 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. DWU is a four-year coeducational college granting the degrees of Master of Arts, Master of Athletic Training, Master of Business Administration, Bachelor of Arts, Bachelor of Fine 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
- Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, 404-975-5000, www.acenursing.org
- United Methodist University Senate
- Commission on Accreditation of Athletic Training Education (CAATE)
- Commission on Collegiate Nursing Education (CCNE)
- International Assembly for Collegiate Business Education (IACBE)

The university is approved by the state of South Dakota on the basis of the National Association of State Directors of Teacher Education Certification (NASDTEC) standards.
General Information

Dakota Wesleyan University participates in the National Association of United Methodist Colleges and Universities, the South Dakota Association of Private Colleges 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.

Registration

Dakota Wesleyan University is registered as a Private Institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Dakota Wesleyan University is permitted to offer distance education programs in the states of Arizona, California, Colorado, Hawaii, Minnesota, Nebraska, North Dakota, Virginia, Washington and Wyoming.

State registration is continually being updated. For the most up-to-date list, please refer to the DWU Online Catalog.
Admission

Dakota Wesleyan University seeks students who are best able to profit 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 may 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

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 at the same grade and point value (or equivalent as determined at the discretion of DWU) as at previous institution(s). 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.
Admission

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.

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.

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. a $25 nonrefundable application fee;
2. 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;
3. 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
4. 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.

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.

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 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 $1,200 each academic year. Students may charge books and educational supplies to their student account 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 fee due the semester of 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.
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:

<table>
<thead>
<tr>
<th>Week</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>First week</td>
<td>100 percent</td>
</tr>
<tr>
<td>Second week</td>
<td>90 percent</td>
</tr>
<tr>
<td>Fourth week</td>
<td>80 percent</td>
</tr>
<tr>
<td>Fifth and sixth weeks</td>
<td>70 percent</td>
</tr>
<tr>
<td>Seventh and eighth weeks</td>
<td>60 percent</td>
</tr>
<tr>
<td>Ninth week</td>
<td>50 percent</td>
</tr>
<tr>
<td>Tenth week</td>
<td>40 percent</td>
</tr>
<tr>
<td>After 10th week</td>
<td>None</td>
</tr>
</tbody>
</table>

Summer Session Refund

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>First day of class</td>
<td>100 percent</td>
</tr>
<tr>
<td>Second to fourth day of class</td>
<td>90 percent</td>
</tr>
<tr>
<td>After fourth day of class</td>
<td>None</td>
</tr>
</tbody>
</table>

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.

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.

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 minimum GPA requirement. 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 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 www.cic.edu.

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. Most federal financial aid programs are need-based, with the exception of the Federal Unsubsidized Stafford 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 grants 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.

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.
Financial Aid

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 with additional contributions from Dakota Wesleyan University. Federal work study jobs and funds are limited. Students desiring work study positions are encouraged to apply by the preference deadline of April 1.

Loans
Federal Perkins Loan
The Federal Perkins Loan is federally funded but processed by Dakota Wesleyan University. Interest and repayment begins nine months after the borrower completes his/her education or ceases to be at least a half-time student. The federal government allocates monies to institutions to award Federal Perkins Loans to exceptionally needy students. Since the funds are limited, students are encouraged to apply by the preference deadline of April 1 to be considered for this loan. Visit the financial aid website or contact the financial aid office for current year information about the Federal Perkins Loan’s annual award amounts and interest rates. The Federal Perkins Loan is based on federal approval.

Federal Direct Subsidized Loan
The Federal Subsidized Loan is a need-based loan made 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 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 a good credit history 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 about the Federal Direct Unsubsidized Loan and the Federal Direct Parent Loan procedures.

State Grants
Students are encouraged to review state grants available to them from their own states.

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

Visit 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
- United Methodist Higher Education Foundation (UMHEF) – 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 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 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 Center for Talent Development staff in Rollins Campus Center. The Center for Talent Development 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, 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.

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), Federal Work Study Program (FWS) and/or a Federal Perkins Loan. 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.

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. 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 a certain award must contact the financial aid office in writing.

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.

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 also complete the Financial Aid Summer Application and the FAFSA. 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.

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

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 them 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:

<table>
<thead>
<tr>
<th>Semesters completed</th>
<th>Minimum cumulative GPA for good academic standing</th>
</tr>
</thead>
<tbody>
<tr>
<td>First semester</td>
<td>1.8</td>
</tr>
<tr>
<td>Two semesters or more</td>
<td>2.0</td>
</tr>
</tbody>
</table>

For graduate students:

<table>
<thead>
<tr>
<th>Semesters completed</th>
<th>Minimum cumulative GPA for good academic standing</th>
</tr>
</thead>
<tbody>
<tr>
<td>One semester or more</td>
<td>3.0</td>
</tr>
</tbody>
</table>

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 125 credit hours must be completed by the time a student reaches a maximum of 188 credit hours attempted (i.e. 125 hours x 1.5 = 187.5 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: 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. 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 their academic progress.

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

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.
Academic Regulations
The following pages present the rules to help 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. Because there are several ways individual courses may be structured, 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
Students are expected to prepare for, participate in and attend all classes for which they are registered and to act in an appropriate manner. When a student exhibits disruptive or unruly behavior in class, the instructor may initiate an administrative withdrawal of the student from class, subject to approval of the provost.

Students with excessive absences in any and all their classes may be subject to an administrative withdrawal from a class or classes at the university.

Procedure for Instructor Withdrawal
When the instructor deems an administrative withdrawal necessary, the instructor will file an Administrative Withdrawal Form with the provost. The provost will forward a copy of the form to the student. Students so identified have seven business days (two business days during the summer sessions) to respond to the provost regarding the written notification that their continuation in class is in jeopardy. Failure to respond within the designated period and to correct the behavior(s) to the satisfaction of the instructor will result in an administrative withdrawal from the course. Students withdrawn by this process 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.
Academic Regulations

- 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 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 equal opportunities to achieve academic success in higher education. 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 student support services are available to assist each student in addressing deficiencies in basic skills. The university may offer the following developmental courses to help students achieve their educational goals:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102</td>
<td>Introduction to Writing</td>
</tr>
<tr>
<td>ENG 107</td>
<td>College Reading and Writing</td>
</tr>
<tr>
<td>MTH 120</td>
<td>Intermediate Algebra</td>
</tr>
</tbody>
</table>

Basic Mathematics Assessment
Incoming students are recommended for particular math courses based on an analysis of their high school or transfer transcripts. This recommendation takes into account mathematics courses previously taken, the grades in those courses, overall grade point averages, and math ACT scores. This recommendation should be considered in the context of a student’s intended major.

Basic Reading Assessment
A student may satisfy Dakota Wesleyan University’s reading proficiency requirements by:
- receiving an ACT reading score of 16 or above;
- receiving a score of 11.0 or better on the Nelson-Denny Reading Test; or
- earning a grade of C or better in ENG 101.

A transfer student must meet the proficiency requirement by one of the above or by transferring with a 2.5 GPA on a 4.0 scale from a regionally accredited, degree-granting institution.

If the previously mentioned criteria are not met, the student must complete ENG 101 or ENG 102 by the end of the first semester of the sophomore year.

Basic Writing Assessment
A new student’s academic file will be reviewed before the student enrolls in ENG 102 or ENG 111. An English sub-score on the ACT of 17 or SAT critical reading score of 440 or below will place a student in ENG 102. These students will enroll in ENG 111 upon passing ENG 102 with a grade of C or above. If a student has not taken the ACT or SAT, or cannot get access to those scores, a writing placement may be given. An English department faculty member may defer and retest a student who is near passing. The criteria for this decision will be based on interpretation of all the following: high school GPA, ACT results, Nelson-Denny Reading Test score and personal interviews.

Basic English Proficiency Exam
Students demonstrate proficiency in written communication with a grade of C or above in ENG 111 and by passing the Basic English Proficiency (BEP) exam. Bachelor’s degree-seeking students enrolled in ENG 111 are required to pass the Basic English Proficiency (BEP) exam with a grade of C or above. Students who do not succeed on the exam in ENG 111 may retake it during the spring semester of their sophomore year. If they do not succeed then, they must register for ENG 307 and pass the course. Students with success in an AP high school course must take the BEP exam (consult with adviser for details). Transfer students with a grade of C or above in a basic freshman composition course from a regionally accredited institution, or any writing course meeting the General Education writing requirement, will be exempt from the BEP exam. Students who are dually enrolled in high school and a college English class must still take and pass the BEP.
Graduation Application
All students must apply for graduation. 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 expected to be present for commencement (there are not separate summer and winter graduation ceremonies) unless they have submitted a written request to the registrar's office for permission to graduate in absentia.

Seminars
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 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

<table>
<thead>
<tr>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-199</td>
<td>First-year level courses</td>
</tr>
<tr>
<td>200-299</td>
<td>Sophomore level courses</td>
</tr>
<tr>
<td>300-399</td>
<td>Junior level courses</td>
</tr>
<tr>
<td>400-499</td>
<td>Senior level courses</td>
</tr>
<tr>
<td>500-599</td>
<td>Graduate, graduate workshop and non-degree courses</td>
</tr>
<tr>
<td>600-799</td>
<td>Graduate courses</td>
</tr>
</tbody>
</table>

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 125 credits, 42 of which must be upper-level hours (course numbers 300-499) to graduate with a bachelor’s degree. Generally, if students take 16 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://iwantmytranscript.com/dwu for past DWU students. Current DWU students can request an electronic transcript through TigerNet. Transcript requests will not be processed if the student has a business office hold.
Academic Regulations

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.

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 the office that 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.

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.

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>Above Average</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>Superior</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>Average</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>Below Average</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>Superior</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>Below Average</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>Superior</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>Below Average</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>Below Average</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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 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. 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:

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

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 period of time. 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 date by which the work must be completed, must accompany the final grade sheet. The work must be completed and turned in to the instructor by 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 college dean. Grades will be changed only in cases in which instructor error in evaluation is apparent. Grades are not changed on the basis of re-evaluation of the instructor’s original judgment or student request to submit additional work to raise a grade. No grade can be changed more than 365 calendar days after it is 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, after the grades have been released. 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 under consideration. The student will be notified, in writing, of the decision of the appeals board.

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. To be released from the probation, students on probation must raise their cumulative GPA above the required minimum. Students who fail to raise their cumulative GPA above the required minimum, but who achieve a semester or term GPA of at least the required cumulative GPA, will remain on academic probation. Students who fail to achieve at least the required cumulative GPA for the semester immediately after being placed on probation will be suspended. Students have the right to appeal a suspension. All appeals must be submitted in writing to the provost.

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

Dean’s List
Full-time 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.

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 Regulations

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’s office. 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 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 at the business office. Students may be dropped from attending class if they have not finalized by the end of the third day of class in that academic term.

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 a minimum of 15 hours during three semesters and 16 hours during five semesters. 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 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 absences. 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.
Academic Regulations

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 students 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.
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.

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 R.N.–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 R.N. to the baccalaureate curriculum. Prior learning is used to expand a student’s knowledge base in the areas of critical thinking, clinical judgment and problem solving. Students have the opportunity to apply for up to 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 R.N.–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). 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.
Academic Regulations

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 accepts and welcomes students from two- and four-year colleges and universities accredited by an accrediting body approved by the U.S. Department of Education under the following conditions:

1. A transfer student must be in good standing.
2. A transfer student must complete a final, or senior year, in residence (except in certain preprofessional curricula). This means that at least 30 of the last 40 credit hours must be taken under the auspices of Dakota Wesleyan University.
3. A plan for graduation should be devised by the student collaboratively with his/her faculty adviser and submitted to the registrar for review.
4. A transfer student must complete at least five upper-level courses at the university. The total of upper-level credit hours required for graduation is 42.
5. A transfer student must complete 15 hours in his/her major at the university.
6. A maximum of 63 credit hours, or equivalent quarter or other academic units as determined by the university, will be accepted in transfer from a two-year institution.
7. Transfer students seeking an associate degree may transfer a maximum of 32 credit hours.
8. A limit of one varsity sport and eight activity transfer credits will be accepted.
9. Technical credits will only transfer in if the course, or courses, are a part of an articulation agreement or earned through an associate degree (see below). Some technical credits may transfer in if they are equivalent to a DWU class, most commonly business.
10. CEU’s (Continuing Education Units) are not equivalent to academic credit.

Transcripts of record from approved colleges or universities will be given full value for grades of C- or higher when appropriately related to the student’s degree program. Validation of credits may include, but is not limited to, the completion of college level courses and/or evaluation by the appropriate academic department. If transfer credits accepted are not in semester hours, they will be converted to semester credit hours. All transfer credit is calculated in the cumulative grade point average.

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.

Vocational Technical Credits
A student who has earned an Associate of Arts, Associate of Science or an Associate of Applied Science degree from an accredited vocational technical institution may specify his/her area of specialization as an academic minor. Students should submit a letter 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, a student wishing to transfer vocational technical credits should contact the registrar.

Concurrent Enrollment
Concurrent enrollment by a Dakota Wesleyan University student at another institution of higher learning with the intention of transferring credit back must be approved in advance by the registrar if the credit is to be counted toward a degree from DWU. The total number of hours for which the student is 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. Any student has 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 memo 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 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 Fine 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 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
Candidates for an associate degree must maintain a minimum cumulative GPA of 2.0 or higher and demonstrate appropriate skills in reading, writing and mathematics. A grade of C or better is required in ENG 111. LST 101 is required for all new students in associate degree programs, unless specifically exempted from this requirement by prior academic experience.

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 Fine Arts (B.F.A.) degree at Dakota Wesleyan University provides a unique opportunity for studies related to theatre. Students in this program will have an opportunity to complete certain requirements through traditional classroom and hands-on experiences, and a combination of work on and off campus.
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 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.

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

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

**College of Arts and Humanities**

**Bachelor of Fine Arts**
- Theatre

**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
  - Instrumental
  - Choral/Instrumental
- Religious Studies

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

**Bachelor of Arts**
- Biology
- General Science
- Mathematics
- Mathematics with concentration in Actuarial Science

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**Academic Programs**

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  
Human Services  
Nonprofit Administration  
Psychology

**Bachelor of Science**  
Accounting  
Business Administration  
Business Finance  
Business Management  
Business Marketing  
Business Non-Profit Administration  
Business 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:

<table>
<thead>
<tr>
<th>Biology Education</th>
<th>Mathematics Education</th>
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<tbody>
<tr>
<td>Elementary Education</td>
<td>Music Education</td>
</tr>
<tr>
<td>English Education</td>
<td>Special Education</td>
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<tr>
<td>History Education</td>
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</table>

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:

<table>
<thead>
<tr>
<th>5-8 Middle Level Education</th>
<th>7-12 Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12 Special Education</td>
<td>K-8 Special Education</td>
</tr>
</tbody>
</table>

**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 Programs

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. Dakota Wesleyan University offers academic minors in the following areas:

College of Arts and Humanities
Christian Leadership
Communication
Creative Writing
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
Economics
Entrepreneurial Leadership
Family Studies
Forensic Science and Investigation
Human Services
International Business and Development
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.
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 a student who successfully completes the following requirements:

1. Students must earn at least 125 hours of credit. This may include up to 11 hours in developmental education courses (ENG 101, ENG 102, ENG 107, MTH 120).
2. Students must demonstrate the basic skills in reading and writing by passing ENG 111 with a grade of C or better and passing the Basic English Proficiency exam; and mathematics by passing MTH 115, MTH 125 or higher. Transfer students with a grade of C or above in a basic freshman composition course from a regionally accredited institution, or any writing course meeting the General Education writing requirement, are exempt from the BEP exam. Students who are dually-enrolled in high school and a college English class must still take and pass the BEP.
3. LST course sequence and COR courses are required as noted in the LST/COR section.
4. Students must complete a minimum of 42 hours in General Education. For specific requirements, see “General Education.” General education courses are also listed by department and identified by a comment at the end of the course description. A course may only count toward one general education requirement.
5. Most programs require one major and one minor. The normal range of hours for a major in the traditional liberal arts disciplines is 30 to 40, generally with at least 12 upper-level credit hours; however, some professional programs may require more than 80 hours for the major. A student may elect to earn two majors. No course may count for both a major and a minor or both majors. In cases where a course is required for both a major and a minor, departments will determine alternatives or waive requirements. The student’s first major determines his or her college. Some programs do not require a minor. Refer to the program section of this catalog.
6. Students must complete at least 15 hours of their major in residence. Grades of NC and below C- are not applicable toward a major, and grades of CR are only for student teaching internships and practicums.
7. Students must complete a minor (if required by the program), usually consisting of 15 to 28 hours depending on departmental requirements, including required GPA, required courses, comprehensives and thesis. Grades of NC and below C- are not applicable toward a minor, and grades of CR are only for experiential education courses. The following majors do not require a minor: accounting, athletic training, biochemistry, biology (B.S. only), elementary education, nursing, special education, secondary education, theatre, and wildlife management.
8. Students must maintain a cumulative GPA of at least 2.0 (C) and a cumulative GPA of at least 2.0 in all general education courses. Some departments may require a cumulative GPA above 2.0.
9. Students must complete at least 42 semester hours of upper-level credit.
10. Students must complete their senior year in residence (this means at least 30 of the last 40 hours are under the auspices of Dakota Wesleyan University) except in certain preprofessional curricula.

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

To earn a second bachelor’s degree after the first has already been conferred, a student must complete:

1. 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. 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. The current General Education requirements must be completed, except for the LST 101-401 sequence and COR101.
Academic Programs

4. If fewer than 30 semester hours are needed to complete the degree requirements, the remaining hours needed to reach 30 may consist of elective credit.
5. All current graduation requirements must be met.
6. Courses used for the previous major cannot be used for the 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
DWU faculty and staff are committed to an ongoing process of assessment and have chosen the Professional Electronic Portfolio (PEP) as the major assessment method included with other supportive assessment tools. The PEP will enable each student to showcase his or her accomplishments, competencies and experiences while at DWU. In addition, the PEP promotes student reflection related to learning and enhances skills and abilities related to lifelong learning. The contents of the portfolio will include samples of the student’s scholarly work and cocurricular experiences, which will enable faculty and staff to assess the achievement of university and program student learning outcomes as well as to make improvements that enhance the student’s curricular and cocurricular learning experience.

Philosophy of General Education
The DWU General Education philosophy flows from the DWU mission, vision and values statements, which provide a foundation for the development of a liberal arts General Education program of study at DWU. Five themes, or pillars, flow from the values of learning, leadership, faith and service, and they serve as the framework for the DWU General Education program that enhances students’ abilities in the areas of critical and collaborative thinking; effective expression, cultural and global awareness, civic values and engagement, and personal growth and maturity.

The primary purpose of the DWU General Education program is to prepare students to be servant leaders and to live in and contribute to a complex, ever-changing, diverse and multicultural world. Toward these ends, DWU faculty and staff are committed to providing students with learning experiences that will develop such abilities. Affirming our mission to “educate students in service to God and humanity” and affirming learning, leadership, faith and service as core values, the faculty uphold the following philosophy of General Education. The faculty at DWU believe that a General Education program of study that supports a liberal arts world view will:

- promote the search for truth and meaning;
- be undergirded with teaching and learning strategies that enhance reflection, introspection and respect for diverse views;
- foster learning through an interdisciplinary approach that examines the world through the lens of multiple perspectives;
- include diverse perspectives and contributions in the exploration of societal and global issues;
- encourage the unbiased, critical exploration of ideas and issues that foster the goal of negotiated agreement versus conflict;
- foster a critical and collaborative approach to learning and problem solving;
- provide insight into ethical issues and guide the development of a process for responsible decision making;
- support the effective communication and expression of ideas;
- promote the attributes embedded in servant leadership;
- support the exploration of one’s faith in God, recognizing the diversity of religious perspectives;
- nurture commitment to self-understanding, lifelong learning, personal growth and wellness; and
- support the exploration of art, theatre and music, as a vehicle for the enhancement of self-confidence, self-expression and well-being.
Academic Programs

Five Foundational Pillars
The General Education program of study supports the tenets articulated in the DWU philosophy of General Education. Five foundational pillars serve as a guiding framework for the General Education courses.

<table>
<thead>
<tr>
<th>Critical and Collaborative Thinking (CCT)</th>
<th>Effective Expression (EE)</th>
<th>Cultural and Global Awareness (CGA)</th>
<th>Civic Values and Engagement (CVE)</th>
<th>Personal Growth and Maturity (PGM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will:</td>
<td>The student will:</td>
<td>The student will:</td>
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<td>The student will:</td>
</tr>
<tr>
<td>1. Demonstrate individual and collaborative problem-solving skills. 2. Access, critique the validity of, evaluate the relevance of and synthesize information related to a given problem or issue.</td>
<td>1. Create examples of effective communication using oral, written and visual forms. 2. Analyze various forms of creative expression.</td>
<td>1. Compare and contrast diverse perspectives, beliefs and cultures. 2. Develop an awareness of current significant global issues, and evaluate current responses and proposed solutions to address these issues.</td>
<td>1. Evaluate various ethical standards and determine how they apply to issues of contemporary life. 2. Provide and reflect on service to others in the local, national and/or global arenas.</td>
<td>1. Evaluate his or her emotional, intellectual and spiritual growth. 2. Engage in and reflect on studies or activities that enhance positive lifestyle behaviors.</td>
</tr>
</tbody>
</table>

University Student Learning Outcomes
DWU student learning outcomes flow from the five foundational pillars of critical and collaborative thinking, effective expression, cultural and global awareness, civic values and engagement, and personal growth and maturity. The five foundational pillars in turn flow from the DWU mission, vision and values of learning, leadership, faith and service. The DWU General Education program courses are developed and chosen in light of the five foundational pillars and related university student learning outcomes. The pillars display the relationship among the DWU mission, vision, values, five foundational pillars, university student learning outcomes and DWU General Education program courses.
The student’s first major is the college of record for General Education requirements. Designated subject areas in General Education are:

<table>
<thead>
<tr>
<th>Areas</th>
<th>College of Arts and Humanities Credit Hours</th>
<th>Donna Starr Christen College of Healthcare, Fitness and Sciences Credit Hours</th>
<th>College of Leadership and Public Service Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical and Collaborative Thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Cognitive Analysis</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>• Quantitative Reasoning</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>• Historical Thinking and Analysis</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>• Science Technology and Human Experience</td>
<td></td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Effective Expression</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Written</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>• Oral</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>• Literary Analysis</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>• Artistic Appreciation</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Cultural and Global Awareness</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Civic Values and Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Personal Growth and Maturity</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Faculty may, from time to time, offer special courses that students take for General Education credit. Such courses must be approved by the faculty’s General Education Committee and Education Policy and Curriculum Committee and will be identified in the course schedule as General Education credit.

Approved General Education Courses

Learn Strong and Core Courses (all courses required)
- LST 101 Learn Strong I: Discovery of Self
- LST 201 Learn Strong II: Discovery of Your World
- LST 301; LST 301 Learn Strong II: Discovery of Your Role
- LST 401; LST 402 Learn Strong IV: Embracing Your Responsibility

Critical and Collaborative Thinking

Cognitive Analysis
- PSY 131 General Psychology
- PSY 237 Developmental Psychology

Quantitative Reasoning
- MTH 115 Mathematics for the Liberal Arts
- MTH 125 College Algebra
- MTH 200 Statistical Methods I
- MTH 210 Calculus I

Historical Thinking and Analysis
- HIS 101 World History I
- HIS 102 World History II
- HIS 201 U.S. History I
- HIS 202 U.S. History II
- HIS 302* America Since 1945
- HIS/POL 351* American Foreign Policy
Academic Programs

Science Technology and Human Experience
AST 100  Introduction to Astronomy
BIO 101  General Biology
BIO 115  Environmental Science
BIO 120  Principles of Biology I
BIO 330*  Anatomy and Physiology II
CHM 164  University Chemistry
CHM 166  University Chemistry Lab
PHS 100  Physical Science: Physics and the Atomic Nature of Matter
PHS 101  Physical Science: Chemistry, Earth and Space

Effective Expression
Written (Required)
ENG 111  Composition

Oral (Required)
COM 101  Fundamentals of Speech

Literary Analysis
ENG 201  Introduction to Literary Analysis
ENG 205  British Literature I
ENG 206  British Literature II
ENG 223  American Literature
ENG 226  Literature of European Civilization
ENG 230  Young Adult Literature
ENG 313*  Great Plains Literature
ENG 314  American Multiethnic Literature
ENG 315*  Women Writers

Artistic Appreciation
DMD 101  Introduction to Design
DMD 120  Art Appreciation
DMD 205  Photography Foundations
DRM 131  Introduction to Theatre
DRM 203  Acting for the Stage
ENG 202  Creative Writing I
MUS 115  Fundamentals of Music
MUS 120  Introduction to Western Music
MUS 311  Music History I
MUS 312  Music History II

Cultural and Global Awareness
DRM 369*  World Culture in Film
EDU 335*  American Indian Education
LAN 101  Beginning Spanish for Non-native Speakers
LAN 102  Beginning Spanish II
MUS 250  World Music
REL 314*  World Religions
REL 461*  Travel Seminar
SOC 152  Introductions to Sociology
SOC 317*  Minority Groups
SOC 427*  Women and Gender Studies

Civic Values and Engagement
BUS 381  Business Ethics and Social Policy
CRJ 250  American Legal System
NPA 210  Principles of Leadership and Service
PHL 220  Introduction to Ethical Issues
PHL 305*  Biomedical Ethics
POL 153  U.S. Government
REL 240  Sexuality, Spirituality and Loving
### Personal Growth and Maturity

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHL 101</td>
<td>Philosophy of Life</td>
</tr>
<tr>
<td>REL 121</td>
<td>Introduction to the Bible</td>
</tr>
<tr>
<td>REL 210</td>
<td>Understanding the Old Testament</td>
</tr>
<tr>
<td>REL 212</td>
<td>Christian Faith and Practice</td>
</tr>
<tr>
<td>REL 215</td>
<td>The Life and Teachings of Jesus</td>
</tr>
<tr>
<td>REL 216</td>
<td>The Life and Letters of Paul</td>
</tr>
<tr>
<td>REL 360*</td>
<td>Death, Dying and Life After Death</td>
</tr>
<tr>
<td>REL 370*</td>
<td>Pop Culture and Theology</td>
</tr>
<tr>
<td>SOC 154</td>
<td>Marriage and the Family</td>
</tr>
</tbody>
</table>

*with faculty approval for freshmen

Students are required to complete a minimum of 42 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. The 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 60 or more credits are exempt from COR101. All students will be required to take COR 301 Interdisciplinary Investigations II unless the adviser requests an exception through the Education, Policy and Curriculum Committee or a comparable transfer course is approved.

Transfer students who transfer in 30 semester hours or more are not required to take LST101 and may move into LST201. Students who transfer in 60 or more credit hours are not required to take LST201 and may move into LST301.

### 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.

The McGovern Center for Leadership and Public Service links DWU’s academic resources with the McGovern Archives and a legacy exhibit to create a comprehensive array of programs. McGovern Lectures and other workshops are offered for students and the larger community. Inspired by the McGovens’ example, the center’s purpose is to equip and inspire students and visitors to live lives of effective and ethical leadership and public service for the benefit of individuals, society and the world. See “Leadership and Public Service.”

**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
Academic Programs

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 Nov. 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. Because DWU is a participating member of the Central College Study abroad program, 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 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:

<table>
<thead>
<tr>
<th>Cumulative GPA</th>
<th>Honor</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.85</td>
<td>Summa Cum Laude</td>
</tr>
<tr>
<td>3.70</td>
<td>Magna Cum Laude</td>
</tr>
<tr>
<td>3.50</td>
<td>Cum Laude</td>
</tr>
</tbody>
</table>

Undergraduate students must have completed a minimum of 60 Dakota Wesleyan University credits in order to be eligible for the graduation honors listed above. 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.

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.

- Alpha Psi Omega – Theatre
- Phi Kappa Phi – Honors
- Pi Gamma Mu – Social Science
- Pi Kappa Delta – Forensics
- 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 are presented at the annual Honors Convocation. 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 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 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 General Education committee.

Course Codes
Each department may offer the following courses with variable hours:

- Special Topics
  - Freshman 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)
Human Services (HMS)
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)
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

The Bachelors 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
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, environmental conditions. Two lectures, one laboratory

1 hour

105 Principles of Athletic Training II
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.

1 hour

250 Clinical Applications in Athletic Training I
This course is focused on three objectives: the construction and application of special protective devices; the application of tape as a means of support and stabilization; and the palpable anatomy relevant to injury evaluation.

2 hours

251 Practicum in Athletic Training I
This course focuses on the supervised clinical experiences associated with established procedures regarding the prevention, evaluation, management and rehabilitation of athletic injuries. In addition, this course deals specifically with issues related to the protocols of HOPS, HIPS and SOAP.

2 hours

252 Practicum in Athletic Training II
This course focuses on the supervised clinical experiences associated with established procedures regarding the prevention, evaluation, management and rehabilitation of athletic injuries, with specific emphasis on the management and evaluation of lower extremity injuries.

2 hours

255 Research Methods in Health and Sciences I
This is a first in a series of courses that are intended to introduce concepts, theories and utilization for consumption and practice of research in scientific and clinical practices. This course introduces conceptual frameworks and theories of clinical research and evidence-based practice. It will also explore concepts of basic statistical analysis and utilization of research as evidence.

1 hour

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

3 hours

330 Pathology and Evaluation of Injury I
This course is a comprehensive study of the commonly accepted techniques used to clinically evaluate athletic 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 athletic injuries and illnesses, including common contributing etiological factors. This course focuses primarily on the upper body.
Prerequisite: BIO 220.

3 hours

335 Pathology and Evaluation of Injury II
This course is a comprehensive study of the commonly accepted techniques used to clinically evaluate athletic 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 athletic injuries and illnesses, including common contributing etiological factors. This course focuses primarily on the lower body. Prerequisite: BIO 220.

3 hours
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>351</td>
<td>Practicum in Athletic Training III</td>
<td>2 hours</td>
<td>F</td>
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<tr>
<td></td>
<td>This course focuses on the supervised clinical experiences associated with</td>
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<tr>
<td></td>
<td>established procedures for the prevention, evaluation, management and</td>
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<tr>
<td></td>
<td>rehabilitation of athletic injuries, with specific emphasis applied to</td>
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<tr>
<td></td>
<td>upper extremity injuries, pharmacology and skin disorders.</td>
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<tr>
<td>352</td>
<td>Practicum in Athletic Training IV</td>
<td>2 hours</td>
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<tr>
<td></td>
<td>This course focuses on the supervised clinical experiences associated with</td>
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<td></td>
<td>established procedures for the prevention, evaluation, management and</td>
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<tr>
<td></td>
<td>rehabilitation of athletic injuries, with specific emphasis on the</td>
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<tr>
<td></td>
<td>application of therapeutic modalities.</td>
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<tr>
<td>390</td>
<td>Therapeutic Modalities</td>
<td>3 hours</td>
<td>F</td>
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<tr>
<td></td>
<td>This course involves a comprehensive study of the physical principles,</td>
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<td></td>
<td>physiological effects, indications, contraindications, safety precautions</td>
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<td></td>
<td>and standard operating procedures of the therapeutic modalities commonly</td>
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<tr>
<td></td>
<td>used in the treatment of athletic injuries. It also includes current pain</td>
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<tr>
<td></td>
<td>control theories, the body's personal response to trauma and inactivity,</td>
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<tr>
<td></td>
<td>and the role and function of various pharmacological agents used in the</td>
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<tr>
<td></td>
<td>field of sports medicine.</td>
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<tr>
<td></td>
<td>Prerequisites: ATN 330 and ATN 335.</td>
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<tr>
<td>395</td>
<td>Therapeutic Exercise</td>
<td>3 hours</td>
<td>S</td>
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<tr>
<td></td>
<td>This course examines the components of a comprehensive rehabilitation and</td>
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<tr>
<td></td>
<td>reconditioning program. Subjects to be covered include determining</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>therapeutic goals and objectives, selecting therapeutic modalities, and</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>developing criteria for progression of therapy and return to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>competition. Prerequisite: ATN 390.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>397</td>
<td>Medical Aspects and Pharmacologic Interventions I</td>
<td>3 hours</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>This is the first of two courses intended to introduce students to various</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>health-related issues and associated pharmacologic and nonpharmacologic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>interventions. This course is taught in a system-based approach. Systems to</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>be covered in the sequence of courses will include respiratory,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>398</td>
<td>Medical Aspects and Pharmacologic Interventions II</td>
<td>2 hours</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>This is the second of two courses intended to introduce students to various</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>health-related issues and associated pharmacologic and nonpharmacologic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>interventions. This course is taught in a system-based approach. Systems to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>451</td>
<td>Practicum in Athletic Training V</td>
<td>2 hours</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>This course focuses on the supervised clinical experiences associated with</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>established procedures for the prevention, evaluation, management and</td>
<td></td>
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<tr>
<td></td>
<td>rehabilitation of athletic injuries, and provides a comprehensive review of</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>the requisite clinical skills of an athletic trainer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>452</td>
<td>Practicum in Athletic Training VI</td>
<td>2 hours</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>This course focuses on the supervised clinical experiences associated with</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>procedures developed for the prevention, evaluation, management and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>rehabilitation of athletic injuries. This course specifically addresses the</td>
<td></td>
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<tr>
<td></td>
<td>mastery of the entry-level nonorthopedic skills needed for senior-level</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>athletic training students. This course will also serve as a study preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>course for the BOC exam.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>455</td>
<td>Organization and Administration for the Healthcare Professional</td>
<td>2 hours</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>This course is designed to familiarize students with the various</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>administrative and management responsibilities of athletic training. The</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>course primarily focuses on the management dynamics of athletic training</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>facilities, including personnel, students, facility design, purchasing and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>budgeting of financial resources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prerequisite: Consent of instructor.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 131</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 202</td>
<td>History of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 237</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 450 or PSY 460</td>
<td>Internship or Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>SOC 152</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 312</td>
<td>Methods of Social Research</td>
<td>3</td>
</tr>
<tr>
<td>SOC 332</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CRJ/HMS/PSY/SOC</td>
<td>Electives* or Psychology Concentration</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>33</td>
</tr>
</tbody>
</table>

*To be taken from the following disciplines: psychology, sociology, criminal justice and human services. Must include at least one of the electives listed below.

### Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 345</td>
<td>Juvenile Justice</td>
</tr>
<tr>
<td>CRJ 357</td>
<td>Corrections</td>
</tr>
<tr>
<td>HMS 320</td>
<td>Victimology</td>
</tr>
<tr>
<td>HMS 330</td>
<td>Child Welfare</td>
</tr>
<tr>
<td>SOC 317</td>
<td>Minority Groups</td>
</tr>
<tr>
<td>SOC 427</td>
<td>Women and Gender Studies</td>
</tr>
</tbody>
</table>

**Minor**

### Behavioral Sciences

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 131</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 202</td>
<td>History of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 237</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 152</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC/HMS/CRJ</td>
<td>Electives (upper level)*</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>18</td>
</tr>
</tbody>
</table>

*To be taken from the following disciplines: psychology, sociology, criminal justice and human services. Must include at least one of the electives listed below.

### Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CRJ 357</td>
<td>Corrections</td>
</tr>
<tr>
<td>HMS 320</td>
<td>Victimology</td>
</tr>
<tr>
<td>HMS 330</td>
<td>Child Welfare</td>
</tr>
<tr>
<td>SOC 317</td>
<td>Minority Groups</td>
</tr>
</tbody>
</table>

**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 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, see www.dwu.edu/biology.
## Majors

### B.S. Biology

**Biology Core:**
- BIO 120  
  Principles of Biology I*  
  4
- BIO 122  
  Principles of Biology II*  
  4
- BIO 315  
  Genetics  
  4
- BIO 316  
  Evolutionary Biology  
  3
- BIO 470  
  Capstone Experience in the Biological Sciences  
  2

Select one of the following courses:
- BIO 319  
  Animal Development  
  4
- BIO 346  
  Introduction to Cell and Molecular Biology  
  4
- CHM 341  
  Biochemistry I  
  4

**BIO Electives **  
14

**Total**  
35

**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  
  4
- CHM 323  
  Quantitative and Qualitative Analysis  
  3
- CHM 321  
  Organic Chemistry I  
  5
- CHM 332  
  Organic Chemistry II  
  4
- MTH 200  
  Statistical Methods I  
  3
- MTH 210  
  Calculus I  
  5
- PHS 260  
  University Physics I  
  4

**Total**  
24

### B.A. Biology

**Biology Core:**
- BIO 120  
  Principles of Biology I*  
  4
- BIO 122  
  Principles of Biology II*  
  4
- BIO 315  
  Genetics  
  4
- BIO 316  
  Evolutionary Biology  
  3
- BIO 470  
  Capstone Experience in the Biological Sciences  
  2

**BIO Electives **  
15

**Total**  
32

**Scientific Core:**
- CHM 164  
  University Chemistry  
  3
- CHM 166  
  University Chemistry Lab  
  1

Select one of the following courses:
- CHM 174  
  Organic and Biochemistry  
  4
- CHM 231  
  Organic Chemistry I  
  4
- MTH 200  
  Statistical Methods I  
  3

**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.
**Biological Sciences**

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 4
- BIO 346 Introduction to Molecular and Cell Biology 4
- CHM 341 Biochemistry I 4

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

Select one of the following electives:
- BIO 311 Invertebrate Zoology
- BIO 318 Botany
- BIO 323 Mammalogy
- BIO 324 Ornithology

**And** select one of the following different electives:
- BIO 302 Ecology
- BIO 318 Botany
- BIO 323 Mammalogy
- BIO 324 Ornithology
- BIO 325 Principles of Wildlife Management
- BIO 326 Limnology 7 minimum

**Total** 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.
Biological Sciences

BIO 311  Invertebrate Zoology  4
BIO 318  Botany  4
BIO 333  Microbiology  4

Select one of the following electives:
BIO 220  Anatomy and Physiology I
BIO 319  Animal Development
BIO 323  Mammalogy
BIO 324  Ornithology  3 minimum

Select one of the following different electives:
BIO 344  Immunology
BIO 346  Introductions to Molecular and Cell Biology
CHM 341  Biochemistry

And Select one of the following different electives:
BIO 302  Ecology
BIO 325  Principles of Wildlife Management
BIO 326  Limnology  7 minimum

Total  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  4
BIO 318  Botany  4
BIO 326  Limnology  4

Select one of the following electives:
BIO 323  Mammalogy
BIO 324  Ornithology
BIO 325  Principles of Wildlife Management  3 minimum

Select one of the following electives:
BIO 333  Microbiology
BIO 344  Immunology
BIO 346  Introduction to Molecular and Cell Biology
CHM 341  Biochemistry I

And select one of the following different electives:
BIO 220  Anatomy and Physiology I
BIO 311  Invertebrate Zoology
BIO 333  Microbiology
BIO 319  Animal Development  7 minimum

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
Biological Sciences

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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 120</td>
<td>Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 122</td>
<td>Principles of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 302</td>
<td>Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 311</td>
<td>Invertebrate Zoology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 315</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 316</td>
<td>Evolutionary Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 318</td>
<td>Botany</td>
<td>4</td>
</tr>
<tr>
<td>BIO 325</td>
<td>Principles of Wildlife Management</td>
<td>3</td>
</tr>
<tr>
<td>BIO 470</td>
<td>Capstone Experience in the Biological Sciences</td>
<td>2</td>
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Select two of the following electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>BIO 323</td>
<td>Mammalogy</td>
<td></td>
</tr>
<tr>
<td>BIO 324</td>
<td>Ornithology</td>
<td></td>
</tr>
<tr>
<td>BIO 326</td>
<td>Limnology</td>
<td>8</td>
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And select one of the following electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>BIO 319</td>
<td>Animal Development</td>
<td></td>
</tr>
<tr>
<td>BIO 333</td>
<td>Microbiology</td>
<td></td>
</tr>
<tr>
<td>BIO 344</td>
<td>Immunology</td>
<td></td>
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<tr>
<td>BIO 346</td>
<td>Introduction to Molecular and Cell Biology</td>
<td></td>
</tr>
<tr>
<td>BIO 400</td>
<td>Research</td>
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Total 44

Scientific Core:

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<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>CHM 164</td>
<td>University Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHM 166</td>
<td>University Chemistry Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHM 174</td>
<td>Organic and Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>MTH 200</td>
<td>Statistical Methods I</td>
<td>3</td>
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</table>

Select one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 210</td>
<td>Calculus I</td>
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</tr>
<tr>
<td>MTH 350</td>
<td>Statistical Methods II</td>
<td>3 minimum</td>
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</table>

Select one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 323</td>
<td>Quantitative and Qualitative Analysis</td>
<td></td>
</tr>
<tr>
<td>PHS 100</td>
<td>Physics and the Atomic Nature of Matter</td>
<td></td>
</tr>
<tr>
<td>PHS 260</td>
<td>University Physics I</td>
<td>3 minimum</td>
</tr>
</tbody>
</table>

Total 17 minimum

* Wildlife management capstone experience.

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 transplantation 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 210</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 250</td>
<td>American Legal System</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 261</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 385</td>
<td>Criminal Investigation</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 395</td>
<td>Police Procedures and Individual Rights</td>
<td>3</td>
</tr>
<tr>
<td>COM 210</td>
<td>Interpersonal Communication or</td>
<td></td>
</tr>
<tr>
<td>ENG 312</td>
<td>Scholarly Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

**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.
Biological Sciences

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 science-biology need to complete the following program, which constitutes both a major and a minor. Students must earn at least a C- in all courses for the biology major or minor. Additionally, the education program requires that a minimum cumulative overall GPA of 2.6 be sustained 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 49 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 120</td>
<td>Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 122</td>
<td>Principles of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 220</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 333</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 302</td>
<td>Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 305</td>
<td>Biology Teaching Methods</td>
<td>2</td>
</tr>
<tr>
<td>BIO 315</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 316</td>
<td>Evolutionary Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 318</td>
<td>Botany</td>
<td>4</td>
</tr>
<tr>
<td>BIO 330</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>37</strong></td>
</tr>
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</table>

Scientific Core:

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHM 164</td>
<td>University Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHM 166</td>
<td>University Chemistry Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHM 174</td>
<td>Organic and Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>MTH 200</td>
<td>Statistical Methods I</td>
<td>3</td>
</tr>
<tr>
<td>PHS 100</td>
<td>Physical Science: Physics and the Atomic Nature of Matter</td>
<td>3</td>
</tr>
<tr>
<td>PHS 101</td>
<td>Physical Science: Chemistry, Earth and Space</td>
<td>3</td>
</tr>
<tr>
<td>PSY 237</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

Education Core:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 201</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 310</td>
<td>Human Relations/Multiculturalism</td>
<td>3</td>
</tr>
<tr>
<td>EDU 311</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 220</td>
<td>Technology for Teachers</td>
<td>1</td>
</tr>
<tr>
<td>EDU 335</td>
<td>American Indian Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 412</td>
<td>Adolescent Learners' Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDU 424</td>
<td>Literacy Methods in the Content Area</td>
<td>3</td>
</tr>
<tr>
<td>EDU 435</td>
<td>Curriculum Standards and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDU 456</td>
<td>Secondary and Middle Level Teaching Methods</td>
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</tr>
<tr>
<td>EDU 465</td>
<td>Classroom Management for the K–12 Educator</td>
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</tr>
<tr>
<td>EDU 474</td>
<td>7–12 Student Teaching</td>
<td>14</td>
</tr>
<tr>
<td>EDU 475</td>
<td>Seminar</td>
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<tr>
<td>SPD 206</td>
<td>Introduction to Exceptional Students</td>
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<td><strong>Total</strong></td>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 120</td>
<td>Principles of Biology I*</td>
<td>4</td>
</tr>
<tr>
<td>BIO 122</td>
<td>Principles of Biology II*</td>
<td>4</td>
</tr>
<tr>
<td>BIO 315</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO</td>
<td>Electives**</td>
<td>8</td>
</tr>
<tr>
<td></td>
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<td>20</td>
</tr>
</tbody>
</table>

* A CLEP test is available for BIO 120 and BIO 122.
** 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 be complement to students majoring in business who may have an interest in managing game farms.

Wildlife Management

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 120</td>
<td>Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 122</td>
<td>Principles of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 325</td>
<td>Principles of Wildlife Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select one of the following electives</td>
<td></td>
</tr>
<tr>
<td>BIO 115</td>
<td>Environmental Science</td>
<td>4</td>
</tr>
<tr>
<td>BIO 302</td>
<td>Ecology</td>
<td></td>
</tr>
<tr>
<td>BIO 326</td>
<td>Limnology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>And select one of the following elective</td>
<td></td>
</tr>
<tr>
<td>BIO 311</td>
<td>Invertebrate Zoology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 318</td>
<td>Botany</td>
<td></td>
</tr>
<tr>
<td>BIO 323</td>
<td>Mammalogy</td>
<td></td>
</tr>
<tr>
<td>BIO 324</td>
<td>Ornithology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>19</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO</td>
<td>Two courses with labs*</td>
<td>8</td>
</tr>
<tr>
<td>CHM</td>
<td>CHM 164 or higher*</td>
<td>8</td>
</tr>
<tr>
<td>PSY 443</td>
<td>Abnormal Psychology*</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Electives**</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>25</td>
</tr>
</tbody>
</table>

* University regulations state that no course may count for both a major and a 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 Department of Biological Sciences.
### Biological Sciences

**Electives:**
- ATN 320 Human Nutrition 3
- BIO 220 Anatomy and Physiology I 4
- BIO 315 Genetics 4
- BIO 316 Evolutionary Biology 3
- BIO 319 Animal Development 4
- BIO 330 Anatomy and Physiology II 4
- BIO 333 Microbiology 4
- BIO 344 Immunology 4
- BIO 346 Introduction to Molecular and Cell Biology 4
- CHM 174 Organic and Biochemistry 4
- CHM 231 Organic Chemistry I 4
- CHM 332 Organic Chemistry II 4
- CHM 341 Biochemistry I 4
- CHM 342 Biochemistry II 4
- HLT 300 Community Health and Chronic Disease 3
- NUR 100 Medical Terminology 2
- NUR 300 Pharmacology 3
- NUR 302 Health Assessment and Promotion 3
- SPX 315 Kinesiology 3
- SPX 410 Physiology of Exercise 3

### Course Descriptions

**Biology (BIO)**

**101 General Biology** 4 hours  S  
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. Three lectures, one laboratory.  
General Education: Critical and Collaborative Thinking – Science Technology and Human Experience  

Note: a student who takes BIO 101 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.

**115 Environmental Science** 4 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. Three lectures, one laboratory.  
General Education: Critical and Collaborative Thinking – Science Technology and Human Experience

**120 Principles of Biology I** 4 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. Three lectures, one laboratory.  
General Education: Critical and Collaborative Thinking – Science Technology and Human Experience

**122 Principles of Biology II** 4 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. Three lectures, one laboratory. Prerequisite: BIO 120.

**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, BIO 122 (or concurrent enrollment) and consent of instructor.
220 Anatomy and Physiology I 4 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. Three lectures, one laboratory.
Prerequisites: CHM 164 and CHM 166 and CHM 174 or CHM 231.

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 120, BIO 122 and consent of instructor.

302 Ecology 4 hours  F17
Students will study the principles governing the relationships of plants, animals and their environment. Three lectures, one laboratory, including field trips.
Prerequisites: BIO 120, BIO 122 and MTH 200.

305 Biology Teaching Methods 2 hours  TBA
This course introduces students to the texts, manuals, materials, apparatus and methods of teaching biology. One lecture, one laboratory. 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 4 hours  F18
Students will investigate the biology of representative invertebrates, including their structure and function, phylogeny, taxonomy, behavior and ecology. Three lectures, one laboratory.
Prerequisites: BIO 120 and 122.

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. Three lectures, one laboratory.
Prerequisites: BIO 120 and 122.

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. Three lectures.
Prerequisite: BIO 315.

318 Botany 4 hours  F17
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. Three lectures, one laboratory.
Prerequisites: BIO 120 and BIO 122.

319 Animal Development 4 hours  F17
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. Two lectures, two laboratories.
Prerequisites: BIO 120 and BIO 122.

323 Mammalogy 4 hours  F18
Topics covered in this course include the evolution, taxonomy, distribution, adaptations, ecology and behavior of mammals. Three lectures, one laboratory.
Prerequisites: BIO 120, BIO 122 or consent of instructor.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Term(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>324</td>
<td>Ornithology</td>
<td>4 hours</td>
<td>S17</td>
</tr>
<tr>
<td></td>
<td>This course involves the study of the origin, evolution, structure, behavior, adaptations, distribution and classification of birds. Three lectures, one laboratory. Prerequisites: BIO 120, BIO 122 or consent of instructor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>325</td>
<td>Principles of Wildlife Management</td>
<td>3 hours</td>
<td>S18</td>
</tr>
<tr>
<td></td>
<td>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 120, BIO 122 or consent of instructor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>326</td>
<td>Limnology</td>
<td>4 hours</td>
<td>F18</td>
</tr>
<tr>
<td></td>
<td>This course integrates the chemistry, physics, hydrology and ecology of freshwater ecosystems. It also considers the human impact on these systems. Three lectures, one laboratory, including field trips. Prerequisites: BIO 120, BIO 122, CHM 164 and CHM 166.</td>
<td></td>
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</tr>
<tr>
<td>330</td>
<td>Anatomy and Physiology II</td>
<td>4 hours</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>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 120, BIO 122</td>
<td></td>
<td></td>
</tr>
<tr>
<td>333</td>
<td>Microbiology</td>
<td>4 hours</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>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 or CHM 231.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>344</td>
<td>Immunology</td>
<td>4 hours</td>
<td>S18</td>
</tr>
<tr>
<td></td>
<td>This course provides an introduction into the chemical, genetic and biological properties of immune responses, acquired immunity and the production of antibodies. Three lectures and one laboratory. Prerequisites: BIO 120, BIO 122 and either CHM 174 or CHM 231, or consent of instructor. CHM 341 is recommended.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>346</td>
<td>Introduction to Molecular and Cell Biology</td>
<td>4 hours</td>
<td>F18</td>
</tr>
<tr>
<td></td>
<td>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. Three lectures and one laboratory. Prerequisites: BIO 120, BIO 122, either CHM 174 or CHM 231, or consent of instructor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>400</td>
<td>Research</td>
<td>1–4 hours</td>
<td>F, S</td>
</tr>
<tr>
<td></td>
<td>This course involves advanced independent work using biological methods. Students will choose a research activity acceptable to the biology department. Prerequisites: BIO 120, BIO 122, an approved proposal and consent of instructor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>403</td>
<td>Research in Biochemistry</td>
<td>1–4 hours</td>
<td>F, S</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
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</tr>
<tr>
<td>470</td>
<td>Capstone Experience in the Biological Sciences</td>
<td>2 hours</td>
<td>F/S/SU</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
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</tr>
</tbody>
</table>
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 life-long learning skills, innovative problem-solving abilities and effective communication skills.

Overview
The business and economics department offers 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 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 M.B.A. 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, international business and development, economics, sports management, and entrepreneurial leadership.
**Business and Economics**

**Majors**

**B.S. Business Administration**

**Business Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 220</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 251</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 252</td>
<td>Principles of Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 263</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 344</td>
<td>Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 356</td>
<td>Operations and Information Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 371</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 381</td>
<td>Business Ethics and Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>BUS 484</td>
<td>Business Analysis and Strategy</td>
<td>3</td>
</tr>
<tr>
<td>ECO 231 or</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 232</td>
<td>Principles of Microeconomics</td>
<td></td>
</tr>
<tr>
<td>ENT 224</td>
<td>Entrepreneurial Leadership I</td>
<td>3</td>
</tr>
<tr>
<td>MTH 200</td>
<td>Statistical Methods I</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Totals</strong></td>
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</tbody>
</table>

**Concentrations: Select 18 credits in consultation with chair or adviser.**

**Management Concentration**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BUS 315</td>
<td>Leadership and Communication</td>
<td>3</td>
</tr>
<tr>
<td>BUS 320</td>
<td>Supervisory Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 321</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUS 322</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>COM 365</td>
<td>Interviewing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Totals</strong></td>
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</table>

**Sports Management Concentration**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPM 241</td>
<td>Sport and Society</td>
<td>3</td>
</tr>
<tr>
<td>SPM 341</td>
<td>Sports Administration</td>
<td>3</td>
</tr>
<tr>
<td>SPM 343</td>
<td>Sports Multi-Media</td>
<td>3</td>
</tr>
<tr>
<td>SPM 363</td>
<td>Sports Policy</td>
<td>3</td>
</tr>
<tr>
<td>SPM 382</td>
<td>Sport Facility and Event Management</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Totals</strong></td>
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**Marketing Concentration**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 373</td>
<td>Integrated Marketing Communication</td>
<td>3</td>
</tr>
<tr>
<td>BUS 374</td>
<td>Retail Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 377</td>
<td>Consumer Behavior</td>
<td>3</td>
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<tr>
<td>BUS 471</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>COM 205</td>
<td>Communication, Media and Society</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Totals</strong></td>
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**Finance Concentration**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BUS 340</td>
<td>Financial Planning: Process and Application</td>
<td>3</td>
</tr>
<tr>
<td>BUS 341</td>
<td>Money and Banking</td>
<td>3</td>
</tr>
<tr>
<td>BUS 342</td>
<td>Investments</td>
<td>3</td>
</tr>
<tr>
<td>BUS 344L</td>
<td>Principles of Finance Lab</td>
<td>1</td>
</tr>
<tr>
<td>BUS 345</td>
<td>Insurance and Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 346</td>
<td>Real Estate</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Totals</strong></td>
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**Nonprofit Administration Concentration**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BUS 321</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>NPA 300</td>
<td>Nonprofit Development and Management</td>
<td>3</td>
</tr>
<tr>
<td>NPS 310</td>
<td>Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>NPA 313</td>
<td>Resource Development and Stewardship</td>
<td>3</td>
</tr>
<tr>
<td>NPA 370</td>
<td>Program Design and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Totals</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>
Business and Economics

B.S. Accounting

Business Core:
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 or Principles of Macroeconomics  3
ECO 232  Principles of Microeconomics  3
ENT 224  Entrepreneurial Leadership I  3
MTH 200  Statistical Methods I  3
Accounting Courses  32
Total B.S. in Accounting  68

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 456  Governmental and Not-for-Profit Accounting  3
BUS 457  Advanced Accounting I  3
BUS 458  Auditing  3
BUS 459  Advanced Accounting II  3

Accounting majors do not require an academic minor.

Fifth Year Additional Accounting Course Plan
The two alternatives previously mentioned for attaining the 150-hour rule include either entering the DWU M.B.A. 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 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 or Principles of Macroeconomics  3
ECO 232  Principles of Microeconomics  3
ENT 224  Entrepreneurial Leadership I  3
BUS elective *  3
Total  21

*In consultation with department chair or a business professor.

International Business and Development
BUS 384  International Business  3
BUS 465  International and Micro Finance  3
ECO 336  Economics of Development  3
Select two of the following courses:
HIS 313 Latin American History
HIS 386 Asian History
REL 314 World Religions
A minimum of seven credit hours, consisting of at least three credit hours (six recommended) in Language courses and one-two hours minimum of Field Experience, served in an international setting
Total

Prerequisites will be waived with instructor's consent.

**Economics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 341</td>
<td>Money and Banking</td>
<td>3</td>
</tr>
<tr>
<td>ECO 231</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 232</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Electives *</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

*Courses will be economics-related and made in consultation with a business professor to assist each student in his/her individual interests. Courses may include a selection from ECO 336, ECO 338, ECO 460, ECO 499, BUS 342, BUS 381, MTH 200 and American Economic History when offered as a selected topic.

See Sports Management, Non-profit, Entrepreneurial Leadership for minor options.

**Associate of Science**

For an Associate of Science degree, consult “Entrepreneurial Leadership.”

**Course Descriptions**

**Business (BUS)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>155</td>
<td>Survey of Accounting</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>220</td>
<td>Principles of Management</td>
<td>3</td>
<td>F, S, Su</td>
</tr>
<tr>
<td>240</td>
<td>Personal Finance</td>
<td>3</td>
<td>TBA</td>
</tr>
<tr>
<td>251</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>252</td>
<td>Principles of Managerial Accounting</td>
<td>3</td>
<td>S</td>
</tr>
<tr>
<td>263</td>
<td>Business Law I</td>
<td>3</td>
<td>F, S, SU</td>
</tr>
<tr>
<td>305</td>
<td>Accounting Systems</td>
<td>3</td>
<td>F18</td>
</tr>
</tbody>
</table>

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

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.

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

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.

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.

Students will discuss the general principles of contracts, torts and property as applied to business relationships. Prerequisites: Sophomore status.

This course provides a review of the use of several spreadsheet and accounting programs in solving a variety of business problems.

Prerequisite: BUS251
315 Leadership and Communication 3 hours S18
Students will study principles and examples of leadership, with special emphasis on servant leadership and developing the communication skills essential to effective leadership.

320 Supervisory Management 3 hours F17, S19
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 Su
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 hours F18
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.
ECO 231 or ECO 232 or consent of instructor.

341 Money and Banking 3 hours F17
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 S18
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.

344L Principles of Finance Lab 1 hour F17
This course will introduce students to the use of Excel for organizing and presenting information and data in financial decision making and planning.
Co-requisite BUS344 Required for Business with Finance Concentration majors.

345 Insurance and Risk Management 3 hours S19
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 F17
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.
Business and Economics

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 S19
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
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 TBA
This course reviews legal principles that apply to various aspects of human resource management.

371 Principles of Marketing
3 hours F, S, Su
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 F17
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 S18
This course is a comprehensive study of retail management, with an emphasis on small business.
Prerequisite: BUS 371 or consent of instructor.

377 Consumer Behavior
3 hours F19
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  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. General Education: Civic Values and Engagement

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  F17
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  S18
Students will study methods of examining and adjusting financial records. Prerequisite: BUS 354 with B- or better.

459 Advanced Accounting II 3 hours  TBA
This class covers the procedures related to accounting for mergers and acquisitions, including a variety of issues related to the preparation of consolidated financial statements. Prerequisite: BUS 354 with B- or better.

471 Marketing Management 3 hours  F18
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. It includes review of strategic management, a business simulation and/or a group field investigation of a local organization. Prerequisites: Senior status, all Business Core courses, or consent of instructor.

Course Descriptions
Economics (ECO)

231 Principles of Macroeconomics 3 hours  F,Su Even
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 Odd
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)

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
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

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIO 120</td>
<td>Principles of Biology I</td>
<td>4</td>
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<tr>
<td>BIO 122</td>
<td>Principles of Biology II</td>
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<tr>
<td>BIO 315</td>
<td>Genetics</td>
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<td>BIO 403</td>
<td>Research in Biochemistry</td>
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<tr>
<td>CHM 164</td>
<td>University Chemistry</td>
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<tr>
<td>CHM 166</td>
<td>University Chemistry Lab</td>
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<tr>
<td>CHM 231</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHM 310</td>
<td>Inorganic Chemistry</td>
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</tr>
<tr>
<td>CHM 323</td>
<td>Qualitative and Quantitative Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHM 332</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHM 341</td>
<td>Biochemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHM 342</td>
<td>Biochemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHM 360</td>
<td>Physical Chemistry</td>
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<tr>
<td>MTH 210</td>
<td>Calculus I</td>
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<tr>
<td>PHS 260</td>
<td>University Physics I</td>
<td>4</td>
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<td>PHS 270</td>
<td>University Physics II</td>
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<td></td>
<td>CHM 400 level course</td>
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</table>

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.).

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 120</td>
<td>Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 122</td>
<td>Principles of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>CHM 164</td>
<td>University Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHM 166</td>
<td>University Chemistry Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHM 174</td>
<td>Organic and Biochemistry or Organic and Biochemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHM 231</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>MTH 210</td>
<td>Calculus I</td>
<td>5</td>
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<tr>
<td>PHS 260</td>
<td>University Physics I</td>
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<tr>
<td>PHS 270</td>
<td>University Physics II</td>
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</tr>
<tr>
<td>Minimum Electives*</td>
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<td></td>
</tr>
<tr>
<td>Total</td>
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<td>53</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 164</td>
<td>University Chemistry</td>
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</tr>
<tr>
<td>CHM 166</td>
<td>University Chemistry Lab</td>
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<tr>
<td>CHM 231</td>
<td>Organic Chemistry I</td>
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</tr>
<tr>
<td>CHM 332</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
</tbody>
</table>

Choose two of the following:

- CHM 310 Inorganic Chemistry or
- CHM 323 Qualitative and Quantitative Analysis or
- CHM 341 Biochemistry I or
- CHM 360 Physical Chemistry 7 minimum

**Total 19**

## Course Descriptions

### Astronomy (AST)

**100 Introduction to Astronomy** 3 hours  F17, S18
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. General Education: Critical and Collaborative Thinking – Science Technology and Human Experience

### 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 120 or equivalent is recommended. General Education: Critical and Collaborative Thinking – Science Technology and Human Experience

**166 University Chemistry Lab** 1 hours  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. General Education: Science Technology and Human Experience

**174 Organic and Biochemistry** 4 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.

**231 Organic Chemistry I** 4 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. Three lectures, one three-hour laboratory. Prerequisite: CHM 164/166.

**310 Inorganic Chemistry** 3 hours  F18
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.
Chemistry, Physics and Astronomy

323 Qualitative and Quantitative Analysis 4 hours S18
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.

332 Organic Chemistry II 4 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.
Prerequisites: CHM 231.

341 Biochemistry I 4 hours F17
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 or CHM 231.

342 Biochemistry II 4 hours S18
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.

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.

460 Independent Study 1–4 hours F, S
Students study selected topics in advanced areas, including projects, research investigations and surveys of the literature. Hours and fees will be arranged.

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.
General Education: Critical and Collaborative Thinking – Science Technology and Human Experience

101 Physical Science: Chemistry, Earth and Space 3 hours F
This course is a basic study in physical science, including chemistry, geology and astronomy.
General Education: Critical and Collaborative Thinking – Science Technology and Human Experience

260 University Physics I 4 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 210 or consent of instructor.

270 University Physics II 4 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 or consent of instructor.
Communication (COM)

College of Arts and Humanities

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 315</td>
<td>Leadership and Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 205</td>
<td>Communication, Media and Society</td>
<td>3</td>
</tr>
<tr>
<td>COM 210</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 230</td>
<td>Communication Theories and Criticism</td>
<td>3</td>
</tr>
<tr>
<td>COM 320</td>
<td>Multicultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 365</td>
<td>Interviewing</td>
<td>3</td>
</tr>
<tr>
<td>COM 370</td>
<td>Advanced Persuasive Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COM 470</td>
<td>Seminar in Communication</td>
<td>3</td>
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<tr>
<td>DMD 101</td>
<td>Introduction to Design</td>
<td>3</td>
</tr>
<tr>
<td>ENG 215</td>
<td>Business and Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>SOC 312</td>
<td>Social Science Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>BUS 371, BUS 373, DMD 345, SOC 317, or another course with department head approval</td>
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</tr>
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Minor

Communication

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>COM 210</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 230</td>
<td>Communication Theories and Criticism</td>
<td>3</td>
</tr>
<tr>
<td>COM 325</td>
<td>Introduction to Mass Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 365</td>
<td>Interviewing</td>
<td>3</td>
</tr>
<tr>
<td>COM 370</td>
<td>Advanced Persuasive Speaking</td>
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*Electives:

<table>
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<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BUS 321</td>
<td>Organizational Behavior</td>
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<tr>
<td>COM 320</td>
<td>Multicultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>DMD 345</td>
<td>Desktop Publishing</td>
<td>3</td>
</tr>
<tr>
<td>SOC 312</td>
<td>Methods of Social Research</td>
<td>3</td>
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</tbody>
</table>

Other electives selected in consultation with the department.

Course Descriptions

Communication (COM)

101 Fundamentals of Speech Communication

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.

General Education: Effective Expression – Oral

205 Communication, Media and Society

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 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.
## Communication

### 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.

### 225/325 Introduction to Mass Communication  
3 hours  
TBA  
This course examines the roles and responsibilities of media. Students examine the history of media, theories of mass communication and the impact of the media on culture. Emphasis is placed on current issues in mass media and communication.

### 230 Communication Theories and Criticism  
3 hours  
F  
The process of communication involves the presentation and interpretation of ideas. This course presents the theories of how communication has evolved, beginning with Aristotle and continuing through Burke. The course incorporates the analysis and criticism of persuasive speaking by applying relevant theories.

### 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.

### 365 Interviewing  
3 hours  
F  
This course introduces students to the theory and practice of interviewing. Students research and develop interview instruments, conduct interviews and examine the ethics of interviewing. Assignments include information, employment and persuasive interviews.

### 370 Advanced Persuasive Speaking  
3 hours  
S  
Students will investigate the role of persuasion in society, study the theories of argumentation, and prepare and deliver speeches to persuade, including indictment and proposition speeches and policy debates. Prerequisite: Consent of instructor.

### 470 Seminar in Communication  
3 hours  
F  
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

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).

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 210</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 258</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 261</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 357</td>
<td>Corrections</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 395</td>
<td>Police Procedure and Individual Rights</td>
<td>3</td>
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<tr>
<td>CRJ 433</td>
<td>Seminar in Criminal Justice</td>
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<td>CRJ</td>
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<tr>
<td>MTH 200</td>
<td>Statistical Methods I or</td>
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<tr>
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</table>

*Electives:

CRJ courses not required for the major

HMS 245 Drug Use and Abuse
HMS 300 Alcohol Use and Abuse
HMS 320 Victimology
PHL 220 Introduction to Ethical Issues

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 human services, behavioral sciences (psychology) or business (accounting).

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CRJ 210</td>
<td>Introduction to Criminal Justice</td>
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<tr>
<td>CRJ 258</td>
<td>Criminology</td>
<td>3</td>
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<tr>
<td>CRJ 261</td>
<td>Criminal Law</td>
<td>3</td>
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<tr>
<td>CRJ 357</td>
<td>Corrections</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 395</td>
<td>Police Procedure and Individual Rights</td>
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<tr>
<td>CRJ</td>
<td>Electives*</td>
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</table>
Criminal Justice

*Electives:
  - CRJ: Any additional criminal justice courses
  - HMS 245: Drug Use and Abuse
  - HMS 300: Alcohol Use and Abuse
  - HMS 320: Victimology
  - 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHM 164</td>
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</tr>
<tr>
<td>CHM 166</td>
<td>University Chemistry Lab</td>
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<tr>
<td>CHM 174</td>
<td>Organic and Biochemistry</td>
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</tr>
<tr>
<td>CHM 323</td>
<td>Quantitative and Qualitative Analysis</td>
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<tr>
<td>CRJ 210</td>
<td>Intro to Criminal Justice</td>
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</tr>
<tr>
<td>CRJ 380</td>
<td>Crime Scene and Forensic Investigation</td>
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<tr>
<td>CRJ 385</td>
<td>Criminal Investigation</td>
<td>3</td>
</tr>
<tr>
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</tbody>
</table>

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.

General Education Courses
- Civic Values and Engagement                               | 3       |
- Critical and Collaborative Thinking – Cognitive Analysis  | 3       |
- Cultural and Global Awareness                             | 3       |
- Critical and Collaborative Thinking – Historical Thinking and Analysis | 3       |
- Critical and Collaborative Thinking – Quantitative Reasoning | 3       |
- Critical and Collaborative Thinking – Science Technology and Human Experience | 3       |
- Effective Expression – Literary Analysis or Artistic Appreciation | 3       |
- Effective Expression – Oral (COM 101)                     | 3       |
- Effective Expression – Written (ENG 111)                  | 3       |
- Learn Strong I                                             | 1       |
- Personal Growth and Maturity                               | 3       |
- Electives*                                                | 12      |

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       |
- Total                                                   | 64      |

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.
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:

- HMS 245 Drug Use and Abuse 3
- HMS 300 Alcohol Use and Abuse 3
- HMS 320 Victimology 3
- HMS 370/770 Theory and Practice of Counseling 3
- HMS 400 Group Counseling 3
- HMS 430 Ethics in Human Service Practice 3
- PSY 337 Adolescent Psychology 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.

Course Descriptions

Criminal Justice (CRJ)

210 Introduction to Criminal Justice 3 hours F
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 F19
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 F
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.

General Education: Civic Values and Engagement

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 S
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 F18
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. 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 F19
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.
Criminal Justice

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 F18
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 TBA
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 S18
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 S19
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 S
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.

460 Independent Study in Criminal Justice 1–3 hours F, S
This independent course allows for study in specific areas of criminal justice literature and practice not covered by existing organized courses within the criminal justice curriculum. Prerequisites: Consent of instructor and department chair.

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

College of Arts and Humanities

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 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.

Major

Digital Media and Design

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 205</td>
<td>Communication, Media and Society</td>
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</tr>
<tr>
<td>DMD 101</td>
<td>Introduction to Design</td>
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<tr>
<td>DMD 203</td>
<td>Digital Imaging</td>
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<tr>
<td>DMD 215</td>
<td>Typography</td>
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<tr>
<td>DMD 247</td>
<td>Web Page Design</td>
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<tr>
<td>DMD 305</td>
<td>Color Theory</td>
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</tr>
<tr>
<td>DMD 456</td>
<td>Digital Media and Design Portfolio*</td>
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<tr>
<td>ENG 342</td>
<td>English Grammar</td>
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<tr>
<td></td>
<td>Concentration</td>
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</tbody>
</table>

* DMD 456 is worth one credit but students will take one credit of DMD 456 in their final two semesters for a total of 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 202  Computer Graphics  3
DMD 205  Photography Foundations  3
DMD 303  Advanced Digital Imaging  3
DMD 345  Desktop Publishing  3
DMD 370  Graphic Design History  3
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  3
Total  15

Minor

Graphic Design

DMD 101  Introduction to Design  3
DMD 203  Digital Imaging  3
DMD 215  Typography  3
DMD 303  Advanced Digital Imaging  3
DMD 345  Desktop Publishing  3
DMD 370  Graphic Design History  3
Total  18

Web Design

DMD 101  Introduction to Design  3
DMD 203  Digital Imaging  3
DMD 215  Typography  3
DMD 247  Web Page Design  3
DMD 300  Advanced Media Design  3
DMD 310  Usability for the Web  3
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.
General Education: Effective Expression – Artistic Appreciation

120 Art Appreciation  3 hours  S
This is an introductory lecture course focusing on the theoretical, cultural and historic aspects of visual art. Emphasis is on the development of visual and aesthetic awareness.
General Education: Effective Expression – Artistic Appreciation
# Digital Media and Design

## 200 Intro to IxD: Don't Make Me Think
- **3 hours**
- Offering: 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**
- Offering: 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**
- Offering: 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**
- Offering: 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.

General Education: Effective Expression – Artistic Appreciation

## 207 Printmaking
- **3 hours**
- Offering: 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 emphasized. Students are expected to develop highly original works. Professional presentation skills, time management and craftsmanship are emphasized.

Prerequisites: DMD 101, DMD 202.

## 215 Typography
- **3 hours**
- Offering: F19

This foundation course introduces typography as both an art form and a visual communication tool. Through lectures, demonstrations and studio work, students gain an understanding of the history of type, technological influences, letterform anatomy, type classification and measurements systems, and the interaction between form and meaning. Issues of legibility and communicative clarity and hierarchy are also addressed. Students explore the relationship between type as type and type as image as it is related to visual communications, and they will produce original solutions to problems concerning the organization of textual information. The course emphasizes execution, professional presentation skills, time management and craftsmanship.

Prerequisites: DMD 101 and DMD 202.

## 247 Web Page Design
- **3 hours**
- Offering: F

Students are trained in using the Internet, designing Web pages 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 Web pages, will learn the basics of CSS and will review the basics of HTML coding.

## 300 Advanced Media Design
- **3 hours**
- Offering: 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**
- Offering: 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.
Digital Media and Design

305 Color Theory Design  3 hours  F18
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, DMD 215 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  F18
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.

370 Graphic Design History  3 hours  S
This survey course investigates and analyzes major trends, artworks, periods, styles and artists relevant to the history of graphic design. Through lectures, videos, discussions, presentations and research, students are exposed to the idea of communication and design as it has evolved from pictographs painted on cave walls to contemporary design and technological innovations.

400: IxD II: Applied Design  3 hours  S19
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 2 credits. Prerequisite: Senior standing and a graphic design major/minor with consent of department chair.
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 command respect as educated people and as members of the teaching profession.

**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:
- 5–8 Middle Level Education
- K–12 Special Education
- 7–12 Special Education
- K–8 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.

Graduating with an Education Major in Four Years
There are 125 credits in an elementary education or special education major. If teacher candidates wish to graduate in four years, they will need to average 16 credits each semester while they are attending Dakota Wesleyan University.

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

Levels of Admission
1. Full admission – Candidates will receive full admission to the education program when they successfully complete all of the requirements for admission, including passing scores on any entrance exams required by the department.
2. Provisional admission – If candidates have not received passing scores on the entrance exams, they will receive provisional admission to the program for one semester. During the semester of provisional admission, they may take some education classes. During the semester they are provisionally admitted, they will need to receive passing scores on the entrance exams required by the department. If they do receive passing scores on the required entrance exams, they may be granted full admission. If they do not receive passing scores on the required entrance exams, they will be denied admission to the program. Candidates with provisional admission to the program may not take upper-level methods and block courses in education.
3. Admission denied – Candidates will be denied admission to the program if they do not successfully meet all of the requirements for the program.

Candidates must be granted full admission to the program in order to enroll in upper-level (300–499) methods courses in education. Candidates with provisional admission to the program will not be allowed to
enroll for those courses until they have received full admission. Individual exceptions are made at the discretion of the department chair, whose decision will be final. Students who were denied admission may not take any education classes until the reasons for denial of admission have been satisfactorily addressed.

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 pertinent to their major to achieve legal teaching certification in South Dakota in addition to required coursework in all areas for which a state exam is available. See the South Dakota Department of Education for a list of what passing scores are for the different Praxis 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 and presentation of Personal Electronic Portfolio (PEP) and exit survey.
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.

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
Education and Special Education

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 125 total hours;
- that candidates achieve passing scores on appropriate PRAXIS II tests 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; and
- completion of personal electronic portfolio and exit interview.

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

Elementary Education
Required education courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 201</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 220</td>
<td>Technology for Teachers</td>
<td>1</td>
</tr>
<tr>
<td>EDU 224</td>
<td>Children’s Literature</td>
<td>3</td>
</tr>
<tr>
<td>EDU 252</td>
<td>Music, Movement and Art</td>
<td>3</td>
</tr>
<tr>
<td>EDU 310</td>
<td>Human Relations/Multiculturalism</td>
<td>3</td>
</tr>
<tr>
<td>EDU 311</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 335</td>
<td>American Indian Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 380</td>
<td>Evidence-Based Reading K–3</td>
<td>3</td>
</tr>
<tr>
<td>EDU 382</td>
<td>Evidence-Based Reading 4–8</td>
<td>3</td>
</tr>
<tr>
<td>EDU 412</td>
<td>Adolescent Learners’ Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDU 424</td>
<td>Literacy Methods in the Content Area</td>
<td>3</td>
</tr>
<tr>
<td>EDU 435</td>
<td>Curriculum Standards and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDU 442</td>
<td>Social Studies Methods and Practicum</td>
<td>3</td>
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<tr>
<td>EDU 443</td>
<td>Science Methods and Practicum</td>
<td>3</td>
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<tr>
<td>EDU 444</td>
<td>Mathematics Methods and Practicum</td>
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<tr>
<td>EDU 465</td>
<td>Classroom Management for the K–12 Educator</td>
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<tr>
<td>EDU 472</td>
<td>Elementary School Student Teaching</td>
<td>14</td>
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<tr>
<td>EDU 475</td>
<td>Seminar</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>62</td>
</tr>
</tbody>
</table>
Additional required courses:

- BIO 101 General Biology  4
- HIS 201 U.S. History I or  3
- 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
- PHS 101 Physical Science: Chemistry, Earth and Space  3
- POL 153 U.S. Government  3
- PSY 237 Developmental Psychology  3
- SPD 206 Introduction to Exceptional Students  3

Subtotal  28

General Education support courses are listed under the five foundational pillars for the College of Leadership and Public Service. The pillars can be found in “Academic Programs.” A grade of C or better is required for all General Education courses.

5–8 Middle Level Education Endorsement

The South Dakota Department of Education requires candidates wishing to add the middle level endorsement for South Dakota certification to complete eight credit hours of coursework in education or pass the Praxis test in middle-level education.

1. Completion of an elementary or secondary education program.
2. Completion of the following courses:
   - EDU 412 Adolescent Learners’ Needs
   - EDU 424 Literacy Methods in the Content Area
   - PSY 237 Developmental Psychology

These courses are part of the elementary and secondary education program; thus all elementary and secondary education majors will graduate with a middle-level (5–8) endorsement. However, candidates must submit passing specific middle-level content area Praxis exams in order to teach that particular subject area in a junior high or middle school.

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; and
- passing scores on appropriate Praxis II content and PLT exams.

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

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. The state requirements for each are listed on the South Dakota Department of Education website, [www.doe.sd.gov/oatq/Praxis.asp](http://www.doe.sd.gov/oatq/Praxis.asp). Or 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.

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, plan programs and 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
- make decisions based on the laws, policies and procedures established at local, state and federal levels.
Admission into the Special Education Program
Before students may take the entry-level class SPD 206, they must be admitted into the education program. Any exceptions to this must be approved by the department chair. 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 125 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 and
- completion of a personal electronic portfolio and exit interview.

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

K–12 Special Education Courses
Required education courses:

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<td>Classroom Management for the K–12 Educator</td>
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<td>EDU 475</td>
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<td>SPD 311</td>
<td>Students with High-Incidence Disabilities</td>
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<tr>
<td>SPD 312</td>
<td>Students with Low-Incidence Disabilities+</td>
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<tr>
<td>SPD 315</td>
<td>Assessment of Learners with Special Needs</td>
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<tr>
<td>SPD 320</td>
<td>Special Education Law and Collaborative Partnerships</td>
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<tr>
<td>SPD 325</td>
<td>Students with Emotional/Behavioral Disorders</td>
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<tr>
<td>SPD 470</td>
<td>Student Teaching in Special Education</td>
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Total 71

Additional required courses:

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<td>BIO 101</td>
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<td>HIS 201</td>
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<td>HIS 202</td>
<td>U.S. History II</td>
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<td>MTH 150</td>
<td>Mathematics for the Elementary Teacher</td>
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<td>PHS 101</td>
<td>Physical Science; Chemistry, Earth and Space</td>
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<td>POL 153</td>
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<tr>
<td>PSY 237</td>
<td>Developmental Psychology</td>
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Subtotal 22
Education and Special Education

General Education support courses are listed under the five foundational pillars for the College of Leadership and Public Service. The pillars can be found in "Academic Programs." A grade of C or better is required for all General Education courses.

Special Education Endorsements for Teacher Certification

Three levels of endorsements:
- K–12 Special Education Endorsement
- 7–12 Special Education Endorsement
- K–8 Special Education Endorsement

A special education endorsement requires:
- teacher certification and one year of general classroom teaching, or special education paraprofessional experience, or special education certification and one year of special education teaching experience;
- passage of the state special education teacher licensing examination; and
- a minimum three-credit-hour practicum in special education under the supervision of a certified special education teacher and university supervisor at each level of endorsement.

A K–8 special education endorsement requires a minimum of 26 credits with a minimum of 23 credits in special education. The credits in special education shall include a special education practicum of three credit hours. Candidates must demonstrate thorough coursework, knowledge and skills at the K–8 endorsement level to meet the Council of Exceptional Children’s performance-based standards covering: foundations, development and characteristics of learners, individual learning differences, instructional strategies, learning environments and social interactions, communication, instructional planning, assessment, professional and ethical practice, and collaboration.

A 7–12 special education endorsement requires a minimum of 26 credits with a minimum of 23 in special education. The credits in special education shall include vocational transition and a special education practicum of three credit hours. Candidates must demonstrate thorough coursework knowledge and skills at the 7–12 endorsement level to meet the Council of Exceptional Children’s performance-based standards covering foundations, development and characteristics of learners, individual learning differences, instructional strategies, learning environments and social interactions, communication, instructional planning, assessment, professional and ethical practice, and collaboration.

A K–12 special education endorsement requires a minimum of 27 credits with a minimum of 24 in special education. The credits in special education shall include vocational transition and a special education practicum of two credit hours at the elementary level and two credit hours at the secondary level. Candidates must demonstrate thorough coursework knowledge and skills at the K–12 endorsement level to meet the Council of Exceptional Children’s performance-based standards covering foundations, development and characteristics of learners, individual learning differences, instructional strategies, learning environments and social interactions, communication, instructional planning, assessment, professional and ethical practice, and collaboration.

General requirements for all three endorsement levels: Teacher certification and one year of general classroom teaching experience or special education certification and one year of special education teaching experience.

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<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<td>SPD 206</td>
<td>Introduction to Exceptional Students</td>
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<td>SPD 310</td>
<td>Differentiation for Exceptional Students</td>
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<td>SPD 311</td>
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<td>SPD 315</td>
<td>Assessment of Learners with Special Needs</td>
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<td>SPD 320</td>
<td>Special Education Law and Collaborative Partnerships</td>
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<td>SPD 325</td>
<td>Students with Emotional/Behavioral Disorders</td>
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<td>SPD 452/552</td>
<td>Special Education Practicum K–8</td>
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<td>Special Education Practicum 7–12</td>
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</tr>
<tr>
<td>SPD 456/556</td>
<td>Special Education Practicum K–12</td>
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</tbody>
</table>

A special education endorsement requires passing the state special education teacher licensing examination and a minimum of a three-credit-hour practicum in special education at the K–8 level or the 7–12 level. If the student is seeking a K–12 endorsement, the requirement is a four-credit practicum, with two credits being completed at the elementary level and two credits completed at the secondary level.
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)
201 Foundations of Education  3 hours  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.
Prerequisites:
1. Completion of at least three General Education courses.
2. An accumulated GPA of at least 2.6 (no rounding up).
3. Proof of DWU FTO membership.

220 Technology for Teachers  1 credit  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. Through experiential learning, candidates will understand the impact of a changing society on education and human relations. Out-of-town travel and other related expenses may be required for this class.

311 Educational Psychology 3 hours F
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. Noneducation majors must have consent of the instructor.

335 American Indian Education 3 hours F
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 may be required for this class.
Prerequisite: EDU 201. Noneducation majors must have consent of the instructor

General Education: Cultural and Global Awareness

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 of response-to-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 and EDU 380.

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
Corequisite: EDU 456

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 and speaking 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 is a survey of social studies education in the United States, looking at methodology and practices for students in the elementary and middle levels. It includes organization of the social studies curriculum and available materials, and modification of the curriculum for students with unique needs. A field experience in an elementary or middle school classroom is required. This course is part of the fall block experience for elementary education majors.
Prerequisite: EDU 201.
Corequisites: EDU 435 and EDU 443.

### 443 Science Methods and Practicum 3 hours F
This course is a survey of basic scientific skills to be mastered by students at K–8 levels and an awareness of the methodologies of teaching science concepts, including modification of the curriculum for the exceptional student. Candidates are assigned to classrooms for fieldwork. This course is part of the fall block experience for elementary education majors.
Prerequisites: EDU 201, BIO 101 and PHS 101.
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 435 and EDU 465.

### 456 Secondary and Middle Level Teaching Methods 3 hours F
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 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 412, 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, working with families, establishing classroom rules, maintaining appropriate behavior, motivating students to learn and responding to inappropriate behaviors. Different theories of classroom management will be explored. This course requires a field experience. This course is part of the spring practicum experience for elementary education majors. Courses include 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,
Education and Special Education

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 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 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 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.
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.

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.

Course Descriptions
Special Education (SPD)

206 Introduction to Exceptional Students  
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 struggling learners. Students will research a specific educational challenge and complete observation hours in a school setting.
Prerequisite: EDU 201 or instructor permission

300/500 Field Experience in Special Education  
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  
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  
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.
**Education and Special Education**

312 Students with Low-Incidence Disabilities  
3 hours  
S19
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  
S18
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 Special Education Law and Collaborative Partnerships  
3 hours  
F17
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.

325 Students with Emotional/Behavioral Disorders  
3 hours  
S18
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.

450/550 Early Childhood and Special Education Practicum  
2–4 hours  
TBA
Candidates completing the special education birth through preschool endorsement are assigned to an early childhood special education setting and supervised by a certified early childhood special education teacher. Required classroom hours: 45 hours for each credit hour.
Prerequisites: EDU 201 and SPD 206.

452/552 Special Education Practicum K–8  
2–4 hours  
TBA
Students completing the special education K–8 endorsement are assigned to a secondary school setting and supervised by a certified special education teacher. Required classroom hours: 45 hours for each credit hour. The state of South Dakota requires a grade of at least C to pass.
Education and Special Education

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<th>Days</th>
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<td>2–4</td>
<td>TBA</td>
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<tr>
<td>470</td>
<td>Student Teaching in Special Education</td>
<td>14</td>
<td>F, S</td>
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454/554 Special Education Practicum 7–12
Students completing the special education 7–12 endorsement are assigned to a secondary school setting and supervised by a certified special education teacher. Required classroom hours: 45 hours for each credit hour. The state of South Dakota requires a grade of at least C to pass.

456/556 Special Education Practicum K–12
Students completing the special education K–12 endorsement are assigned to an elementary school setting and a secondary school setting, and supervised by a certified special education teacher at each level. The state of South Dakota requires two credits of the practicum be completed at the elementary level and two credits completed at the secondary level. Required classroom hours: 45 hours for each credit hour. The state of South Dakota requires a grade of at least C to pass.

470 Student Teaching in Special Education
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.
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 will be reviewed before the student may enroll in ENG 102 or ENG 111. An English sub-score of 17 on the ACT or SAT critical reading score of 440 or below will place a student in ENG 102. These students will enroll in ENG 111 upon passing ENG 102 with a grade of C or above. If a student has not taken the ACT or SAT, or cannot get access to those scores, a writing placement may be given.

Students demonstrate proficiency in written communication with a grade of C or above in ENG 111 and by passing the Basic English Proficiency (BEP) exam. Transfer students with a grade of C or above in a basic freshman composition course from a regionally accredited institution or with any writing course meeting the General Education writing requirement will be exempt from the BEP exam.

**Basic English Proficiency Exam (BEP)**
Bachelor’s degree-seeking students enrolled in ENG 111 are required to pass the BEP exam with a grade of C or above. Students who do not succeed on the exam in ENG 111 may retake it during the spring semester of their sophomore year. If they do not succeed then, they must register for ENG 307 and pass the course. Students with success in an AP high school course must take the BEP exam (consult with adviser for details).

**Major**

**English**

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<th>Credits</th>
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<td>Introduction to Literary Analysis</td>
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<td>ENG 202</td>
<td>Creative Writing I</td>
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<tr>
<td>ENG 215</td>
<td>Business and Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 230</td>
<td>Young Adult Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 312</td>
<td>Scholarly Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 323</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENG 341</td>
<td>The English Language</td>
<td>3</td>
</tr>
<tr>
<td>ENG 342</td>
<td>English Grammar</td>
<td>3</td>
</tr>
<tr>
<td>ENG 460</td>
<td>Independent Study: Senior Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose three of the following four courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 205</td>
<td>British Literature I</td>
<td></td>
</tr>
<tr>
<td>ENG 206</td>
<td>British Literature II</td>
<td></td>
</tr>
<tr>
<td>ENG 223</td>
<td>American Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 226</td>
<td>Literature of European Civilization</td>
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</tbody>
</table>

Choose one of the following four courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 302</td>
<td>Creative Writing II: Genre and Technique</td>
<td></td>
</tr>
<tr>
<td>ENG 313</td>
<td>Great Plains Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 314</td>
<td>American Multiethnic Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 315</td>
<td>Women Writers</td>
<td>3</td>
</tr>
</tbody>
</table>

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.”

Required English courses:
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 201</td>
<td>Introduction to Literary Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ENG 202</td>
<td>Creative Writing I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 205</td>
<td>British Literature I or</td>
<td></td>
</tr>
<tr>
<td>ENG 206</td>
<td>British Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 223</td>
<td>American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 226</td>
<td>Literature of European Civilization</td>
<td>3</td>
</tr>
<tr>
<td>ENG 230</td>
<td>Young Adult Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 312</td>
<td>Scholarly Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 313</td>
<td>Great Plains Literature or</td>
<td></td>
</tr>
<tr>
<td>ENG 314</td>
<td>American Multiethnic Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 315</td>
<td>Women Writers</td>
<td>3</td>
</tr>
<tr>
<td>ENG 323</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENG 327</td>
<td>English Methods</td>
<td>3</td>
</tr>
<tr>
<td>ENG 342</td>
<td>English Grammar</td>
<td>3</td>
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<td>Total</td>
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</table>

Required education courses:
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 201</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 220</td>
<td>Technology for Teachers</td>
<td>1</td>
</tr>
<tr>
<td>EDU 310</td>
<td>Human Relations/Multiculturalism</td>
<td>3</td>
</tr>
<tr>
<td>EDU 311</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 335</td>
<td>American Indian Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 412</td>
<td>Adolescent Learners’ Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDU 424</td>
<td>Literacy Methods in the Content Area</td>
<td>3</td>
</tr>
<tr>
<td>EDU 435</td>
<td>Curriculum Standards and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDU 456</td>
<td>Secondary and Middle Level Teaching Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDU 465</td>
<td>Classroom Management for the K–12 Educator</td>
<td>3</td>
</tr>
<tr>
<td>EDU 474</td>
<td>7–12 Student Teaching</td>
<td>14</td>
</tr>
<tr>
<td>EDU 475</td>
<td>Seminar</td>
<td>2</td>
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<tr>
<td>PSY 237</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SPD 206</td>
<td>Introduction to Exceptional Students</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>50</td>
</tr>
</tbody>
</table>

Minor
Creative Writing
A student needs to complete 18 hours of courses selected in consultation with the department for a minor in English.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 201</td>
<td>Introduction to Literary Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ENG 202</td>
<td>Creative Writing I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 302</td>
<td>Creative Writing II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 460</td>
<td>Creative Writing Capstone</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Choose one of the following courses:</td>
<td></td>
</tr>
<tr>
<td>ENG 205</td>
<td>British Literature I</td>
<td></td>
</tr>
<tr>
<td>ENG 206</td>
<td>British Literature II</td>
<td></td>
</tr>
<tr>
<td>ENG 223</td>
<td>American Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 226</td>
<td>Literature of European Civilization</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Choose one of the following courses:</td>
<td></td>
</tr>
<tr>
<td>ENG 313</td>
<td>Great Plains Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 314</td>
<td>American Multiethnic Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 315</td>
<td>Women Writers</td>
<td></td>
</tr>
<tr>
<td>ENG 323</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>18</td>
</tr>
</tbody>
</table>
English

English Literature

ENG 201 Introduction to Literary Analysis 3
ENG 205 British Literature I or 3
ENG 206 British Literature II 3
ENG 223 American Literature 3
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 3
ENG 314 American Multiethnic Literature 3
ENG 315 Women Writers 3
Total 21

Course Descriptions

English (ENG)

101 College Reading Skills 3 hours TBA
This course assists students in learning and applying the essential reading and study skills necessary for academic success at the postsecondary level. This is a developmental course.

102 Introduction to Writing 3 hours TBA
Stressing the ability to write coherent and accurate short essays, this class prepares students for ENG 111 and aids written work across the curriculum. Grammar review is an emphasis of the class. Students who receive a C- or below must retake the class the following semester. This course does not count toward an English major or minor and cannot be used to meet certification requirements in education. A student may be enrolled until attaining a sufficient writing level. This is a developmental course.

107 College Reading and Writing 3 hours TBA
This course is a continuation and reinforces the skills learned in ENG 101 and ENG 102. Students may take this course in conjunction with ENG 111. This is a developmental course.

111 Composition 3 hours F, S
Students will write at least two drafts each of four three- to five-page papers, 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 who receive a C- or below must retake the class the following semester. Prerequisite: Placement by examination or successful completion of ENG 102. General Education: Effective Expression – Written

201 Introduction to Literary Analysis 3 hours F, SU
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. General Education: Effective Expression – Literary Analysis

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. General Education: Effective Expression – Artistic Appreciation

205 British Literature I 3 hours F18
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. General Education: Effective Expression – Literary Analysis
206 British Literature II 3 hours S19
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.
General Education: Effective Expression – Literary Analysis

215 Business and Technical Writing 3 hours S
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.

223 American Literature 3 hours F17
This historical survey of the prose and poetry of America covers the Puritan era to modern authors, concentrating on major works and authors.
General Education: Effective Expression – Literary Analysis

226 Literature of European Civilization 3 hours F18
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.
General Education: Effective Expression – Literary Analysis

230 Young Adult Literature 3 hours S18
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.
General Education: Effective Expression – Literary Analysis

302 Creative Writing II: Genre and Technique 3 hours F17
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.

307 Advanced Writing 3 hours TBA
The course is a continuation of, and reinforces the skills learned in, ENG 111. It covers the basics of informative research writing, including unifying and organizing varied types of writing, formatting and documenting researched writing, and revising and polishing of writing skills. It should be taken to satisfy the Basic English Proficiency requirement for graduation. This course will be assigned if students are unsuccessful in the BEP three times.

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 F18
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.
General Education: Effective Expression – Literary Analysis
## English

**314 American Multiethnic Literature**  
3 hours  S18  
Focusing on the cultural diversity in American literature, students will experience readings in African American, Asian American, Hispanic American and American Indian literature, among others. General Education: Effective Expression – Literary Analysis

**315 Women Writers**  
3 hours  S19  
This course examines the development of 20th century women’s novels and stories by exploring the various roles that women assign their characters. The focus of this course is how women writers represent individual identity in balance with defining women’s identities as mothers, daughters, orphans, wives and lovers. This course includes a variety of works in English (British, Irish, American and Canadian) by women writers and introduces critical approaches to interpreting their works. General Education: Literary Analysis

**323 Shakespeare**  
3 hours  S18  
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.

**327 English Methods**  
3 hours  F18  
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.  
Corequisites: EDU 435.

**341 The English Language**  
3 hours  S19  
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  S  
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

http://www.dwu.edu/departments/entrepreneurialleadership

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 18 credits of electives. Students may chart their own course to create an individualized concentration in consultation with the department. A concentration includes completion of six elective courses (18 credits) within their chosen concentration track. A major in entrepreneurial leadership requires 47 total credits. Students who major in entrepreneurial leadership may minor in a variety of academic disciplines depending on their goals, such as marketing, accounting, or digital media and design.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 155</td>
<td>Survey of Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 220</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 263</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 371</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 381</td>
<td>Business Ethics and Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>ECO 231</td>
<td>Principles of Macroeconomics or Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 232</td>
<td>Principles of Microeconomics</td>
<td></td>
</tr>
<tr>
<td>ENT 224</td>
<td>Entrepreneurial Leadership I: Innovation and Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>ENT 325</td>
<td>Developing Innovation</td>
<td>2</td>
</tr>
<tr>
<td>ENT 347</td>
<td>Financial Management for Organizational Leaders</td>
<td>3</td>
</tr>
<tr>
<td>ENT 424</td>
<td>Entrepreneurial Analysis and Application</td>
<td>3</td>
</tr>
<tr>
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<td>Concentration Electives</td>
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<tr>
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<td>Total</td>
<td>47</td>
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</tbody>
</table>

Areas of Concentration

Management

This concentration is for students who seek a career in supervisory or human resource management. Six courses are required, which will be selected in consultation with the department.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 315</td>
<td>Leadership and Communication</td>
<td>3</td>
</tr>
<tr>
<td>BUS 321</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUS 322</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 356</td>
<td>Operations and Information Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 366</td>
<td>Employment Law</td>
<td>3</td>
</tr>
<tr>
<td>BUS 383</td>
<td>Contemporary Issues in Business</td>
<td>3</td>
</tr>
<tr>
<td>COM 210</td>
<td>Interpersonal Communications</td>
<td>3</td>
</tr>
<tr>
<td>COM 365</td>
<td>Interviewing</td>
<td>3</td>
</tr>
<tr>
<td>SOC 312</td>
<td>Methods of Social Research</td>
<td>3</td>
</tr>
</tbody>
</table>
Entrepreneurial Leadership

Marketing
This concentration is for students who seek a career in sales or related occupations. Six courses are required, which will be selected in consultation with the department.

- BUS 372 Professional Selling 3
- BUS 373 Integrated Marketing Communications 3
- BUS 374 Retail Management 3
- COM 325 Introduction to Mass Communication 3
- COM 370 Advanced Persuasive Speaking 3
- DMD 101 Introduction to Design 3
- DMD 205 Photography Foundations 3
- DMD 247 Web Page Design 3
- DMD 345 Desktop Publishing 3
- SOC 312 Methods of Social Research 3

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 3

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
- ECO 231 Principles of Macroeconomics or 3
- ECO 232 Principles of Microeconomics 3
- ENG 111 Composition 3
- ENT 224 Entrepreneurial Leadership I 3
- ENT 347 Financial Management for Organizational Leaders 3
- LST 101 Learn Strong I 1
- MTH 115 Mathematics for the Liberal Arts 3
  (or other course approved for General Education)
- Two General Education courses in different General Education areas 6
- Electives (undesignated) 14

Total 66
Entrepreneurial Leadership

Course Descriptions

Entrepreneurial Leadership (ENT)

150/350 Readings in Entrepreneurial Leadership 1 hour  F, 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, S
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  F18
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.

347 Financial Management for Organizational Leaders 3 hours  F, 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  TBA
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: ENT325/Co-requisite:ENT347
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:

- Civic Values and Engagement 3
- Core 3
- Critical and Collaborative Thinking – Cognitive Analysis 3
- Cultural and Global Awareness 3
- Critical and Collaborative Thinking – Historical Thinking and Analysis 3
- Critical and Collaborative Thinking – Quantitative Reasoning 3
- Critical and Collaborative Thinking – Science Technology and Human Experience 3
- Effective Expression – Literary Analysis or Artistic Appreciation 3
- Effective Expression – Oral (COM 101) 3
- Effective Expression – Written (ENG 111) 3
- Learn Strong I 1
- Personal Growth and Maturity 3
- Electives* 30
- Total 64

*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)

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 S
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.

300 Community Health and Chronic Disease 3 hours S
Students will explore and examine health problems in current society. Topics range from cardiovascular disease to holistic healthcare. Time will be allotted for selected topics that the course participants feel are pertinent.

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 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisite</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>337 Theory of Coaching Basketball</td>
<td>2 hours TBA</td>
<td>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.</td>
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<tr>
<td>338 Theory of Coaching Cross Country/Track and Field</td>
<td>2 hours TBA</td>
<td>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.</td>
<td></td>
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</tr>
<tr>
<td>339 Theory of Coaching Baseball</td>
<td>2 hours TBA</td>
<td>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.</td>
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</tr>
<tr>
<td>340 Theory of Coaching Wrestling</td>
<td>2 hours TBA</td>
<td>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.</td>
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</tr>
<tr>
<td>341 Theory of Coaching Softball</td>
<td>2 hours TBA</td>
<td>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.</td>
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<tr>
<td>342 Theory of Coaching Soccer</td>
<td>2 hours TBA</td>
<td>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.</td>
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</tr>
<tr>
<td>343 Theory of Coaching Golf</td>
<td>2 hours TBA</td>
<td>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.</td>
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<tr>
<td>360 Rules of Officiating</td>
<td>2 hours TBA</td>
<td>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.</td>
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<tr>
<td>450 Coaching Practicum</td>
<td>1–12 hours TBA</td>
<td>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.</td>
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</tbody>
</table>
History (HIS)  
College of Arts and Humanities

www.dwu.edu/history  
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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>HIS 101</td>
<td>World History I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 102</td>
<td>World History II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 201</td>
<td>U.S. History I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 202</td>
<td>U.S. History II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 401</td>
<td>Historical Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>HIS</td>
<td>Electives (at least 12 hours upper level)</td>
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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:

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<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>HIS 101</td>
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<td>3</td>
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<tr>
<td>HIS 102</td>
<td>World History II</td>
<td>3</td>
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<tr>
<td>HIS 201</td>
<td>U.S. History I</td>
<td>3</td>
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<tr>
<td>HIS 202</td>
<td>U.S. History II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 330</td>
<td>History of South Dakota</td>
<td>3</td>
</tr>
<tr>
<td>HIS 360</td>
<td>Middle and Secondary History Teaching Methods</td>
<td>3</td>
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<tr>
<td>HIS</td>
<td>Electives (at least nine hours upper level)</td>
<td>12</td>
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Additional required courses:

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<tr>
<td>EDU 201</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 220</td>
<td>Technology for Teachers</td>
<td>1</td>
</tr>
<tr>
<td>EDU 311</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 310</td>
<td>Human Relations/Multiculturalism</td>
<td>3</td>
</tr>
<tr>
<td>EDU 335</td>
<td>American Indian Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 412</td>
<td>Adolescent Learners’ Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDU 424</td>
<td>Literacy Methods in the Content Area</td>
<td>3</td>
</tr>
<tr>
<td>EDU 435</td>
<td>Curriculum Standards and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDU 456</td>
<td>Secondary and Middle Level Teaching Methods</td>
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<tr>
<td>EDU 465</td>
<td>Classroom Management for the K–12 Educator</td>
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<tr>
<td>EDU 474</td>
<td>7–12 Student Teaching</td>
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<td>EDU 475</td>
<td>Seminar</td>
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<td>PSY 237</td>
<td>Developmental Psychology</td>
<td>3</td>
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<td>SPD 206</td>
<td>Introduction to Exceptional Students</td>
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Minor

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<td>HIS 102</td>
<td>World History II</td>
<td>3</td>
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<tr>
<td>HIS 201</td>
<td>U.S. History I or</td>
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<tr>
<td>HIS 202</td>
<td>U.S. History II</td>
<td>3</td>
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<tr>
<td>HIS</td>
<td>Electives (at least six hours upper level)</td>
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<td>Total</td>
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</table>
History

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. Law schools seek in their student’s 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 a profession 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.
General Education: Critical and Collaborative Thinking – Historical Thinking and Analysis

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.
General Education: Critical and Collaborative Thinking – Historical Thinking and Analysis
History

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.
General Education: Critical and Collaborative Thinking – Historical Thinking and Analysis

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.
General Education: Critical and Collaborative Thinking – Historical Thinking and Analysis

301 Early American History 3 hours F18
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 S19
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.
General Education: Critical and Collaborative Thinking – Historical Thinking and Analysis

304 History of American Sports 3 hours F17
This course will explore the evolution of American sports from the colonial period to the present with an emphasis on the 20th and 21st centuries. Particular attention will be paid to athletes and events that define the American sports experience.

310 History of the British Empire 3 hours F17
This course explores the origins, rise and fall of the British Empire, covering nearly the entire globe from 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 S18
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.

313 Latin American History 3 hours S19
This course surveys the political, social, economic and cultural history of Latin America from pre-colonial times to the present. It examines Latin America’s indigenous foundations, colonial experience, independence movements, 19th-century nation building and national developments in the 20th century. The course will also address the historical relationship between the United States and Latin American nations.

330 History of South Dakota 3 hours F17
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 S19
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 F17
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 Chinese-American relations.
General Education: Critical and Collaborative Thinking – Historical Thinking and Analysis
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>355</td>
<td>The U.S. Constitution</td>
<td>3</td>
<td>F17</td>
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<tr>
<td></td>
<td>(Refer to POL 355)</td>
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<tr>
<td>360</td>
<td>Middle and Secondary History Teaching Methods</td>
<td>3</td>
<td>F17</td>
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<tr>
<td></td>
<td>This course is a survey of history teaching</td>
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<td></td>
<td>standards and methods at the middle and secondary</td>
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<td>levels. Although the course will address state</td>
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<td></td>
<td>and national standards in social studies and</td>
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<td></td>
<td>provide some brief introductions to other social</td>
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<td></td>
<td>studies disciplines, it will largely focus on the</td>
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<td></td>
<td>theories and methods of teaching history at the</td>
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<td>middle and secondary levels. The course is a</td>
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<td></td>
<td>required course for all history education majors.</td>
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<td></td>
<td>Prerequisites: HIS 101, HIS 102, HIS 201, HIS 202</td>
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<td>and EDU 201, or consent of the instructor and the</td>
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<td></td>
<td>chair.</td>
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<tr>
<td>361</td>
<td>The Civil War</td>
<td>3</td>
<td>F18</td>
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<tr>
<td></td>
<td>This course will focus on the origins and causes</td>
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<td></td>
<td>of the Civil War, the course of the war itself</td>
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<td></td>
<td>and the legacy that the Civil War holds for us,</td>
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<tr>
<td></td>
<td>as Americans, as we enter the 21st century.</td>
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<tr>
<td>382</td>
<td>World War I</td>
<td>3</td>
<td>F18</td>
</tr>
<tr>
<td></td>
<td>Students will examine the origins, course and</td>
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<tr>
<td></td>
<td>legacy of World War I. Lectures and discussions</td>
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<td></td>
<td>will be supplemented by film viewings and</td>
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<td></td>
<td>readings from DWU's World War I documents</td>
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<tr>
<td></td>
<td>website.</td>
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<tr>
<td>383</td>
<td>World War II</td>
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<td>S19</td>
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<td>legacy of World War II with attention paid to</td>
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<td>both the European and Pacific theaters. Lectures</td>
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<td>and discussions will be complemented by</td>
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<td></td>
<td>documentary and film viewing.</td>
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<tr>
<td>384</td>
<td>The Korean and Vietnam Wars</td>
<td>3</td>
<td>S18</td>
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<td>This class explores the origins, course and</td>
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<td></td>
<td>legacy of America’s involvement in the two hot</td>
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<td></td>
<td>wars of the Cold War era. Guest speakers and</td>
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<td></td>
<td>discussions of Vietnam War historiography</td>
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<td></td>
<td>enhance students’ understanding of Vietnam</td>
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<tr>
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<td>War history.</td>
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<tr>
<td>386</td>
<td>Asian History</td>
<td>3</td>
<td>S18</td>
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<td>This course is a survey of Asian history from</td>
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<td>ancient times to the present with an emphasis on</td>
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<td></td>
<td>China, India and Japan. Students will explore</td>
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<td></td>
<td>cross-cultural currents and the countries’</td>
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<td></td>
<td>institutional and social evolutions. Studies of</td>
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<tr>
<td></td>
<td>Asian religions, dynastic change, imperial</td>
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<tr>
<td></td>
<td>growth and nationalism serve as frameworks for</td>
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<td></td>
<td>assessing modern historical problems.</td>
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<tr>
<td>401</td>
<td>Historical Research and Writing</td>
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<tr>
<td></td>
<td>In this capstone course, students will practice</td>
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<td>the art and craft of historical writing. A</td>
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<td>research project is required. Required for all</td>
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<td>history majors.</td>
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<td>Prerequisites: Junior or senior standing or</td>
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<td></td>
<td>consent of the instructor</td>
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</table>
Human Services (HMS)

Human services is an applied social and behavioral sciences program that promotes leadership and service to others. This interdisciplinary program fosters an understanding of the causes and consequences of individual and social problems, and prepares students for careers in the helping professions.

Students pursuing a major in human services should be aware that a criminal background check plus Central Registry check will likely be done before the students’ professional semester. If a student has been arrested and/or convicted for certain offenses, he/she will not be able to complete a professional semester. Since the professional semester is required for the major, the student will not be able to graduate with a human services major. The student may still get a minor in human services, but will need to choose another major.

Students must earn at least a C- in all human services major prerequisites.

**Major**

**Human Services**

Prerequisites: COM 210, PSY 237 and SOC 152.

<table>
<thead>
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<th>Course</th>
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<td>Principles of Management</td>
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<td>HMS 225</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HMS 270</td>
<td>Human Services Practice</td>
<td>3</td>
</tr>
<tr>
<td>HMS 300</td>
<td>Alcohol Use and Abuse</td>
<td>3</td>
</tr>
<tr>
<td>HMS 370</td>
<td>Theory and Practice of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HMS 400</td>
<td>Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HMS 470</td>
<td>Professional Semester</td>
<td>12</td>
</tr>
<tr>
<td>HMS</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>SOC 312</td>
<td>Methods of Social Research</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

**Minor**

**Human Services**

Prerequisites: COM 210, PSY 237 and SOC 152.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMS 225</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HMS 270</td>
<td>Human Services Practice</td>
<td>3</td>
</tr>
<tr>
<td>HMS 370</td>
<td>Theory and Practice of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HMS</td>
<td>Electives*</td>
<td></td>
</tr>
<tr>
<td>SOC 312</td>
<td>Methods of Social Research</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
</tr>
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*Suggested Electives for the major and minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMS 245</td>
<td>Drug Use and Abuse</td>
<td>3</td>
</tr>
<tr>
<td>HMS 320</td>
<td>Victimology</td>
<td>3</td>
</tr>
<tr>
<td>HMS 330</td>
<td>Child Welfare</td>
<td>3</td>
</tr>
<tr>
<td>HMS 340</td>
<td>Social Welfare Policy</td>
<td>3</td>
</tr>
<tr>
<td>HMS 400</td>
<td>Group Counseling (minor only)</td>
<td>3</td>
</tr>
<tr>
<td>HMS 430</td>
<td>Ethics in Human Service Practice</td>
<td>3</td>
</tr>
<tr>
<td>HMS 451</td>
<td>Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSY 337</td>
<td>Adolescent Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 317</td>
<td>Minority Groups</td>
<td>3</td>
</tr>
</tbody>
</table>
Specialization: Chemical Dependency
The South Dakota Certification Board for Alcohol and Drug Professionals (SDCBADP) has accepted selected DWU courses as meeting standards for certification. Following are the courses which are SDCBADP approved:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMS 245</td>
<td>Drug Use and Abuse</td>
<td>3</td>
</tr>
<tr>
<td>HMS 300</td>
<td>Alcohol Use and Abuse</td>
<td>3</td>
</tr>
<tr>
<td>HMS 320</td>
<td>Victimology</td>
<td>3</td>
</tr>
<tr>
<td>HMS 370/770</td>
<td>Theory and Practice of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HMS 400</td>
<td>Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HMS 435</td>
<td>Ethics in Human Service Practice</td>
<td>3</td>
</tr>
<tr>
<td>PSY 337</td>
<td>Adolescent Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 317</td>
<td>Minority Groups</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

Course Descriptions

Human Services (HMS)

225 Introduction to Human Services
This course explores human service delivery systems, including public welfare, public mental health programs and private practices. Students will identify needs, problems, eligible consumers, and the process of service and delivery. The class examines rural service delivery systems and agency settings to familiarize students with the application process.
Prerequisites: SOC 152.

245 Drug Use and Abuse
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 Human Services Practice
This course teaches an integrated approach to basic helping, interviewing and counseling skills in human service settings using a case management approach. Students will learn communication skills, listening skills, case management skills and current ethical and professional issues.
Prerequisites: COM 210 and sophomore status.

300 Alcohol Use and Abuse
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.

320 Victimology
Victimology is the scientific study of crime victims, focusing on the physical, emotional and financial impact on victims, communities and the larger society.

330 Child Welfare
This course explains the social services provided for children. The physical, intellectual, social and emotional needs of children are considered in the context of the institutions established by society on behalf of children.

340 Social Welfare Policy
This course is designed to familiarize students with the operation of the legislative process (federal, state and tribal) and the legal system (state and federal) as it relates to the role of the human service worker.

370/770 Theory and Practice of Counseling
This course examines counseling theories, techniques, differences and similarities in counseling and interviewing. Students will discuss the ethical responsibilities of a counselor.
Prerequisite: PSY 237.
Human Services

400/700 Group Counseling 3 hours S18
Students will learn counseling theories and techniques related to operational practices in group counseling, including group structure, processes and dynamics.
Prerequisite: HMS 370

430 Ethics in Human Service Practice 3 hours S18
This course examines professional and ethical issues that most affect the practice of human services, counseling, chemical dependency treatment and related helping professions.

451/751 Family Counseling 3 hours F18
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: HMS 370

470 Professional Semester 1–16 hours F, S, Su
Placement of up to 40 hours per week during the professional semester will provide experience in a human service agency under professional administration and educational supervision designed to prepare the student for professional practice. This course is for human services majors only. This course is offered Credit/No Credit only.
Prerequisites: HMS 370 and consent of department chair.
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.
General Education: Cultural and Global Awareness

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.
General Education: Cultural and Global Awareness

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)

The Learn Strong courses are designed to foster reflection by the student on their academic career and post-graduation plans, and for the ongoing development of the student’s professional electronic portfolio. 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 I: Discovery of the Self 0.5–1 hour  F, S
This course is designed to help freshmen adjust to college life and to introduce them to resources and opportunities available to them, as well as the standards and expectations to which they will be held. Students will also explore their talents, and begin their professional electronic portfolios to track their college learning experiences (in and out of the classroom). Credits earned during high school will not be used to exempt a student from LST 101. General Education: Learn Strong

201 Learn Strong II: Discovery of Your World 0.5–1 hour  S
This course is designed to build on the self-exploration students completed in LST 101. Students will explore professions and vocations related to their majors and interest areas. Students will continue to build their professional electronic portfolios. Transfer students with 30 or more transferable credit hours will be able to move directly into LST 201. General Education: Learn Strong

301 Learn Strong III: Discovery of Your Role 0.5–1 hour  F
This course will prepare juniors to select a career path or begin applying to graduate school. Students will explore internships, discuss professional culture, practice interviewing skills and prepare resumes and cover letters for either workforce or graduate school. Students will define how they see their role in the world. Students will continue development of their professional electronic portfolio. General Education: Learn Strong

302 Expanding Your Role 0.5–1 hour  F, S
This course will help working professionals polish their job searching skills, see themselves in new roles in their current professional positions, and help them explore professional development and/or advancement possibilities. Students will continue development of their personal electronic portfolio. Students will define how they see their role in the world. Prerequisite: Designed for nursing and nontraditional working professionals who are returning to school to complete their degrees. General Education: Learn Strong

401 Learn Strong IV: Embracing Your Responsibility 0.5–1 hour  F, S
This course will help students transition to life after college, whether in the workforce or in graduate school. Leadership will be explored in terms of teamwork and strengths. Students will reflect on the contents of their professional electronic portfolio and their Wesleyan experience. Students will learn about their responsibilities as college graduates. General Education: Learn Strong

402 Expanding Your Responsibility 0.5–1 hour  F, S
This course will help working professionals examine advancement possibilities, professionalism, ethics and leadership opportunities in their current positions as well as outside of their current jobs. Students will continue development of their personal electronic portfolio. Students will explore how they can create social change in the world. General Education: Learn Strong
Prerequisite: Designed for nursing and nontraditional working professionals who are returning to school to complete their degrees.
Course Descriptions
Core (COR)
101 Interdisciplinary Investigations I 3 hours  F, S
This is an interdisciplinary course designed for freshman students. It will include a focus on innovation, as well as an introduction to a broad liberal arts education, one designed to help you adapt creatively to life in the modern world. The context of the course will vary depending on the instructor.
General Education: Core

301 Interdisciplinary Investigations II 3 hours  F, S
This is an interdisciplinary course designed for junior students. Students will investigate the ethical and moral responsibilities educated individuals have to their communities, including the global community. A major component of all COR 301 classes is the emphasis within each course on community-based learning. Community-based learning is an intentional pedagogical strategy to integrate student learning in academic courses with community engagement. The goal is to address community-identified needs and ultimately create positive social change. The context of the course will vary depending on the instructor.
General Education: Core

Transfer students bringing in 60 or more credits are exempt from COR101.
Mathematics (MTH)

Donna Starr Christen College of Healthcare, Fitness and Sciences

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**

<table>
<thead>
<tr>
<th>Mathematics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 200 Statistical Methods I</td>
<td>3</td>
</tr>
<tr>
<td>MTH 210 Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MTH 220 Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MTH 260 Introduction to Computer Programming</td>
<td>3</td>
</tr>
<tr>
<td>MTH 305 Calculus III</td>
<td>3</td>
</tr>
<tr>
<td>MTH 315 Linear Algebra and Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MTH 325 Introduction to Probability Theory</td>
<td>3</td>
</tr>
<tr>
<td>MTH 330 Modern Algebra or</td>
<td></td>
</tr>
<tr>
<td>MTH 340 Modern Geometry</td>
<td>3</td>
</tr>
<tr>
<td>PHS 260 University Physics I</td>
<td>4</td>
</tr>
<tr>
<td>Electives (MTH 250, MTH 299, MTH 330, MTH 340, MTH 350, MTH 380 or MTH 450 (not both), MTH 399, MTH 499)</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
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</tbody>
</table>

**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 220 Calculus II           | 4 |
| MTH 260 Introduction to Computer Programming | 3 |
| MTH 305 Calculus III          | 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) | 6 |
| Total                        | 43         |

**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 220 Calculus II           | 4 |
| MTH 250 Discrete Mathematics  | 3 |
| MTH 260 Introduction to Computer Programming | 3 |
| MTH 305 Calculus III          | 3 |
| MTH 315 Linear Algebra and Differential Equations | 4 |
| MTH 325 Introduction to Probability Theory or | |
| MTH 330 Modern Algebra or other approved course | 3 |
| MTH 340 Modern Geometry       | 4 |
| MTH 360 Secondary Mathematics Teaching Methods | 1 |
| Total                        | 33 |
Additional required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 201</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 220</td>
<td>Technology for Teachers</td>
<td>1</td>
</tr>
<tr>
<td>EDU 310</td>
<td>Human Relations/Multiculturalism</td>
<td>3</td>
</tr>
<tr>
<td>EDU 311</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 335</td>
<td>American Indian Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 412</td>
<td>Adolescent Learners' Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDU 424</td>
<td>Literacy Methods in the Content Area</td>
<td>3</td>
</tr>
<tr>
<td>EDU 435</td>
<td>Curriculum Standards and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDU 456</td>
<td>Secondary and Middle Level Teaching Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDU 465</td>
<td>Classroom Management for the K-12 Educator</td>
<td>3</td>
</tr>
<tr>
<td>EDU 474</td>
<td>7–12 Student Teaching</td>
<td>14</td>
</tr>
<tr>
<td>EDU 475</td>
<td>Seminar</td>
<td>2</td>
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<tr>
<td>SPD 206</td>
<td>Introduction to Exceptional Students</td>
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</tr>
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Total: 50

Minor

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<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>MTH 200</td>
<td>Statistical Methods I</td>
<td>3</td>
</tr>
<tr>
<td>MTH 210</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MTH 220</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MTH 260</td>
<td>Introduction to Computer Programming</td>
<td>3</td>
</tr>
<tr>
<td>MTH Electives (MTH 250 or above)</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

Total: 21

Course Descriptions

Mathematics (MTH)

115 Mathematics for the Liberal Arts

This course considers the role of mathematics in practical, real-world applications by exploring the mathematics of management science, statistics and probability, investments, and loans. Further topics such as taxes, voting systems, game theory, symmetry and information science will be decided upon by consensus of the class.

Prerequisites: Mathematics ACT score of 16 and two years of high school mathematics, or consent of instructor.

General Education: Critical and Collaborative Thinking – Quantitative Reasoning

120 Intermediate Algebra

This course in algebra includes linear equations, quadratic equations, rational exponents, inequalities, systems of equations, logarithms, exponential equations and graphing equations.

Prerequisites: Math placement or consent of instructor.

Developmental

125 College Algebra

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: MTH 120 or an equivalent course, math placement or consent of instructor.

General Education: MTH 120 or an equivalent course, math placement or consent of instructor.

135 Pre Calculus

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

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.

Prerequisite: MTH 120 or other course approved by the education department.
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.
General Education: MTH 125 or consent of instructor.

210 Calculus I 5 hours  F, 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.
General Education: Critical and Collaborative Thinking – Quantitative Reasoning

220 Calculus II 4 hours  S19
This course is a continuation of MTH 210. Students will learn more advanced integration techniques, numerical analysis techniques and parametric equations, along with Taylor polynomials and series.
Prerequisite: MTH 210 or consent of instructor.

250 Discrete Mathematics 3 hours  S19
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  F17
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 Calculus III 3 hours  F18
This first course in multivariate calculus includes vector functions and their derivatives, plane curves, surfaces, partial derivatives and multiple integrals.
Prerequisite: MTH 220.

315 Linear Algebra and Differential Equations 4 hours  S18
This course is an introduction to the basic concepts of linear algebra and ordinary differential equations. In the field of linear algebra, we’ll cover matrices and matrix operations, Gaussian elimination, matrix inverses, determinants, vector spaces and subspaces, eigenvalues, eigenvectors, and linear transformations. In the field of ODEs we’ll cover first-order linear equations and second order linear equations, simple harmonic motion, Laplace transforms, and systems of differential equations. Applications to physical and life sciences will also be explored.
Prerequisites: MTH 220 and MTH 260 or consent of instructor.

325 Introduction to Probability Theory 3 hours  S18
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  F17
This course is an introduction to algebraic systems, including groups, rings and integral domains.
Prerequisite: MTH 250 or MTH 315 or consent of instructor.

340 Modern Geometry 4 hours  F18
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.
### Mathematics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>350</td>
<td>Statistical Methods II</td>
<td>3 hours</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>360</td>
<td>Secondary Mathematics Teaching Methods</td>
<td>1 hour</td>
<td>F17</td>
</tr>
<tr>
<td></td>
<td>This course covers the methods of teaching secondary and middle level mathematics education. An emphasis will be placed on methods unique to teaching mathematics, along with technologies to use in the mathematics classroom. Prerequisite: EDU 201, junior standing or consent of instructor. Prerequisite or corequisite: EDU 456.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>380</td>
<td>Research Project</td>
<td>2–3 hours</td>
<td>TBA</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Music (MUS)

College of Arts and Humanities

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 131/231/331, 232/332, 233/333</td>
<td>Ensemble Requirements – eight semesters</td>
<td>2</td>
</tr>
<tr>
<td>MUS 330</td>
<td>Vocal Literature and Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>MUS 400</td>
<td>Special Projects in Music*</td>
<td>1</td>
</tr>
<tr>
<td>MUS 425</td>
<td>Recital I</td>
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Music Core

Theory

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 115</td>
<td>Fundamentals of Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 215</td>
<td>Music Theory II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 315</td>
<td>Music Theory III</td>
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</tr>
<tr>
<td>MUS 415</td>
<td>Music Theory IV</td>
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</tbody>
</table>

History and Literature

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 250</td>
<td>World Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 311</td>
<td>Music History I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 312</td>
<td>Music History II</td>
<td>3</td>
</tr>
</tbody>
</table>

Piano Proficiency

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 116</td>
<td>Keyboard Skills I</td>
<td>1</td>
</tr>
<tr>
<td>MUS 216</td>
<td>Keyboard Skills II</td>
<td>1</td>
</tr>
</tbody>
</table>

Conducting

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 350</td>
<td>Conducting</td>
<td>3</td>
</tr>
</tbody>
</table>

Applied music in a single instrument (to include two semesters of 300 level applied music) 3.5

Total 35.5

*may be repeated up to nine credits

Each student in this degree program will present a full recital in the senior year, approximately one hour long.

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 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:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 115</td>
<td>Fundamentals of Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 116</td>
<td>Keyboard Skills I*</td>
<td>1</td>
</tr>
<tr>
<td>MUS 131–331,</td>
<td>Ensembles (participation in a university</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MUS 232–236, performing ensemble for each semester</td>
<td></td>
</tr>
<tr>
<td>MUS 332–336,</td>
<td>is required, can enroll for zero credit)</td>
<td>0–8</td>
</tr>
<tr>
<td>MUS 215</td>
<td>Music Theory II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 216</td>
<td>Keyboard Skills II* (a passing grade on a keyboard proficiency test is required by the fifth semester)</td>
<td>1</td>
</tr>
<tr>
<td>MUS 242</td>
<td>Elementary Music Methods and Materials</td>
<td>2</td>
</tr>
<tr>
<td>MUS 250</td>
<td>World Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 311</td>
<td>Music History I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 312</td>
<td>Music History II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 315</td>
<td>Music Theory III</td>
<td>3</td>
</tr>
<tr>
<td>MUS 350</td>
<td>Conducting</td>
<td>3</td>
</tr>
<tr>
<td>MUS 351</td>
<td>Conducting II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 415</td>
<td>Music Theory IV</td>
<td>3</td>
</tr>
<tr>
<td>MUS</td>
<td>Area of Concentration</td>
<td>7.5–15</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>40.5</strong></td>
</tr>
</tbody>
</table>

**Additional required courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 201</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 220</td>
<td>Technology for Teachers</td>
<td>1</td>
</tr>
<tr>
<td>EDU 310</td>
<td>Human Relations/Multiculturalism</td>
<td>3</td>
</tr>
<tr>
<td>EDU 311</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 335</td>
<td>American Indian Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 412</td>
<td>Adolescent Learners' Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDU 424</td>
<td>Literacy Methods in the Content Area</td>
<td>3</td>
</tr>
<tr>
<td>EDU 435</td>
<td>Curriculum Standards and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDU 456</td>
<td>Secondary and Middle Level Teaching Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDU 465</td>
<td>Classroom Management for the K–12 Educator</td>
<td>3</td>
</tr>
<tr>
<td>EDU 470</td>
<td>K–12 Student Teaching</td>
<td>14</td>
</tr>
<tr>
<td>EDU 475</td>
<td>Seminar</td>
<td>2</td>
</tr>
<tr>
<td>PSY 237</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SPD 206</td>
<td>Introduction to Exceptional Students</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 102/202/302/402</td>
<td>Applied Voice</td>
<td>3.5</td>
</tr>
<tr>
<td>MUS 330</td>
<td>Vocal Literature and Pedagogy</td>
<td>2</td>
</tr>
<tr>
<td>MUS 340</td>
<td>Secondary Choral Methods</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>7.5</strong></td>
</tr>
</tbody>
</table>

#### Instrumental

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 10*/20*/30*/40*</td>
<td>Applied Instrument</td>
<td>3.5</td>
</tr>
<tr>
<td>MUS 341</td>
<td>String Methods</td>
<td>1</td>
</tr>
<tr>
<td>MUS 342</td>
<td>Percussion Methods</td>
<td>1</td>
</tr>
<tr>
<td>MUS 343</td>
<td>Brass Methods</td>
<td>1</td>
</tr>
<tr>
<td>MUS 344</td>
<td>Woodwind Methods</td>
<td>1</td>
</tr>
<tr>
<td>MUS 345</td>
<td>Band/Symphony Methods</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>9.5</strong></td>
</tr>
</tbody>
</table>
Music

Choral / Instrumental

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 10+/20+</td>
<td>Applied Primary Instrument</td>
<td>3.5</td>
</tr>
<tr>
<td>MUS 30+/40+</td>
<td>Applied Secondary Instrument</td>
<td>1.5</td>
</tr>
<tr>
<td>MUS 330</td>
<td>Vocal Literature and Pedagogy</td>
<td>2</td>
</tr>
<tr>
<td>MUS 340</td>
<td>Secondary Choral Methods</td>
<td>2</td>
</tr>
<tr>
<td>MUS 341</td>
<td>String Methods</td>
<td>1</td>
</tr>
<tr>
<td>MUS 342</td>
<td>Percussion Methods</td>
<td>1</td>
</tr>
<tr>
<td>MUS 343</td>
<td>Brass Methods</td>
<td>1</td>
</tr>
<tr>
<td>MUS 344</td>
<td>Woodwind Methods</td>
<td>1</td>
</tr>
<tr>
<td>MUS 345</td>
<td>Band/Symphony Methods</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

+ 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 10*/20*/</td>
<td>Applied Voice or Instrument*</td>
<td>2</td>
</tr>
<tr>
<td>MUS 115</td>
<td>Fundamentals of Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 215</td>
<td>Music Theory II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 315</td>
<td>Music Theory III</td>
<td>3</td>
</tr>
<tr>
<td>Ensemble</td>
<td>Participation in DWU Choral or</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Instrumental Ensemble</td>
<td></td>
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<tr>
<td>Participation Electives</td>
<td>Total</td>
<td>6</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Electives:</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 120</td>
<td>Introduction to Western Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 250</td>
<td>World Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 311</td>
<td>Music History I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 312</td>
<td>Music History II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 320</td>
<td>Computer Music Composition</td>
<td>2</td>
</tr>
<tr>
<td>MUS 330</td>
<td>Vocal Literature and Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>MUS 340</td>
<td>Secondary Choral Methods</td>
<td>2</td>
</tr>
<tr>
<td>MUS 350</td>
<td>Conducting</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Applied Lessons</td>
<td>1</td>
</tr>
</tbody>
</table>

*Music minors are required to be enrolled 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.

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.

120 Introduction to Western Music 3 hours F17
This course discusses the major trends in music from the late 17th century to the present.
General Education: Effective Expression – Artistic Appreciation

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.
Music

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 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 DWU Handbell Choir  
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 handchimes.

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 Concert Choir  
0 or 1 hour  
F, S  
Membership in the Dakota Wesleyan Concert 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  
F17  
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  
S18  
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.  
General Education: Cultural and Global Awareness

311 Music History I  
3 hours  
F18  
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.  
General Education: Effective Expression – Artistic Appreciation
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>312 Music History II</td>
<td>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.</td>
<td>3</td>
<td>S19</td>
</tr>
<tr>
<td>315 Music Theory III</td>
<td>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.</td>
<td>2</td>
<td>F</td>
</tr>
<tr>
<td>320 Computer Music Composition</td>
<td>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.</td>
<td>2</td>
<td>TBA</td>
</tr>
<tr>
<td>330 Vocal Literature and Pedagogy</td>
<td>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.</td>
<td>2</td>
<td>S18</td>
</tr>
<tr>
<td>340 Secondary Choral Methods</td>
<td>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.</td>
<td>2</td>
<td>S18</td>
</tr>
<tr>
<td>341 String Methods</td>
<td>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.</td>
<td>1</td>
<td>F17</td>
</tr>
<tr>
<td>342 Percussion Methods</td>
<td>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.</td>
<td>1</td>
<td>S18</td>
</tr>
<tr>
<td>343 Brass Methods</td>
<td>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.</td>
<td>1</td>
<td>F18</td>
</tr>
<tr>
<td>344 Woodwind Methods</td>
<td>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.</td>
<td>1</td>
<td>S19</td>
</tr>
<tr>
<td>345 Band/Symphony Methods</td>
<td>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.</td>
<td>2</td>
<td>F17</td>
</tr>
<tr>
<td>350 Conducting</td>
<td>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.</td>
<td>3</td>
<td>F18</td>
</tr>
</tbody>
</table>
### Music

**351 Conducting II**  
3 hours  
S19  
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, 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.
There are more than 1.4 million registered nonprofit organizations in the United States. According to the Bureau of Labor Statistics (2016) the nonprofit workforce is the third largest in the U.S., employing more than 11.4 million people, with a faster growth rate than the for-profit sector. The nonprofit field is rich with diverse employment opportunities including art, health, education, advocacy, labor unions, 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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 155</td>
<td>Survey of Accounting or Principles of</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Financial Accounting</td>
<td></td>
</tr>
<tr>
<td>BUS 321</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUS 322</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>DMD 345</td>
<td>Desktop Publishing</td>
<td>3</td>
</tr>
<tr>
<td>ENT 347</td>
<td>Financial Management for Organizational</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Leaders</td>
<td></td>
</tr>
<tr>
<td>NPA 300</td>
<td>Nonprofit Development and Management</td>
<td>3</td>
</tr>
<tr>
<td>NPA 310</td>
<td>Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>NPA 311</td>
<td>Social Justice and Civic Engagement</td>
<td>3</td>
</tr>
<tr>
<td>NPA 313</td>
<td>Resource Development and Stewardship</td>
<td>3</td>
</tr>
<tr>
<td>NPA 370</td>
<td>Program Design and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>NPA 400</td>
<td>Nonprofit Administration Seminar</td>
<td>3</td>
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<tr>
<td>Electives</td>
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</tr>
<tr>
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</table>

**Electives Options (choose 6 credits for major in consultation with adviser)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>BUS 315</td>
<td>Leadership and Communication</td>
</tr>
<tr>
<td>BUS 320</td>
<td>Supervisory Management</td>
</tr>
<tr>
<td>BUS 371</td>
<td>Principles of Marketing</td>
</tr>
<tr>
<td>COM 205</td>
<td>Communication, Media and Society</td>
</tr>
<tr>
<td>DMD 247</td>
<td>Web Page Design</td>
</tr>
<tr>
<td>ENG 215</td>
<td>Business and Technical Writing</td>
</tr>
<tr>
<td>HMS 330</td>
<td>Child Welfare</td>
</tr>
<tr>
<td>LAN</td>
<td>3 – 6 credits in any language</td>
</tr>
<tr>
<td>NPA 301</td>
<td>Global Service</td>
</tr>
<tr>
<td>NPA 450</td>
<td>Internship</td>
</tr>
<tr>
<td>NPA 461</td>
<td>Travel Seminar</td>
</tr>
<tr>
<td>SOC 317</td>
<td>Minority Seminar</td>
</tr>
</tbody>
</table>

*NPA 311 Social Justice and Civic Engagement and NPA 301 Global Service can fulfill the requirement for COR 301.*
Nonprofit Administration

Minor
Nonprofit Administration
Students seeking a minor in nonprofit administration must complete the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 155/BUS 251</td>
<td>Survey of Accounting or Principles of Financial Accounting</td>
<td>3</td>
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<tr>
<td>BUS 321</td>
<td>Organizational Behavior</td>
<td>3</td>
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<tr>
<td>NPA 300</td>
<td>Nonprofit Development and Management</td>
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<tr>
<td>NPA 310</td>
<td>Public Policy</td>
<td>3</td>
<td></td>
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<tr>
<td>NPA 311</td>
<td>Social Justice and Civic Engagement</td>
<td>3</td>
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<tr>
<td>NPA 313</td>
<td>Resource Development and Stewardship</td>
<td>3</td>
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<tr>
<td>NPA 370</td>
<td>Program Design and Evaluation</td>
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<td></td>
<td><strong>Totals</strong></td>
<td>21</td>
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</tbody>
</table>

Recommended Minors for the Nonprofit Administration Major (or in consultation with adviser):
- Business
- Christian Leadership
- Human Services
- Web Design
- Entrepreneurial Leadership
- Communication
- Political Science

Course Descriptions
Nonprofit Administration (NPA)

General Education: Civic Values and Engagement

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  S, Even
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, Odd
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
The Arlene Gates Department of Nursing at Dakota Wesleyan University offers a Bachelor of Science in Nursing degree 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 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 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. 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.

Students who wish to be considered for the Bachelor of Science nursing major must provide documentation of the following requirements:

- ACT composite score of 19 or above or SAT score of 900 (critical reading + math);
- ACT reading sub score of 20 or above or SAT critical reading sub score of 400 or above;
- High school or college cumulative grade point average (GPA) of 2.7 or above. Transfer students must provide documentation of a cumulative grade point average of 2.7; a minimum grade of C- in all nursing prerequisite courses; and a minimum grade of C in English Composition. No major or support course can be repeated more than one time. Science courses must be completed within the past 10 years.

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), One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791. The 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 bachelor 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. Apply the nursing process and critical thinking skills in the provision of holistic, evidence-based nursing care that promotes partnerships with culturally diverse groups of clients, families, populations, and communities in order to foster the achievement of health and wellness.
2. Design teaching/learning strategies in collaboration with individuals, families, populations, and communities that reflect their holistic learning needs and adaptive capabilities.
3. Formulate primary, secondary, and tertiary preventive strategies that promote adaptive lifestyle behaviors in collaboration with individuals, families, populations, and communities.

Manager of Care
The student will:
1. Design case management strategies in partnership with individuals, families, populations, and communities that reflect effective communication and collaboration with inter-professional teams, effective use of technological resources, and cost-effectiveness.
2. Incorporate servant leadership and management strategies that reflect empowerment of others.

Member of Profession
The student will:
1. Engage in professional behaviors that encompasses moral, legal, and ethical nursing standards that are utilized in professional care of individuals, 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 passing 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 216  Introduction to Professional Nursing  2*
NUR 310  Health Concepts I  7*
NUR 312  Health Promotion and Assessment for Nursing Care  3*
NUR 314  Leadership and Management for Nursing Care I  3
Nursing

NUR 316 Pathophysiology for Nursing Care 3
NUR 320 Health Concepts II 7*
NUR 322 Leadership and Management for Nursing Care II 3
NUR 324 Pharmacology for Nursing Care 3*
NUR 410 Health Concepts III 7*
NUR 414 Leadership and Management for Nursing Care III 3
NUR 420 Health Concepts IV 6*
NUR 428 Nursing Focus on Population Health 3
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
ATN 320 Human Nutrition 3
BIO 220 Anatomy and Physiology I 4
BIO 333 Microbiology 4
BIO 330 Anatomy and Physiology II 4
CHEM 164 University Chemistry 3
CHEM 166 University Chemistry Lab 1
CHEM 174 Organic/Biochemistry 4
COM 101 Fundamentals of Speech Communication 3
ENG 111 English Composition 3
MTH 125 College Algebra (or elective) 3
MTH 200 Statistical Methods I 3
PSY 131 General Psychology 3
PSY 237 Developmental Psychology 3
SOC 152 Introduction to Sociology 3

Course Descriptions
Bachelor of Science in Nursing (B.S.) – Mitchell

100 Medical Terminology 2 hours (Elective) 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.

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, professional behaviors, accountability, mobility, and an introduction to the nursing process.
Prerequisites: BIO220, CHM 164, CHM166, CHM174
Corequisites: BIO333, 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 216, NUR 316
Corequisites: NUR 312, NUR 314, NUR 324

312 Health Promotion and Assessment for Nursing Care 3 hours (2, 1)* 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 314, NUR 324
314 Leadership and Management for Nursing Care I 3 hours  F
This course is the first of three 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, and safety considerations. The major concepts include teaching and learning, informatics, legal issues, and safety.
Prerequisites: NUR 216, NUR 316
Corequisites: NUR 310, NUR 312, NUR 324

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.
Prerequisites: BIO 220, CHM 164, CHM 166, CHM 174
Corequisites: NUR 216, BIO 222, BIO 330

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 312, NUR 314, NUR 324
Corequisites: NUR 322

322 Leadership and Management for Nursing II 3 hours  S
This course is the second of three 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 and ethical considerations. The major concepts include managing care, advocacy, collaboration and ethics.
Prerequisites: NUR 310, NUR 312, NUR 314, NUR 324
Corequisites: NUR 320

324 Pharmacology for Nursing Care 3 hours (2.5, 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. The student will demonstrate competence of medication administration in the laboratory setting. This course provides the foundation of basic pharmacology for a professional nurse in general practice.
Prerequisites: NUR 216, NUR 316
Corequisites: NUR 310, NUR 312, NUR 314

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, violence, and reproduction.
Prerequisites: NUR 320, NUR 322
Corequisites: NUR 414

414 Leadership and Management for Nursing Care III 3 hours  F
This course is the final of three 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 case management, conflict resolution, interdisciplinary teams, and evidence-based practice. The major concepts include health care systems, health policy, quality improvement, and evidence-based practice.
Prerequisites: NUR 320, NUR 322
Corequisites: NUR 410

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
Nursing 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, and stress and coping.

Prerequisites: NUR 410, NUR 414
Corequisites: NUR 428, NUR 440, NUR 450

428 Nursing Focus on Population Health 3 hours S

This 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 410, NUR 414
Corequisites: NUR 420, NUR 440, NUR 450

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 414
Corequisites: NUR 420, NUR 428, 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 the students' readiness for the professional licensure exam.

Prerequisites: NUR 410, NUR 414
Corequisites: NUR 420, NUR 428, NUR 440
Political Science (POL)

College of Arts and Humanities

www.dwu.edu/history

Political science is the study of human behavior as it relates to government and politics. Dakota Wesleyan University offers a minor in political science as well as a series of basic courses in political science that meet General Education requirements, provide electives in the social sciences and support criminal justice majors. Courses in political science may be supportive of students with interests in law school.

Minor

Political Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>POL 153</td>
<td>U.S. Government</td>
<td>3</td>
</tr>
<tr>
<td>POL 351</td>
<td>American Foreign Policy</td>
<td>3</td>
</tr>
<tr>
<td>POL 352</td>
<td>Political Thought</td>
<td>3</td>
</tr>
<tr>
<td>POL 353</td>
<td>Congress and the Presidency</td>
<td>3</td>
</tr>
<tr>
<td>POL 355</td>
<td>The U.S. Constitution</td>
<td>3</td>
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*Electives (selected in consultation with a faculty adviser in the history and political science department) 3

Total 18

*Electives:

<table>
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<tr>
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<tr>
<td>CRJ 250</td>
<td>American Legal System</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 350</td>
<td>Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>POL 450</td>
<td>Internships</td>
<td>1–16</td>
</tr>
<tr>
<td>POL 460</td>
<td>Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>SOC 312</td>
<td>Methods of Social Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Course Descriptions

Political Science (POL)

153 U.S. Government 3 hours F, Su

This course is an introductory survey of principles, organization, processes and functions of government and politics in the United States.

General Education: Civic Values and Engagement

351 American Foreign Policy 3 hours F17

(Refer to HIS 351)

352 Political Thought 3 hours S18

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.

353 Congress and the Presidency 3 hours TBA

Students will examine the foundations, forces, processes, relationships and issues shaping the legislative and executive branches of the national government. The course combines an overview of Congress and the presidency with a deeper analysis of the culture and operations of these institutions.

355 The U.S. Constitution 3 hours F17

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.
# Psychology (PSY)

**College of Leadership and Public Service**

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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 200</td>
<td>Statistical Methods I</td>
<td>3</td>
</tr>
<tr>
<td>SOC 332</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 131</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 202</td>
<td>History of Psychology</td>
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<tr>
<td>PSY 237</td>
<td>Developmental Psychology</td>
<td>3</td>
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<tr>
<td>PSY 333</td>
<td>Cognitive Psychology</td>
<td>3</td>
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<tr>
<td>PSY 381</td>
<td>Psychology of Personality</td>
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<tr>
<td>PSY 435</td>
<td>Experimental Psychology</td>
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<tr>
<td>PSY 443</td>
<td>Abnormal Psychology</td>
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<tr>
<td>PSY 482</td>
<td>Senior Thesis</td>
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<tr>
<td>PSY</td>
<td>Elective</td>
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<tr>
<td><strong>Total</strong></td>
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<td>36</td>
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## Minor

**Psychology**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PSY 131</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 202</td>
<td>History of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 333</td>
<td>Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 443</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

- PSY 237 Developmental Psychology
- PSY 337 Adolescent Psychology
- SOC 350 Adjustment to Aging

Choose one of the following:

- BUS 321 Organizational Behavior
- HMS 370 Theory and Practice of Counseling
- PSY 381 Psychology of Personality

| **Total** |                               | 18    |

## Course Descriptions

**Psychology (PSY)**

### 125 Methods in Social Science Practice

1 hour TBA

This course provides students with an introduction to American Psychological Association–style writing and formatting requirements and research skills used by social scientists. Students will learn and apply basic principles of problem solving, entrepreneurial thinking and collaboration to the implementation of a service project typical of professions related to social sciences. Repeatable.

### 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. General Education: Critical and Collaborative Thinking – Cognitive Analysis

### 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.
# Psychology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Term(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>237</td>
<td>Developmental Psychology</td>
<td>3</td>
<td>F, S</td>
<td>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. General Education: Critical and Collaborative Thinking – Cognitive Analysis</td>
</tr>
<tr>
<td>260</td>
<td>Applied Psychology</td>
<td>3</td>
<td>TBA</td>
<td>This course provides students with a firsthand experience in the practical uses of psychology. Students will learn the basic principles of psychology and their limitations using library research, self-reflection and group work.</td>
</tr>
<tr>
<td>333</td>
<td>Cognitive Psychology</td>
<td>3</td>
<td>F</td>
<td>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.</td>
</tr>
<tr>
<td>337</td>
<td>Adolescent Psychology</td>
<td>3</td>
<td>F, S</td>
<td>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.</td>
</tr>
<tr>
<td>380</td>
<td>Learning and Memory</td>
<td>3</td>
<td>TBA</td>
<td>Students will study the principles and applications of learning theory and learning processes, along with research related to memory and retrieval. Prerequisite: PSY 333.</td>
</tr>
<tr>
<td>381</td>
<td>Psychology of Personality</td>
<td>3</td>
<td>S</td>
<td>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.</td>
</tr>
<tr>
<td>435</td>
<td>Experimental Psychology</td>
<td>3</td>
<td>S19</td>
<td>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.</td>
</tr>
<tr>
<td>443</td>
<td>Abnormal Psychology</td>
<td>3</td>
<td>S</td>
<td>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.</td>
</tr>
<tr>
<td>445</td>
<td>Physiological Psychology</td>
<td>3</td>
<td>TBA</td>
<td>Students will study the physical nature of the brain and its relationship to psychology.</td>
</tr>
<tr>
<td>482</td>
<td>Senior Thesis</td>
<td>3–6</td>
<td>F, S</td>
<td>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.</td>
</tr>
</tbody>
</table>
Religion (REL) and Philosophy (PHL)

College of Arts and Humanities

www.dwu.edu/religion

The purpose of the DWU Religion and Philosophy department 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 and for the Kingdom of God.

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 offer two majors and two minors: Religion Studies and Christian Leadership.

**Majors**

**Christian Leadership Major**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHL 220</td>
<td>Introduction to Ethical Issues</td>
<td>3</td>
</tr>
<tr>
<td>REL 155</td>
<td>Spiritual Formation I</td>
<td>1</td>
</tr>
<tr>
<td>REL 210</td>
<td>Understanding the Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>REL 212</td>
<td>Christian Faith and Practice</td>
<td>3</td>
</tr>
<tr>
<td>REL 215</td>
<td>The Life and Teachings of Jesus</td>
<td>3</td>
</tr>
<tr>
<td>REL 216</td>
<td>The Life and Letters of Paul</td>
<td>3</td>
</tr>
<tr>
<td>REL 302*</td>
<td>Faith and Reason</td>
<td>3</td>
</tr>
<tr>
<td>REL 314</td>
<td>World Religions</td>
<td>3</td>
</tr>
<tr>
<td>REL 323</td>
<td>Biblical Interpretation and Proclamation</td>
<td>3</td>
</tr>
<tr>
<td>REL 355</td>
<td>Spiritual Formation II</td>
<td>1</td>
</tr>
<tr>
<td>REL 385</td>
<td>Classics of Christian Faith</td>
<td>3</td>
</tr>
<tr>
<td>REL 499</td>
<td>Special Topics in Biblical Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 240</td>
<td>Sexuality, Spirituality and Loving</td>
<td></td>
</tr>
<tr>
<td>REL 360</td>
<td>Death, Dying and Life After Death</td>
<td></td>
</tr>
<tr>
<td>REL 370</td>
<td>Pop Culture and Theology</td>
<td></td>
</tr>
<tr>
<td>REL 410</td>
<td>Church Growth: Mission and Evangelism</td>
<td></td>
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Choose one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENT 224</td>
<td>Entrepreneurial Leadership I</td>
<td></td>
</tr>
<tr>
<td>NPA 210</td>
<td>Principles of Leadership and Service</td>
<td></td>
</tr>
</tbody>
</table>

Choose one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>REL 450</td>
<td>Internship</td>
<td></td>
</tr>
<tr>
<td>REL 461</td>
<td>Travel Seminar</td>
<td></td>
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<tr>
<td></td>
<td>Total</td>
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</table>

*This class also fulfills the COR 301 credit.

**Religious Studies**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 210</td>
<td>Understanding the Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>REL 212</td>
<td>Christian Faith and Practice</td>
<td>3</td>
</tr>
<tr>
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<td>The Life and Teachings of Jesus</td>
<td>3</td>
</tr>
<tr>
<td>REL 216</td>
<td>The Life and Letters of Paul</td>
<td>3</td>
</tr>
<tr>
<td>REL 302</td>
<td>Faith and Reason*</td>
<td>3</td>
</tr>
<tr>
<td>REL 314</td>
<td>World Religions</td>
<td>3</td>
</tr>
<tr>
<td>REL 360</td>
<td>Death, Dying and Life After Death</td>
<td>3</td>
</tr>
<tr>
<td>REL 385</td>
<td>Classics of Christian Faith</td>
<td>3</td>
</tr>
<tr>
<td>REL 499</td>
<td>Special Topics in Biblical Studies</td>
<td>3</td>
</tr>
</tbody>
</table>
Choose one of the following:  
PHL101  Philosophy of Life  
PHL212  Introduction to Critical Thinking  
PHL220  Introduction to Ethical Issues  

Choose one of the following:  
REL 240  Sexuality, Spirituality and Loving  
REL 323  Biblical Interpretation and Proclamation  
REL 370  Pop Culture and Theology  

Choose one of the following:  
REL 415  Theology of John Wesley  
REL 450  Internship  
REL 461  Travel Seminar  

Total  36

*COR301 Interdisciplinary Investigations I: Faith and Reason can substitute for REL302

Student may apply only three hours of field experience or the internship to the major.

<table>
<thead>
<tr>
<th>Minor</th>
<th></th>
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</thead>
</table>

**Christian Leadership**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHL 220</td>
<td>Introduction to Ethical Issues</td>
<td>3</td>
</tr>
<tr>
<td>REL 210</td>
<td>Understanding the Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>REL 215</td>
<td>The Life and Teachings of Jesus</td>
<td>3</td>
</tr>
<tr>
<td>REL 216</td>
<td>The Life and Letters of Paul</td>
<td>3</td>
</tr>
<tr>
<td>REL 314</td>
<td>World Religions</td>
<td>3</td>
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Choose one of the following:  

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<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>REL 212</td>
<td>Christian Faith and Practice</td>
<td>3</td>
</tr>
<tr>
<td>REL 240</td>
<td>Sexuality, Spirituality and Loving</td>
<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td>REL 323</td>
<td>Biblical Interpretation and Proclamation</td>
<td></td>
</tr>
<tr>
<td>REL 360</td>
<td>Death, Dying and the After-Life</td>
<td></td>
</tr>
<tr>
<td>REL 370</td>
<td>Popular Culture and Theology</td>
<td></td>
</tr>
<tr>
<td>REL 385</td>
<td>Classics of the Christian Faith</td>
<td></td>
</tr>
<tr>
<td>REL 410</td>
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<td></td>
</tr>
<tr>
<td>REL 499</td>
<td>Special Topics in Biblical Studies</td>
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Total  21

<table>
<thead>
<tr>
<th>Religious Studies</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>REL 210</td>
<td>Understanding the Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>REL 314</td>
<td>World Religions</td>
<td>3</td>
</tr>
<tr>
<td>REL</td>
<td>Electives</td>
<td>6</td>
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Choose one of the following:  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHL 101</td>
<td>Philosophy of Life</td>
<td>3</td>
</tr>
<tr>
<td>PHL 212</td>
<td>Introduction to Critical Thinking</td>
<td></td>
</tr>
<tr>
<td>PHL 220</td>
<td>Introduction to Ethical Issues</td>
<td></td>
</tr>
</tbody>
</table>

Choose one of the following:  

<table>
<thead>
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<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>REL 212</td>
<td>Christian Faith and Practice</td>
<td>3</td>
</tr>
<tr>
<td>REL 215</td>
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<td></td>
</tr>
<tr>
<td>REL 216</td>
<td>The Life and Letters of Paul</td>
<td></td>
</tr>
</tbody>
</table>

Total  18
Religion and Philosophy

Other Programs
Pre-theology
The department seeks to meet the pre-professional needs of people preparing for seminary by offering background courses and a flexible combination of courses in the major that students can pattern to individual types of ministry. While a great variety is found in the requirements of various theological schools, the American Association of Theological Schools lists these fields where students should have proficiency before entering seminary study. Below are courses and number of credits recommended for students planning to continue on to seminary.

<table>
<thead>
<tr>
<th>Field</th>
<th>Courses and Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Literature, writing, speech and related studies 9</td>
</tr>
<tr>
<td>History</td>
<td>Ancient, modern, European and American 6</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Historical development, content and methods 6</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>Physical chemistry or biology 6</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Psychology, sociology, economics, political science and education 18</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Some seminaries require biblical language; a modern language is also considered desirable of each language 6</td>
</tr>
<tr>
<td>Religion</td>
<td>Basic knowledge of the Bible with introduction to the major religions of the world 9</td>
</tr>
</tbody>
</table>

Of the possible fields of study for a college major, most theological schools regard these as useful: English, philosophy, religion, history, political science, psychology and sociology.

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 Dr. Joel Allen or Reverend Eric Van Meter about the possibility of applying their ministry-related experiences toward eventual seminary credit.

Course Descriptions
Religion (REL)

121 Introduction to the Bible 3 hour F18
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

155 Spiritual Formation 1 hour F
Students will meet with a spiritual director for the purposes of spiritual study, devotion and growth.
Prerequisite: Consent of instructor.
Repeatable for two credits.

210 Understanding the Old Testament 3 hours F18
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.
General Education: Personal Growth and Maturity
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>212</td>
<td>Christian Faith and Practice</td>
<td>3</td>
<td>S</td>
</tr>
<tr>
<td>215</td>
<td>The Life and Teachings of Jesus</td>
<td>3</td>
<td>S</td>
</tr>
<tr>
<td>216</td>
<td>The Life and Letters of Paul</td>
<td>3</td>
<td>F, S</td>
</tr>
<tr>
<td>240</td>
<td>Sexuality, Spirituality and Loving</td>
<td>3</td>
<td>TBA</td>
</tr>
<tr>
<td>302</td>
<td>Faith and Reason</td>
<td>3</td>
<td>F, S</td>
</tr>
<tr>
<td>314</td>
<td>World Religions</td>
<td>3</td>
<td>F17</td>
</tr>
<tr>
<td>315</td>
<td>American Religions</td>
<td>3</td>
<td>TBA</td>
</tr>
<tr>
<td>323</td>
<td>Biblical Interpretation and Proclamation</td>
<td>3</td>
<td>F17</td>
</tr>
<tr>
<td>330</td>
<td>Hellenistic Greek I</td>
<td>3</td>
<td>TBA</td>
</tr>
<tr>
<td>331</td>
<td>Hellenistic Greek II</td>
<td>3</td>
<td>TBA</td>
</tr>
<tr>
<td>332</td>
<td>Biblical Hebrew I</td>
<td>3</td>
<td>TBA</td>
</tr>
</tbody>
</table>
## Religion and Philosophy

### 333 Biblical Hebrew II
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.

### 355 Spiritual Formation II
Students will meet with a spiritual director for the purposes of spiritual study, devotion and growth. Prerequisite: Consent of Instructor. Repeatable for two credits.

### 360 Death, Dying and Life After Death
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. General Education: Personal Growth and Maturity

### 370 Pop Culture and Theology
This course discusses the understandings of God found in all types of media (advertising, celebrities, music, movies, television, fashion, sports, art and video games). Advocating neither wholehearted acceptance nor rejection of pop culture, students will analyze critically the media around them. They will become aware of the “silent shaping” of media in their theology and define a theology of God through it. General Education: Personal Growth and Maturity

### 385 Classics of the Christian Faith
This course explores key writers of the Christian tradition who interpreted Christian faith so as to impact not only their own age but following generations of Christians. Particular focus will be paid to Augustine, Wesley and Lewis.

### 410 Church Growth in the Contemporary Culture
Students will learn various theologies of mission and evangelism and the nature and logic of Christian conversion. Students will explore the best practices for churches to seek and effectively draw new persons into Christian discipleship in both foreign and domestic contexts. Class limit: 20. Prerequisite: Consent of instructor.

### 415 Theology of John Wesley
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
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
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
The seminar provides credit for travel on mission trips or visits to important sacred places. The course includes background reading and evaluative reports. General Education: Cultural and Global Awareness
Course Descriptions

Philosophy (PHL)

101 Philosophy of Life
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.

General Education: Personal Growth and Maturity

212 Introduction to Critical Thinking
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
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.

General Education: Civic Values and Engagement

305 Biomedical Ethics
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.

General Education: Civic Values and Engagement
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

Family Studies
SOC 152 Introduction to Sociology 3
SOC 154 Marriage and the Family 3
SOC Electives* 12
Total 18

*Electives
HMS 330 Child Welfare 3
PSY 337 Adolescent Psychology 3
SOC 317 Minority Groups 3
SOC 332 Social Psychology 3
SOC 350 Adjustment to Aging 3
SOC 427 Women and Gender Studies 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.
General Education: Cultural and Global Awareness

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 postmarital adjustment sociologically, historically and comparatively.
General Education: Personal Growth and Maturity

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.
General Education: Cultural and Global Awareness
Sociology

332 Social Psychology
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
This course includes a multidisciplinary approach, incorporating psychological, sociological, physiological and human service perspectives on aging.

427 Women and Gender Studies
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. General Education: Cultural and Global Awareness
Sport, Exercise and Wellness (SPX)

Donna Starr Christensen College of Healthcare, Fitness and Sciences

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATN 320</td>
<td>Human Nutrition</td>
<td>3</td>
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<tr>
<td>ATN 455</td>
<td>Organization and Administration for the Healthcare Professional</td>
<td>2</td>
</tr>
<tr>
<td>BIO 220</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
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<tr>
<td>BIO 330</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
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<td>HLT 310</td>
<td>Advanced Emergency Skills for Professionals</td>
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<tr>
<td>MTH 200</td>
<td>Statistical Methods I</td>
<td>3</td>
</tr>
<tr>
<td>SPX 140</td>
<td>Introduction to Sport, Exercise and Wellness</td>
<td>2</td>
</tr>
<tr>
<td>SPX 211</td>
<td>Care and Prevention of Athletic Injuries</td>
<td>2</td>
</tr>
<tr>
<td>SPX 240*</td>
<td>Methods of Free Weights and Conditioning</td>
<td>3</td>
</tr>
<tr>
<td>SPX 305</td>
<td>Evaluation and Prescription of Health and Fitness Program</td>
<td>3</td>
</tr>
<tr>
<td>SPX 315</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>SPX 320</td>
<td>Exercise in Selected Populations</td>
<td>3</td>
</tr>
<tr>
<td>SPX 362</td>
<td>Psychological Dynamics of Sport</td>
<td>3</td>
</tr>
<tr>
<td>SPX 410</td>
<td>Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>SPX 450</td>
<td>Internship</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>46</td>
</tr>
</tbody>
</table>

#### 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 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLT 310</td>
<td>Advanced Emergency Skills for Professionals</td>
<td>2</td>
</tr>
<tr>
<td>HPR 335–343</td>
<td>Theory of Coaching</td>
<td>2</td>
</tr>
<tr>
<td>HPR 360</td>
<td>Rules of Officiating</td>
<td>2</td>
</tr>
<tr>
<td>HPR 450</td>
<td>Coaching Practicum</td>
<td>3</td>
</tr>
<tr>
<td>SPX 211</td>
<td>Care and Prevention of Athletic Injuries</td>
<td>2</td>
</tr>
<tr>
<td>SPX 240*</td>
<td>Methods of Free Weights and Conditioning</td>
<td>3</td>
</tr>
<tr>
<td>SPX 362</td>
<td>Psychological Dynamics of Sport</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective**</td>
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**Electives:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ATN 320</td>
<td>Human Nutrition</td>
</tr>
<tr>
<td>SPX 315</td>
<td>Kinesiology</td>
</tr>
<tr>
<td>SPX 410</td>
<td>Physiology of Exercise</td>
</tr>
<tr>
<td>SPX 305</td>
<td>Evaluation and Prescription of Health and Fitness Programs</td>
</tr>
</tbody>
</table>

Additional courses selected with approval from the academic adviser to provide for one or more areas of concentration.

*BIO 220 and CHM 164 are recommended prerequisites*
### Course Descriptions

#### Sport, Exercise and Wellness (SPX)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours</th>
<th>Term(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>140 Introduction to Sport, Exercise and Wellness</strong></td>
<td>2</td>
<td>F</td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **211 Care and Prevention of Athletic Injuries**                           | 2     | 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     | 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     | 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: Consent of instructor. |

| **315 Kinesiology**                                                      | 3     | 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     | S18      |
| 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     | S        |
| 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     | 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. |
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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENT 224</td>
<td>Entrepreneurial Leadership</td>
<td>3</td>
</tr>
<tr>
<td>SPM 241</td>
<td>Sport and Society</td>
<td>3</td>
</tr>
<tr>
<td>SPM 341</td>
<td>Sports Administration</td>
<td>3</td>
</tr>
<tr>
<td>SPM 343</td>
<td>Sports Multi-Media</td>
<td>3</td>
</tr>
<tr>
<td>SPM 363</td>
<td>Sports Policy</td>
<td>3</td>
</tr>
<tr>
<td>SPM 382</td>
<td>Sport Facility and Event Management</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

Unless coupled with an appropriate major, the minor will not ordinarily provide sufficient preparation for a career in sports management.

**Course Descriptions**

**Environmental Management (SPM)**

**241 Sport and Society**

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**

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.

**343 Sports Multi-Media**

Students will be introduced to the various media resources utilized in the sports industry. Students will integrate sports information and apply analytics.

**363 Sports Policy**

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 S19
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.

482 Seminar in Sports Management 3 hours TBA
This course is intended as a senior integrative experience for sports management majors. It involves a comprehensive analysis of an operating sports enterprise.
Theatre (DRM)

College of Arts and Humanities

www.dwu.edu/theatre

The Dakota Wesleyan University theatre program is a comprehensive program offering intensive and individualized instruction, with opportunities within the liberal arts curriculum for a broader general education. The Bachelor of Fine Arts (B.F.A.) in theatre allows students to learn and achieve practical experiences in a variety of theatrical disciplines. 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. When B.F.A. students major in theatre, they take a wide range of core theatre courses as well as choosing elective courses which focus on a student's specific area of interest.

NOTE – Students who do not declare a B.F.A. theatre major in the fall as a first-year student may find that it will take more than four years to accommodate the requirements for the B.F.A. degree based upon the requirements outlined above and the needed electives.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRM 111</td>
<td>Theatre Activity I</td>
<td>1</td>
</tr>
<tr>
<td>DRM 121</td>
<td>Technical Theatre</td>
<td>3</td>
</tr>
<tr>
<td>DRM 131</td>
<td>Introduction to Theatre</td>
<td>3</td>
</tr>
<tr>
<td>DRM 161</td>
<td>Theatre History: Greek to Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>DRM 188</td>
<td>Stage Management and Production Team</td>
<td>3</td>
</tr>
<tr>
<td>DRM 203</td>
<td>Acting for the Stage</td>
<td>3</td>
</tr>
<tr>
<td>DRM 211</td>
<td>Theatre Activity II</td>
<td>1</td>
</tr>
<tr>
<td>DRM 213</td>
<td>Scene Design</td>
<td>3</td>
</tr>
<tr>
<td>DRM 232</td>
<td>Acting Voice &amp; Movement</td>
<td>3</td>
</tr>
<tr>
<td>DRM 261</td>
<td>Theatre History: Restoration to the “isms”</td>
<td>3</td>
</tr>
<tr>
<td>DRM 280</td>
<td>Production Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>DRM 301</td>
<td>Costume and Makeup</td>
<td>3</td>
</tr>
<tr>
<td>DRM 305</td>
<td>Acting for the Camera</td>
<td>3</td>
</tr>
<tr>
<td>DRM 311</td>
<td>Theatre Activity III</td>
<td>1</td>
</tr>
<tr>
<td>DRM 335</td>
<td>Directing I</td>
<td>3</td>
</tr>
<tr>
<td>DRM 361</td>
<td>Theatre History: Contemporary Theatre</td>
<td>3</td>
</tr>
<tr>
<td>DRM 380</td>
<td>Production Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>DRM 388</td>
<td>Stage Combat: Unarmed</td>
<td>3</td>
</tr>
<tr>
<td>DRM 409</td>
<td>Acting Period Styles</td>
<td>3</td>
</tr>
<tr>
<td>DRM 436</td>
<td>Directing II</td>
<td>3</td>
</tr>
<tr>
<td>DRM 450</td>
<td>Internship in Theatre</td>
<td>3</td>
</tr>
<tr>
<td>DRM 480</td>
<td>Production Practicum III</td>
<td>3</td>
</tr>
<tr>
<td>DRM 488</td>
<td>Stage Combat: Armed</td>
<td>3</td>
</tr>
<tr>
<td>ENG 323</td>
<td>Shakespeare</td>
<td>3</td>
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<tr>
<td>Electives*</td>
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</table>
**Electives**

Three courses (nine credits) from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 220</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 315</td>
<td>Leadership and Communication</td>
<td>3</td>
</tr>
<tr>
<td>BUS 320</td>
<td>Supervisory Management</td>
<td>3</td>
</tr>
<tr>
<td>COM 210</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>DMD 101</td>
<td>Introduction to Design</td>
<td>3</td>
</tr>
<tr>
<td>DRM 132</td>
<td>Auditioning</td>
<td>3</td>
</tr>
<tr>
<td>DMD 247</td>
<td>Web Page Design</td>
<td>3</td>
</tr>
<tr>
<td>DRM 299</td>
<td>Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>DRM 369</td>
<td>World Culture in Film</td>
<td>3</td>
</tr>
<tr>
<td>DRM 495</td>
<td>Field Study in Professional Theatre</td>
<td>3</td>
</tr>
<tr>
<td>DRM 499</td>
<td>Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>ENG 202</td>
<td>Creative Writing I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 205</td>
<td>British Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 206</td>
<td>British Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENT 224</td>
<td>Entrepreneurial Leadership I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 102/202/302/402</td>
<td>Applied Voice</td>
<td>1</td>
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<tr>
<td>MUS 232/32</td>
<td>Dakota Wesleyan Concern Choir</td>
<td>1</td>
</tr>
<tr>
<td>NPA 210</td>
<td>Principles of Leadership and Service</td>
<td>3</td>
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**Minor Theatre**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>DRM 121</td>
<td>Technical Theatre</td>
<td>3</td>
</tr>
<tr>
<td>DRM 131</td>
<td>Introduction to Theatre</td>
<td>3</td>
</tr>
<tr>
<td>DRM 203</td>
<td>Acting for the Stage</td>
<td>3</td>
</tr>
<tr>
<td>DRM 280</td>
<td>Productions Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>DRM 301</td>
<td>Costume and Makeup</td>
<td>3</td>
</tr>
<tr>
<td>DRM 335</td>
<td>Directing I</td>
<td>3</td>
</tr>
<tr>
<td>DRM 388</td>
<td>Stage Combat: Unarmed</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

**Note:** The B.F.A. curriculum is based on a four-year rotating schedule. Most courses will be available only once every four years. Please contact the director of theatre for specific schedule information.

**Course Descriptions**

**Theatre (DRM)**

### 111/211/311/411 Theatre Activity

1 hour  
F, S

Students will complete an individual project in acting, directing, makeup design, stagecraft, lighting, playwriting, props, sound, costumes or publicity for a theatre production. Students may repeat this course up to three times.

Prerequisite: Consent of instructor.

### 121 Technical Theatre

3 hours  
S18

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.

### 131 Introduction to Theatre

3 hours  
F

Students will be introduced to the study and art of theatre. In the course, students explore the communicative, collaborative and performance elements of the theatrical process. Through the study of artists, productions and dramatic texts, students learn about theatre’s historical and critical influence as a social force, as well as the value of active participation in the arts.

General Education: Effective Expression – Artistic Appreciation

### 132 Auditioning

3 hours  
S18

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.

### 161 Theatre History: Greek to Renaissance

3 hours  
S18

Students are exposed to the rich history of theatre through the examination of Western drama and theatre production through the Renaissance. Emphasis on Hellenic and Hellenistic periods, the Roman Republic,
Theatre

medieval England and Europe, Renaissance Italy, Spain and England. Students will study selected plays from Aeschylus to Shakespeare.

188 Stage Management and Production Team Communication 3 hours F17
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 F17
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.

General Education: Effective Expression – Artistic Appreciation

213 Scene Design 3 hours S19
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.

232 Acting Voice and Movement 3 hours F18
Students will be introduced to various sophisticated styles of improvisation, script analysis, scene study, techniques and practice. Extensive work on releasing tension, developing concentration, and training the actor’s sensory and emotional instrument for integration into scene work will also be explored.

261 Theatre History: Restoration to the “isms” 3 hours S19
The theatre student is given the opportunity to investigate a theatre period in history by exploring drama and theatre from the Restoration period through the “isms.” Emphasis will be placed on the Jacobean period, and early Realistic forms through realism and the theatre of the absurd. Emphasis will be placed on realism, naturalism, symbolism, expressionism, epic theatre, theatre of cruelty, existentalist drama and theatre of the absurd.

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 S20
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.

305 Acting for the Camera 3 hours S20
Though many people might believe live theatrical acting is the same as movie and television acting, they would be wrong. In this class, students discover the huge differences in acting styles for television and movies. Students will learn television audition and commercial techniques as well as what is really needed to be a fine movie actor.

335 Directing I 3 hours F18
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.

361 Theatre History: Contemporary Theatre 3 hours S21
This course is a survey of post–theatre of the absurd drama. Emphasis is put on major standard and experimental dramatists since 1960, as well as the study of theatrical presentations of today.
**Theatre**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>369</td>
<td>World Culture in Film</td>
<td>3</td>
<td>F19</td>
</tr>
<tr>
<td></td>
<td>This course explores the art of filmmaking from other countries and how those films can help a student discover the cultural differences within our ever-changing and shrinking world. The student explores films from such countries as Russia, Spain, Mexico, France, England, Japan and India and then compares them to American society to ascertain the differences. General Education: Cultural and Global Awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>380</td>
<td>Production Practicum II</td>
<td>3</td>
<td>F/S/SU</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>388</td>
<td>Stage Combat: Unarmed</td>
<td>3</td>
<td>S21</td>
</tr>
<tr>
<td></td>
<td>The DWU theatre student trains in unarmed and quarterstaff combat for the stage. This training includes fisticuffs, falls and rolls, work with quarterstaff and the basic techniques of fight choreography.</td>
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<td></td>
</tr>
<tr>
<td>409</td>
<td>Acting Period Styles</td>
<td>3</td>
<td>S21</td>
</tr>
<tr>
<td></td>
<td>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 &quot;isms&quot; such as symbolism, expressionism, surrealism and absurdism.</td>
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</tr>
<tr>
<td>436</td>
<td>Directing II</td>
<td>3</td>
<td>F20</td>
</tr>
<tr>
<td></td>
<td>This is an advanced directing class that will look at complex problems in stage directing, emphasizing text analysis, communication, period styles, viewpointing and other advanced techniques as applied to the production of a one-act play or a DWU theatrical production.</td>
<td></td>
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</tr>
<tr>
<td>DRM 480</td>
<td>Production Practicum III</td>
<td>3</td>
<td>F/S/SU</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>488</td>
<td>Stage Combat: Armed</td>
<td>3</td>
<td>S19</td>
</tr>
<tr>
<td></td>
<td>The DWU theatre student trains in armed combat for the stage. This training includes light sword, broadsword, rapier and dagger, as well as modern stage firearms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>495</td>
<td>Field Study in Professional Theatre</td>
<td>3</td>
<td>SU19</td>
</tr>
<tr>
<td></td>
<td>This class will travel and attend professional theatre productions either in New York, the United Kingdom or another theatre-rich, history-rich region of the world. Along with these productions students will investigate the rich history of theatre and participate in workshops hosted by professional theatre companies or individuals. Prerequisites: Consent of instructor.</td>
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</table>
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 occasion 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.

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

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

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

Courses Definition
Graduate-level courses (600 and above) follow the Carnegie credit standards. A credit hour represents the amount of work expended by students to meet a course’s learning objectives, verified by evidence of student 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 awarded. Class activity includes but is not limited to reading, writing, interacting with other class participants, planning, implementing strategies, reflecting on learning (and are 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.
**General Information**

**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 meet with the director of the graduate programs and obtain written permission. 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 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>Above Average</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>Superior</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>Above Average</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>Average</td>
<td>2.7</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.0</td>
</tr>
<tr>
<td>C+</td>
<td>Above Average</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>Below Average</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>Failure</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>Below Average</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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 (or six credit hours), 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 (up to 12 credit hours) 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.

**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.
General Information

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 may 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. A student 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
This 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.

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.

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.
General Information

- 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.
- Forgery of academic documents is the unauthorized changing or construction of any academic document.
- 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

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 degree awarding institution.
3. A current resume.
4. A personal statement of 300 to 500 words answering the following questions:
   - Why do I want to pursue a Master of Arts in Education degree from Dakota Wesleyan University?
   - How do I plan to use what I learn to improve education for our next generation of students?

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

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

Attendance
Students are expected to participate in all classes and/or online sessions unless prevented by an extenuating circumstance. Because 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 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 Dean of Adult and Professional Studies, but that does not guarantee an excused absence or reason for not completing an assignment. In addition, due to the time frame of each course, missing more than one class or session can result in a failure for that course. If you anticipate the possibility of missing more than one week of class for any course, consult the instructor or Dean of Adult and Professional Studies immediately.
Masters in Education

Graduation Requirements
The Master of Arts in Education degrees are conferred upon students who:
1. Maintain a cumulative GPA of 3.0 or better.
2. Receive a minimum course grade of C or better for courses accepted toward a graduate degree. Grades of less than a C are not considered toward degree completion, but are counted in the cumulative GPA. All courses may be repeated once for credit if a C- or less is received. Students wishing to repeat a course with a C or better must receive permission from the dean of graduate studies 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 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 3-6
EDU 692 Thesis 3-6
SPD 601 The All Inclusive Classroom 3
Total 36 credits

English as a New Language Endorsement (ENL)
A K-12 English as a new language endorsement requires 18 semester 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 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.
Masters 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.

651 Education in a Culture of Change 3 hours
This course concerns the mutual cultural impact of schools and society. Students will pay particular attention to the influence change has on the school environment. The history of education will be examined to consider the results of major educational changes on current social trends and political debates.

652 Instructional Design 3 hours
This course introduces students to the skills and principles to plan, develop, implement and evaluate learning activities for a course. Students will prepare materials for traditional, online and hybrid learning environments.

655 Public Policy in Education 3 hours
This course focuses on the relationship between the federal and state governments and education in the United States. Topics include foundations of public policy and education: access, affordability, collaboration, reform, digital learning, and how all of these affect curriculum and delivery of the education product.

659 Educational Leadership 3 hours
This course examines the day-to-day management of learning environments. Topics include classic organizational theory, traditional administrative and governance models, campus climate and culture, project management, collaboration in the community, leadership analysis, ethics, educational advocacy, and other management principles.

661 Advanced Educational Psychology 3 hours
Advanced Educational Psychology connects developmental theories to practice. It examines theories of learning and how they may be applied in the classroom. It will include the study of cognitive development, motivation and learning, how knowledge is constructed, constructivism, individual differences in learning, and learning environments.

665 Curriculum and Teaching Methods 3 hours
This course studies differentiated instruction and teaching methods for secondary schools, in connection with the latest research and foundational knowledge of human learning. It includes an understanding of the middle school concept and instructional strategies that support that concept. It covers a distinct study of delivery systems and curricular models that can affect the most dynamic positive change for individual students.

671 Student Teaching Seminar 1 hour
Candidates will research the following topics: classroom climate, instructional pedagogy, assessment, resume writing and interviewing skills; and they will also complete their electronic portfolio during the seminar.
Prerequisite: Consent of Program Director
Co-requisite: EDU694

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.
Masters in Education

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.

688 **Literacy and Pedagogy** 3 hours
This course includes a review of content-specific literature and the diagnostic and prescriptive methods of instructing comprehension and retentive behaviors for secondary students. Students will investigate, develop and apply strategies to improve literacy by using a variety of scientifically researched reading, listening and speaking methods.

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.

694 **K–12 Student Teaching** 5 hours
Candidates are assigned to a school district and supervised by a certified teacher at the elementary level (K–8) and at a secondary level (7–12) for 70 days (14 full weeks). The student teaching will be divided in half at each level. During this period, students will fulfill obligations and responsibilities similar to those of the cooperating teacher. Candidates also meet during the semester for seminar requirements. Prerequisite: Completion of all coursework required for graduation, 3.0 GPA, admission from the education department, submission of passing PRAXIS II scores. Corequisite: EDU 671

696 **Student Teaching 7–12** 5 hours
Candidates will spend 14 weeks interning in the field with two purposes: refining previously selected research and training under the supervision of a cooperating teacher and university supervisor. Candidates will follow all protocol of the DWU Student Handbook. Students will also complete a thesis during this professional semester with research focused on the field classroom.

699 **Special Topics in Education** 1–3 hours
Graduate level courses are offered in a variety of educational interests.

**Course Descriptions**

**English as a Second 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.
Masters in Education

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 ELL students receive research-based and effective programming. The course is intended to give participants an historical perspective of the theoretical foundation of ESL.

694 Practicum 1 hour

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/atn
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 Masters 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 health care 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 and the Graduate Studies Handbook www.dwu.edu/onlineandadultstudents/academics/graduittestudieshandbook/. A criminal background check
Masters in Athletic Training

will be required for this program and is the responsibility of the student. The program will give specifics to the background check upon acceptance into the program.

**Dakota Wesleyan University is not currently enrolled on ATCAS but we will be once we have received HLC and CAATE accreditation.**

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.

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 a 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.
Masters in Athletic Training

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
- 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
Developmental Psychology
English Composition
General Biology-4 Credits
General 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
Methods of Free Weight Training
Minority Groups or Sociology
Physiology of Exercise
Physics-4 credits
Prevention & Care of Athletic Injuries
Speech or Interpersonal Communications
Statistical Methods-1 semester
University (General) Chemistry-8 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
ATN 320 Human Nutrition 3
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 2
ATN 630 Pathology and Evaluation I 2
ATN 635 Pathology and Evaluation II 6
ATN 640 Practicum in AT I 2
ATN 642 Practicum in AT II 2
ATN 644 Practicum in AT III 2
ATN 646 Practicum in AT IV 4
ATN 648 Practicum in AT V 1
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 health care environment. Emphasis is placed on interpersonal communication skills in the health care environment.

**629 Health and Fitness Assessment**  
2 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.

**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 off of 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
Masters in Athletic Training

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.

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 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 F
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.

670 Current Concepts in Athletic Training 2 hours F
This course will cover current and special topics in sports medicine. These topics may include epidemiology, current strategies in illness and injury prevention, alternative medicine, technology in education and medicine and special populations.

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.

682 Applied Exercise Physiology 3 hours S
This course explores the application of physiological concepts of human performance on metabolic, neuromuscular, musculoskeletal and cardiopulmonary systems throughout the lifespan and in conjunction with chronic health concerns including: measurement of metabolic response to exercise, environmental influences, the role of testing and training for strength and endurance, and adapted exercise programs. Topics include ergometer, spirometer energy expenditure, body composition and performance measurements of strength, power and endurance.
683 Therapeutic Modalities 3 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 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 off of 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 off of 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.

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

Overview and Objectives
The Master of Business Administration (M.B.A.) 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 M.B.A. 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 M.B.A. 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 M.B.A. 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 M.B.A. 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 M.B.A. Program
Prospective M.B.A. 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 M.B.A.
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 M.B.A. from Dakota Wesleyan University? How can I expect to integrate good business ethics into my career?

Deadlines for Application of the M.B.A.
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 – Strategic Leadership

Graduation Requirements
To receive the M.B.A. 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 M.B.A. 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 M.B.A. 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 M.B.A. 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.
5. Completion of the M.B.A. 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 M.B.A. project assignments.

M.B.A Degree Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 601</td>
<td>Foundations of Strategic Leadership</td>
<td>3</td>
</tr>
<tr>
<td>BUS 610</td>
<td>Marketing Strategy</td>
<td>3</td>
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<tr>
<td>BUS 615</td>
<td>Strategic Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 620</td>
<td>Managerial Economics*</td>
<td>3</td>
</tr>
<tr>
<td>BUS 630</td>
<td>Leadership and Corporate Accountability*</td>
<td>3</td>
</tr>
<tr>
<td>BUS 645</td>
<td>Managing Workplace Environments</td>
<td>3</td>
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<tr>
<td>BUS 650</td>
<td>Financial Analysis</td>
<td>3</td>
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<tr>
<td>BUS 660</td>
<td>Regulatory and Reporting Environments</td>
<td>3</td>
</tr>
<tr>
<td>BUS 670</td>
<td>Managerial Analysis*</td>
<td>3</td>
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<tr>
<td>BUS 680</td>
<td>Risk Management</td>
<td>3</td>
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<tr>
<td>BUS 690</td>
<td>Ethics and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>BUS 695</td>
<td>Strategic Business Development</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>36</strong></td>
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</table>

* 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 M.B.A. 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 M.B.A. 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 M.B.A. program.
Campus Facilities

Campus Buildings and Facilities

- Allen Hall
- Christen Family Athletic Center
- Dakota Discovery Museum
- 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
- Theatre
- Wagner Chapel

**DWU/Avera Sports and Wellness Complex** – The DWU Avera Sports and Wellness Complex is an 88,000 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.

**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, a coffee bar, the archives of former Senators George McGovern and Francis H. Case, and the archives of the Dakotas Conference of the United Methodist Church, and some faculty offices.

McGovern Library holds more than 165,000 items in its collection. Available for research are more than 29,000 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. The library is a member of the South Dakota Library Network (SDLN). DWU students have access to materials in McGovern Library and more than 5.6 million items in over 60 South Dakota libraries.

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 bar, 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 [www.dwu.edu/library](http://www.dwu.edu/library) 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 such as Opening Convocation and Baccalaureate.

**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, cable TV and computing infrastructure on the DWU campus, including administrative, academic and residential technology systems.

Student Computer Services – Internet access and printing is provided to all students while on campus. Each student is provided with a personal email account and Internet storage that is accessible whether they are on or off campus. Support for student computers, tablets and other network connected devices, as well as cable TV, and network and computer services are provided free of charge through the IT Help Desk. The Help Desk can be contacted at 605-995-2697 or email helpdesk@dwu.edu.

Computer Labs and Lounges – DWU has five classroom-sized computer labs. Two of these labs are for specific curriculum, one for multimedia creation and editing, the other consisting of tablet computers for use with math and statistical software applications. Computer lounges can be found in residence halls and in most buildings on campus which offer workstations and printing for the campus community.

Internet/Wireless Access – Network and Internet access are offered wirelessly in most areas of campus including classrooms and residential living areas. Student computers, game consoles and other network enabled devices are able to use the network and Internet in accordance with the DWU Computer and Network Appropriate Use Policy.

Minimum Software Requirements
Windows 8.1 or 10 with current patches or Macintosh OS X.11 (El Capitan) or OS X.12 (Sierra) with current patches. We do not support Windows 7, Vista, or XP. Windows users must install and run an antivirus program.

Computer Software and Other Products
DWU students may download a free copy of Office Professional that is valid as long as they are a current student with the University. Microsoft Office 365 can be download from the web mail portal. There is also an online version of the Office applications.

The Help Desk has a limited number of free copies of ESET anti-virus (one year subscription) available. Please stop in Smith Hall 207 for more details.

Email and Other Network Applications
All DWU students are provided with a personal network account that allows them access to their email account, TigerNet (our learning management system), 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.

Using Technology in the Classroom
Students will use technology in a variety of ways. Professors use TigerNet to post syllabi, coursework, class projects, and online quizzes and discussions. All of DWU’s classrooms are equipped with a computer connected to the Internet or the ability to connect a laptop, as well as multimedia presentation equipment. In these classrooms, the Internet and computer are used as teaching aids on a regular basis.
Student Life and Development

At DWU, college life is about more than taking tests and reading books; the development of the whole person is an essential part of a college education. Student activities, or cocurricular activities, give students the chance to learn important life skills outside of the classroom. Through a variety of activities, individuals can explore their interests, make new friends and learn more about themselves. Cocurricular activities are important in developing a student’s full potential in college. Students develop and apply leadership skills, such as the ability to analyze, organize and communicate, in activities outside the classroom. These experiences are also important in career preparation, as future employers often consider student involvement during college.

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:
- intercollegiate athletics;
- intramural athletics;
- pep band;
- Prairie Wind Journal;
- professional clubs;
- residence hall leadership;
- Student Activities Board;
- Student Association Senate;
- Student Diversity Council;
- Student Ministry Council; and
- theater

See 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:
- Men’s baseball
- Men’s football
- Men’s wrestling
- Men’s and women’s basketball
- Men’s and women’s cross country
- Men’s and women’s golf
- Men’s and women’s soccer
- Men’s and women’s track and field
- Women’s softball
- Women’s volleyball

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.

Other athletic opportunities include:
- Cheer
- Intramural activities
Great Plains Athletic Conference (GPAC)
The GPAC is an alliance of 11 private, faith-based liberal arts colleges and universities located in Iowa, Nebraska 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 330 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)
The goal of TRiO Student Support Services is to increase the college retention and graduation rates of program participants. This project is 100 percent federally funded by the Department of Education.
TRIO SSS provides program participants with tutoring, mentoring, counseling, disability services, multicultural activities, educational seminars, financial literacy, career and graduate school planning, and other resources designed to enhance students’ education and enable them to achieve a baccalaureate degree.

Developed for the purpose of giving students the best possible chance to succeed, SSS incorporates mentoring by professional staff which includes advice and assistance in course selection, four-year graduation plans, connection to appropriate support resources, and grade reviews to encourage good academic standing.

Peer tutoring services are available in many disciplines through small group or individual sessions with certified tutors. The Learning Lab provides drop in tutoring for math, science, English and writing.

Our peer mentoring program matches freshman participants with a successful junior or senior student. Peer mentors help participants acclimate to DWU by providing social opportunities and educational seminars. Peer mentors foster healthy peer relationships and create a positive learning community.

Counseling is available for short-term needs. Individual and group counseling services provided by the campus counselor include support in coping with the pressures and problems of college life. Specialized assistance is provided for students with disabilities through facilitation of appropriate resources. Documentation of the disability is required to initiate services.

Career advising is available to program participants. TRIO professional staff help students explore career options and research graduate school possibilities.

Direct financial assistance though the TRIO Student Support grant scholarship may be available to SSS participants who are federal Pell grant recipients and meet scholarship requirements.

Eligibility is based on first-generation status (neither parent earned a baccalaureate degree), income level determined through federally stated guidelines and/or a documented disability. Staff members determine eligibility through an application process.

**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 – Brad Pratt ’79, Mankato, MN
Vice Chair – Douglas Powers ’78, Mitchell, SD
Secretary – Betty Oldenkamp ’82, Sioux Falls, SD

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Alison Tendler ’97, Sioux Falls, SD
Larry Thompson, Mitchell, SD
Gopal Vyas, Mitchell, SD
Frances Wagner ’38, Sioux Falls, SD (Life Trustee)
J. Leon Washington ’72, Bethlehem, PA
People

Administrative Officers, Faculty and Staff

Administrators

Novak, Amy C.  President, 2003–

Allen, Kitty S.  Vice President for Institutional Advancement, 2011–
B.S., 1988, Crown College.

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

Roidt, Joseph M.  Provost; 2016–

Deans

Catalano, Michael T.  Dean of the Donna Starr Christen College of Healthcare, Fitness and Sciences; Professor Mathematics, 1992–

Driedger, Derek J.  Dean of the College of Adult and Professional Studies, 2007–

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

Thomas, Fredel V.  Dean of Admissions and Marketing, 2012–
B.S., 2000, University of South Dakota; M.B.A., 2014, Dakota Wesleyan University.

Weins, W. Jesse  Dean of the College of Leadership and Public Service, Associate Professor of Criminal Justice, 2008–
B.A., 2003, Dakota Wesleyan University; M.S., 2014, Wilmington University; J.D., 2007, University of Nebraska College of Law.

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.

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.

McLaird, James D.  Professor Emeritus of History/Political Science, 1967–
B.A., 1962, Dakota Wesleyan University; M.A., 1966, University of Wyoming; additional studies, Boston University, Utah State University and South Dakota State University; Honorary Doctor of Humane Letters, 2005, Dakota Wesleyan University.

Nielson, George E.  Professor Emeritus of Sociology, 1971–

Tatina, Robert E.  Professor Emeritus of Biology, 1975–
Professors

Bohrer, Monty F. Professor and Director of Business Graduate Program 2011–

Farney, Michael N. Professor 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.

Flynn, Sean J. Professor of History, 1999–

Husmann, John P. Professor of History, 2004–

Kelly, Anne M. Wessels Professor of Behavioral Sciences and Psychology, 2000–

Loken, Lana M. Professor of Athletic Training and Clinical Education Coordinator , 2001–
B.S., 1997, South Dakota State University; M.S., 1999, St. Cloud State University; Ed.D., 2005, University of South Dakota.

Mitchell, David B. Professor of Business Administration and Economics, 1972–

Mullican, Tim R. Professor of Biology, 1989–

Sandhoff, Diane M.. Professor of Nursing and Administrative Chair , 1989–
Diploma, 1973, St. John's School of Nursing; B.S., 1989, and M.S., 1993, South Dakota State University.

Wagner, Daniel M. Athletic Training Education Program Director/Assistant Athletic Trainer/ Professor, 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–

Desmond, Clinton J. Associate Professor of Music, 2010–

Herges, Kyle T. Associate Professor of Digital Media and Design, 2012–

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. Associate Professor/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. Associate Professor/University Archivist, 2000–

Lubben, Joan P. Associate Professor of Mathematics, 2009–
People

Luckett, Jerry L. Associate Professor of Business Administration and Economics, 1990–B.A., 1989, Dakota Wesleyan University; M.A., 1992, Northern State University.


Muehler, Todd A. Associate Professor of Business Administration and Economics, 2017–B.B.A., 1985, and J.D., 1988, University of North Dakota.


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.

Welch, Vicki A. Associate Professor of Communication/Theatre, 1991–B.S., 1974, and M.S., 1976, South Dakota State University.

Assistant Professors


DeLange, Jeannie L. Assistant Professor of Nursing, 2014–B.S., 1990, Mount Marty College; M.S.N., 1998, University of Mary.

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 and Department Chair of Education, 2013–B.A., 2006, Dakota Wesleyan University; M.A., 2011, Chadron State College; Ed.D., 2016, Creighton University.


Guthmiller, Jarod J. Head Athletic Trainer/Assistant Professor of Athletic Training, 2005–B.A., 2000, Dakota Wesleyan University; M.S., 2002, Middle Tennessee State University.

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.

Halling, Mark A. Assistant Professor of Education, 2009–B.S., 1986, Northern State University; M.S., 1988, and M.S., 1993, Northern State University; Ph.D. 2003, University of South Dakota.
Henkel, Kelly A. Cataloging and Serials Librarian, 2012–

Hullinger, Megan R. Assistant Professor of Nursing, 2015–
B.S., 2012, South Dakota State University; M.S.N., 2015, Grand Canyon University.

Hunt, Roxane F. Assistant Professor of Nursing, 2012–
B.S., 2009, South Dakota State University; M.S., 2012, South Dakota State University.

Jarding, Jessica F. Assistant Professor of Nursing, 2014–

Korol, Darla J. Assistant Professor of Human Service, 2016–

Mauszycki, Christine R. Assistant Professor of Accounting and Business Administration, 2010–

McMillen, Melissa M. Assistant Professor and B.S. Nursing Program Director, 2015–
B.S., 1993, Mount Marty College; M.S., Western Governors University, 2014.

Patzlaff, Stacey J. Assistant Professor of Nursing, 2015–
B.S., 2004, Nebraska Wesleyan University; M.S., 2013, College of Saint Mary.

Quinn, Teresa Assistant Professor of Entrepreneurship; Assistant Director of the Kelley Center, 2016–
B.A., 1999, California State University; M.Ed., 2013, Northcentral University.

Vincent, Alisha J. Assistant Professor of Leadership and Public Service; Director of the McGovern Center, 2013–
B.S., 2001, Black Hills State University; M.S., 2008, Walden University; Ed.D., 2010 University of South Dakota.

Instructors
Amundson, Bethany R. Instructor of Instrumental Music, 2015–

Birmingham, Michael D. Instructor of Criminal Justice, 2016–

Desmond, Erin E. Instructor of Voice and Piano, 2012–

Ludens, Derric J. Instructor of English, 2015–

VanDrongelen, Natalie E. Instructor of Nursing; 2016–
A.A., 2007, Dakota Wesleyan University; B.S., 2009, South Dakota State University.

Visiting Professor
Kofman, Alexander Visiting Professor of Biology, 2016–
Medical Doctor Studies, 1988, Military Medicine Academy, Russia; Ph.D., 2003, Petersburg State University, Russia.
People

Staff
Adams, Kevin P. Maintenance Technician, 2013–
Alexander, Mary L. Director of Financial Aid, 2011–
Arampatzis, Ariana Development Officer in Institutional Advancement, 2017–
Bonte, Dan D. Coordinator of Undergraduate Admissions, 2012–
Brown, Roderick R. Museum Manager, 1996–
Buhler, Tawni Director of Marketing and Communications, 2017–
Cerny, Kayla M. Business Operations Accountant, 2017–
Christensen, Jason C. Head Women’s Basketball Coach, 2010–
Christopherson, Sandra Custodian, 2016–
Cimpl, Ross C. Head Football Coach, 2010–
Cimpl, Linda M. Campus Counselor, 2013–
Cleveland, Josh D. Admissions Counselor, 2013–
Day, Elizabeth J. Payroll Specialist, 1983–
Ehlebracht, Kris M. Financial Aid Counselor, 2011–
Fossum, Derik C. Head Track and Field, Head Cross Country Coach, 2011–
Gau, Jordan J. Admissions Counselor, 2014–
George, Emily Executive Administrative Assistant, 2006–
Gerlach, Donna K. Campus Nurse, 1999–
Gislon, Erik B. IT Support Technician, 2015–
Glasco, Jason C. Assistant Football Coach/Recruiting Coordinator 2013–
Glasgow, Clayson K. Head Women’s Soccer Coach, 2014–
Goldammer, Diana K. Director of Student Life, 2006–
Greicar, John P. Head Baseball Coach, 2012–
Grosz, David P. Maintenance Technician, 2015–
Gukeisen, Vickie L. Administrative Assistant, Institutional Advancement, 2002–
Hansen, Jory Director of Development, 2016–
Harris, Jeff Maintenance Technician, 2017–
Hart, Curt L. Associate Athletic Director 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–
Henkel, Kelly A. Cataloging and Serials Librarian, 2012–
Hoek, Tom Head Golf Coach, 2017–
Hohn, Elwin W. Custodian, 2003–
Hubers, Carly A. McGovern Center Program Coordinator, 2016–
Hutcheson, Nicholas J. Head Wrestling Coach, 2016–
Jenks, Allen W. Maintenance Technician, 2002–
Johnson, Laurie K. Director of TRIO Student Support Services, 2017–
Kenkel, Kevin J. Director of Learning Resources, 1996–
Kieff, Ed R. Head Softball Coach, 2011–
Kiner, Cindy L. Help Desk Assistant, 2007–
Kipples, John R. TRIO Student Success Adviser/Peer Mentor Coordinator, 2016–
Klumb, Anastasia Resident Hall Director/Activity Coordinator, 2017–
Knoell, Karen A. Registrar, 2006–
Krome, Jeanne A. Administrative Assistant, Nursing Department, 2006–
Langland, Laurie L. University Archivist, 2000–
Larson, Chad E. Graphic Designer, 1997–
Lehi, Judy M. Circulation/Acquisitions Supervisor, 1989–
Leonard, Annie E. Administrative Assistant, Institutional Advancement, 2015–
Lien, Derek A. Admissions Transfer Coordinator, 2015–
Lofgren, Eric L. Custodian/Maintenance Technician, 2016–
Lopez, Jose Head Men’s Soccer Coach, 2017
Madut, Thomas G. TRIO Student Support Services Adviser, 2015–
Meyerink, Angela P. Transcript Evaluator/Online Program Assistant, 2016–
Mills, Jerrett Director of Sports Information, 2017–
Moody, Chelsea J. Student Support Assistant, 2015–
Moran, Kolleen R. Custodian, 2016–
Nolz, Dixie L. Coordinator of Central Services, 2014–
Olson, Mari E. Director of Communications, 2009–
People

Parks, Zachary R. Assistant Football Coach, 2015–
Patrick, Traci A. Accounts Payable Accountant, 2009–
Ramse, Katie M. Campus Visit Coordinator, 2017–
Rosendahl, Willem C. Systems Administrator/Programmer, 2008–
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. Registrar Administrative Assistant/Assistant Science Fair Director, 1980–
Thompson, Gloria F. Degree Audit Specialist, 1990–
Van Meter, W. Eric Campus Pastor, 2014–
Van Meter, Denise S. Associate Campus Pastor, 2016–
Warnke, Marlene L. Athletic Department Business Manager, 1990–
Warzecha, Trevor D. Resident Director, 2017–
Weiland, Joseph W. Custodian, 2007–
Weiss, Carol A. Accounts Receivable Accountant, 1987–
Weller, Keith S. Systems Administrator, 2011–
Wilber, Lindsay R. Head Women’s Volleyball Coach, 2014–
Wilber, Matthew J. Head Men’s Basketball Coach, 2013–
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Telephone Directory
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Alumni ................................................................. 605-995-2603
Aramark Food Service .................................................... 605-995-2810
Athletics ..................................................................... 605-995-2112
Bookstore .................................................................... 605-995-2805
Business Office ............................................................ 605-995-2693
Campus Life ............................................................... 605-995-2950
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Provost ......................................................................... 605-995-2625
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