

# University Catalog

## 2023-2024

### DAKOTA WESLEYAN UNIVERSITY

1200 W. University Ave.

Mitchell, SD 57301-4398

The Dakota Wesleyan University catalog for 2023-2024 provides a wide range of information about Dakota Wesleyan University, its policies, procedures, and programs. The table of contents indicates the information available in the catalog. If you cannot find what you are looking for in the catalog, please visit our website at [www.DWU.edu](http://www.DWU.edu), or contact us by phone at (605) 995-2600.

### Modifications to the Catalog and to Academic Programs

The information in this catalog is provided for students and other constituents of the university. It is accurate at the time at which it is posted but is subject to change. Any such changes may be implemented without prior notification and, unless specified otherwise, are effective when made. The online catalog is the official version of the catalog. Visit [www.DWU.edu/academics/academic-catalogs](http://www.DWU.edu/academics/academic-catalogs) for the most current information. The online catalog provides easy navigation throughout the catalog and contains links to other pages on the Dakota Wesleyan website, such as department websites and the athletics website.

To maintain quality programs, Dakota Wesleyan University reserves the right to modify or terminate programs, as necessary. The university reserves the right to change the content, schedule, requirements, and modality of course offerings at any time. Programs, services, or other activities of the university may be terminated at any time due to natural disasters, the destruction of physical spaces or technology, labor disturbances, governmental orders, and/or for other reasons and/or circumstances beyond the control of the university.

### 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

Mr. Dustin Wheeler

Sherman Center, Rollins 104

(605) 995-2944

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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## 2023-2024 16-Week, Mitchell Campus, Academic Calendar

### FALL 2023

|   |   |
|---|---|
| New Student Orientation                                 | Friday- Sunday, Aug. 18-20              |
| Classes Begin at 8 a.m.                                 | Monday, Aug. 21                         |
| Opening Convocation                                     | Thursday, Aug. 24                       |
| Last Day for Restricted-Adviser Only-Add/Drop           | Friday, Aug. 25                         |
| Last Day for Restricted-Adviser and Instructor-Add/Drop | Friday, Sept. 1                         |
| Labor Day, No Classes, Offices Closed                   | Monday, Sept. 4                         |
| Summer Incomplete Grades Due                            | Friday, Sept. 8                         |
| Homecoming  | Saturday, Sept. 16                      |
| Indigenous People's Day, No Classes                     | Monday, Oct. 9                          |
| Midterm Grades Due                                      | Friday, Oct. 13                         |
| Registration for Spring and Summer Semesters Begins     | Monday, Oct. 23                         |
| Last Day for CR/NC                                      | Friday, Oct. 27                         |
| Last Day for Withdraw                                   | Friday, Nov. 17                         |
| Thanksgiving Break                                      | Monday-Friday, Nov. 20-24               |
| Thanksgiving, Offices Closed                            | Wednesday-Friday, Nov. 22-24            |
| Classes Resume at 8 a.m.                                | Monday, Nov. 27                         |
| May, June & August Graduation Applications Due          | Thursday, Nov. 30                       |
| Evening Finals  | Monday-Friday, Dec. 4-8                 |
| Last Day of Classes before Day Final Exams              | Friday, Dec. 8                          |
| Day Class Finals  | Monday-Wednesday, Dec. 11-13            |
| Grades Due  | Saturday, Dec. 16                       |
| Christmas and New Year Holidays, Offices Closed         | Monday, December 25 – Monday, January 1 |

### SPRING 2024

|   |                            |
|---|----------------------------|
| Classes Begin at 8 a.m.                                 | Monday, Jan. 8             |
| Last Day for Restricted-Adviser Only-Add/Drop           | Friday, Jan. 12            |
| Martin Luther King Jr. Day, No Classes, Office Closed   | Monday, Jan. 15            |
| Last Day for Restricted-Adviser and Instructor-Add/Drop | Friday, Jan. 19            |
| Fall Incomplete Grades Due                              | Friday, Jan. 26            |
| Midterm Grades Due                                      | Friday, March 1            |
| Spring Break Begins at 10 p.m.                          | Friday, March 1            |
| Spring Break  | Monday-Friday, March 4-8   |
| Classes Resume at 8 a.m.                                | Monday, March 11           |
| Registration for Fall Semesters Begins                  | Monday, March 18           |
| Last Day for CR/NC                                      | Tuesday, April 2           |
| Good Friday, No Classes, Offices Closed                 | Friday, March 29           |
| Easter Monday, No Classes                               | Monday, April 1            |
| December Graduation Applications Due                    | Tuesday, April 2           |
| Last Day for Withdraw                                   | Friday, April 12           |
| Capstone Day  | Wednesday, April 17??      |
| Evening Final Exams                                     | Monday-Friday, April 22-26 |
| Honors Convocation                                      | Friday, April 26           |
| Last Day of Classes before Day Final Exams              | Monday, April 29           |
| Day of Caring   | Tuesday, April 30          |
| Day Final Exams   | Wednesday-Friday, May 1-3  |
| Baccalaureate and Commencement                          | Sunday, May 5              |
| Grades Due  | Tuesday, May 7             |

### SUMMER 2024

|  |                  |
|--|------------------|
| Session I                                    | May 6-June 21    |
| Memorial Day, No Classes, Offices Closed     | Monday, May 27   |
| Spring Incomplete Grades Due                 | Friday, June 14  |
| Session II                                   | June 24-August 9 |
| Independence Day, No Classes, Offices Closed | Thursday, July 4 |

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

## 2023-2024 7-Week, Adult Learning/Online, Academic Calendar

### FALL 2023

|                            |                                 |
|----------------------------|---------------------------------|
| Session I classes begin    | Monday, Aug. 21                 |
| Last day for add/drop      | Friday, Aug. 25                 |
| Labor Day Holiday          | Monday, Sept. 4                 |
| Last day for withdrawal    | Friday, Sept. 15                |
| Session I classes end      | Wednesday, Oct. 11              |
| Final exam/submissions due | Friday, Oct. 13                 |
| Final grades due           | Monday, Oct. 16                 |
|                            |                                 |
| Session II classes begin   | Monday, Oct. 16                 |
| Last day for add/drop      | Friday, Oct. 20                 |
| Last day for withdrawal    | Friday, Nov. 10                 |
| Thanksgiving Holiday       | Monday, Nov. 20-Friday, Nov. 24 |
| Session II classes end     | Friday, Dec. 8                  |
| Final exam/submissions due | Monday, Dec. 11                 |
| Final grades due           | Friday, Dec. 15                 |

### SPRING 2024

|                                    |                    |
|------------------------------------|--------------------|
| Session I classes begin            | Monday, Jan. 8     |
| Last day for add/drop              | Friday, Jan. 12    |
| Martin Luther King Jr. Day Holiday | Monday, Jan. 15    |
| Last day for withdrawal            | Friday, Feb. 2     |
| Session I classes end              | Wednesday, Feb. 28 |
| Final exam/submissions due         | Friday, Mar. 1     |
| Final grades due                   | Monday, Mar. 4     |
|                                    |                    |
| Session II classes begin           | Monday, Mar. 11    |
| Last day for add/drop              | Friday, Mar. 15    |
| Good Friday Holiday                | Friday, Mar. 29    |
| Easter Monday Holiday              | Monday, Apr. 1     |
| Last day for withdrawal            | Friday, Apr. 5     |
| Session II classes end             | Monday, Apr. 29    |
| Final exam/submissions due         | Friday, May 3      |
| Final grades due                   | Monday, May 6      |

### SUMMER 2024

|                            |                    |
|----------------------------|--------------------|
| Session I classes begin    | Monday, May 6      |
| Last day for add/drop      | Friday, May 10     |
| Memorial Day Holiday       | Monday, May 27     |
| Last day for withdrawal    | Friday, May 31     |
| Session I classes end      | Friday, June 21    |
| Final exam/submissions due | Wednesday, June 26 |
| Final grades due           | Friday, June 28    |
|                            |                    |
| Session II classes begin   | Monday, June 24    |
| Last day for add/drop      | Friday, June 28    |
| Independence Day Holiday   | Thursday, July 4   |
| Last day for withdrawal    | Friday, July 19    |
| Session II classes end     | Friday, Aug. 9     |
| Final exam/submissions due | Wednesday, Aug. 14 |
| Final grades due           | Friday, Aug. 16    |

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

# General Information

## Mission and History 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 would 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 Dakota Wesleyan 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 impacted the prairie earlier, harder and longer than any region in the nation, prompted a regionally sensitive response from Dakota Wesleyan. The university accepted many students with very limited or no resources. Lacking adequate tuition revenues, the university and its personnel made tremendous sacrifices 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 all contributed to sustain the university. An entire generation of prairie denizens survived the Depression and built successful lives because of the sacrifice and commitment of Dakota Wesleyan University.

The university has continued to respond to the needs of the region. The university's teacher education program has provided teachers for school districts across the region. Nursing and allied health programs address the continuing need for health care professionals in rural South Dakota. Graduates from business and the social sciences take on professional roles across the region.

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

## General Information

Catholic and other denominational backgrounds have been enriched and strengthened by the programs and people of Dakota Wesleyan. Now, more than 130 years after its founding, Dakota Wesleyan 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 students personally, 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. The university also welcomes many international students.

An essential part of a Dakota Wesleyan education is service. Students, faculty members, and staff members 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 members, and staff members also have the opportunity to serve globally – mission groups travel to locations such as Kenya, Uganda, Peru and Mexico to build schools, repair churches, teach children, and work to ensure food security.

At the beginning of the 21st century Dakota Wesleyan marked its long tradition of service with the opening of the George and Eleanor McGovern Library and Center for Leadership and Public Service. The life and work of George McGovern – Dakota Wesleyan Class of 1946 and former professor of history at Dakota Wesleyan, 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 Dakota Wesleyan'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 additional United States senators, six college presidents, many United Methodist pastors, leaders of numerous corporations, and award-winning teachers. The list of Dakota Wesleyan 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 university's 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 leaders of the future. Situated on the prairie and founded to serve the Dakota Territory's brave pioneers, Dakota Wesleyan continues to inspire today's pioneers and serves as a link between our proud heritage and the bright possibilities of the future.

### Accreditations, Affiliations, and Authorizations

Since 1916, Dakota Wesleyan University has been continuously accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, 30 N. LaSalle St., Suite 2400, Chicago, IL 60602, 312-263-0456, [www.ncahlc.org](http://www.ncahlc.org). Dakota Wesleyan is a comprehensive coeducational university granting the degrees of Master of Arts, Master of Athletic Training, Master of Business Administration, Bachelor of Arts, Bachelor of Science, Associate of Arts, Associate of Business Administration and Associate of Science. The university and/or individual programs are also accredited and/or approved by:

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

## General Information

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

### **Distance Education Authorization**

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

Accreditations, affiliations, and authorizations are subject to review and may change periodically. Questions regarding accreditation should be directed to the provost's office.

# Admission

Dakota Wesleyan University enrolls students who are best able to benefit from the educational experience it offers. Applicants for admission are considered based on the criteria listed under “Admission Policies.” No applicant will be denied admission on the basis 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 poses an unreasonable risk of harm to themselves, members of the university community, or the health, safety, welfare, and/ or property of the university. Students who have matriculated at the university may be denied entry into the athletic training, education, and nursing programs for failing to meet criteria for admission to these programs. Students denied entrance to these programs remain eligible for entry into other programs.

## Application Procedure

First-time, full-time 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;
3. All college, university, professional school, vocational and technical school transcripts (if applicable); and

Students also have the option of submitting 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. (Dakota Wesleyan University is a test-optional university. Students are not required to submit ACT or SAT scores as a condition of admission.

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

## Admission Policies

### First-year Students

The university welcomes applications from graduates of any accredited high school or the equivalent thereof. Graduates who have a cumulative high school grade point average (GPA) of 2.0 or higher and who 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 for admission on a case-by-case basis and/or may be admitted on a conditional basis.

### Transfer Students

Official transcripts for all previous college, university, professional school, vocational and technical schoolwork must be submitted by candidates wishing to transfer to Dakota Wesleyan University. A high school transcript may also 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 Dakota Wesleyan.

Dakota Wesleyan reserves the right to accept or reject any credit submitted for transfer. All credit-bearing coursework with a grade of C- or higher from other appropriately accredited institutions the student has attended is generally accepted by Dakota Wesleyan University as transfer credit and will be entered on the Dakota Wesleyan transcript as transfer credit. Transfer students must meet all requirements for good standing as stated in “Academic Regulations.” For students who have applied but do not enroll in Dakota Wesleyan, 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 generally required to apply for readmission. If credit-bearing coursework has been taken during the student's absence, official transcripts of that coursework must be submitted directly from the originating institution to the admissions office. The university exercises complete discretion in determining whether to readmit a student. Readmission may be approved if the student has no outstanding balance in the business office, is current on any federal loans, was not dismissed for social or academic reasons, and/or meets any additional provisions as specified for readmission.

## **Admissions**

### **Non-degree Seeking Students**

Students not working toward a degree are classified as non-degree-seeking students. These students are to register for classes through the registrar's office or online and are not required to go through the admission process.

### **Nontraditional Students**

Nontraditional students are students who are 23 years of age or older, and/or have a spouse, and/or are parents. They should follow the same application procedure as first-year or transfer students.

### **High School Students**

High school students may enroll prior to their high school graduation in appropriate courses on a seats available basis. 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 high school 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. Students who enroll for more than six credits during a semester are required to apply for admission to the university. High school students are not eligible for institutional scholarships.

A completed High School Student Registration Form is required to register. Students should note that each institution of higher education applies its own credit evaluation policies in determining whether courses that have been taken at other institutions will be accepted in transfer and/or apply toward graduation or major requirements.

### **Students who have Completed a Bachelor's Degree**

Students who have completed a bachelor's degree from an institution other than Dakota Wesleyan who are returning to college to complete another major or minor must complete an application and submit official transcript(s) to the office of admissions.

### **Students who have Completed a Bachelor's Degree in Education and who are Seeking South Dakota Certification**

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

### **Students who have Completed a Bachelor's Degree in Education Seeking an Endorsement**

Students who have completed a bachelor's degree in education and who wish to return to complete coursework allowing them to teach in a specific field must complete and submit an application and official transcript(s) to the office of admissions.

### **Students who have Completed a Bachelor's Degree in a Non-Education Field and who are Seeking Teacher Certification Only**

Students who have completed a bachelor's degree in a non-education field and who wish to return to complete the courses necessary for teacher certification must complete and submit an application and official transcript(s) to the office of admissions.

### **Students who have Completed a Bachelor's Degree and are Seeking a Master's Degree**

Students who have completed a bachelor's degree and who are returning to complete the courses necessary for a master's degree: please refer to "Graduate Studies."

### **Continuing Education**

Individuals seeking to participate in a continuing education workshop, seminar, or conference whether for academic credit or not, must register for the event.

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

Dakota Wesleyan welcomes applications from international students who have successfully completed secondary school.

## Admissions

Admission requirements for international students include:

1. Official academic records/transcripts from all international secondary and post-secondary institutions must be evaluated, course by course, by the American Association of Collegiate Registrars and Admission Officers (ACCRAO), Education Credential Evaluators (ECE), World Education Services (WES), Global Credential Evaluators, Inc. (GCE), or International Credential Evaluations (InCRED, required for athletes) before official acceptance for admission;
2. Demonstrated proficiency in English for students whose native language is not English, verified by one of the following:
  - a. the Test of English as a Foreign Language (TOEFL) examination. A minimum TOEFL score of 500 (paper based), 200 (computer based), or 71 (Internet based) is required for admission; or
  - b. the International English Language Testing System (IELTS) examination. A score of six (6) or higher is required for admission; or
  - c. the Duolingo English Test. A score of 100 or higher is required for admission.
3. International students entering as first-year students whose native language is English have the option of submitting scores from either the American College Test (ACT) or the Scholastic Aptitude Test (SAT). Acceptable scores are 18 composite for the ACT or 860 (critical reading and math) for the SAT.
4. Proof of financial support. This is documented by completing and submitting the Dakota Wesleyan statement of financial responsibility for international students form with appropriate documentation.

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

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 ten semesters with continuous full-time enrollment and satisfactory academic progress. Specific details are available through the office of admissions.

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

### **Program Specific Admission Requirements**

Some programs have program-specific admission requirements. Please refer to the program sections of the catalog to learn about these requirements.

# Business Office

Dakota Wesleyan University is committed to delivering a quality education at an affordable price. The cost of education nevertheless represents a substantial investment for students and families. Dakota Wesleyan University is committed to working with all students and families to make higher education financially attainable.

## Educational Expenses

### Tuition

Tuition reflects the cost of instruction. Tuition may differ from program to program. Tuition does not cover a variety of other costs. For example, tuition does not cover room and board, books and educational supplies, fines that a student may accrue, and various fees (e.g., applied music lessons, student insurance, nursing course fees, athletic training fees, activity fees, technology fees and graduation fees). For additional information on cost and course overload, contact the Dakota Wesleyan business office at 605-995-2159.

### Room and Board

All students who choose or are required to live in a university residence hall will be assessed the appropriate room and board charge. This charge includes the approved 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, may have the choice of a double or single room (contingent on occupancy numbers) and approved meal plan. A refundable damage deposit is required from all students living in the residence halls.

### Fees

Students are required to pay fees in conjunction with their enrollment. One of these is a technology fee which supports the university's technology infrastructure. Students are also responsible for paying a graduation fee in conjunction with their graduation.

### Additional Expenses

Most college courses require students to purchase books and, occasionally, other supplies. Students enrolled in certain programs may also have to pay for uniforms, professional liability insurance, travel, art supplies or other miscellaneous items. For the average student, these costs range from \$500 to \$3,000 each academic year.

### Returned Check Policy

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

### Nontraditional Credit Fees

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

### Finalization of Registration

Dakota Wesleyan University offers three semesters over the calendar year (i.e., fall, spring, and summer). Courses may run for portions of a semester (usually seven (7) weeks). A student's registration for a semester is not complete until the student completes the finalization process with the business office. The finalization process is complete when the student has paid or has made appropriate arrangements to pay all costs incurred by registration and to meet any additional administrative requirements. The financial aid office is available to assist students in their efforts to secure various grants, loans, and scholarships to help meet university expenses.

### Terms of Payment

Completing the finalization process may obligate the student to sign promissory notes, endorse financial aid checks, sign award letters, and pay any outstanding balance. Students may pay through TigerNet under the Student Finances tab. Automated Clearing House (ACH) is also available to schedule automated payments before and during a given semester. Contact the business office at 605-995-2159 for more details on payment options.

## **Payment in Full Policy**

The university will not issue or release an official academic transcript and/or diploma until all financial obligations have been met and any outstanding balances have been paid in full, regardless of payment plan arrangements or other agreements.

## **Financing Options**

While the primary responsibility for financing an education lies with students and their families, Dakota Wesleyan University is committed to providing robust student financial assistance and services to help make the attainment of higher education accessible and affordable. The business office and financial aid office provide a range of services, including helping families to 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 University has two primary sources of funding for students: federal financial aid and institutional aid. Dakota Wesleyan prides itself on having one of the largest endowments and institutional aid pools for students in the state. In order to be eligible for institutional grants, scholarships, work study, and other student work opportunities, a student must be enrolled in a minimum of 12 credits during a given semester in which the award is granted (e.g., \$1,000 per year award requires the student be enrolled in 12 credits during the fall semester to receive a \$500 appropriation and to be enrolled in 12 credits during the spring to receive a second \$500 appropriation).

Institutional awards will be withdrawn if a student's enrollment status falls below the enrolled minimum credit eligibility standard and/or if a student fails to fill the conditions outlined in their signed letter of intent. 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 receive a permanent identification card (ID card) from the financial aid office. Identification cards are required at the business office when students finalize registration. Students must have valid ID cards to use the library and dining hall, and to attend athletic or other university events. Replacement ID cards are available from the financial aid office for a fee.

### **Drop and Withdraw**

If a student decides not to attend classes at any point after finalizing their registration, 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 utilize 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 follow the university's formal withdrawal procedures will result in letter grades being issued for all courses in which a student is enrolled, and any potential refunds not being issued.

An administrative withdrawal fee of \$100, may be assessed to students who withdraw.

### **Cost for Undergraduate Students to Enroll in Graduate Courses**

Undergraduate students who wish to enroll in graduate-level coursework prior to receiving their undergraduate degree will be charged for their graduate coursework at the undergraduate rate. If the student matriculates into the graduate program upon completing their undergraduate degree, they will begin being charged the graduate rate. Please see the academic policies section for more information.

## **University Refund Policy**

Dakota Wesleyan University has a pro-rata refund policy for students. This refund policy is based on the student's last date of attendance.

## Business Office

### Refund Policy for Fall and Spring Semesters

Refunds of the cost of education charges, residential living charges (as applicable) and other fees are calculated as follows:

|                            |             |
|----------------------------|-------------|
| First week                 | 100 percent |
| Second and third week      | 90 percent  |
| Fourth week                | 80 percent  |
| Fifth and subsequent weeks | No refunds  |

### Refund Policy for Summer Semesters

Refunds of the cost of education charges, residential living charges (as applicable) and other fees are calculated as follows:

|                               |             |
|-------------------------------|-------------|
| First day of class            | 100 percent |
| Second to fourth day of class | 90 percent  |
| After fourth day of class     | No refund   |

### Refund Policy for 7-Week Terms

|                                  |   |
|----------------------------------|---|
| First two days of class          | 100% (less a \$100 administrative fee)            |
| Third through fifth day of class | 75 percent  |
| Sixth day and subsequently       | No refund (unless the student has never attended) |

\*Students who are sponsored in the Practical Church Leadership (formerly NPCL) certificate program adhere to slightly different payment and refund policies. Please see [www.dwu.edu/npclinfo](http://www.dwu.edu/npclinfo) for more information.

### Return of Title IV (Federal) Funds

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

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

Note on modules: federal regulations state that students who are enrolled in classes that do not span an entire term or semester are considered to be enrolled in modules. If a student fails to complete all modules scheduled, the student is considered to have withdrawn at the time the student stops attending. The financial aid office is required to complete a return of Title IV calculation to determine the amount federal financial aid funds that were earned and the amount that are considered unearned and due to be returned. The 60 percent completion threshold (see above) does not apply to modules. Students who have completed 49% of the module are considered to have earned 100% of their federal financial aid.

### Institutional Refund Calculations

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

Please note: In response to extenuating circumstances (e.g., natural disasters, epidemics, pandemics, etc.), the university may—in the interest of the safety and wellbeing of the campus community—suspend face-to-face class

## **Business Office**

meetings and move teaching and learning online. Depending on the nature of the extenuating circumstances, the university may, or may not, close residence halls. Should the university elect to suspend face-to-face classes without closing residence halls, students are free to continue living in residence halls in accordance with the provisions of the residential calendar. The university issues housing refunds only in situations in which it elects to close residence halls. Such refunds will be issued on a prorated basis.

# Financial Aid

The following sections describe the various financial assistance programs available at Dakota Wesleyan University. These descriptions represent brief summaries of these programs and their corresponding rules and regulations. A significant amount of the aid described below is distributed based upon financial need. For more information, contact the financial aid office at (605) 995-2656 or go online to [www.dwu.edu/admissions/financial-aid](http://www.dwu.edu/admissions/financial-aid).

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

## Dakota Wesleyan Institutional Aid for Full-time Students

The scholarship program at Dakota Wesleyan is made possible by generous support from alumni, special friends of the university, corporations, and foundations. Through the dedication and generosity of these individuals, families, and institutions successive generations of students have been able to realize their dreams of accessing higher education.

To be considered for scholarships at Dakota Wesleyan 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. Dakota Wesleyan also provides numerous academic, merit-based, and need-based awards to qualified students. To maintain a Dakota Wesleyan scholarship(s) a student must be enrolled full-time and meet the participation requirements outlined in the student's letter of intent (LOI) (if applicable). Some scholarships require students to live on campus.

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

## Other Forms of Aid at Dakota Wesleyan University

### Federal Financial Aid Programs

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

Due to annual changes to federal policies, specific details (e.g., additional eligibility requirements, annual award amounts and interest rates) regarding the federal financial aid programs are not listed in the catalog. Please visit the Dakota Wesleyan University financial aid website at <https://www.dwu.edu/admission/financial-aid> 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 provide monies to deserving students and do not require repayment. They are awarded to students who have a demonstrated level of need as determined by the federal government, who have not earned their first bachelor's degree, and who have not 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. Students receiving a Pell Grant receive priority for FSEOG grants. Because FSEOG funds are limited, students may also be required to meet the preference deadline of February 1 to be considered for the FSEOG. These funds are awarded on a first come, first served basis, or until funds are exhausted.

### **TEACH Grant**

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

### **Employment – 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. Students desiring work study positions are encouraged to apply by the preference deadline of February 1. Funds are awarded on a first come, first served basis, or until funds are exhausted.

### **Loans**

#### **Federal Direct Subsidized Loan**

The Federal Direct Subsidized Loan is a need-based loan available to students through the U.S. Department of Education. Interest for these loans is deferred so long as the student remains enrolled in an institution of higher education as, minimally, a half-time student. Undergraduate students are understood to be enrolled part-time when they are enrolled in six (6) to eleven (11) credit hours during a given semester. Undergraduate students are considered to be enrolled full-time when they are enrolled in twelve (12) or more credit hours during a given semester. Graduate students are not eligible for subsidized loans. Repayment begins six months after the borrower completes their education or ceases to be enrolled (at least a half-time) as a student. Visit the student aid website <https://studentaid.gov/understand-aid/types/loans> or contact the financial aid office for current year information about the Federal Direct Subsidized Loan's annual award amounts and current interest rates.

#### **Federal Direct Unsubsidized Loan**

The Federal Direct Unsubsidized Loan is a non-need-based loan made to students by the U.S. Department of Education. Interest accrues immediately. The student may choose to pay quarterly or allow the interest to capitalize. Principal payments do not begin until six months after the borrower completes his/her education or ceases to be enrolled, at least half-time, as a student. If a parent is denied a Federal Direct PLUS Loan, a dependent student may be awarded additional funds under the Federal Direct Unsubsidized Loan Program. Graduate students are understood to be enrolled part-time when they are enrolled in four (4) to eight (8) credit hours during a given semester. Graduate students are considered to be enrolled full-time when they are enrolled in nine (9) or more credit hours during a given semester. Visit the student aid website <https://studentaid.gov/understand-aid/types/loans> or contact the financial aid office for current year information about the Federal Direct Unsubsidized Loan's annual award amounts and current interest rates.

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

The Federal Direct PLUS Loan enables parents with credit worthiness to borrow money from the U.S. Department of Education to pay the education expenses of their dependent undergraduate student(s). If a parent is denied the Federal Direct PLUS Loan, a dependent student may be awarded additional funds under the Federal Direct Unsubsidized Loan program. Federal Direct PLUS Loan eligibility is not based on need. Repayment begins 60 days after the full disbursement of the loan; however, the parent may contact the servicer of this loan and inquire 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 student aid website <https://studentaid.gov/understand-aid/types/loans> or contact the financial aid office for current year information and about the application procedures.

### **State Grants**

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

#### **South Dakota Opportunity Scholarship**

The South Dakota Opportunity Scholarship provides \$6,500 over four years to qualifying undergraduate 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),

## Financial Aid

or until attaining a baccalaureate degree. During each academic year, one-half of the annual scholarship award will be distributed during the fall semester and the other half distributed during the spring semester:

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

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

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

## Other Forms of Assistance (Available Primarily to Undergraduate Students)

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

### United Methodist Scholarships

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

- General Board of Higher Education and Ministry (GBHEM) – [www.gbhem.org](http://www.gbhem.org)
- United Methodist Higher Education Foundation (UMHEF) – [www.umhef.org](http://www.umhef.org)

### External Scholarships

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

### On- and Off-campus Employment

Students are encouraged to regularly review the job openings posted on Student Central or discuss the search process with the Dakota Wesleyan Academic Success and Career Services Coordinator in the McGovern Library.

### 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. Private loan options can be found at <http://choice.fastproducts.org/FastChoice/home/346100/1>.

## Packaging Financial Aid Recipients

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

At Dakota Wesleyan University, the Free Application for Federal Student Aid (FAFSA) is the instrument used to determine a student's financial need. When a student completes the FAFSA at <https://studentaid.gov/h/apply-for-aid/fafsa>, an expected family contribution (EFC) is determined. The expected family contribution is subsequently subtracted from the cost of attendance, which includes tuition, fees, room and board. The difference between the cost of attendance and the EFC represents a student's financial need. The FAFSA application opens October 1 each year. Students are encouraged to complete their FAFSA yearly.

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

Students who have completed and turned in all the necessary documents to be accepted into the university, and who have completed and turned in all the necessary documents to the financial aid office by the February 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, their financial need, and their application date.

### **Notification of Awards**

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

### **Summer Financial Aid**

Students taking classes during the summer semester may apply for federal financial aid. Students must be enrolled in at least six credits during the summer to qualify for these funds. Students must complete the FAFSA and notify the financial aid office to learn about summer packaging options. Receiving financial aid during the summer term may affect the amount of aid received for the following academic year. Students should contact the financial aid office to discuss their options in this regard.

### **Financial Aid Disbursements**

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

## **Rights and Responsibilities of Financial Aid Recipients**

### **Amount of Aid Received**

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

### **Student Responsibilities**

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

### **Transferring and Financial Aid**

If a student transfers from college or university to another, financial assistance does not transfer with them. The student must take the necessary steps to ensure continued financial assistance at the college or university to which they are transferring. Upon making the decision to transfer student should:

1. Check with the financial aid office at the school to which they are transferring regarding the availability of financial assistance;
2. Contact the financial aid office at the school at which the student is currently enrolled to ensure that all financial aid funds have been canceled at that school and reapplied to the student's new school;
3. Add the new school to the student's FAFSA, as well as submit any additional documentation requested by the financial aid office;

## Financial Aid

4. Reapply at the new school, if funds are available, for an FSEOG or a college work-study job (due to the limited availability of the just-mentioned funds and the school's institutional awarding policy, a student who received these funds at one school might not receive them at another); and
5. Refer to "Institutional Grants, Scholarships and the Work Program" for full-time students regarding academic scholarships at Dakota Wesleyan.

### Satisfactory Academic Progress

Federal regulations require that Dakota Wesleyan University maintain and exercise a policy determining whether financial aid recipients at Dakota Wesleyan University 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 regardless of student enrollment status (i.e., full time, part time, etc.). The standards also apply to veteran benefits through the U.S. Department of Veterans Affairs. The standards are more exacting than the university's academic standards for continuous enrollment; specifically, a student's cumulative grade point average (GPA) may make him or her eligible for continued enrollment, but their rate of completion may jeopardize their 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.

Standards of satisfactory academic progress are reviewed at the end of each semester.

### Qualitative Measure of Progress

The qualitative requirement sets a minimum cumulative GPA for the degree level at which a student is classified. To remain eligible for financial aid, a student must maintain the following cumulative GPA at the conclusion of each semester. Consideration will also be accorded a student's semester-to-semester performance to ensure progress towards successful completion of the student's chosen degree. Therefore, a student may be placed on financial aid warning, probation, or suspension due to specific semester performance.

For undergraduate students:

Minimum cumulative GPA for good academic standing 2.0

For graduate students:

Minimum cumulative GPA for good academic standing 3.0

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

### Quantitative Measure of Progress

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

**Completion Rate:** The completion rate (sometimes called the pace of progression) reflects the overall rate at which a student must progress to ensure that they are able to complete their 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 University. Students who fail to meet the minimum completion rate may jeopardize their financial aid eligibility.

**Maximum Time Frame:** The federally specified maximum time frame for completion of a degree is 150 percent of the published length of the program measured in credit hours. A degree that requires 120 credit hours must be completed by the time a student reaches a maximum of 180 credit hours attempted (i.e., 120 hours x 150 percent = 180 hours) in order for the student to maintain their financial aid eligibility. Therefore, in order for a student to complete their 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 University. This includes all withdrawals, incompletes, failing grades, repeated courses and transfer credits accepted by the university. All hours attempted are included in the calculation of the student's completion rate and maximum time frame, irrespective of whether financial aid was received. Courses that a student drops during the "drop / add" period do not count toward hours attempted.

If a student has an incomplete at the end of a payment period, the class will be treated as an "F" until another grade can be determined. This incomplete, or "F" grade will count against quantitative and qualitative measures. Once an accurate grade is received, SAP will be reevaluated to determine if the student's actual grade meets SAP requirements.

**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 that have been successfully completed. Courses for which a student receives a letter grade of I, F, or NC are treated as credits attempted, but not successfully completed.

**Treatment of Withdrawals with Respect to Hours Attempted:** Credits for which a grade of W is received are considered attempted credits but not successfully completed credits. A grade of W does not impact a student's GPA but does negatively impact the cumulative completion percentage, as it counts toward the maximum time frame. Courses from which a student has withdrawn will be indicated on a student's transcript by the letter "W."

**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 in this regard, both via email and by a letter to the permanent address listed on the student record.

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

## Financial Aid

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 advisor.

Financial aid probation is not subject to appeal.

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

**Appeals of Financial Aid Termination:** Per federal guidelines, appeals of a student's financial aid termination will only be considered if they are based on one or more of the following reasons:

- the 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 of the termination of a student's financial aid 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. Within the appeal, the student must explain how their situation has changed, as well as what measures they will take to successfully maintain satisfactory academic progress; 34 CFR §668.34 (a)(9)(iii), (b). 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 their enrollment at the university (provided he or she remains in good academic standing) but is not eligible for financial aid unless, or until, they meet satisfactory academic progress standards.

**Continued Financial Aid Probation:** A student whose appeal is granted will be placed on financial aid probation and have their financial aid reinstated on a semester-to-semester basis so long as the student successfully executes their 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 has not reached their maximum time frame.

### Return of Title IV (Federal) Funds

Students receiving federal financial aid who stop attending classes without formally communicating their decision to the Registrar's office 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. All return of Title IV processes will be processed as soon as the last date of attendance has been reported by the Registrar's office, not to exceed 45 days after determination of a withdraw has taken place per 34C.F.R. 668.22(g)(j).

Once the last date of attendance 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 (i.e., the semester) will be considered to have earned 100 percent of their federal financial aid unless they are enrolled in modules (see next section). A payment period is the period established by the school for which institutional charges are generally assessed (i.e., a semester), excluding breaks of five days or more. Federal financial aid that a student has earned can be applied toward institutional charges.

Post-withdrawal: In the event a student is eligible for a post-withdrawal disbursement, funds will be transferred to student accounts within 30 days of determining eligibility (institutional, federal, and private funds). As in 34 C.F.R. 668.22 (a)(6), funds will be disbursed to student accounts, however, because Dakota Wesleyan University accepts all eligible awards on a student's behalf, unless notified in writing from the student that they decline any or all awards, the university will forego the 14-day response requirement listed in the regulation. As with all practices at Dakota Wesleyan University, if a student's account results in a credit balance, a refund will be issued to the student within 14 days.

Federal financial aid will be returned in accordance with 34C.F.R 668.22(i) as follows:

1. Unsubsidized Direct Loans
2. Subsidized Direct Loans
3. Direct PLUS Loans
4. Federal Pell Grants
5. Iraq and Afghanistan Service Grants
6. Federal Supplemental Education Opportunity Grant (FSEOG)
7. TEACH Grants

All eligible funds will be disbursed to the business office. If the student account reflects a credit balance after all return of Title IV processes have taken place, a refund will be issued to the student within 14 days of creating a credit balance. If the student owes the university money due to the return of Title IV, the business office will communicate the balance owed with the student. 34C.F.R. 668.164(h).

**Modules:** federal regulations state that students enrolled in classes that do not span an entire term are considered to be enrolled in modules. If a student fails to complete all modules scheduled, the student is considered a withdrawal at the time the student ceases attendance, and the financial aid office is required to complete a return of Title IV calculation to determine how much federal financial aid funds were earned and return the amount that was considered unearned. **Effective July 1, 2021**, students that complete 49% of the modules are not subject to return of Title IV. If a student completed 49% (no rounding) of the modules, the university does nothing, and the student is allowed to keep all funds disbursed. If a student completed less than 49% of the module (i.e., ceased attending prior to the module's midway point), a return of Title IV is completed, and funds that are unearned are returned.

- Example 1 in modules: If a student completes module 1 but did not earn a grade that meets program standards and cannot progress in the program, leading them to withdraw, the student has completed more than 49% of the program (because our modules are equal in length – 2 per semester- and are offered in 7-week terms with one week between each session) the student is considered to have earned all aid previously disbursed and no return of Title IV is required.
- Example 2 in modules: If a student ceases attending module 1 and does not plan to attend module 2, a return of Title IV is necessary to determine if the student attended 49% of the payment period. If the student did not reach the 49%, then normal return of Title IV procedure applies.
- Example 3 in modules: If a student ceases attending module 1 and provides a written statement that they plan to attend module 2, a return of Title IV is NOT required.

### **Withdrawals, Incompletes, and Leave of Absences**

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 a student's GPA. After the 13th calendar week, all courses will be recorded as a letter grade. Withdraw dates are adjusted for shorter sessions (midnight of day 3 for 7-week courses).

In the event of a post-withdrawal, earned funds will be disbursed in compliance with 34C.F.R. 668.22(b)(c). All funds will be applied to the student's account within 45 days of the withdraw. In the event that the student has not yet completed verification (if applicable), the student will be required to complete verification before funds will be disbursed.

Students who wish 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 (identified on the academic calendar) will receive a grade of W in each course from which they withdraw. Students who stop attending a course after the date identified on the academic calendar as the last date to withdraw and receive a "W" will receive

## Financial Aid

a letter grade for each course they stop attending unless, in rare instances, documentable extenuating circumstances justify a withdrawal (as determined entirely at the discretion of the university). Any exemptions to the withdrawal deadline must be supported by the course instructor and college dean and approved by the provost. Students who withdraw and who remain in good academic standing are eligible to apply for readmission in any semester following the date of withdrawal.

A student is understood to have unofficially withdrawn when they fail to appear in or participate in class, and/or cannot be reached by the instructor, registrar, or other campus office. Such students may be administratively withdrawn. A student may be administratively withdrawn when the university has exhausted all attempts to reach the student. In such cases a last date of attendance will be determined, and a return of Title IV process completed.

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

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. The university typically is willing to extend leaves of absence in the case military assignments. Students granted such a leave should consult with the registrar and financial aid offices before registering for the subsequent term.

### Drug Related Offenses

If a student is convicted of possessing and/or selling illegal drugs, and the law dictates different periods of ineligibility for federal financial aid and/or a time range of ineligibility, the student will be ineligible for the longer or maximum period. Schools must provide each student who becomes ineligible for FSA funds due to a drug conviction, a clear and conspicuous written notice of their loss of eligibility and the methods whereby they may become eligible again.

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

### Special Circumstances Criteria

A student may qualify for a review of their FAFSA information, if the tax income (or your family's income for a dependent student) does not accurately reflect their current financial situation due to special circumstances such as the following:

- Reduction in income due to unemployment, job change, reduced hours, death, or retirement
- One-time income such as a bonus or payout included as income on your tax return
- Unusually high or unexpected expenses for medical care, funerals, or dependent care
- Significant reduction in assets listed on the FAFSA to cover necessary expenses

If changes are warranted, the Financial Aid Office can update your income or other FAFSA data elements to reflect your current financial situation. If your FAFSA Estimated Family Contribution (EFC) is reduced, you may qualify for a Pell Grant. Please note that adjustments do not always result in additional financial aid.

### Before filing a request for a review of the FAFSA you should know that

- A reduction in your EFC may not result in additional aid
- Graduate students are not eligible for additional financial aid based on a FAFSA review
- Students who have EFCs of 0 are not eligible for additional financial aid based on a FAFSA review
- Dependent students who list parent information on the FAFSA, are, generally, not eligible to request a review based on the student's loss of income
- 

### Dakota Wesleyan University Process for unusual circumstances for dependency override

A student may request a review of their FAFSA by inquiring with the financial aid office. The financial aid office will then provide the student with a checklist to complete and return with the required documentation. A decision will then be made and will be final. The student will not be allowed to appeal the decision.

All necessary and applicable documentation must be submitted before a request will be reviewed. If a review was completed at another institution, please let the financial aid office know as the process *may* be different than our normal process.

### **Unusual Circumstances and FAFSA Dependency Status**

Students who are considered dependent for federal financial aid purposes are required to include parent information on the Free Application for Federal Student Aid (FAFSA). If you are a dependent student who has unusual circumstances that have resulted in a breakdown in your relationship with your parents, you may ask the Financial Aid Office to review your situation to determine if you qualify to be considered independent for financial aid purposes.

Requests to be considered independent are reviewed on a case-by-case basis. Circumstances that may warrant making a student independent include when parent cannot be contacted or the parent poses a risk or threat to the student.

Students who request a review of their FAFSA dependency status must document that unusual circumstances exist with both biological or adoptive parents. For example, a student who has one parent who is incarcerated would not qualify to be independent unless the student could also document an unusual circumstance with the parent who is not incarcerated.

#### **What Circumstances Do Not Qualify as unusual circumstances?**

Please note that dependent students **cannot** be deemed independent for financial aid purposes based on any of the following:

- Student filing taxes as an independent student
- Parent refusal to complete the FAFSA or FAFSA verification
- Parent refusal to contribute to the student's education
- Student being self-supporting

In most cases, if your request to be independent for financial aid purposes is approved, you won't need to submit new documentation in subsequent years. The exception to this would be if the DWU has conflicting information related to your unusual circumstance that would need to be resolved before making you independent in subsequent years. The Financial Aid Office will contact students who have conflicting information that needs to be resolved.

#### **Dakota Wesleyan University Process for unusual circumstances for dependency override**

Students will be required to complete the attached form and provide at least TWO letters of support. If a student was deemed independent at a previous institution, a request may be made to collect and use as supporting documentation. However, Dakota Wesleyan University may, at the discretion of the Director of Financial Aid, require further documentation to make a dependency decision. Collecting information from another institution does not guarantee automatic override.

# Academic Policies and Procedures

The following pages outline policies and procedures intended to maintain the quality and integrity of academic programs at Dakota Wesleyan University. For questions about any of the regulations or academic procedures, please contact the office of the provost or the registrar's office.

## Academic Terms (a short glossary)

### Certificates and Degrees

Dakota Wesleyan University offers a variety of both certificates and degrees.

Certificates may be either credit bearing or non-credit bearing. Certificates represent much shorter courses of study than degrees and focus on a limited content area, a particular skill set, or a focused combination of content and skills. Credit-bearing certificates may be embedded within academic programs, or they may be freestanding.

Degrees are all credit bearing. Undergraduate degrees require the completion of specific requirements within an academic major coupled with the successful completion of general education courses and other cognate and/or prerequisite courses. Graduate degrees require the successful completion of graduate level courses in the student's program of graduate study.

### Classification of Students

Students are classified as first-year students, sophomores, etc. on the following basis:

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

### Classification of Courses

In general, 100-level and 200-level courses are designed to align with the knowledge and abilities of first- and second-year students. Similarly, 300-level and 400-level courses are designed to align with the knowledge and abilities of third- and fourth-year students. Classes with a numerical designation of 500 or above are designed for graduate students. A three-letter prefix indicates the academic department which offers the course by way of a department abbreviation.

### Credit Hour

Dakota Wesleyan University employs a credit hour system. A credit hour represents the anticipated amount of work expended, on average, by students to successfully meet a course's learning objectives. One credit hour entails approximately one hour of classroom contact and two hours of out-of-class work or learning for the duration of approximately 15 weeks, or the equivalent amount of learning and work in a seven-week session. Out-of-class work may include laboratory work, internships, practice, studio work, rehearsals, homework, reading, and other forms of learning leading to the achievement of learning objectives. 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.

### Provost

The provost is the chief academic officer of the university.

### Registrar

The registrar is the official, academic recordkeeper of the university. The registrar's office tracks students' progress toward meeting degree and/or certificate requirements and creates and issues student transcripts.

### Semesters

Dakota Wesleyan University uses the semester system. Semesters are approximately 15-16 weeks in length (i.e., fall, spring, and summer). Particular courses run for seven-week sessions within semesters.

## Academic Policies and Procedures

### Attendance, Participation, and Absences

The University expects that students will attend and/or participate in classes and laboratories regularly and punctually during any given semester (or part of semester) in which they are enrolled. Syllabi for individual classes shall align with University policy on excused absences and indicate attendance and participation policies and expectations for each individual class. The validity of absences other than those officially excused by the University will be determined by the policy of each faculty member. Faculty concerned with a student's excessive absence and/or lack of participation are encouraged to notify the Office of Student Life or, in the case of fully online students, the program director.

Students are encouraged to familiarize themselves with the attendance and participation policies for all their classes which regularly vary by individual instructor. Students should also be aware that federal laws related to financial aid and veterans' benefits mandate class attendance and/or participation as conditions of eligibility for funding. These laws require that attendance/participation be monitored and that, if a student stops attending and/or participating in class, the last day of a student's attendance and/or participation be recorded to determine whether the student is obligated to return Title IV funds.

Students should report the reasons for all class absences and/or inability to participate promptly to the appropriate instructors and discuss assignments missed. When absences are known in advance, students should speak with their instructor(s) prior to the absence to develop plans for how they will compensate for missed class time. Responsibility for informing an instructor of both excused and unexcused absences lies with the student. Whether or not students are permitted to make up work missed for unexcused or excessive absences lies with the instructor.

#### Excused Absences

A student is excused from class if they are absent for a trip officially sanctioned by the university and their absence falls within the time frame specified by the university employee sponsoring the trip. Examples of excused absences include, but are not limited to, a scheduled trip to an intercollegiate athletic competition by a team recognized by the athletic department, a choir trip sponsored by the university's music program, a field trip associated with another university course, and so forth. While the sponsors of such trips typically notify the campus community of students' pending absences, it is ultimately the responsibility of students to proactively inform their instructors of their excused absences. Such absences do not require a formal written excuse from a trip sponsor. The university also reserves the right to categorize certain absences (e.g., those related to pandemic protocols) as excused absences.

An excused absence entitles the student to make up any work undertaken for a grade (or a reasonable and equivalent facsimile thereof) during the class period that a student misses. An excused absence neither excuses the student from doing the assignment for the class period that was missed nor from responsibility for the subject matter covered during the missed class meeting. Students are encouraged to inform instructors of their upcoming absences related to their participation in university sponsored activities in advance and, if possible, to turn in assignments and/or arrange to make up work in advance as well.

Faculty members are free to identify other absences as excused absences as they deem appropriate (e.g., deaths of friends and family members, severe and/or contagious illnesses, doctors' appointments, and so forth).

### 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 intended to clarify this policy, and not to exhaustively catalog all possible forms of academic dishonesty.

## Academic Policies and Procedures

- 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, knowingly giving an incorrect citation, intentionally misquoting a source.
- Plagiarism is the representation of the words and ideas of another as one's own in any academic exercise.
- 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 non-circulating 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 into 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 here.

Instructors are encouraged to discuss this policy with their classes at the beginning of each course 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 Dakota Wesleyan Student Handbook.

### Violations of Academic Integrity Policy

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 (or other significant grade reduction) 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 provost at the discretion of the faculty member. All infractions deemed by a faculty member to be intentional must be communicated to the student and reported to the provost, using the appropriate form.

The provost shall keep a record of all reported infractions and accompanying sanctions in their office. The provost may use this information, at their discretion, to impose more severe penalties for students who violate the policy more than once (but who may do so in different classes and/or with different instructors). A second violation of the university's academic integrity policy shall, generally, result in failure for the course in question. A third violation shall, generally, result in expulsion from the university. The provost may modify these penalties at their discretion.

Not all academic integrity decisions are subject to appeal. First time violations are not subject to appeal. Only second or third violations are subject to appeal.

A student wishing to appeal either a second or third violation of the university's academic integrity policy must submit their written appeal within five (5) business days of receiving their written communication from the provost. Appeals will be reviewed by an academic integrity committee consisting of the two traditional college deans overseeing the colleges in which the most recent academic integrity violation *did not occur* and the director of student life. The decision of the appeals committee shall be final.

## Policies Related to Academic Advising and Catalog Requirements

### Academic Advising and Academic Advisors

Every student is assigned an academic advisor. Advisors review academic policies and requirements, consider majors, minors, certificates, concentrations (as applicable), electives, and extracurricular offerings (again, as applicable) to support students in successfully completing their programs of study and successful preparation for

## Academic Policies and Procedures

post-university life. All students are encouraged and expected to work closely with their academic advisors in following their plan of study and to utilize their advisors as a primary source of information and guidance.

Advisors are initially assigned upon a student's admission to the university. Students are free to change their major (and their corresponding advisor) at any time by submitting a Change of Major Form to the Registrar's Office. Students may also change advisors within their major program of study without changing their major.

Advisors are not authorized to change or officially interpret established policy of the university. Students have ultimate responsibility for monitoring and ensuring their progress toward completing their program of study. Any exceptions to university policy must be approved by the Education Policy and Curriculum Committee and/or approved, in writing, by the provost.

### Catalog Requirements

Students are responsible for understanding and following catalog requirements for their program of study. Continually enrolled students must meet the requirements for their program of study as outlined in the catalog under which they are enrolled. Students may choose to change the catalog that specifies their program requirements. The only catalogs available to students are those that have been operative during the period in which they have been continuously enrolled. A student ceases to be continuously enrolled when the student is not enrolled for two consecutive semesters (with summer representing a semester). Students whose enrollment has been interrupted for two or more continuous calendar years and who reenroll at the university must meet the requirements as outlined in the catalog operative during the semester of their readmission. The university is not obligated to offer programs of study in perpetuity. As such, the university is under no obligation to ensure that students who cease continuous enrollment will be able to complete a specific program of study upon their return to the university. See also "Leave of Absence."

### Exceptions to Catalog Requirements

Students seeking to be exempted from an academic requirement should consult with their advisor to determine whether their proposed exemption has merit. If the student's advisor believes that a proposed exemption has merit, the student should work with their advisor to develop a request to waive or modify the requirement in question. These written requests (which should identify the requirement the student wishes to be waived along with a rationale for the requirement to be waived or modified) and a recommendation from the advisor must be referred to the Education Policy and Curriculum Committee for review and a decision. The disposition of requests for exemption from requirements is determined at the sole discretion of the university. Students have the right to appeal the decision of Education Policy and Curriculum Committee, in writing, to the provost, whose decision is final.

### Individualized Majors

Students may petition to execute an individualized major to meet their unique interests and needs. The burden is on the student (and the student's advisor) to illustrate the coherence and logic of the proposed individualized major. Students seeking to undertake an individualized major should submit their petition, including a proposed plan of study, and a rationale for the major to the provost. The Education Policy and Curriculum Committee of the faculty will review the proposal, and approve, request revisions and resubmission of the proposal, or deny the proposal as they deem appropriate.

### Individualized Minors

Students may petition to execute an individualized minor to meet their unique interests and needs. The burden is on the student (and the student's advisor) to illustrate the coherence and logic of the proposed individualized minor. Students seeking to undertake an individualized minor should submit their petition, including a proposed plan of study, and a rationale for the minor to the provost. The Education Policy and Curriculum Committee of the faculty will review the proposal, and approve, request revisions and resubmission of the proposal, or deny the proposal as they deem appropriate.

### Developmental Courses

The goal of developmental courses is to provide students with opportunities to improve foundational academic skills. Academic advisors and the director of academic success and career services are available to assist students in accessing resources to strengthen academic skills. The university also offers the following developmental course to help students achieve their educational goals:

## Academic Policies and Procedures

ENG 099

Supplemental Writing Support

Dakota Wesleyan University considers all courses designated as developmental (or remedial) – whether by Dakota Wesleyan or by another college or university to be preparatory in nature. That is, their purpose is to prepare students to be successful in college-level coursework. The university does not, therefore, consider developmental courses to represent college-level coursework, and, as such, neither accepts developmental courses in transfer nor counts developmental coursework toward meeting graduation requirements. Students receive financial aid in support of developmental coursework and developmental coursework counts toward a student's athletic eligibility.

### Basic Mathematics Assessment

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

### Basic Writing Assessment

An incoming student's academic file is reviewed prior to the student's placement in an entry-level, writing course. Based on the university's review of the incoming student's level of writing proficiency (as based on ACT and/or SAT scores as well as high school preparation and/or transfer coursework), a student may be placed in ENG 099—Supplemental Writing Support in conjunction with their placement in an entry-level writing course. Students who demonstrate basic proficiency in written communication with a grade of C or above in an entry-level, skill-based writing course meet the university's basic writing requirement. Students who do not successfully complete an entry-level writing course with a grade of C or better may be placed in ENG 099 in conjunction with their enrollment in an entry-level writing course.

### Graduation Application

All degree-seeking students must apply for graduation and pay the accompanying graduation fee. Students apply during the fall semester for May or August graduation and during the spring semester for December graduation. Students should consult with their advisor regarding instructions for applying for graduation.

## Registration Policies

### Registration for Classes

Students register for classes in consultation with their academic advisor. When a student is registered for a class, this means that they have been added to the class roster for the semester or time period in which the course is being offered. It means that a space in the class has been reserved for that student. Students may not be permitted to register for classes if they owe a significant balance in the business office and/or if they have other unresolved issues (e.g., unsubmitted documents; unpaid fines; unresolved disciplinary issues; etc.) with the university. Students may also be removed from a class roster for a variety of reasons (e.g., failing to attend class; unpaid balances; etc.).

### Auditing a Course

Students wishing to audit a course should register for the course during registration by obtaining instructor permission to audit and, if granted permission, paying any applicable fees in the business office. Courses that are audited will appear on the academic transcript designated by an AU but will neither be accorded grade points nor count as credit toward graduation. Students may audit courses only on a space-available basis, with preference for limited roster spots being accorded to students taking the course for credit.

### Admission to Class

Students must register for courses and finalize their registration to be admitted to classes. Some courses may require written permission from the course instructor to ensure that prospective enrollees meet specific prerequisites. Students may be dropped from classes for not meeting the stated prerequisites of the class and/or for not attending and/or participating in a class. It is the responsibility of students to verify their course schedules and to contact the registrar's office to correct any errors. If a student's name does not appear on the class roster this means either that the student has not successfully registered for courses or that the student has not received permission to register for a class in which such permission is required for registration.

### Adding and Dropping Courses

## Academic Policies and Procedures

Students are permitted to add and drop (i.e., remove) courses from their class schedule for specified periods of time. The length of these time periods varies in accordance with the length and format of the course in question. The information below specifies add and drop periods for courses offered in various lengths and formats.

### ***Adding and Dropping Courses Offered in 15- and 16-week formats***

Students enrolled in courses that run for the full length of a 15- or 16-week semester may add or drop a course through the fifth business day of the semester with permission of their advisor. Permission from the student's advisor, instructor, the financial aid office, and business office is required to add or drop a class from the sixth day through the tenth business day of the semester. No courses may be added or dropped are not allowed following the tenth business 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. Courses that have been dropped do not appear on the student's academic transcript.

### ***Adding and Dropping Courses Offered in a seven-week Online format***

Students enrolled in online courses running for seven weeks may add or drop a course through the first five business days of a seven-week session. Courses that have been dropped do not appear on the student's academic transcript.

### ***Adding and Dropping Courses Offered Students in a seven-week On-Ground format***

Students may add or drop seven-week courses offered in either the A or B parts of term through the first five business days of said part of term.

Full-time students enrolled in seven-week courses offered in either the A or B parts of term must remain actively enrolled throughout the entire semester (i.e., they may not enroll in five courses in the A part of term and no courses in the B part of term). Likewise, once a student's status as a full or part-time student is established at the conclusion of the relevant drop-add period, that student may not change their status later in the semester (i.e., a student who begins the semester as a full-time student may not drop two of their B part of term courses in the sixth week of the semester and "switch" to part-time status at that point).

Students are strongly encouraged to consult with their advisor and financial aid prior to adding and/or dropping courses, particularly those offered during A and B parts of term.

### ***Course Load and Overload***

The load for full-time, undergraduate students during a semester is twelve (12) to sixteen and one half (16.5) credit hours. The load for a full-time, graduate student during a semester is nine (9) credit hours. Students should be aware that courses are generally designed to require a minimum of three hours of student effort (both in and out of class) 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 contact.

Undergraduate students wishing to enroll in more than the maximum, full-time load of 16.5 credit hours must have a minimum, cumulative GPA of 3.0. Maximum overload is 21 credit hours. Courses that do not carry credit do not count toward course load. All overloads must be approved by the college dean.

### **Traditional Students (i.e., on the university's main campus) Enrolling in Online Courses Offered by the University**

Dakota Wesleyan students enrolled in in-person instruction on the university's main campus are limited to enrolling in a maximum of one online course (offered through the university) per semester (or a maximum of two courses over the course of the fall and spring semesters). Students wishing to enroll in more than two online courses offered through the university during either the fall or spring semester must seek the support of their college dean and petition the provost's office for permission to do so. Please note: Enrolling in courses through Acadeum does not count toward a student's one course per semester enrollment limit.

## **Entering and Exiting the University at Nonstandard Times**

### **Withdrawal**

#### **Withdrawing from semester-long on-ground courses**

Students who withdraw from a course after the tenth business day of the semester but prior to the date identified on the academic calendar as the last day to withdraw from courses with a "W" are assigned a grade of "W" for the course from which they have withdrawn.

## **Academic Policies and Procedures**

### **Withdrawing from seven-week, part-of-term on-ground courses**

Students who withdraw from a course after the fifth business day of a course offered in A or B part-of-term but prior to the date identified on the academic calendar as the last day to withdraw from courses with a “W” for A and B parts-of-term are assigned a grade of “W” for the course from which they have withdrawn.

Students who drop and/or withdraw from all classes during a semester, or 7-week term, are officially withdrawn from the university. Refer to “Withdrawal from the University.” The date of withdrawal will be noted on the student’s transcript.

### **Leave of Absence**

Students who need to interrupt their enrollment at the university may petition for a leave of absence if they expect to return to the university within one year and do not intend to enroll at another college or university during that time period. Reasons for seeking a leave of absence include, but are not limited to, military activation or deployment, addressing or recovering from a serious illness or accident, and needing to care for a family member. Students wishing to extend a leave of absence beyond the period of a year may petition the university for an extension. All leaves of absence are granted at the discretion of the university and the university may request appropriate documentation (e.g., copies of military orders or activation papers, letters from medical professionals, and so forth) prior to approving leaves of absence; their extension; or students’ return from particular leaves (i.e., medical leaves). The provost makes all decisions regarding students’ return from leaves of absence and those decisions are not subject to appeal.

Petitions for a leave of absence should be made prior to the semester during which the student will not be in attendance and, therefore, should be filed in the Registrar’s office no later than the date on the academic calendar identifying the deadline for the submission of end-of-semester final grades when a student is petitioning for a leave for the subsequent semester.

### **Administrative Withdrawal**

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

### **Procedure for Administrative Withdrawal**

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

Students who exit Dakota Wesleyan University during the designated withdrawal period (i.e., who withdraw from all classes in which they are enrolled prior to the date specified on the academic calendar as the last day to withdraw from a course with a W) must complete the necessary withdrawal form(s) through the registrar’s office. Students who formally exit from the university during the withdrawal period (i.e., by completing and submitting the appropriate forms) will receive a grade of W in each course from which they withdraw.

Students who exit after the conclusion of the withdrawal period (i.e., after the date specified on the academic calendar as the last date to withdraw from a course with a W) will receive a letter grade for each course in which they are enrolled. Students who exit the university and who remain in good academic standing are eligible to apply for readmission in any semester following the date of withdrawal.

### **Request for Late Arrival**

Students who anticipate beginning to attend their classes more than one week after the official start date for classes in a given semester (i.e., for travel-related or other reasons) should submit a Late Arrival Date Request (LADR). LADRs should be submitted no fewer than 30 days prior to the start of the semester. The University is not obligated

## Academic Policies and Procedures

to process LADRs submitted after this date and will only do so based on the merits of a student's situation. LADRs are granted on a case-by-case basis and late start dates are to be no later than three weeks from the official start date of classes. Although the university will work to enable students to begin their studies remotely, the university does not have the capacity to make remote learning accommodations for all courses. Internships, clinicals, labs, and other learning experiences require in-person participation.

The division of responsibilities for LADRs:

It is the responsibility of the university to verify the legitimacy of the student's LADR (e.g., travel challenges, family emergency, etc.) and to communicate that finding (and the legitimacy thereof) to the instructors on the student's schedule. Toward this end, the university may ask students to provide appropriate documentation for their request. It is also the responsibility of the university share the student's status with all relevant university offices.

If an LADR is approved, it is the responsibility of the student to contact their instructors and make arrangements to access course materials and begin completing assignments from distance. It is the responsibility of students who are enrolling at the university for the first time to notify the Admissions office if the arrival date on their LADR changes. It is the responsibility of returning students to notify the Provost's office if the arrival date on their LADR changes. Changes to an LADR arrival date may, at the discretion of the university, void the LADR.

### Departing Campus Prior to the End-of-Semester Finals Period

Students may, under documentable, extenuating circumstances (e.g., medical reasons, personal reasons such as a death in the family, or limited international travel departure dates), request to depart campus prior to the conclusion of the university's end-of-semester finals period. Students requesting to depart campus prior to the conclusion of the university's end-of-semester finals period are responsible for speaking with their individual instructors at least two weeks prior to start of the end-of-semester finals period to determine whether such an early departure is feasible (i.e., whether the instructor(s) deem(s) it practical or advisable to have the student complete a final assessment; take a final exam prior to their departure; complete a final assessment from distance; receive an incomplete for the course; etc.). If an instructor(s) deem(s) an early departure feasible, the student is responsible for abiding by the terms designated by the instructor. If an instructor(s) deem(s) an early departure unfeasible, the student is expected to complete their work within the traditional end-of semester finals period.

## Transcripts

A transcript is the official record of the work that a student has undertaken at Dakota Wesleyan University. It shows the courses that a student has enrolled in and the outcome of those courses (e.g., earned grade, withdrawal, etc.), as well as a student's overall grade point average.

Requests for official and unofficial transcripts must comply with the Family Educational Rights and Privacy Act of 1974 (FERPA) (this means that the student is the only individual authorized to request transcripts) and be submitted to the registrar's office. Transcript processing times vary based on the number of requests received by the university. The university provides hard (i.e., paper) copies of transcripts to currently enrolled students and to alumni free of charge. Students requesting a rush transcript (i.e., to be processed within two business days of the request being received) are charged \$10 per request. Dakota Wesleyan alumni are encouraged to request electronic transcripts by visiting <https://tsorder.studentclearinghouse.org/school/welcome>. A small fee is assessed for issuing electronic transcripts. Transcript requests will not be processed if the student has a business office hold.

An official transcript is one bearing the university's seal and the signature of an appropriately authorized university official. An unofficial transcript does not bear the seal of the university or an authorized signature. Current students may print an unofficial transcript from TigerNet.

## Family Educational Rights and Privacy Act of 1974 (FERPA) and General Data Protection Regulation (GDPR)

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.

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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 Dakota Wesleyan 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.

Dakota Wesleyan 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 their tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their 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.

## Academic Policies and Procedures

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 administrators 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. In the event that the university chooses to make a student directory available, that directory will contain only a student's name, campus box number, and university email address. No additional information will be included in the directory. The student directory is only made available internally.

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

### General Data Protection Regulation (GDPR)

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

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

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

## Grading Policies

### Grades and Grade Point System

The grading system at Dakota Wesleyan University for transcribed work consists of letter grades that are assigned a quality point value per hour of credit as follows:

| Letter Grade | Meaning or Interpretation of Letter Grade | Quality Point Value Assigned to Letter Grade |
|--------------|---|--|
|--------------|---|--|

## Academic Policies and Procedures

|           |  |     |
|-----------|--|-----|
| <b>A</b>  | Superior Achievement /<br>Demonstration of Mastery | 4.0 |
| <b>A-</b> |  | 3.7 |
| <b>B+</b> |  | 3.3 |
| <b>B</b>  | Above Average / Demonstration of<br>Proficiency    | 3.0 |
| <b>B-</b> |  | 2.7 |
| <b>C+</b> |  | 2.3 |
| <b>C</b>  | Average / Demonstration of<br>Competency           | 2.0 |
| <b>C-</b> |  | 1.7 |
| <b>D+</b> |  | 1.3 |
| <b>D</b>  | Below Average / Approaching<br>Competency          | 1.0 |
| <b>D-</b> |  | 0.7 |
| <b>F</b>  | Failure  | 0.0 |

Grades not carrying quality points include the following. These grades are not calculated in a student's GPA:

|    |   |
|----|---|
| AU | Audit   |
| CR | Credit awarded in course designated as a credit / no credit (i.e., CR/NC) course *        |
| I  | Incomplete  |
| NC | No Credit awarded in course designated as a credit / no credit (i.e., CR/NC) course       |
| W  | Withdrawal  |
| *  | Indicates class was repeated and was not used in computing GPA (see "Repeating a Course") |
| R  | Indicates class was repeated and was used in computing GPA (see "Repeating a Course")     |

All A, B, C, D and CR grades for all college level courses earn credit. These grades may be applied toward the student's degree program as well as toward the total hours required for a degree subject to the policies 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. Students should consult section the financial aid section of the university catalog regarding the implications that grades not carrying quality points might carry for financial aid eligibility.

### Midterm Grades

Faculty teaching classes running 15 to 16 weeks are asked to report midterm grades to the registrar's office at the approximate midpoint of the semester as indicated in the university's academic calendar. These grades are available to students on TigerNet. Midterm grades provide an opportunity for students and advisors to assess student progress. Should a student demonstrate unsatisfactory academic progress at midterm, (i.e., earning one or more grades below the grade of C-), the student may be required to meet with their advisor and/or other support personnel to develop and execute a plan for academic success.

Faculty teaching classes running for seven weeks are encouraged to contact students, program directors, and the office of academic success regarding students who are performing poorly at the approximate midpoint of the seven-week session.

### Credit/No Credit

Students may receive a "credit" (CR) or "no credit" (NC) designation on their transcript for specified courses. CR and NC designations on a student's transcript may come about in one of two ways. First, some courses may be offered as credit/no credit by the instructor of record. In such cases, students do not have the option of taking the course for a letter grade. Second, students may elect at the beginning of a given semester or course rotation (and prior to the end of the add/drop period for that course) to take the course for a "credit" or "no credit".

Please Note: in order to receive a "credit" (CR) designation on their transcript, students must achieve the equivalent of a C- letter grade (or better) for the course in question, unless a department requires a higher grade. Students who receive the equivalent of a grade of D+ or lower (or a grade lower than a department requires) in a course being taken as credit/no credit receive a "no credit" (NC) designation for the course. Marks of CR and NC are not computed into a student's GPA. Students awarded the mark of CR in a course may apply the course credits toward graduation, subject to the policies in this catalog. Students are advised to consult catalog policy related to their major and minor

## Academic Policies and Procedures

(if applicable) regarding program-level policies as they relate to courses taken credit/no credit as many programs prohibit counting courses taken CR/NC toward program requirements.

### Grade Point Average (GPA)

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

The computation of a semester GPA is illustrated in this example:

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

The GPA is calculated by dividing the total quality points earned by the total number of graded hours, in this case  $32.2/15 = 2.147$ .

### Incomplete Grades

Students who are unable to complete the assigned work for a course in accordance with deadlines articulated in the course syllabus and due to documentable, extenuating circumstances, must request that their instructor complete an incomplete form, which includes:

1. a written justification by the course instructor explaining why the student is unable to complete the work (coupled with relevant documentation, if appropriate)
2. a specific description of the work to be completed and a final date by which the work must be completed (which must align with the relevant incomplete due dates identified on the academic calendar). The work must be completed and turned in to the instructor prior to the designated date on the academic calendar. If the student fails to complete the course by this date, the incomplete will revert to the final grade submitted to the registrar's office by the instructor. If the instructor has not specified an alternate grade, the grade will revert to an F. The instructor must submit the final grade to the registrar no later than the end of the sixth week following the submission of final grades.

### Grade Change

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

### Grade Appeal

Students have the right to appeal a final grade if they believe they have been graded incorrectly or unfairly. Students should direct an initial appeal of a final grade to the instructor of the course in which they believe they have been graded incorrectly or unfairly. Students who are not satisfied with the instructor's response to their appeal are free to submit an appeal in writing to the appropriate college dean no later than four calendar weeks into the subsequent semester following the posting of the grade in question. The written appeal should include a rationale for why the student believes their grade to be incorrect and/or unfair. Requests for appeal are considered by an appeals board, which is comprised of the provost (or their designee), the director of student life, and the two college deans not overseeing the college in which the grade is being appealed. The student will be notified, in writing, of the decision of the appeals board. The decision of the appeals board is final.

### Repeating a Course

## Academic Policies and Procedures

Students may repeat any course in an effort to obtain a better grade than they received the first time they took a course (and thereby improve their cumulative GPA). Although both the original and the repeated course will be listed on the student's academic transcript, only the higher grade and the credit earned in accordance with that grade will be used in calculating the student's GPA. 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, as repeating a course may carry implications for athletic eligibility and for access to Veterans education-related benefits.

## Academic Standing and Honors

### Good Academic Standing

A student is considered to be in "good academic standing" when the student is maintaining a satisfactory cumulative grade point average (GPA). It entitles a student to all rights and privileges of enrollment at Dakota Wesleyan, such as continuing enrollment 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 a student to be in good standing is:

For all undergraduate students: 2.0  
For all graduate students: 3.0

### Academic Probation and Suspension for Undergraduate Students

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

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

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

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

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

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

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

Students who have been suspended for academic reasons are not eligible to apply for readmission until two semesters have elapsed (e.g., spring and summer, or summer and fall). If readmitted, students return on probationary status and must attain, minimally, a 2.0 semester GPA at the conclusion of the semester of their readmission in order to remain enrolled in the university.

# Academic Policies and Procedures

## Academic Amnesty Policy

Under certain conditions, undergraduate students may apply to expunge academic coursework from prior enrollments at Dakota Wesleyan University; all expunged coursework will be recorded on the student's transcript and the semester(s) expunged will be noted on the transcript. Students may remove up to four semesters of previous academic work (during which the student was contiguously enrolled at Dakota Wesleyan University) by applying for academic amnesty to the provost, provided they meet the eligibility requirements (listed below) and follow the required procedure. Applying for amnesty does not guarantee that it will be granted.

## Academic Amnesty Eligibility Requirements

The student must:

1. not have been enrolled in any college or university for a minimum of five calendar years (i.e. 15 consecutive semesters, including fall, spring and summer semesters or their equivalent) prior to their current enrollment at Dakota Wesleyan;
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 Dakota Wesleyan with a minimum GPA of 2.50 for those 12 credit hours since being readmitted to Dakota Wesleyan University;
4. not have earned a baccalaureate degree from any other college or university;
5. not have been granted academic amnesty at Dakota Wesleyan at an earlier point in their academic career; and
6. submit a formal Academic Amnesty Petition to the provost. The form can be obtained from the provost's office.

## Academic Amnesty Conditions

1. Academic amnesty does not apply to individual courses. Amnesty may only be requested for entire semesters and for all of the coursework contained therein. Academic amnesty will not be granted for more than four semesters of coursework.
2. Academic amnesty, once granted, may not be rescinded.
3. The courses taken during semesters for which amnesty has been granted will (a) remain on the student's transcript; (b) be recorded on the student's transcript with the original grade followed by a designation indicating that the grade is not counted toward the student's current degree; (c) not be included in the calculation of the student's cumulative 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. Neither education nor nursing majors may apply for academic amnesty. Neither graduate and professional programs nor the undergraduate programs of other colleges and universities are bound by the academic amnesty decisions made by Dakota Wesleyan University.
5. When a student is granted academic amnesty, the courses for which the student is granted amnesty will negatively impact their completion rate (see financial aid for more on satisfactory completion rate).

## Academic Amnesty Procedures

1. To apply for academic amnesty, the student must submit a formal Academic Amnesty Petition to the provost for verification of eligibility. The provost may consult with the chair of the department and college dean in which the student's major resides regarding the petition. In the event the student does not meet the qualifications, the provost will inform the student that amnesty does not represent an option.
2. If the student qualifies for amnesty, the provost (or designee) will contact the student to schedule an interview. The purpose of the interview is to ensure that the student understands the amnesty procedure and to ensure that applying for amnesty is in the best interests of the student. Even though a student may meet the qualifications, it may be advisable for the student to remedy GPA challenges by repeating a course, or courses, rather than applying for amnesty. If the student and the provost agree that applying for amnesty is in the best interests of the student, both parties shall sign the petition, and the provost shall give the petition to the registrar for appropriate adjustments to the student's record.

## Dean's List

All students are eligible for the Dean's List. The Dean's List is computed at the conclusion of each semester (i.e., fall, spring, and summer) for all students who have been enrolled as full-time students for the semester. To qualify for the Dean's List, undergraduate students must complete a minimum of 12 semester hours of graded coursework at Dakota Wesleyan with a semester GPA of 3.5 or higher during the semester in question. Please note: a student who

## Academic Policies and Procedures

completes 11 hours of graded course work and 1 hour of coursework taken credit/no credit is not eligible for the Dean's List. Likewise, a student who completes 9 hours of graded coursework and receives an incomplete in a 4-credit course is not eligible for the Dean's List. To qualify for the Dean's List, Graduate students must complete 9 hours of graded coursework with a semester GPA of 3.75 or higher.

### University Undergraduate Honors

Dakota Wesleyan University recognizes the achievements and abilities of undergraduate students receiving both bachelor's and associate degrees by awarding graduation honors, sponsoring honor societies, and presenting various awards to eligible students. Students who have enrolled in the university to complete a second degree are not eligible for university honors.

#### Graduation Honors

An undergraduate student receiving a bachelor's degree graduates with honors from Dakota Wesleyan they have achieved one of the following levels in their cumulative GPA for the total credit-bearing coursework earned at Dakota Wesleyan:

| <u>Cumulative GPA</u> | <u>Honor</u>    |
|-----------------------|-----------------|
| 3.85                  | Summa Cum Laude |
| 3.70                  | Magna Cum Laude |
| 3.50                  | Cum Laude       |

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

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

Students completing a bachelor's degree through the university's (online, degree-completion) Organizational Leadership program who have completed a minimum of 15 credit hours of graded coursework at Dakota Wesleyan with a cumulative institutional GPA of 3.8 or higher will graduate "With Merit".

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 have been 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 Dakota Wesleyan. Juniors and seniors must have successfully completed at least two semesters, sophomores, one semester, and freshmen, 15 credit hours at Dakota Wesleyan. Honors in scholarship are recognized each spring.

#### Honor Societies

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

- Phi Kappa Phi – Honors
- 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 during the spring semester. Departments make their selection based upon scholarship and performance.

## Academic Policies and Procedures

### 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 during the spring semester. 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 Dakota Wesleyan 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. Candidates 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 same way, that their involvement in such pursuits is rooted in their religious commitments.

### The Dave and Ann Mitchell Student Award for Exemplary Service

The McGovern Center recognizes and rewards graduating seniors who have engaged in service that advances the common good and benefits the community. Each year, the McGovern Center solicits nominations for the Dave and Ann Mitchell Student Award for Exemplary Service. This award recognizes service that is exemplary in terms of the amount of time a student devotes to service activities and in terms of the depth of understanding the student demonstrates regarding the needs addressed through their service.

## Academic Credit Related to Non-classroom Learning Experiences

### Independent Study

Enrollment in independent study courses is limited to students who have achieved a cumulative GPA of 3.0 and who wish to pursue a specialized topic that is not offered by the university (i.e., is not listed in the university catalog) and who have identified a faculty member who supports and is willing to guide their exploration of this topic. Students applying for independent study should have substantial foundational knowledge and/or ability in the chosen field of study and must submit an independent study proposal that outlines:

1. The sponsoring faculty member (instructor, advisor, department chair and college dean approval required);
2. The planned schedule of meetings with instructor; and
3. The proposed course of study outlining the allocation of the required hours of study (i.e.: 40 hours of study for each credit hour earned).

Students must complete an application, which requires the signatures of the department chair, instructor, advisor, and college dean. This application is required for registration and must be submitted to the registrar. A maximum of two independent study courses (i.e., a maximum of nine total credits) will be awarded toward a student's graduation requirement.

### Directed Study

Courses taken as directed study must be courses that are listed in the university catalog and offered on a regular basis by the university. Generally speaking, the university seeks to minimize offering courses as directed study and students are expected to take courses as directed study courses only in the absence of alternatives.

Requirements for taking a course as a directed study:

1. A student enrolling in a directed study course must have a minimum cumulative GPA of 2.5.
2. The department chair will determine whether a course may be taken as a directed study and whether there is a compelling reason for the course to be taken as such.
3. The syllabus used for the course when the course is offered in its traditional format will be used to guide the directed study course.
4. A course taken as a directed study requires that the student and instructor meet, at minimum, one time per week or a reasonable facsimile thereof.
5. The syllabus for the directed study course should be submitted with the directed study application.
6. No more than two courses taken as directed study may be used to meet graduation requirements.
7. Individual faculty members are under no obligation to offer a course as a directed study.
8. The responsibility for completing a course as a directed study course lies entirely with the student.

## Academic Policies and Procedures

Students must complete an application to enroll in a course as a directed study which requires the signatures of the department chair, instructor, advisor, and college dean. This application is required for registration and is not complete until it is received by the registrar's office.

### Internships

Internships represent an opportunity to apply the concepts learned in the classroom to the real-world experiences. Internships are a powerful way to structure learning beyond the classroom and to help students make connections to the world of work and professional practice. 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 will be approved retroactively for any internship experience. Tuition must be paid in accordance with the college's schedule of semester fees for any credits earned through a field work experience and/or internship. Further information and internship forms are available on the Dakota Wesleyan website at [www.dwu.edu/academics/internships](http://www.dwu.edu/academics/internships).

### Clinical Education

Clinical education is defined as the formal instruction of necessary clinical skills and the supervised application of specific knowledge, skills and clinical abilities on actual patients by a preceptor. One academic credit is equivalent to 45-60 hours of clinical education.

### 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. A list of current minimum scores and classes for which CLEP credit may be earned may be obtained from the registrar.

Degree-seeking students enrolled at Dakota Wesleyan 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.

### 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.

### International Baccalaureate

Students who receive a score of four (4) or higher on the advanced-level examinations of the International Baccalaureate program may be awarded credit from Dakota Wesleyan University equal to the credit offered for equivalent (or similar) introductory courses offered by the university. The registrar determines (in consultation with appropriate academic programs) the scores required to satisfy specific entry-level course requirements. The ability of students to use of credits earned through the International Baccalaureate program to meet the requirements of specific majors and/or minors (i.e., as opposed to general education requirements) is determined in consultation with the relevant program chairs.

### Credit for Professional Credentials, Certifications, Certificates, and Learning through Professional Experience

DWU offers students seeking a bachelor's degree opportunities to receive credit for their qualifying professional trainings, education, and experience. Students may submit evidence of professional credentials earned from prior training or enroll in the university's portfolio class in which an instructor assists students in identifying and documenting their professional experience toward meeting equivalent course learning outcomes for specific university courses.

Students seeking a bachelor's degree can earn up to 90 credits through a combination of documented, professional experience; professional credentials and/or training; and/or previous, transcribed, coursework taken at other institutions. Students seeking a bachelor's degree must complete a minimum of 30 credits under the auspices of Dakota Wesleyan University. Students seeking an associate degree may receive credit for earned professional credentials and for previous transcribed coursework taken at other institutions but are not eligible to complete the

## Academic Policies and Procedures

portfolio course. Students seeking an associate degree must complete a minimum of 15 credits under the auspices of Dakota Wesleyan University.

See our certificate-to-degree (CTD) program on page 71 of the university catalog for more information about flexible and practical certificates that students can pair with their professional experience to apply toward a degree.

### Portfolio Course

*\*For bachelor's degree students only\**

The professional portfolio course is a 3-credit course that awards credit to eligible students for appropriate, professional work experience. The course is designed to support adult learners in creating arguments and compiling evidence to demonstrate that they have verifiably met specific, university, course-associated, learning outcomes. Students can take the portfolio course up to four times and earn a maximum of 12 credits toward other DWU courses for each enrollment.

UNI 325 Professional Portfolio 3

### Professional Certifications

Students who have received credentials in one or more of the following may earn credit for those experiences as long as they submit qualifying documentation of their credentials.

| Certification                                       | Credits  |
|---|--|
| Current Real Estate Broker License                  | 12   |
| Current Insurance License                           | 3 each   |
| Current Private Pilot's License                     | 6  |
| Current Commercial Pilot's License                  | 15   |
| Current Cosmetologist License                       | 15   |
| Current Barber License                              | 15   |
| Current Certified Firefighter                       | 6  |
| Fire Officer I                                      | 3  |
| Current EMR License                                 | 6  |
| Current EMT License                                 | 15   |
| Current CNA   | 6  |
| Current Pharmacy Technician                         | 3  |
| Journeyman Certificate                              | 15   |
| Military Training                                   | 3 (per each year of active duty, up to 15 credits) |
| Current Project Management Professional             | 30   |
| Current IASSC Certified Learn Six Sigma Yellow Belt | 3  |
| Current IASSC Certified Learn Six Sigma Green Belt  | 6  |
| Current IASSC Certified Learn Six Sigma Black Belt  | 9  |
| Current Comp TIA A+ Certification                   | 6  |
| Adobe Certified Expert                              | 3 each   |
| Adobe Certified Trainer                             | 6  |
| Microsoft Certified                                 | 3 each   |
| Microsoft Certified Trainer                         | 6  |
| CISCO CCNA  | 6  |
| CISCO CCNP  | 3 each   |
| CISCO CCIE  | 3 each   |
| Contractor Certificate                              | 30   |
| Current Law Enforcement Officer Certification       | 15   |
| Welding Certificate                                 | 12   |
| Massage Certificate                                 | 15   |

### 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 ([www.acenet.edu/credit/?fuseaction=browse.main](http://www.acenet.edu/credit/?fuseaction=browse.main)). Students must request an official transcript from ACE, or an approved representative of ACE must document successful completion of training. Transcripts may be sent directly to Dakota Wesleyan University Admissions Office.

## Academic Policies and Procedures

### Military Training and Educational Programs

Military credits are reviewed and considered for equivalent coursework at Dakota Wesleyan based on the American Council on Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services. Credit is entered on the Dakota Wesleyan 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 Dakota Wesleyan 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.

Dakota Wesleyan 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, Dakota Wesleyan recognizes the unique demands of military service and is committed to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and experiences.

### Transfer Credit for Coursework Successfully Completed at Other Colleges and Universities

Dakota Wesleyan University welcomes students who have earned college credits from other institutions of higher education in accordance with the following policies:

1. Dakota Wesleyan transfers credit from colleges and universities that are accredited by regional accrediting bodies approved by the U.S. Department of Education. Credits from colleges and universities not approved by regional accrediting bodies are reviewed and approved on a case-by-case basis.
2. A transfer student seeking a bachelor's degree, must complete a minimum of 30 credits from Dakota Wesleyan University and 30 of their final 40 credits must be completed under the auspices of Dakota Wesleyan University. A transfer student seeking an associate degree must complete a minimum of 15 credits from Dakota Wesleyan University and 15 of their final 20 credits must be completed under the auspices of Dakota Wesleyan University. A transfer student seeking a master's degree may apply a maximum of 9 appropriately applicable graduate credits earned elsewhere toward their Dakota Wesleyan master's degree. Dakota Wesleyan accepts a maximum of 90 hours in transfer credit for a bachelor's degree. Dakota Wesleyan accepts a maximum of 45 hours in transfer credit for an associate degree. A maximum of eight activity credits (including no more than one varsity sport credit) will be accepted in transfer.
3. Appropriately transcribed continuing education units (i.e., CEUs) are accepted in transfer as elective credits and at a ratio of three (3) to one (1) (i.e., three (3) continuing education units equal one (1) college credit).
4. Only official transcripts will be evaluated for transfer credit.
5. Transfer credit will be awarded only for courses in which the student has received a grade of C- or higher. Dakota Wesleyan's validation of credits may include, but is not limited to, evaluation by the registrar's office, appropriate academic departments, and the office of the provost. If transfer credits accepted are not in semester hours, they will be converted to semester credit hours.
6. Dakota Wesleyan University does not accept developmental or remedial courses in transfer.
7. All credits accepted by Dakota Wesleyan University in transfer are accepted as credit only (i.e., the university does not transfer grades).

### Articulation Agreements

Dakota Wesleyan University occasionally enters into articulation agreements with other institutions of higher education. These articulation agreements provide for the completion of Dakota Wesleyan degrees (at the associate, bachelor's, and graduate levels) which incorporate credit earned in programs of study at other institutions.

### Concurrent Enrollment

Students who wish to enroll in courses at another institution while simultaneously attending Dakota Wesleyan University and apply those credits toward their Dakota Wesleyan University degree should consult with their advisor in advance of doing so. Students who enroll concurrently are required to complete a consortium agreement which will indicate the course in which they intend to enroll. Once the student has completed the consortium agreement and it has been approved by the advisor it will be submitted to the registrar's office where it will be kept on file until the identified course has ended and an official transcript has been submitted. The total number of hours in which students are enrolled (i.e., Dakota Wesleyan courses and courses taken at another institution concurrently) must be consistent with the university's 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 office of financial aid for more information.

# Academic Programs

## Administrative Structure of the University's Academic Programming

Dakota Wesleyan University is organized administratively into three colleges.

College of Arts and Humanities

Donna Starr Christen College of Healthcare, Fitness and Sciences

The Ron and Sheilah Gates College of Business, Education and Social Science

## Degrees and Certificates Conferred by the University

### Associate Degree

The university confers the Associate of Arts (A.A.) and Associate of Science (A.S.) degrees upon students who successfully complete prescribed programs of study.

### Graduation Requirements for Associate Degrees

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

- Students must successfully complete a minimum of 60 credit hours with a minimum, cumulative grade point average (GPA) of 2.0.
- Students must successfully complete the specific requirements of their major program of study. Programs may require a cumulative grade point average higher than 2.0. Programs may require a minimum grade in all program coursework.
- Students pursuing an associate degree are required to complete the following courses:
  - ENG 111 or ENG 215
  - COM 101, COM 120 or COM 210
  - BUS 141
  - MTH 111, 125, 200 or BUS 211

Students must complete a minimum of 15 hours of their final 20 credits hours in their program under the auspices of Dakota Wesleyan University.

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

### Bachelor's Degree

The university confers the bachelor of science (B.S.) and the bachelor of arts (B.A.) degrees upon students who successfully complete prescribed programs of study.

## Academic Majors

All students pursuing a bachelor's degree must declare a major. Academic majors are prescribed courses of study in specific fields or disciplines (often including cognate or prerequisite courses in related disciplines) designed to provide a student pursuing that major with a depth of knowledge in that field, appropriate preparation for professional careers, further study at the graduate level, and preparation for thoughtful and engaged citizenship.

Some majors (e.g., education, nursing) require students to begin executing their prescribed program of study in their first year at the university if they wish to graduate in four years. Other major programs of study offer greater flexibility in this regard.

## Academic Minors

Academic minors are intended to broaden students' horizons via a prescribed program of study in a field other than the student's major. An academic minor consists of a minimum of 15 semester hours of study. A student may not pursue a major and minor in the same field or discipline (i.e., a student may not pursue a minor as a subset of courses in their major field). Some majors require that a student successfully complete a minor program of study; others do not.

## Academic Programs

Students who have earned an Associate of Arts, Associate of Business Administration, Associate of Science, or an Associate of Applied Science degree from an appropriately accredited institution are not obligated to complete a minor (even if the student's major at Dakota Wesleyan University would otherwise require the completion of a minor). The student's earned associate degree is understood as representing the equivalent of a minor.

## Graduation Requirements for Bachelor's Degrees

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

1. Students must successfully complete a minimum of 120 hours of credit with a minimum cumulative grade point average of 2.0.
2. Students must successfully complete the specific requirements of their major program of study. For some programs, this includes the completion of a minor. Some programs require more than 120 hours. Some programs require a cumulative grade point average higher than 2.0. Some programs require a minimum grade in program coursework.
3. Most programs require a student to complete a capstone project and capstone day presentation as specified by the policies and practices of students' respective programs of study.
4. Students must complete the requirements of the university's General Education program.
5. Students must complete a minimum of 15 hours of their major program of study under the auspices of Dakota Wesleyan University. Students must complete a minimum of 30 of their final 40 hours under the auspices of Dakota Wesleyan University.

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

**A student who has previously earned a bachelor's degree may seek to earn a second bachelor's degree in another major at Dakota Wesleyan University. The following rules apply for such students:**

1. Complete a minimum of 24 distinct credit hours under the auspices of Dakota Wesleyan University, CLEP, credit by other means, or proficiency tests may not be used to fulfill this requirement.
2. Complete all requirements in the major.
3. Fulfill the current university's general education requirements as they appear in the catalog under which the student matriculates.
4. If fewer than 24 credit hours are required to complete the degree requirements, the remaining hours needed to reach 24 may consist of elective credits.
5. Meet all current graduation requirements.
6. May not use courses used to meet the requirements of a previous major to meet the requirements of the student's new major.
7. A different major must be chosen from the major earned in the previous degree.

## Master's Degree

The university confers the Master's of Athletic Training (M.A.T.); the Master's of Business Administration (MBA); and the Master's of Education (M.Ed.) upon students who successfully complete prescribed programs of study.

### Graduation Requirements for Master's Degrees

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

1. Students must successfully complete a minimum of 30 hours of credit with a minimum cumulative grade point average of 3.0. Specific Master's programs may require the completion of more credit hours and/or a higher minimum cumulative grade point average.
2. Students must successfully complete the specific requirements of their graduate program of study.
3. Generally, students may transfer no more than six (6) credit hours of graduate coursework taken elsewhere toward a bachelor's degree at Dakota Wesleyan.

## Certificates

Dakota Wesleyan University confers a variety of certificates at both the graduate and undergraduate levels. Please see those sections in the catalog devoted to certificates for more specific information on the requirements for successfully completing certificate programs.

### The Wesleyan Experience

The Wesleyan Experience is a transformative learning experience that cultivates enduring intellectual growth and prepares graduates for ethically grounded leadership, meaningful service and intentional engagement with faith and spiritual traditions. The Wesleyan Experience fosters student learning and growth in the areas of knowledge, skills and dispositions, both in academic programs and across the breadth of the student experience. For bachelor's students completing their degree in semesters (i.e., residential or commuter students) the experience culminates in the Wesleyan capstone, in which graduating seniors share their culminating academic work with the campus community. The various elements of the Wesleyan Experience are described in detail below.

#### Capstone (for bachelor's students completing their degree in semesters)

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

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

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

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

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

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

#### Knowledge

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

## Academic Programs

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

### Skills

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

### Dispositions

Dakota Wesleyan University helps students develop and strengthen dispositions in the areas of learning, leadership, faith, and service. For students seeking a degree on the semester schedule (i.e., residential or commuter students), a sophomore-year seminar helps students to understand and appreciate the dispositions of Dakota Wesleyan's core values and to establish a personal plan for how they will go about developing and strengthening these dispositions within the context of their Wesleyan Experience. The university expects that the majority of students will pursue growth in these areas through experiential learning, much of which will occur in co-curricular activities.

### General Education

Dakota Wesleyan University's general education program supports the broader Wesleyan Experience.

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

| General Education Course  | Purpose  |
|---|--|
| <b>Breadth of Knowledge</b>   |  |
| BUS 141 Financial Literacy  | Basic financial practices and literacy                                   |
| ART 141, DMD 141, DRM 141 or MUS 141  | Appreciation of various art forms  |
| ENG 141 Cultural Perspectives in American Literature                                  | Literature and cultural awareness  |
| HIS 141 History of the Modern World   | History, world civilization and geography                                |
| POL 141 U.S. Government   | U.S. government and the constitution                                     |
| PSY 141 Foundations of Psychology and Behavioral Science                              | Relationship of Psychology within the behavioral sciences                |
| REL 141 Religion, Philosophy and Ethics   | Religion, philosophy and ethics  |
| SCI 141 Foundations of Science  | Physical and biological laws of nature and scientific inquiry            |
| <b>Skills</b>   |  |
| COM 101 Fundamentals of Speech Communication  | Introduce and strengthen oral communication skills                       |
| UNI 101 Self, College, and Career   | Focuses on a students' unique self                                       |
| ENG 111 English Composition *   | Introduce and strengthen writing skills                                  |
| MTH 111 Quantitative Reasoning for the Liberal Arts (or MTH 125, MTH 200, or MTH 210) | Introduce students to skills in quantitative literacy                    |
| <b>Dispositions</b>   |  |
| UNI 301 Post College Success  | Assist students in their transition to a professional life after college |
| Total # of courses  | 13   |
| Total # of credit hours   | 39   |

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

Residential and commuter bachelor's degree-seeking students on a semester schedule are required to complete a minimum of 39 semester hours in general education as outlined above. Students seeking a bachelor's degree in 7-week terms are required to complete 36 credits.

The cumulative GPA of a student's general education courses must be at 2.0 (C) or higher. \*Students must complete the ENG 111 course with a grade of C or higher. The CR/NC option is available only for general education courses

## Academic Programs

that will not apply to a major or minor, with the exception of AP scores. 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 on the semester schedule who transfer in 30 credits or more are exempt from UNI 101.

### Resources for Supporting and Enhancing the Academic Experience

A variety of services and offices at Dakota Wesleyan are dedicated to supporting and enhancing student's academic and cocurricular experience.

#### Academic Success and Career Services

The university's academic success and career services center (located on the first floor of McGovern Library) offers free academic support and career services to all Dakota Wesleyan students. This office oversees the university's peer tutoring program.

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

Any student who believes they need academic accommodations or access to 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 university office officially charged with assisting students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Student Disability Services must obtain a new accommodation letter each semester in order to access services.

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: TRIO Office Suite / First Floor McGovern  
Phone: 605-995-2931 Fax: 605-995-2660

#### TRIO Student Support Services

TRIO Student Support Services is a program funded by a federal grant located on Dakota Wesleyan's campus (on the first floor of McGovern Library) that offers a breadth of free support services to Dakota Wesleyan students pursuing a bachelor's degree who meet criteria associated with family income, first generation status, and learning challenges. Dakota Wesleyan students are encouraged to check with TRIO to see whether they are eligible to receive services.

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

The McGovern Library is a multifaceted facility at Dakota Wesleyan 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 University prior to beginning his political career. He was the democratic nominee for president in 1972, served as an ambassador to the United Nations and dedicated much of his life to ending childhood hunger.

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

#### The Kelley Center for Entrepreneurship

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

## **Academic Programs**

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

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

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

## **Travel Courses and Study Abroad**

### **Travel Courses**

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

### **Study Abroad**

There are many opportunities for Dakota Wesleyan undergraduate students to study abroad. Dakota Wesleyan is a participating member of the Central College Study abroad program; therefore, students are able to enroll in established programs around the world. Also, an exchange program has been established in Ireland, allowing Irish students to attend Dakota Wesleyan and Dakota Wesleyan 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.

Visit [www.dwu.edu](http://www.dwu.edu) for current information. To maintain quality programs, Dakota Wesleyan University reserves the right to modify or terminate programs, as necessary. The university reserves the right to change the content, schedule, requirements, and modality of course offerings at any time. Programs, services, or other activities of the university may be terminated at any time due to natural disasters, the destruction of physical spaces or technology, labor disturbances, governmental orders, and/or for other reasons and/or circumstances beyond the control of the university.

# 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.

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

## Academic Minors

An academic minor is a secondary field of study that provides students with a relatively broad introduction to a particular field. Academic minors provide students with the opportunity to explore and expand their base of academic and professional preparation. An academic minor involves a minimum of 15 semester hours of study and must differ from a student's major (i.e., a student may not pursue a minor as a subset of courses in their major field). Dakota Wesleyan University offers academic minors in the following areas:

### Allied Health

|                     |   |     |
|---------------------|---|-----|
| BIO, CHM,<br>or PHS | Four courses with labs  | *16 |
| HLT 100             | Introduction to Healthcare  | 1   |
| PSY                 | 300-400 Level Course  | 3   |
| Electives*          | ATN320, BIO220, BIO316, BIO330, BIO333, BIO344, BIO346, CHM174,<br>CHM231, CHM332, CHM341, CHM342, MTH200, MTH210, MTH350, PHS260,<br>PHS270, SPX315, or another course approved by department chair. | 5   |
|                     | Total   | 25  |

\*No course may count for both a major & a minor.

#This is the minimum number of elective credits required.

### Behavioral Science

|         |                           |    |
|---------|---------------------------|----|
| PSY 131 | General Psychology        | 3  |
| PSY 202 | History of Psychology     | 3  |
| PSY 237 | Developmental Psychology  | 3  |
| SOC 152 | Introduction to Sociology | 3  |
| CRJ/SOC | 300-400 Level Courses     | 6  |
|         | Total                     | 18 |

### Biology

|          |                              |    |
|----------|------------------------------|----|
| BIO 120  | Principles of Biology I      | 3  |
| BIO 120L | Principles of Biology I Lab  | 1  |
| BIO 122  | Principles of Biology II     | 3  |
| BIO 122L | Principles of Biology II Lab | 1  |
| BIO 315  | Genetics                     | 3  |
| BIO 315L | Genetics Lab                 | 1  |
| BIO      | Electives                    | 8  |
|          | Total                        | 20 |

### Business

|         |  |   |
|---------|--|---|
| BUS 101 | Introduction to Business                                 | 3 |
| BUS 220 | Principles of Management                                 | 3 |
| BUS 251 | Principles of Financial Accounting                       | 3 |
| BUS 263 | Business Law I   | 3 |
| BUS 371 | Principles of Marketing                                  | 3 |
| ECO 231 | Principles of Macroeconomics or                          |   |
| ECO 232 | Principles of Microeconomics                             | 3 |
| BUS     | Elective chose in consultation with a business professor | 3 |

## Undergraduate Courses and Curriculum

|  |  |       |
|--|--|-------|
| Total                                    |  | 21    |
| <b>Chemistry</b>                         |  |       |
| CHM 164                                  | University Chemistry   | 3     |
| CHM 166                                  | University Chemistry lab   | 1     |
| CHM 231                                  | Organic Chemistry I  | 3     |
| CHM 231L                                 | Organic Chemistry I Lab  | 1     |
| CHM 332                                  | Organic Chemistry II   | 3     |
| CHM 332L                                 | Organic Chemistry II Lab   | 1     |
| Students will select 2 of the following: |  |       |
| CHM 310                                  | Inorganic Chemistry or   |       |
| CHM 323                                  | Analytical Chemistry with Lab or   |       |
| CHM 341                                  | Biochemistry I with Lab or   |       |
| CHM 360                                  | Physical Chemistry   | 7-8   |
| Total                                    |  | 19-20 |
| <b>Communication</b>                     |  |       |
| COM 205                                  | Communication, Media and Society   | 3     |
| COM 230                                  | Communication Theories   | 3     |
| COM 240                                  | Business and Professional Communication  | 3     |
| COM 315                                  | Principles of Public Relations   | 3     |
| DMD 101                                  | Introduction to Design   | 3     |
| Electives                                | BUS373, COM210, COM320, COM330, DMD345, or SOC312<br>(Other electives may be chosen in consultation with department chair) | 6     |
| Total                                    |  | 21    |
| <b>Criminal Justice</b>                  |  |       |
| CRJ 210                                  | Introduction to Criminal Justice   | 3     |
| CRJ 258                                  | Criminology  | 3     |
| CRJ 261                                  | Criminal Law   | 3     |
| CRJ 373                                  | Probation and Parole   | 3     |
| CRJ 395                                  | Constitutional Criminal Justice  | 3     |
| CRJ                                      | Elective   | 3     |
| Elective                                 | PSY245, PSY310, SOC312, or other CRJ course not included above,<br>chosen in consultation with department chair.           | 3     |
| Total                                    |  | 21    |
| <b>Digital Communication</b>             |  |       |
| COM 235                                  | Introduction to New Media  | 3     |
| DMD 203                                  | Digital Imaging  | 3     |
| ENG 216                                  | Content Strategy for Digital Media   | 3     |
| Electives                                | DMD247, DMD345, COM315, COM330, ENG215, ENG342,<br>BUS371, BUS373  | 9     |
| Total                                    |  | 18    |
| <b>English Creative Writing</b>          |  |       |
| ENG 201                                  | Introduction to Literary Analysis  | 3     |
| ENG 202                                  | Creative Writing I   | 3     |
| ENG 302                                  | Creative Writing II: Genre Technique   | 3     |
| ENG 460                                  | Creative Writing Capstone  | 3     |
| Select one of the following:             |  |       |
| ENG 205                                  | British Literature I   |       |
| ENG 206                                  | British Literature II  |       |
| ENG 223                                  | American Literature  |       |
| ENG 226                                  | Literature of European Civilization  | 3     |
| Select one of the following:             |  |       |
| ENG 313                                  | Great Plains Literature  |       |

## Undergraduate Courses and Curriculum

|         |                               |    |
|---------|-------------------------------|----|
| ENG 315 | Women Writers                 |    |
| ENG 316 | Contemporary World Literature |    |
| ENG 323 | Shakespeare                   | 3  |
|         | Total                         | 18 |

### English Literature

|                              |                                     |    |
|------------------------------|-------------------------------------|----|
| ENG 201                      | Introduction to Literary Analysis   | 3  |
| ENG 205                      | British Literature I or             |    |
| ENG 206                      | British Literature II               | 3  |
| ENG 223                      | American Literature                 | 3  |
| ENG 226                      | Literature of European Civilization | 3  |
| ENG 323                      | Shakespeare                         | 3  |
| ENG 460                      | Capstone                            | 3  |
| Select one of the following: |                                     |    |
| ENG 313                      | Great Plains Literature             |    |
| ENG 315                      | Women Writers                       |    |
| ENG 316                      | Contemporary World Literature       | 3  |
|                              | Total                               | 21 |

### Entrepreneurial Leadership

|         |   |    |
|---------|---|----|
| BUS 155 | Survey of Accounting                            | 3  |
| BUS 220 | Principles of Management                        | 3  |
| BUS 371 | Principles of Marketing                         | 3  |
| ENT 224 | The Entrepreneurial Mindset                     | 3  |
| ENT 325 | Developing Innovation                           | 3  |
| ENT 347 | Financial Management for Organizational Leaders | 3  |
| ENT 424 | Entrepreneurship Capstone                       | 3  |
|         | Total   | 21 |

### Exercise Science

|           |  |    |
|-----------|--|----|
| SPX 140   | Introduction to Sport, Exercise and Wellness                                 | 3  |
| SPX 211   | Care and Prevention of Athletic Injuries                                     | 2  |
| SPX 240   | Methods of Free Weights and Conditioning                                     | 3  |
| SPX 362   | Psychological Dynamics of Sport  | 3  |
| HLT 306   | First Aid  | 1  |
| HLT 307   | Emergency Cardiac Care   | 1  |
| Electives | ATN 320, SPX 305, SPX 315, SPX 320, SPX 455, HPR 350*,<br>HPR 360*, HPR 450* | 6  |
|           | Total  | 18 |

\*Recommended electives for those interested in coaching

### Forensic Science & Investigation

|           |                                  |    |
|-----------|----------------------------------|----|
| CRJ 210   | Introduction to Criminal Justice | 3  |
| CRJ 365   | Criminal Evidence                | 3  |
| CRJ 385   | Criminal Investigation           | 3  |
| CHM 164   | University of Chemistry          | 3  |
| CHM 166   | University of Chemistry Lab      | 1  |
| CHM174/L  | Organic and Biochemistry         | 4  |
| CHM 323/L | Analytical Chemistry             | 4  |
|           | Total                            | 21 |

### Graphic Design

|         |                          |   |
|---------|--------------------------|---|
| DMD 101 | Introduction to Design   | 3 |
| DMD 141 | Art Appreciation         | 3 |
| DMD 202 | Computer Graphics        | 3 |
| DMD 203 | Digital Imaging          | 3 |
| DMD 303 | Advanced Digital Imaging | 3 |

## Undergraduate Courses and Curriculum

|         |                    |    |
|---------|--------------------|----|
| DMD 345 | Desktop Publishing | 3  |
|         | Total              | 18 |

### History

|           |                                    |    |
|-----------|------------------------------------|----|
| HIS 101   | World History I                    | 3  |
| HIS 141   | History of the Modern World        | 3  |
| HIS 201   | US History I or                    |    |
| HIS 202   | US History II                      | 3  |
| Electives | History (at least six upper level) | 9  |
|           | Total                              | 18 |

### Mathematics

|           |                                      |    |
|-----------|--------------------------------------|----|
| MTH 200   | Statistical Methods I                | 3  |
| MTH 210   | Calculus I                           | 5  |
| MTH 225   | Advanced Calculus for Scientists     | 3  |
| MTH 260   | Introduction to Computer Programming | 3  |
| Electives | MTH250 or above                      | 6  |
|           | Total                                | 20 |

### Music

|                     |  |    |
|---------------------|--|----|
| MUS 10*/20*/30*/40* | Applied Voice or instrument  | 2  |
| MUS 141             | Music Appreciation   | 3  |
| MUS 215             | Music Theory II  | 3  |
| MUS 315             | Music Theory III   | 3  |
| Ensemble            | Participation in DWU Choir, Highlanders or University Band                         | 4  |
| Electives           | MUS141, MUS311, MUS312, MUS313, MUS320, MUS330, MUS340, MUS350, or applied lessons | 9  |
|                     | Total  | 24 |

### Nonprofit Administration

|         |                                    |    |
|---------|------------------------------------|----|
| NPA 300 | gob & Management                   | 3  |
| NPA 310 | Public Policy                      | 3  |
| NPA 311 | Social Justice & Civic Engagement  | 3  |
| NPA 313 | Resource Development & Stewardship | 3  |
| NPA 370 | Program Design & Evaluation        | 3  |
| BUS 155 | Survey of Accounting or            |    |
| BUS 251 | Principles of Financial Accounting | 3  |
| BUS 321 | Organizational Behavior            | 3  |
|         | Total                              | 21 |

### Political Science

|          |   |    |
|----------|---|----|
| POL 141  | U.S. Government                           | 3  |
| POL 250  | Introduction to International Relations   | 3  |
| POL 351  | American Foreign Policy                   | 3  |
| POL 352  | Political Thought                         | 3  |
| POL 355  | The U.S. Constitution                     | 3  |
| Elective | CRJ250, POL386, POL450, POL460, or SOC312 | 3  |
|          | Total                                     | 18 |

### Psychology

|                              |                          |   |
|------------------------------|--------------------------|---|
| PSY 131                      | General Psychology       | 3 |
| PSY 202                      | History of Psychology    | 3 |
| PSY 333                      | Cognitive Psychology     | 3 |
| PSY 443                      | Abnormal Psychology      | 3 |
| Select one of the following: |                          |   |
| PSY 237                      | Developmental Psychology | 3 |
| PSY 337                      | Adolescent Psychology    |   |
| SOC 350                      | Adjustment to Aging      |   |

## Undergraduate Courses and Curriculum

Select one of the following:

|         |                                   |           |
|---------|-----------------------------------|-----------|
| BUS 321 | Organizational Behavior           | 3         |
| PSY 270 | Theory and Practice of Counseling |           |
| PSY 381 | Psychology of Personality         |           |
|         | <b>Total</b>                      | <b>18</b> |

### Religious Studies

|         |                                 |           |
|---------|---------------------------------|-----------|
| PHL 220 | Introduction to Ethical Issues  | 3         |
| REL 112 | Christian Faith and Leadership  | 3         |
| REL 210 | Understanding the Old Testament | 3         |
| REL 215 | Life and Teachings of Jesus     | 3         |
| REL 216 | Life and Letters of Paul        | 3         |
| REL 314 | World Religions                 | 3         |
|         | <b>Total</b>                    | <b>18</b> |

### Christian Leadership

|         |                                 |           |
|---------|---------------------------------|-----------|
| PHL 220 | Introduction to Ethical Issues  | 3         |
| REL 155 | Spiritual Formation             | 1         |
| REL 112 | Christian Faith and Practice    | 3         |
| REL 210 | Understanding the Old Testament | 3         |
| REL 215 | The Life and Teachings of Jesus | 3         |
| REL 216 | The Life and Letters of Paul    | 3         |
| REL 314 | World Religions                 | 3         |
| REL 340 | Exploring Christian Ministry    | 3         |
|         | <b>Total</b>                    | <b>22</b> |

### Sociology

|         |                           |   |
|---------|---------------------------|---|
| SOC 152 | Introduction to Sociology | 3 |
| SOC 154 | Marriage and the Family   | 3 |
| SOC 312 | Methods of Research       | 3 |
| SOC 317 | Minority Groups           | 3 |
| SOC 332 | Social Psychology         | 3 |

Select two of the following:

|         |                                 |           |
|---------|---------------------------------|-----------|
| BUS321  | Organizational Behavior         |           |
| CRJ 358 | Criminology                     |           |
| HIS 335 | Native American History         |           |
| NPA 310 | Public Policy                   |           |
| NPA 311 | Social Justice/Civic Engagement |           |
| PSY 237 | Developmental Psychology        | 6         |
|         | <b>Total</b>                    | <b>21</b> |

### Sports Management

|         |                                  |           |
|---------|----------------------------------|-----------|
| COM 205 | Communication, Media and Society | 3         |
| BUS 220 | Principles of Management         | 3         |
| SPM 241 | Sports and Society               | 3         |
| SPM 341 | Sports Administration            | 3         |
| SPM 363 | Sports Policy                    | 3         |
| SPM 382 | Sport Facility and Event Manager | 3         |
|         | <b>Total</b>                     | <b>18</b> |

### Theatre

|         |                         |   |
|---------|-------------------------|---|
| DRM 121 | Technical Theatre       | 3 |
| DRM 141 | Theatre Arts            | 3 |
| DRM 203 | Acting for the Stage    | 3 |
| DRM 280 | Productions Practicum I | 3 |
| DRM 301 | Costume and Makeup      | 3 |
| DRM 335 | Directing I             | 3 |

## Undergraduate Courses and Curriculum

|         |              |    |
|---------|--------------|----|
| DRM 466 | Stage Combat | 3  |
|         | Total        | 21 |

### UI/UX and Interaction Design

|         |                        |    |
|---------|------------------------|----|
| DMD 101 | Intro to Design        | 3  |
| DMD 203 | Digital Imaging        | 3  |
| DMD 300 | Advanced Media Design  | 3  |
| DMD 305 | Color Theory           | 3  |
| DMD 310 | User Experience Design | 3  |
| DMD 315 | Mobile Design          | 3  |
|         | Total                  | 18 |

### Wildlife Management

|           |                                   |   |
|-----------|-----------------------------------|---|
| BIO 120/L | Principles of Biology I           | 4 |
| BIO 122/L | Principles of Biology II          | 4 |
| BIO 325   | Principles of Wildlife Management | 3 |
| BIO 302/L | Ecology                           | 4 |

Select one from the following:

|           |                      |    |
|-----------|----------------------|----|
| BIO 311/L | Invertebrate Zoology |    |
| BIO 318/L | Botany               |    |
| BIO 323/L | Mammalogy            |    |
| BIO 324/L | Ornithology          | 4  |
|           | Total                | 19 |

# **Athletic Training (ATN)**

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

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

The Master of Athletic Training degree is designed to allow a traditional Dakota Wesleyan University 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 graduate section of the catalog.

# Behavioral Sciences (BEH)

*Ron and Sheila Gates College of Business, Education and Social Science*

[www.dwu.edu/academics/majors-minors/behavioral-sciences](http://www.dwu.edu/academics/majors-minors/behavioral-sciences)

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

## Major

### Behavioral Sciences

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

\*To be taken from the following:

|         |                                   |
|---------|-----------------------------------|
| BUS 321 | Organizational Behavior           |
| COM 210 | Interpersonal Communication       |
| CRJ 210 | Introduction to Criminal Justice  |
| CRJ 258 | Criminology                       |
| CRJ 345 | Juvenile Justice                  |
| CRJ 373 | Probation and Parole              |
| NPA 300 | Governance & Management           |
| NPA 370 | Program Design and Evaluation     |
| PSY 270 | Theory and practice of Counseling |
| PSY 400 | Group Counseling                  |
| PSY 443 | Abnormal Psychology               |
| PSY 451 | Family Counseling                 |
| SOC 154 | Marriage and the Family           |
| SOC 317 | Minority Groups                   |
| SOC 427 | Women and Gender Studies          |

## Minor

### Behavioral Sciences

|         |                           |    |
|---------|---------------------------|----|
| PSY 131 | General Psychology        | 3  |
| PSY 202 | History of Psychology     | 3  |
| PSY 237 | Developmental Psychology  | 3  |
| SOC 152 | Introduction to Sociology | 3  |
| SOC/CRJ | Electives 300-400 level   | 6  |
|         | Total                     | 18 |

# Biological Sciences (BIO)

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

[www.dwu.edu/biology](http://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 Dakota Wesleyan University 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 can work with their advisor 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 advisor in selecting electives needed as prerequisites for graduate school. The student's program should also be timed so that the prerequisites are completed before taking the MCAT or GRE exam. See [www.dwu.edu/biology](http://www.dwu.edu/biology) for more information.

A minimum grade of a C- is required for all courses required for the majors and minors in the Biological Sciences including Core Science courses, with the exception of Biology Education as this major requires a C in all Biology content courses. This requirement does not apply to any Skill or General Education requirements unless required under the University's General Education policy.

## **Biology**

In the spirit of a liberal arts education, a student majoring in biology at Dakota Wesleyan University 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 a student's freshman year. Biology majors at Dakota Wesleyan University have completed internships with biomedical laboratories at 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

## Biological Sciences

published in peer-reviewed scientific journals. Such experiences can potentially lead to permanent positions following graduation.

Students at Dakota Wesleyan University 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 and have traveled to study the tropical rainforests of Belize and studied marine biology in the Virgin Islands. Endowed funds are available to support such activities. For more information on scholarships and other funding opportunities, please contact Dakota Wesleyan University's financial aid office.

### Majors

#### B.S. Biology

Biology Core:

|          |  |    |
|----------|--|----|
| BIO 120  | Principles of Biology I*                       | 3  |
| BIO 120L | Principles of Biology I Lab                    | 1  |
| BIO 122  | Principles of Biology II*                      | 3  |
| BIO 122L | Principles of Biology II Lab                   | 1  |
| BIO 301  | Biostatistics                                  | 4  |
| BIO 315  | Genetics                                       | 3  |
| BIO 315L | Genetics Lab                                   | 1  |
| BIO 316  | Evolutionary Biology                           | 3  |
| BIO 470  | Capstone Experience in the Biological Sciences | 2  |
| BIO      | Electives ** MISSING 😞                         | 14 |

Select one of the following courses:

|          |  |    |
|----------|--|----|
| BIO 346  | Introduction to Cell and Molecular Biology and |    |
| BIO 346L | Introduction to Cell and Molecular Biology Lab |    |
| CHM 341  | Biochemistry I and                             | 3  |
| CHM 341L | Biochemistry I Lab                             | 1  |
|          | Total  | 39 |

Scientific Core:

|         |                          |   |
|---------|--------------------------|---|
| CHM 164 | University Chemistry     | 3 |
| CHM 166 | University Chemistry Lab | 1 |

Select two of the following chemistry courses:

|          |                              |   |
|----------|------------------------------|---|
| CHM 174  | Organic and Biochemistry and |   |
| CHM 174L | Organic and Biochemistry Lab |   |
| CHM 231  | Organic Chemistry I and      |   |
| CHM 231L | Organic Chemistry I Lab      |   |
| CHM 323  | Analytical Chemistry and     |   |
| CHM 323L | Analytical Chemistry Lab     |   |
| CHM 332  | Organic Chemistry II and     |   |
| CHM 332L | Organic Chemistry II Lab     | 8 |

|          |                          |    |
|----------|--------------------------|----|
| MTH 210  | Calculus I               | 5  |
| PHS 260  | University Physics I and | 3  |
| PHS 260L | University Physics I     | 1  |
|          | Total                    | 21 |

#### B.A. Biology

Biology Core:

|          |                              |   |
|----------|------------------------------|---|
| BIO 120  | Principles of Biology I*     | 3 |
| BIO 120L | Principles of Biology I Lab  | 1 |
| BIO 122  | Principles of Biology II*    | 3 |
| BIO 122L | Principles of Biology II Lab | 1 |
| BIO 301  | Biostatistics                | 4 |
| BIO 315  | Genetics                     | 3 |
| BIO 315L | Genetics Lab                 | 1 |
| BIO 316  | Evolutionary Biology         | 3 |

## Biological Sciences

|                                      |  |    |
|--------------------------------------|--|----|
| BIO 470                              | Capstone Experience in the Biological Sciences | 2  |
| BIO                                  | Electives ** MISSING 😞                         | 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 and                   |    |
| CHM 174L                             | Organic and Biochemistry Lab or                |    |
| CHM 231                              | Organic Chemistry I and                        |    |
| CHM 231L                             | Organic Chemistry I Lab                        | 4  |
|                                      | Total  | 12 |

\*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 Dakota Wesleyan University biology graduate more marketable for jobs within the area of the concentration, as well as better prepared for graduate school within areas related to a student's concentration.

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

12 credit hours of required courses listed for the concentration.

3 credit hours (minimum) of additional required electives chosen from the list specific to the concentration.

7 credit hours (minimum) of additional electives from each of the other two concentration areas.

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

### Concentration in Cell Biology

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

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

## Biological Sciences

|  |                          |
|--|--------------------------|
| Select one of the following electives: | 4 minimum                |
| BIO 220/L                              | Anatomy and Physiology I |
| BIO 344/L                              | Immunology               |

|  |                      |
|--|----------------------|
| Select one of the following electives: | 4 minimum            |
| BIO 311/L                              | Invertebrate Zoology |
| BIO 318/L                              | Botany               |
| BIO 323/L                              | Mammalogy            |
| BIO 324/L                              | Ornithology          |

|  |                                   |
|--|-----------------------------------|
| And select one of the following different electives: | 3-4 minimum                       |
| BIO 302/L  | Ecology                           |
| BIO 318/L  | Botany                            |
| BIO 323/L  | Mammalogy                         |
| BIO 324/L  | Ornithology                       |
| BIO 325  | Principles of Wildlife Management |
| Total  | 23 minimum                        |

### Concentration in Organismal Biology

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

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

|  |                          |
|--|--------------------------|
| Select one of the following electives: | 4 minimum                |
| BIO 220/L                              | Anatomy and Physiology I |
| BIO 323/L                              | Mammalogy                |
| BIO 324/L                              | Ornithology              |

|  |   |
|--|---|
| Select one of the following different electives: |   |
| BIO 346/L  | Introductions to Molecular and Cell Biology |
| CHM 341/L  | Biochemistry                                |

|  |                                   |
|--|-----------------------------------|
| And select one of the following different electives: | 7 minimum                         |
| BIO 302/L  | Ecology                           |
| BIO 325  | Principles of Wildlife Management |
| Total  | 23 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.

## Biological Sciences

|          |             |   |
|----------|-------------|---|
| BIO 302  | Ecology     | 3 |
| BIO 302L | Ecology Lab | 1 |
| BIO 318  | Botany      | 3 |
| BIO 318L | Botany Lab  | 1 |

Select one of the following electives: 4 minimum

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

Select one of the following electives:

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

And select one of the following different electives: 7 minimum

|           |                          |  |
|-----------|--------------------------|--|
| BIO 220/L | Anatomy and Physiology I |  |
| BIO 311/L | Invertebrate Zoology     |  |
| BIO 333/L | Microbiology             |  |

Total 19 minimum

### Wildlife Management

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

Most courses in the program include hands-on laboratory and field activities to give students real-life experience in identification of wildlife, and techniques that are used to study their populations, such as trapping, radio telemetry and sampling of habitat characteristics. An important part of the program is the internship, in which students obtain experience working in an area of interest. Dakota Wesleyan University 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 Dakota Wesleyan University are encouraged to think globally and consider learning opportunities that are not traditionally available on campus. Students may apply for endowed scholarships to help defray the expenses of volunteer activities for which they can receive internship credit or receive credit for coursework taken at field stations in the U.S. or abroad.

## Major

### B.S. Wildlife Management

Biology Core:

|           |   |   |
|-----------|---|---|
| BIO 103   | Freshman Seminar in Wildlife Management | 1 |
| BIO 120   | Principles of Biology I                 | 3 |
| BIO 120 L | Principles of Biology I Lab             | 1 |
| BIO 122   | Principles of Biology II                | 3 |
| BIO 122L  | Principles of Biology II Lab            | 1 |
| BIO 302   | Ecology                                 | 3 |
| BIO 302L  | Ecology Lab                             | 1 |
| BIO 311   | Invertebrate Zoology                    | 3 |
| BIO 311L  | Invertebrate Zoology Lab                | 1 |
| BIO 315   | Genetics                                | 3 |

## Biological Sciences

|          |  |   |
|----------|--|---|
| BIO 315L | Genetics Lab                                   | 1 |
| BIO 316  | Evolutionary Biology                           | 3 |
| BIO 318  | Botany   | 3 |
| BIO 318L | Botany Lab                                     | 1 |
| BIO 323  | Mammalogy                                      | 3 |
| BIO 323L | Mammalogy Lab                                  | 1 |
| BIO 324  | Ornithology                                    | 3 |
| BIO 324L | Ornithology Lab                                | 1 |
| BIO 325  | Principles of Wildlife Management              | 3 |
| BIO 470  | Capstone Experience in the Biological Sciences | 2 |

Select one of the following electives:

|          |  |    |
|----------|--|----|
| BIO 333  | Microbiology and                               |    |
| BIO 333L | Microbiology Lab                               |    |
| BIO 344  | Immunology and                                 |    |
| BIO 344L | Immunology Lab                                 |    |
| BIO 346  | Introduction to Molecular and Cell Biology and |    |
| BIO 346L | Introduction to Molecular and Cell Biology Lab |    |
| BIO 400  | Research                                       |    |
|          | Total  | 41 |

Scientific Core:

|          |                              |   |
|----------|------------------------------|---|
| CHM 164  | University Chemistry         | 3 |
| CHM 166  | University Chemistry Lab     | 1 |
| CHM 174  | Organic and Biochemistry     | 3 |
| CHM 174L | Organic and Biochemistry Lab | 1 |

Select one of the following courses:

|         |               |            |
|---------|---------------|------------|
| BIO 301 | Biostatistics | 4 minimum  |
| MTH 210 | Calculus I    |            |
|         | Total         | 12 minimum |

### Concentration in Wildlife Law Enforcement

The concentration in wildlife law enforcement makes the wildlife management major at Dakota Wesleyan University 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 translocation of fish populations.

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

|         |                                  |   |
|---------|----------------------------------|---|
| CRJ 210 | Introduction to Criminal Justice | 3 |
| CRJ 250 | American Legal System            | 3 |
| CRJ 261 | Criminal Law                     | 3 |
| CRJ 385 | Criminal Investigation           | 3 |
| CRJ 395 | Constitutional Criminal Justice  | 3 |
| COM 210 | Interpersonal Communication or   |   |
| ENG 215 | Business and Technical Writing   | 3 |

Total

18

**Biology Education**

Dakota Wesleyan University’s biology education program provides well-educated teachers an opportunity 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 5–12. 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 2020 National Science Teachers Association’s (NSTA/ASTE) “standards for science teacher preparation. Furthermore, our program meets all the NSTA/ASTE Natural Science content and standards, along with their recommended supporting competencies (<https://static.nsta.org/pdfs/2020SecondaryLifeScience.pdf>).

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

Students interested in teacher certification in 5–12 biology must complete the following program and meet or exceed the minimum score on the appropriate Praxis exam. Additionally, the education program requires that a minimum cumulative overall GPA of 2.6 be maintained to enroll in education courses. The curriculum includes 37 credit hours of biology courses, 20 credit hours of additional science courses (e.g., chemistry, psychology), and 47 credit hours of education courses, including the student teaching credits. The courses enable the teacher to teach 5–12 science-biology after passing the appropriate Praxis tests. Students may add to their certificate all science endorsements by passing the appropriate Praxis II test. For further clarification, see “Education.”

**Major**

**B.S. Biology Education**

Biology Core:

|          |                              |   |
|----------|------------------------------|---|
| BIO 120  | Principles of Biology I      | 3 |
| BIO 120L | Principles of Biology I Lab  | 1 |
| BIO 122  | Principles of Biology II     | 3 |
| BIO 122L | Principles of Biology II Lab | 1 |
| BIO 220  | Anatomy and Physiology I     | 3 |
| BIO 220L | Anatomy and Physiology Lab   | 1 |
| BIO 302  | Ecology                      | 3 |
| BIO 302L | Ecology Lab                  | 1 |
| BIO 305  | Biology Teaching Methods     | 2 |
| BIO 315  | Genetics                     | 3 |
| BIO 315L | Genetics Lab                 | 1 |
| BIO 316  | Evolutionary Biology         | 3 |
| BIO 318  | Botany                       | 3 |

## Biological Sciences

|                  |   |    |
|------------------|---|----|
| BIO 318L         | Botany Lab  | 1  |
| BIO 330          | Anatomy and Physiology II                                 | 3  |
| BIO 330L         | Anatomy and Physiology II Lab                             | 1  |
| BIO 333          | Microbiology  | 3  |
| BIO333L          | Microbiology Lab  | 1  |
|                  | Total   | 37 |
| Scientific Core: |   |    |
| BIO 301          | Biostatistics   | 4  |
| CHM 164          | University Chemistry                                      | 3  |
| CHM 166          | University Chemistry Lab                                  | 1  |
| CHM 174          | Organic and Biochemistry                                  | 3  |
| CHM 174L         | Organic and Biochemistry Lab                              | 1  |
| PHS 100          | Physical Science: Physics and the Atomic Nature of Matter | 3  |
| PHS 101          | Physical Science: Chemistry, Earth and Space              | 3  |
| PSY 237          | Developmental Psychology                                  | 3  |
|                  | Total   | 21 |
| Education Core:  |   |    |
| EDU 201          | Foundations of Education                                  | 3  |
| EDU 220          | Technology for Teachers                                   | 1  |
| EDU 310          | Human Relations/Multiculturalism                          | 3  |
| EDU 311          | Educational Psychology                                    | 3  |
| EDU 335          | American Indian Education                                 | 3  |
| EDU 412          | Adolescent Learners' Needs                                | 3  |
| EDU 424          | Literacy Methods in the Content Area                      | 3  |
| EDU 435          | Curriculum Standards and Assessment                       | 3  |
| EDU 456          | Secondary and Middle Level Teaching Methods               | 3  |
| EDU 465          | Classroom Management for the K–12 Educator                | 3  |
| EDU 474          | 5–12 Student Teaching                                     | 14 |
| EDU 475          | Seminar   | 2  |
| SPD 206          | Introduction to Exceptional Students                      | 3  |
|                  | Total   | 47 |

## 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 advisor and the department of biological sciences to complement their major.

## Minors

### Biology

|          |                              |    |
|----------|------------------------------|----|
| BIO 120  | Principles of Biology I*     | 3  |
| BIO 120L | Principles of Biology I Lab  | 1  |
| BIO 122  | Principles of Biology II*    | 3  |
| BIO 122L | Principles of Biology II Lab | 1  |
| BIO 315  | Genetics                     | 3  |
| BIO 315L | Genetics Lab                 | 1  |
| BIO      | Electives                    | 8  |
|          | Total                        | 20 |

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

**Wildlife Management Minor**

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

**Wildlife Management**

|          |                                   |   |
|----------|-----------------------------------|---|
| BIO 120  | Principles of Biology I and       | 3 |
| BIO 120L | Principles of Biology I Lab       | 1 |
| BIO 122  | Principles of Biology II and      | 3 |
| BIO 122L | Principles of Biology II Lab      | 1 |
| BIO 325  | Principles of Wildlife Management | 3 |
| BIO 302  | Ecology                           | 3 |
| BIO 302L | Ecology Lab                       | 1 |

And select one of the following electives:

|          |                          |     |
|----------|--------------------------|-----|
| BIO 311  | Invertebrate Zoology and |     |
| BIO 311L | Invertebrate Zoology Lab |     |
| BIO 318  | Botany and               |     |
| BIO 318L | Botany Lab               |     |
| BIO 323  | Mammalogy and            |     |
| BIO 323L | Mammalogy Lab            |     |
| BIO 324  | Ornithology and          |     |
| BIO 324L | Ornithology Lab          | 4   |
|          | Total                    | 19* |

**Allied Health Minor**

Dakota Wesleyan University prepares students for the most important emerging careers in healthcare. Dakota Wesleyan University 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 advisor. All students declaring the Allied Health minor should add one of the biology faculty advisors as a co-advisor for this minor.

**Minor**

**Allied Health**

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

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

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

ALLIED HEALTH MINOR SECTION (and my checksheet) LIST SPECIFIC ELECTIVES???

# Business (BUS) and Economics (ECO)

*Ron and Sheilah Gates College of Business, Education and Social Science*

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

## **Business Department Mission Statement**

The mission of the Musick Family department of Business is to make impactful contributions to the economic and civic vitality of the region through the work of its faculty, through its programmatic offerings, and through the contributions of its graduates.

## **Overview**

The business 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 Musick Department of Business, there is a Bachelor of Science degree with concentrations in the disciplines of management, marketing, finance, sports management, nonprofit administration, agriculture, entrepreneurial leadership and construction management. In addition, there are majors in entrepreneurial leadership and accounting (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.

The accounting major requires a higher number of credit hours because of additional courses necessary for the Certified Public Accountant (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 to become a CPA. These additional hours can be taken at Dakota Wesleyan University, in two different ways: enter the Dakota Wesleyan University MBA program to meet the fifth-year academic hour requirement; or see the fifth-year additional accounting course plan for recommended additional undergraduate courses.

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 15-18 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 need 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 advisors. Students completing a business degree must have a grade of 'C-' or higher in the business classes to complete the degree.

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

## **Majors**

### **B.S. Business Administration**

#### Business Core

|         |                                     |   |
|---------|-------------------------------------|---|
| BUS 101 | Introduction to Business            | 3 |
| BUS 220 | Principles of Management            | 3 |
| BUS 251 | Principles of Financial Accounting  | 3 |
| BUS 252 | Principles of Managerial Accounting | 3 |
| BUS 263 | Business Law I                      | 3 |
| BUS 344 | Principles of Finance               | 3 |

## Business and Economics

|         |                                       |    |
|---------|---------------------------------------|----|
| BUS 356 | Operations and Information Management | 3  |
| BUS 371 | Principles of Marketing               | 3  |
| BUS 381 | Business Ethics and Social Policy     | 3  |
| BUS 484 | Business Analysis and Strategy        | 3  |
| ECO 231 | Principles of Macroeconomics or       | 3  |
| ECO 232 | Principles of Microeconomics          | 3  |
| ENG 215 | Business and Technical Writing        | 3  |
| MTH 200 | Statistical Methods I                 | 3  |
|         | Total                                 | 39 |

Individualized Concentration: Select 18 credits in consultation with department chair or advisor:  
Total B.S. in Business Administration      18  
57

Business majors cannot minor in entrepreneurial leadership and entrepreneurial leadership majors cannot minor in business. Business majors may complete a second concentration in lieu of a minor.

### Entrepreneurial Leadership Concentration

|         |   |    |
|---------|---|----|
| COM 205 | Communication, Media & Society                  | 3  |
| ENT 224 | The Entrepreneurial Mindset                     | 3  |
| ENT 325 | Developing Innovation                           | 3  |
| ENT 347 | Financial Management for Organizational Leaders | 3  |
| ENT 424 | Entrepreneurship Capstone                       | 3  |
|         | Total   | 15 |

### Finance Concentration

|         |   |    |
|---------|---|----|
| BUS 340 | Financial Planning: Process and Application | 3  |
| BUS 341 | Money and Banking                           | 3  |
| BUS 342 | Investments                                 | 3  |
| BUS 345 | Insurance and Risk Management               | 3  |
| BUS 346 | Real Estate                                 | 3  |
|         | Total                                       | 15 |

### Management Concentration

|         |                                |   |
|---------|--------------------------------|---|
| BUS 315 | Leadership and Communication   | 3 |
| BUS 318 | Conflict and Change Management | 3 |
| BUS 321 | Organizational Behavior        | 3 |
| BUS 322 | Human Resource Management      | 3 |

|                             |   |    |
|-----------------------------|---|----|
| Select one of the following |   | 3  |
| COM 240                     | Business and Professional Communication |    |
| COM 320                     | Multicultural Communication             |    |
| COM 330                     | Organizational Communication            |    |
|                             | Total                                   | 15 |

### Marketing Concentration

|         |                                    |    |
|---------|------------------------------------|----|
| BUS 373 | Integrated Marketing Communication | 3  |
| BUS 377 | Consumer Behavior                  | 3  |
| COM 205 | Communication, Media and Society   | 3  |
| DMD 203 | Digital Imaging                    | 3  |
| DMD 345 | Desktop Publishing                 | 3  |
| ENG 216 | Content Strategy for Digital Media | 3  |
|         | Total                              | 18 |

### Nonprofit Administration Concentration

|         |                         |   |
|---------|-------------------------|---|
| BUS 321 | Organizational Behavior | 3 |
| NPA 300 | Governance & Management | 3 |
| NPA 310 | Public Policy           | 3 |

## Business and Economics

|         |                                      |    |
|---------|--------------------------------------|----|
| NPA 313 | Resource Development and Stewardship | 3  |
| NPA 370 | Program Design and Evaluation        | 3  |
|         | Total                                | 15 |

### Sports Management Concentration

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

### Agriculture Concentration (in partnership with Mitchell Technical College)

Select six courses from the following:

|          |   |    |
|----------|---|----|
| *AGT 101 | Animal Science (fall)                   | 3  |
| *AGT 110 | Crop Science (spring)                   | 3  |
| *AGT 112 | Fertilizers (spring)                    | 3  |
| *AGT 120 | Soil Science (fall)                     | 3  |
| *AGT 160 | Commodity Marketing (spring)            | 3  |
| *AGT 260 | Advanced Commodity Marketing (fall)     | 3  |
| *AGT 261 | AG sales & Service (fall)               | 3  |
| *AGT 263 | Fundamentals of Insurance (spring)      | 2  |
| *PAT 203 | Intro to Variable Rate Systems (spring) | 3  |
|          | Total                                   | 26 |

### Construction Management (in partnership with Mitchell Technical College)

This concentration is for students who seek a career in the management of a construction workplace.

|         |                                       |    |
|---------|---------------------------------------|----|
| *AD 102 | Building Materials                    | 2  |
| *AD 117 | Project Timeline                      | 2  |
| *AD 221 | Advanced Building Materials           | 2  |
| *AD 272 | Construction Documents                | 2  |
| *BC 115 | Building Methods                      | 2  |
| *BC 121 | Material Takeoff                      | 2  |
| *BC 271 | Construction Contracting & Leadership | 3  |
|         | Total                                 | 15 |

\*These courses will be completed at Mitchell Technical College

### B.S. Accounting

Business Core:

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

## Business and Economics

Accounting upper-level courses:

|         |  |    |
|---------|--|----|
| BUS 305 | Accounting Systems                         | 3  |
| BUS 349 | Taxation I                                 | 3  |
| BUS 350 | Taxation II                                | 3  |
| BUS 353 | Intermediate Accounting I                  | 4  |
| BUS 354 | Intermediate Accounting II                 | 4  |
| BUS 355 | Cost Accounting                            | 3  |
| BUS 363 | Business Law II                            | 3  |
| BUS 456 | Governmental and Not-for-Profit Accounting | 3  |
| BUS 457 | Advanced Accounting I                      | 3  |
| BUS 458 | Auditing                                   | 3  |
|         | Total accounting upper levels              | 32 |
|         | Total B.S. in Accounting                   | 71 |

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 Dakota Wesleyan University MBA program or otherwise completing additional undergraduate courses for the fifth year. This is requirement for most states in order for an individual to sit for the Uniform CPA Exam.

### Minors

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

### Business

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

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

Prerequisites may be waived with instructor's consent.

### Associate of Science

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

# Certificates-to-Degree (CTD)

*Ron and Sheilah Gates College of Business, Education and Social Science*

Dakota Wesleyan University's certificate-to-degree (CTD) program offers a flexible and practical way for students to earn relevant professional credentials in a customizable format. Students can earn either an associate or bachelor's degree by completing one of two core certificates (i.e., nonprofit administration or organizational leadership) and, as appropriate, pairing that with additional certificates and completing the general education requirements. By supplementing their Dakota Wesleyan University coursework with transfer credits, credits for professional credentials, and credit for qualified life experience through the university's portfolio course, students have access to a variety of innovative and student-friendly ways to earn a degree.

## **Associate Degree:**

To earn an associate degree a student must complete:

1. the core certificate in either Nonprofit Administration or Organizational Leadership,
2. additional electives and/or certificates and
3. the general education requirements.

## **General Education Requirement for AA:**

|  |   |    |
|--|---|----|
| BUS 141  | Financial Literacy  | 3  |
| COM 101 <i>or</i><br>COM 120 <i>or</i><br>COM 210                      | Fundamentals of Speech Communication<br>Workplace Communications<br>Interpersonal Communication | 3  |
| ENG 215 <i>or</i><br>ENG 111   | Business and Technical Writing<br>Composition   | 3  |
| MTH 111 <i>or</i><br>MTH 125 <i>or</i><br>MTH 200 <i>or</i><br>MTH 210 | Quantitative Reasoning<br>College Algebra<br>Statistical Methods I<br>Calculus I                | 3  |
|  | Total   | 12 |

## **Bachelor's Degree:**

To earn a bachelor's degree a student must complete:

1. the core certificate in either Nonprofit Administration or Organizational Leadership,
2. One additional certificate,
3. another certificate OR 12 credits of electives\* and
4. the general education requirements.

\*Students entering the program with an associate degree may substitute their associate degree for the second certificate requirement.

## **General Education Requirement for BA:**

|  |  |   |
|--|--|---|
| COM 101 <i>or</i><br>COM 120 <i>or</i><br>COM 210                      | Fundamentals of Speech Communication<br>Workplace Communication<br>Interpersonal Communication | 3 |
| ENG 215 <i>or</i><br>ENG 111   | Business and Technical Writing<br>Composition  | 3 |
| MTH 111 <i>or</i><br>MTH 125 <i>or</i><br>MTH 200 <i>or</i><br>MTH 210 | Quantitative Reasoning<br>College Algebra<br>Statistical Methods I<br>Calculus I               | 3 |

## Certificates-to-Degree

|   |  |    |
|---|--|----|
| Gen. Ed.  | Additional General Education<br>(i.e., Breadth of Knowledge Courses) | 24 |
|   | Totals   | 33 |
| <b>Certificates:</b>  |  |    |
| <b>Communications for the Digital Age</b>   |  |    |
| BUS 255   | Contemporary Marketing Strategies                                    | 3  |
| COM 205   | Communications, Media, and Society                                   | 3  |
| COM 315   | Public Relations   | 3  |
| DMD 203   | Digital Imaging  | 3  |
|   | Totals   | 12 |
| <b>Data Development, Analysis, and Management</b>   |  |    |
| BUS 211   | Business Statistics  | 3  |
| BUS 260   | Data Mining  | 3  |
| BUS 301   | Data Driven Decision Making  | 3  |
| BUS 360   | Data Assessment, Analysis, and Reporting                             | 3  |
|   | Totals   | 12 |
| <b>Financial Management</b>   |  |    |
| BUS 340   | Financial Planning   | 3  |
| BUS 341   | Fundamentals of Money and Banking                                    | 3  |
| ECON 210  | Community Economics  | 3  |
| ENT 347   | Financial Management for Organizational Leaders                      | 3  |
|   | Totals   | 12 |
| <b>Nonprofit Administration (required for AA or BA in NPA)</b>                                  |  |    |
| NPA 101   | Fundamentals of Nonprofit Administration                             | 3  |
| NPA 300   | Governance and Management  | 3  |
| NPA 313   | Resource Development and Stewardship                                 | 3  |
| NPA 370   | Program Design and Evaluation  | 3  |
|   | Totals   | 12 |
| <b>Organizational Leadership (required for AA or BA in Org. Leadership and Org. Management)</b> |  |    |
| BUS 220   | Principles of Management   | 3  |
| BUS 315   | Leadership and Communications  | 3  |
| BUS 318   | Conflict and Change Management                                       | 3  |
| BUS 321   | Organizational Behavior  | 3  |
|   | Totals   | 12 |
| <b>People Development and Management</b>  |  |    |
| BUS 218   | Talent Development   | 3  |
| BUS 322   | Human Resource Management  | 3  |
| BUS 228   | Diversity, Equity, and Inclusion in the Workplace                    | 3  |
| COM 330   | Organizational Communications  | 3  |
|   | Totals   | 12 |
| <b>Professional Workplace Communications</b>  |  |    |
| BUS 122   | Business Management Applications                                     | 3  |
| BUS 124   | Interpersonal Business Skills  | 3  |
| COM 120   | Workplace Communications   | 3  |
| ENG 215   | Business and Technical Writing                                       | 3  |
|   | Totals   | 12 |
| <b>Trauma Informed Care</b>   |  |    |
| PSY 243   | Effects of Trauma Across the Lifespan                                | 3  |
| PSY 274   | Models of Crisis Intervention and Response                           | 3  |
| PSY 358   | Supporting Trauma Care Professionals                                 | 3  |

## Certificates-to-Degree

|         |                           |    |
|---------|---------------------------|----|
| PSY 369 | Ethics of Trauma Response | 3  |
|         | Totals                    | 12 |

\*For information about earning credits for professional credentials and/or qualifying work experience, please see page 38.

# Business Organizational Management

*Ron and Sheilah Gates College of Business, Education and Social Science*

Dakota Wesleyan University's Business: Organizational Management degree program offers a flexible and practical way for students to earn relevant professional credentials in a customizable format. Students can earn either an associate of arts or bachelor of arts degree by completing a core certificate in organizational leadership, pairing that with additional credits/electives, and completing the general education requirements.

## Associate Degree:

To earn an associate degree a student must complete:

1. the core certificate in Organizational Leadership
2. the general education requirements and
3. additional electives to total 60 credits.

Students must earn at least 15 of the 60 credits from DWU.

## General Education Requirements for the Associate Degree:

|  |   |    |
|--|---|----|
| BUS 141  | Financial Literacy  | 3  |
| COM 101 <i>or</i><br>COM 120 <i>or</i><br>COM 210                      | Fundamentals of Speech Communication<br>Workplace Communications<br>Interpersonal Communication | 3  |
| ENG 215 <i>or</i><br>ENG 111   | Business and Technical Writing<br>Composition   | 3  |
| MTH 111 <i>or</i><br>MTH 125 <i>or</i><br>MTH 200 <i>or</i><br>MTH 210 | Quantitative Reasoning<br>College Algebra<br>Statistical Methods I<br>Calculus I                | 3  |
|  | Total   | 12 |

## Bachelor's Degree:

To earn a bachelor's degree a student must complete:

1. the core certificate in Organizational Leadership
2. one additional certificate, minor, or completed associate's degree
3. the general education requirements, and
4. electives to total 120 credits.

Students must earn at least 30 of the 120 credits from DWU.

## Core Certificate

### Organizational Leadership (required for AA and BA in Org. Management)

|         |                                    |    |
|---------|------------------------------------|----|
| BUS 220 | Principles of Management           | 3  |
| BUS 315 | Leadership and Communications      | 3  |
| BUS 318 | Conflict and Change Management     | 3  |
| BUS321  | Organizational Behavior            | 3  |
| BUS 490 | Organizational Management Capstone | 1  |
|         | Total                              | 13 |

## Additional Certificates

### Communications for the Digital Age

|         |                                    |    |
|---------|------------------------------------|----|
| BUS 255 | Contemporary Marketing Strategies  | 3  |
| COM 315 | Public Relations                   | 3  |
| DMD 203 | Digital Imaging                    | 3  |
| DMD 330 | Communications and Social Strategy | 3  |
|         | Total                              | 12 |

## Business Organizational Management

### Entrepreneurial Leadership

|         |   |    |
|---------|---|----|
| BUS 255 | Contemporary Marketing Strategies               | 3  |
| OR      |   |    |
| BUS 371 | Principles of Marketing                         |    |
| ENT 224 | The Entrepreneurial Mindset                     | 3  |
| ENT 325 | Developing Innovation                           | 3  |
| ENT 347 | Financial Management for Organizational Leaders | 3  |
|         | Total   | 12 |

### People Development and Management

|         |   |    |
|---------|---|----|
| BUS 218 | Talent Development                                | 3  |
| BUS 228 | Diversity, Equity, and Inclusion in the Workplace | 3  |
| BUS 322 | Human Resources Management                        | 3  |
| COM 330 | Organizational Communications                     | 3  |
|         | Total   | 12 |

### Sports Management

|         |                                     |    |
|---------|-------------------------------------|----|
| SPM 241 | Sport and Society                   | 3  |
| SPM 341 | Sports Administration               | 3  |
| SPM 363 | Sports Policy                       | 3  |
| SPM 382 | Sport Facility and Event Management | 3  |
|         | Total                               | 12 |

### Agriculture (in partnership with Mitchell Technical College)

Students will take these classes at Mitchell Technical College. Select six courses from the following:

|         |   |       |
|---------|---|-------|
| AGT 101 | Animal Science (fall)                   | 3     |
| AGT 110 | Crop Science (spring)                   | 3     |
| AGT 112 | Fertilizers (spring)                    | 3     |
| AGT 120 | Soil Science (fall)                     | 3     |
| AGT 160 | Commodity Marketing (spring)            | 3     |
| AGT 260 | Advanced Commodity Marketing (fall)     | 3     |
| AGT 261 | AG Sales & Service (fall)               | 3     |
| AGT 263 | Fundamentals of Insurance (spring)      | 2     |
| PAT 203 | Intro to Variable Rate Systems (spring) | 3     |
|         | Total                                   | 17-18 |

### Construction Management (in partnership with Mitchell Technical College)

Students will take these classes at Mitchell Technical College.

|        |                                       |    |
|--------|---------------------------------------|----|
| AD 102 | Building Materials                    | 2  |
| AD 117 | Project Timeline                      | 2  |
| AD 221 | Advanced Building Materials           | 2  |
| AD 272 | Construction Documents                | 2  |
| BC 115 | Building Methods                      | 2  |
| BC 121 | Material Takeoff                      | 2  |
| BC 271 | Construction Contracting & Leadership | 3  |
|        | Total                                 | 15 |

# Associate Degree in Organizational Management (Learn and Earn Program)

*Ron and Sheilah Gates College of Business, Education and Social Science*

*Learn and Earn is an on-site (not online) program for the first three semesters. The fourth semester is completed online with an on-site internship.*

[www.dwu.edu/academics/learn-earn-students](http://www.dwu.edu/academics/learn-earn-students)

The Learn & Earn program is an affordable and efficient 16-month path to a professional career and Associate of Arts Degree with the opportunity to complete a bachelor's degree. Distinct program features for students include being hands-on, being affordable, offering professional career coaching, engaging in a paid internship after just four months, and the ability to pursue professional certificates.

## **Program Delivery Sites and Format**

The mode of course delivery for this program will be on a learning site in Pierre, SD. The space will be designed to simulate a workplace, with individual and collaborative workplaces.

## **Paid Professional Work Experience**

Students will engage in paid professional work experiences during their second, third, and final semesters. Students will work with their student success advisor and program coordinator to be matched with a site. Work experiences will occur two days a week in the second semester and three days a week in the third and fourth. Students will follow workplace policies and procedures at their work site and abide by Dakota Wesleyan University policies for work experience practice. Additionally, students will meet with their coach and work site supervisor regularly for a progress evaluation.

## **Completion Ceremony**

Students will participate in a ceremony celebrating the completion of their Associates Degree.

## **Path to Bachelor's Degree**

Upon completion of the Associates Degree, interested students can continue, completing their bachelor's degree either online or in-person at Dakota Wesleyan University. Dakota Wesleyan University may accept student's dual-credit or other transferable general education credits, toward the Bachelor's Degree after the completion of their Associate's Degree. Please contact the admissions office for more information.

The Learn and Earn Program is part of Dakota Wesleyan University's Business Department. Dakota Wesleyan University's Business Department is nationally accredited through the International Assembly for Collegiate Business Education (IACBE).

## **Learn and Earn Curriculum**

|         |   |    |
|---------|---|----|
| BUS 110 | Introduction to Project Management                        | 3  |
| BUS 122 | Business Management Applications                          | 3  |
| BUS 124 | Interpersonal Business Skills                             | 3  |
| BUS 141 | Financial Literacy  | 3  |
| BUS 155 | Survey of Accounting                                      |    |
| BUS 210 | Principles of Customer Service and Sales                  | 3  |
| BUS 212 | Fundamentals of Organizational Development and Operations | 3  |
| BUS 218 | Talent Development  | 3  |
| BUS 220 | Principles of Management                                  | 3  |
| BUS 255 | Contemporary Marketing Strategies                         | 3  |
| BUS 275 | Field Experience  | 12 |
| BUS 299 | Selected Topics   | 3  |
| BUS 314 | Corporate Ethics and Social Responsibility                | 3  |
| BUS 315 | Leadership and Communication                              | 3  |
| COM 120 | Workplace Communications                                  | 3  |
| ECO 210 | Community Economics                                       | 3  |
| MTH 111 | Quantitative Reasoning                                    | 3  |
|         | Total   | 57 |

# Chemistry (CHM)

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

[www.dwu.edu/academics/majors-minors/chemistry](http://www.dwu.edu/academics/majors-minors/chemistry)

The mission of the department of chemistry and physical science is to prepare its graduates for successful careers and/or graduate education through developing graduates' foundational understanding of chemistry, strengthening their evidence-based reasoning ability, building their ability to communicate scientific ideas to diverse audiences, and exploring opportunities and careers.

## Chemistry

A chemistry major studies the elements of the world, the composition and behavior of matter and how it undergoes chemical change. Students in this major explore theoretical frameworks that underpin chemistry through classroom and laboratory explorations as well as independent research.

A degree in chemistry prepares the student for a number of professional paths such as medicine, research, the chemical industry and more.

## B.S. Chemistry

### Chemistry Core:

|          |                          |   |
|----------|--------------------------|---|
| CHM 164  | University Chemistry     | 3 |
| CHM 166  | University Chemistry Lab | 1 |
| CHM 231  | Organic Chemistry I      | 3 |
| CHM 231L | Organic Chemistry I Lab  | 1 |
| CHM 310  | Inorganic Chemistry      | 3 |
| CHM 310L | Inorganic Chemistry Lab  | 1 |
| CHM 323  | Analytical Chemistry     | 3 |
| CHM 323L | Analytical Chemistry Lab | 1 |
| CHM 332  | Organic Chemistry II     | 3 |
| CHM 332L | Organic Chemistry II Lab | 1 |
| CHM 341  | Biochemistry I           | 3 |
| CHM 341L | Biochemistry I Lab       | 1 |
| CHM 360  | Physical Chemistry       | 3 |
| CHM 403  | Research in Chemistry    | 2 |
| CHM 499  | Capstone in Chemistry    | 1 |

### Scientific Core:

|          |                                  |   |
|----------|----------------------------------|---|
| BIO 120  | Principles of Biology I          | 3 |
| BIO 120L | Principles of Biology I Lab      | 1 |
| MTH 210  | Calculus I                       | 5 |
| MTH 225  | Advanced Calculus for Scientists | 3 |
| PHS 260  | University Physics I             | 3 |
| PHS 260L | University Physics I Lab         | 1 |
| PHS 270  | University Physics II            | 3 |
| PHS 270L | University Physics II Lab        | 1 |

|           |  |    |
|-----------|--|----|
| Electives | MTH 260, MTH 305, MTH 315, MTH 350,<br>or any CHM 300/400 level course | 8  |
|           | Total  | 58 |

## Biochemistry

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

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

## Chemistry

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

### Major

#### B.S. Biochemistry

|           |  |    |
|-----------|--|----|
| BIO 120   | Principles of Biology I  | 3  |
| BIO 120L  | Principles of Biology I Lab  | 1  |
| BIO 122   | Principles of Biology II   | 3  |
| BIO 122L  | Principles of Biology II Lab   | 1  |
| BIO 315   | Genetics   | 3  |
| BIO 315L  | Genetics Lab   | 1  |
| BIO 403   | Research in Biochemistry or  |    |
| CHM 403   | Research in Chemistry  | 2  |
| CHM 164   | University Chemistry   | 3  |
| CHM 166   | University Chemistry Lab   | 1  |
| CHM 231   | Organic Chemistry I  | 3  |
| CHM 231L  | Organic Chemistry I Lab  | 1  |
| CHM 310   | Inorganic Chemistry  | 3  |
| CHM 323   | Analytical Chemistry   | 3  |
| CHM 323L  | Analytical Chemistry Lab   | 1  |
| CHM 332   | Organic Chemistry II   | 3  |
| CHM 332L  | Organic Chemistry II Lab   | 1  |
| CHM 341   | Biochemistry I   | 3  |
| CHM 341L  | Biochemistry I Lab   | 1  |
| CHM 342   | Biochemistry II  | 3  |
| CHM 342L  | Biochemistry II Lab  | 1  |
| CHM 360   | Physical Chemistry   | 3  |
| MTH 210   | Calculus I   | 5  |
| PHS 260   | University Physics I   | 3  |
| PHS 260L  | University Physics I Lab   | 1  |
| PHS 270   | University Physics II  | 3  |
| PHS 270L  | University Physics II Lab  | 1  |
| Electives | BIO 333/333L, BIO 344/344L, BIO 346/BIO346L,<br>BIO 499, or any CHM 400 level course | 7  |
|           | Total  | 64 |

#### Concentration in Forensic Science

A concentration in forensic science is designed to prepare students for entry-level forensic analyses laboratory work or advanced degree work in areas such as chemistry, biochemistry, forensics, molecular or cell biology, or related technology fields. Students are strongly encouraged to seek internship opportunities to accompany the coursework.

|         |                                   |   |
|---------|-----------------------------------|---|
| CRJ 210 | Introduction to Criminal Justice  | 3 |
| CRJ 261 | Criminal Law                      | 3 |
| CRJ 385 | Criminal Investigation            | 3 |
| ENG 215 | Business and Technical Writing or |   |
| ENG 312 | Scholarly Research and Writing    | 3 |
| MTH 200 | Statistical Methods I or          |   |
| MTH 350 | Statistical Methods II            | 3 |

Recommended Biochemistry electives: BIO 333/333L, BIO 346/346L, and CHM 499 Special Topics such as Toxicology or Instrumental Analysis

#### General Science

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

|         |                         |   |
|---------|-------------------------|---|
| BIO 120 | Principles of Biology I | 3 |
|---------|-------------------------|---|

## Chemistry

|          |                                 |    |
|----------|---------------------------------|----|
| BIO 120L | Principles of Biology I Lab     | 1  |
| BIO 122  | Principles of Biology II        | 3  |
| BIO 122L | Principles of Biology II Lab    | 1  |
| CHM 164  | University Chemistry            | 3  |
| CHM 166  | University Chemistry Lab        | 1  |
| CHM 174  | Organic and Biochemistry and    | 3  |
| CHM 174L | Organic and Biochemistry Lab or | 1  |
| CHM 231  | Organic Chemistry I and         | 3  |
| CHM 231L | Organic Chemistry I Lab         | 1  |
| MTH 210  | Calculus I                      | 5  |
| PHS 260  | University Physics I            | 3  |
| PHS 260L | University Physics I Lab        | 1  |
| PHS 270  | University Physics II           | 3  |
| PHS 270L | University Physics II Lab       | 1  |
|          | Minimum Electives*              | 24 |
|          | Total                           | 57 |

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

## Minor

### Chemistry

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

Choose two of the following:

|         |                               |       |
|---------|-------------------------------|-------|
| CHM 310 | Inorganic Chemistry or        |       |
| CHM 323 | Analytical Chemistry with Lab |       |
| CHM 341 | Biochemistry I with Lab or    |       |
| CHM 360 | Physical Chemistry            | 7-8   |
|         | Total                         | 19-20 |

# Communication (COM)

*College of Arts and Humanities*

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

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

## Major

### Communication

|          |   |           |
|----------|---|-----------|
| BUS 315  | Leadership and Communication  | 3         |
| COM 205  | Communication, Media and Society  | 3         |
| COM 210  | Interpersonal Communication or  |           |
| COM 240  | Business and Professional Communication   | 3         |
| COM 230  | Communication Theories  | 3         |
| COM 315  | Principles of Public Relations  | 3         |
| COM 320  | Multicultural Communication or  |           |
| COM 330  | Organizational Communication  | 3         |
| COM 470  | Capstone in Communication   | 3         |
| DMD 101  | Introduction to Design  | 3         |
| DMD 345  | Desktop Publishing  | 3         |
| ENG 215  | Business and Technical Writing  | 3         |
| SOC 312  | Social Science Research Methods   | 3         |
| Elective | BUS 371, BUS 373, BUS 381, ENT 224, NPA 311<br>SOC 332, SPM 382 or<br>other course with department chair approval | 6         |
|          | <b>Total</b>  | <b>39</b> |

## Minor

### Communication

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

### \*Electives:

|         |                                    |           |
|---------|------------------------------------|-----------|
| BUS 373 | Integrated Marketing Communication | 3         |
| COM 210 | Interpersonal Communication        | 3         |
| COM 320 | Multicultural Communication        | 3         |
| COM 330 | Organizational Communication       | 3         |
| DMD 345 | Desktop Publishing                 | 3         |
| SOC 312 | Methods of Social Research         | 3         |
|         | <b>Total</b>                       | <b>18</b> |

Other electives selected in consultation with the department.

# Criminal Justice (CRJ)

*Ron and Sheilah Gates College of Business, Education and Social Science*

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

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

## Major

### Criminal Justice

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

|         |                                  |    |
|---------|----------------------------------|----|
| CRJ 210 | Introduction to Criminal Justice | 3  |
| CRJ 258 | Criminology                      | 3  |
| CRJ 261 | Criminal Law                     | 3  |
| CRJ 373 | Probation and Parole             | 3  |
| CRJ 381 | Criminal Justice Ethics          | 3  |
| CRJ 395 | Constitutional Criminal Justice  | 3  |
| CRJ 433 | Seminar in Criminal Justice      | 3  |
| CRJ     | Electives*                       | 18 |
|         | Total                            | 39 |

\*Electives:

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

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

## Minor

### Criminal Justice

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

|         |                                  |    |
|---------|----------------------------------|----|
| CRJ 210 | Introduction to Criminal Justice | 3  |
| CRJ 258 | Criminology                      | 3  |
| CRJ 261 | Criminal Law                     | 3  |
| CRJ 373 | Parole and Probation             | 3  |
| CRJ 395 | Constitutional Criminal Justice  | 3  |
| CRJ     | Electives*                       | 6  |
|         | Total                            | 21 |

\*Electives:

## Criminal Justice

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

### Forensic Science and Investigation

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

|          |                              |    |
|----------|------------------------------|----|
| CHM 164  | University Chemistry         | 3  |
| CHM 166  | University Chemistry Lab     | 1  |
| CHM 174  | Organic and Biochemistry     | 3  |
| CHM 174L | Organic and Biochemistry Lab | 1  |
| CHM 323  | Analytical Chemistry         | 3  |
| CHM 323L | Analytical Chemistry Lab     | 1  |
| CRJ 210  | Intro to Criminal Justice    | 3  |
| CRJ 365  | Criminal Evidence            | 3  |
| CRJ 385  | Criminal Investigation       | 3  |
|          | Total                        | 21 |

### Associate of Arts Degree

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

#### Criminal Justice Courses

|         |                                  |    |
|---------|----------------------------------|----|
| CRJ 210 | Introduction to Criminal Justice | 3  |
| CRJ 258 | Criminology                      | 3  |
| CRJ 261 | Criminal Law                     | 3  |
| CRJ 373 | Probation and Parole             | 3  |
| CRJ     | Electives*                       | 9  |
|         | Total                            | 21 |

#### General Education Courses

|         |   |    |
|---------|---|----|
| BUS 141 | Financial Literacy  | 3  |
| COM 101 | Fundamentals of Speech Communication  | 3  |
| UNI 101 | Self, College, and Career   | 3  |
| ENG 111 | Composition   | 3  |
| ENG 141 | Literature and Cultural Awareness   | 3  |
| HIS 141 | History of the Modern World   | 3  |
| MTH 111 | Quantitative Reasoning for the Liberal Arts<br>(or MTH125, MTH200, or BUS211) | 3  |
| PSY 141 | Psychology & Behavioral Sciences  | 3  |
| REL 141 | Religion, Philosophy & Ethics   | 3  |
| SCI 141 | Foundation of Science   | 3  |
|         | Electives*  | 9  |
|         | Total   | 39 |

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

\* Electives are selected with approval of the academic advisor to provide for one or more areas of concentration.

## Criminal Justice

### Specialization: Chemical Dependency

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

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

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

An associate degree in human services from Mitchell Technical Institute may be applied toward a bachelor's degree in (criminal justice, nonprofit administration, psychology), allowing completion of this bachelor's degree in two years.

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

# Digital Communication

## College of Arts and Humanities

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

### Minor

#### Digital Communication Core\*

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

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

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

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

# Digital Media and Design, Graphic Design, Marketing, and Web & Mobile Design (DMD)

*College of Arts and Humanities*

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

The primary mission of the Dakota Wesleyan University's digital media and design department is to integrate a university liberal arts education with professional training for students entering either the digital or fine arts field. As part of the program, Dakota Wesleyan University strives to provide each student with real-world experience before graduation. Collaborating with businesses and nonprofit organizations in the region, students will work on real projects and will have an authentic client-designer relationship. This 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 graphic design, web design, mobile design and experience design who work to inspire and develop unique talents as students pursue their degree. The low student-to-teacher ratio cannot be found elsewhere and ensures valuable one-on-one interaction with professors.

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

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

## Major

### Digital Media and Design

|         |                                     |    |
|---------|-------------------------------------|----|
| DMD 101 | Introduction to Design              | 3  |
| DMD 203 | Digital Imaging                     | 3  |
| DMD 247 | Webpage Design                      | 3  |
| DMD 305 | Color Theory                        | 3  |
| DMD 330 | Communication and Social Strategy   | 3  |
| DMD 456 | Digital Media and Design Portfolio* | 2  |
| ENG 215 | Business and Technical Writing      | 3  |
| ENT 224 | The Entrepreneurial Mindset         | 3  |
|         | Concentration                       | 15 |
|         | Total                               | 38 |

\*DMD 456 is worth one credit, but students will take one credit of DMD 456 in their final two semesters for two credits. DMD will be offered both fall and spring. During 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.

## Digital Media and Design

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

|         |                          |    |
|---------|--------------------------|----|
| DMD 141 | Art Appreciation         | 3  |
| DMD 202 | Computer Graphics        | 3  |
| DMD 205 | Photography Foundations  | 3  |
| DMD 303 | Advanced Digital Imaging | 3  |
| DMD 345 | Desktop Publishing       | 3  |
|         | Total                    | 15 |

### Marketing

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

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

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

|         |                                       |    |
|---------|---------------------------------------|----|
| BUS 371 | Principles of Marketing               | 3  |
| BUS 373 | Marketing Communication               | 3  |
| BUS 377 | Consumer Behavior                     | 3  |
| COM 240 | Business & Professional Communication | 3  |
| ENG 216 | Content Strategy for Digital Media    | 3  |
|         | Total                                 | 15 |

### UI/UX and Interaction Design

Dakota Wesleyan University's UI/UX and Interaction 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 user experience design, user interface design, mobile design and current industry standard software, through which we emphasize efficiency, critical and analytical thinking and exposure to multiple professional techniques.

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

|         |                                   |    |
|---------|-----------------------------------|----|
| DMD 200 | Intro to IxD: Don't Make Me Think | 3  |
| DMD 300 | Advanced Media Design             | 3  |
| DMD 310 | User Experience Design            | 3  |
| DMD 315 | Mobile Design                     | 3  |
| DMD 400 | IxD II: Applied Design            | 3  |
|         | Total                             | 15 |

## Digital Media and Design

### Minor

#### Graphic Design

|         |                          |    |
|---------|--------------------------|----|
| DMD 101 | Introduction to Design   | 3  |
| DMD 141 | Art Appreciation         | 3  |
| DMD 202 | Computer Graphics        | 3  |
| DMD 203 | Digital Imaging          | 3  |
| DMD 303 | Advanced Digital Imaging | 3  |
| DMD 345 | Desktop Publishing       | 3  |
|         | Total                    | 18 |

#### UI/UX and Interaction Design

|         |                        |    |
|---------|------------------------|----|
| DMD 101 | Introduction to Design | 3  |
| DMD 203 | Digital Imaging        | 3  |
| DMD 300 | Advanced Media Design  | 3  |
| DMD 305 | Color Theory           | 3  |
| DMD 310 | User Experience Design | 3  |
| DMD 315 | Mobile Design          | 3  |
|         | Total                  | 18 |

# Education (EDU) and Special Education (SPD)

*Ron and Sheilah Gates College of Business, Education and Social Science*

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

## Goal

The goal of the Dakota Wesleyan University 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
- 5–12 Language Arts–English Education
- 5–12 Mathematics Education
- 5–12 Biology Education
- 5–12 History Education
- K–12 Special Education
- K–12 Music Education

### Endorsements:

- K–12 Special Education

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

### Admission into the Teacher Education Program

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

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

Students are encouraged to apply for admission to the program upon completion of EDU 201. Students who matriculate at Dakota Wesleyan University with fewer than 18 hours of college coursework must apply for admission

## Education and Special Education

to the program prior to the completion of 64 hours of coursework. Under no circumstances shall a student who has not been admitted to the program be allowed to enroll in 400-level education courses.

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

Once admitted to the program, students must:

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

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

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

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

### **Probation**

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

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

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

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

### **Professional Semester**

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

### **Student Teaching**

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

### **Program Exit Criteria**

To complete the education program at Dakota Wesleyan University, teacher candidates must meet the following criteria:

## Education and Special Education

1. successful completion of student teaching (including all assessments) and student teaching seminar;
2. completion of Digital Teaching Portfolio (DTP).
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; and
5. completion and presentation of the Capstone project.

Students who take the Praxis II PLT twice and fail to achieve a passing score will still be eligible to graduate, if 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 Dakota Wesleyan University 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 Dakota Wesleyan University who recommends certification to the state. Candidates must receive credit in the appropriate EDU 470, EDU 472, EDU 474 or SPD 470 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 chairs 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

[www.dwu.edu/academics/majors-minors/elementary-education](http://www.dwu.edu/academics/majors-minors/elementary-education)

The elementary education program at Dakota Wesleyan University requires:

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

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

## Elementary Education

## Education and Special Education

### Required education courses:

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

### Additional required courses:

|          |  |    |
|----------|--|----|
| BIO 101  | General Biology                              | 3  |
| BIO 101L | General Biology Lab                          | 1  |
| EDU 101  | Physical Science: Chemistry, Earth and Space | 2  |
| HIS 201  | U.S. History I or                            |    |
| HIS 202  | U.S. History II                              | 3  |
| HLT 232  | Health Education                             | 3  |
| MTH 125  | College Algebra                              | 3  |
| MTH 150  | Mathematics for the Elementary Teacher       | 3  |
| POL 141  | U.S. Government and the Constitution         | 3  |
| PSY 237  | Developmental Psychology                     | 3  |
| SPD 206  | Introduction to Exceptional Students         | 3  |
|          | Subtotal                                     | 27 |

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

### Double Major in Elementary Education and Special Education

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

### Secondary Education Program

[www.dwu.edu/academics/majors-minors/english-education](http://www.dwu.edu/academics/majors-minors/english-education)

[www.dwu.edu/academics/majors-minors/mathematics-education](http://www.dwu.edu/academics/majors-minors/mathematics-education)

[www.dwu.edu/academics/majors-minors/biology-education](http://www.dwu.edu/academics/majors-minors/biology-education)

[www.dwu.edu/academics/majors-minors/history-education](http://www.dwu.edu/academics/majors-minors/history-education)

The secondary education program at Dakota Wesleyan University requires:

- a specific discipline education program for 5–12 teaching (English, history, mathematics or biology).
- completion of graduation requirements.
- passing scores on appropriate Praxis II content and PLT exams.
- completion of Digital Teaching Portfolio; and
- completion and presentation of Capstone project.

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

## Education and Special Education

Candidates must complete a 5–12 education program, including courses necessary for teacher certification in South Dakota. All courses listed in the 5–12 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 5–12 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.

Dakota Wesleyan University offers the following content programs:

- 5–12 Language Arts – English Education
- 5–12 Mathematics Education
- 5–12 Biology Education
- 5–12 History Education

### Endorsements for the Secondary Education Program

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

Teaching endorsements are available in the following areas in conjunction with the completion of a 5–12, K–8 or K–12 education program:

- |  |                                    |
|--|------------------------------------|
| 5–12 Biology                           | 5–12 Language Arts – Literature    |
| 5–12 Chemistry                         | 5–12 Language Arts – Speech/Debate |
| 5–12 Earth Science                     | 5–12 Mathematics                   |
| 5–12 Economics                         | 5–12 Physical Science              |
| 5–12 Geography                         | 5–12 Physics                       |
| 5–12 History                           | 5–12 Political Science             |
| 5–12 Language Arts – Drama/Theatre     | 5–12 Psychology                    |
| 5–12 Language Arts – English Education | 5–12 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)

[www.dwu.edu/academics/majors-minors/music-education](http://www.dwu.edu/academics/majors-minors/music-education)

The music education program at Dakota Wesleyan University requires:

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

### Special Education Program

[www.dwu.edu/academics/majors-minors/special-education](http://www.dwu.edu/academics/majors-minors/special-education)

#### Purpose

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

# Education and Special Education

## 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

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

## Special Education Program K–12

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

The special education program at Dakota Wesleyan University requires:

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

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

## K–12 Special Education Courses

Required education courses:

|         |   |   |
|---------|---|---|
| EDU 201 | Foundations of Education  | 3 |
| EDU 220 | Technology for Teachers   | 1 |
| EDU 224 | Children's Literature   | 3 |
| EDU 310 | Human Relations/Multiculturalism  | 3 |
| EDU 311 | Educational Psychology  | 3 |
| EDU 335 | American Indian Education   | 3 |
| EDU 380 | Evidence-Based Reading K–3  | 3 |
| EDU 382 | Evidence Based Reading 4–8  | 3 |
| EDU 412 | Adolescent Learners' Needs  | 3 |
| EDU 435 | Curriculum Standards and Assessment   | 3 |
| EDU 444 | Mathematics Methods and Practicum   | 3 |
| EDU 465 | Classroom Management for the K–12 Educator  | 3 |
| EDU 475 | Seminar 2   |   |
| SPD 206 | Introduction to Exceptional Students  | 3 |
| SPD 310 | Differentiation for Exceptional Students  | 3 |
| SPD 311 | Characteristics of and Instructional Strategies for Students with High-Incidence Disabilities | 3 |
| SPD 312 | Characteristics of and Instructional Strategies for Students with Low-Incidence Disabilities  | 3 |
| SPD 315 | Evaluating Learners and the IEP Process   | 3 |

## Education and Special Education

|         |   |    |
|---------|---|----|
| SPD 323 | Collaboration and Critical Components to Becoming a Successful Special Ed Teacher | 3  |
| SPD 325 | Behavior Management for Students with Exceptionalities                            | 3  |
| SPD 470 | Student Teaching in Special Education   | 14 |
|         | Total   | 69 |

### Additional required courses:

|         |  |    |
|---------|--|----|
| HIS 141 | History of the Modern World or         |    |
| HIS 201 | U.S. History I or                      |    |
| HIS 202 | U.S. History II                        | 3  |
| HLT 232 | Health Education                       | 3  |
| MTH 125 | College Algebra                        | 3  |
| MTH 150 | Mathematics for the Elementary Teacher | 3  |
| PSY 237 | Developmental Psychology               | 3  |
| SCI 141 | Foundations of Science                 | 3  |
|         | Subtotal                               | 18 |

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

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

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

A special education endorsement requires:

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

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

|             |   |   |
|-------------|---|---|
| SPD 206     | Introduction to Exceptional Students  | 3 |
| SPD 310     | Differentiation for Exceptional Students  | 3 |
| SPD 311     | Characteristics of and Instructional Strategies for Students with High-Incidence Disabilities | 3 |
| SPD 312     | Characteristics of and Instructional Strategies for Students with Low-Incidence Disabilities  | 3 |
| SPD 315     | Evaluating Learners and the IEP Process   | 3 |
| SPD 323     | Collaboration and Critical Components to Becoming a Successful Special Ed Teacher             | 3 |
| SPD 325     | Behavior Management for Students with Exceptionalities  | 3 |
| SPD 452/552 | Special Education Practicum K–8   | 3 |
| SPD 454/554 | Special Education Practicum 7–12  | 3 |
| SPD 456/556 | Special Education Practicum K–12  | 6 |
| SPD 601     | The Inclusive Classroom   | 3 |

### English as a New Language Endorsement (ENL)

A K-12 English as a new language education endorsement requires 18 credit hours of coursework to include linguistics, development of curriculum and instruction for new language acquisition, language and culture, program assessment, reading for students with limited English proficiency, and an English as a new language methodology

## Education and Special Education

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; and
- Other coursework may be accepted to meet the 18-credit requirement for this endorsement. For more information, please call the Dakota Wesleyan University Department of Education at 605-995-2127.

# English (ENG)

## College of Arts and Humanities

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

The department of English offers programs and courses in language, literature and writing, all of which are considered indispensable in liberal arts education. The program includes majors in English and English Education and minors in Creative Writing and English Literature. Majors and minors often go on to graduate school, though many find employment in a wide range of fields. The department also teaches a large number of courses in General Education, helping students meet requirements in cultural and global awareness, literary analysis and written communication. Majors and minors acquire greater proficiency, but all students in English courses study the expression of thoughts and the interpretation of texts, while developing an appreciation of language and its infinite variety.

### Basic Writing Assessment

A new student's academic file is reviewed prior to the student's enrollment in ENG 111. A student with an ACT English sub-score of 17 or lower, or an SAT critical reading score of 440 or lower, will be enrolled in ENG 099—Supplemental Writing Support—concurrently with his or her enrollment in ENG 111. If a student has not taken the ACT or SAT, or is unable to access his or her scores, a writing placement may be administered to determine appropriate placement. English faculty members may elect to retest students who are close to meeting this threshold at their discretion. Students demonstrate basic proficiency in written communication with a grade of C or above in ENG 111. Students who do not successfully complete ENG 111 with a grade of C or better may be placed in ENG 099 again in conjunction with their enrollment in ENG 111.

Students demonstrate basic proficiency in written communication with a grade of C or above in ENG 111.

### Major

#### English

|         |                                      |   |
|---------|--------------------------------------|---|
| ENG 201 | Introduction to Literary Analysis    | 3 |
| ENG 202 | Creative Writing I                   | 3 |
| ENG 215 | Business and Technical Writing       | 3 |
| ENG 216 | Content Strategies for Digital Media | 3 |
| ENG 230 | Young Adult Literature               | 3 |
| ENG 312 | Scholarly Research and Writing       | 3 |
| ENG 323 | Shakespeare                          | 3 |
| ENG 460 | Senior Capstone                      | 3 |

Choose three of the following four courses:

|         |                                     |   |
|---------|-------------------------------------|---|
| ENG 205 | British Literature I                |   |
| ENG 206 | British Literature II               |   |
| ENG 223 | American Literature                 |   |
| ENG 226 | Literature of European Civilization | 9 |

Choose one of the following four courses:

|         |  |    |
|---------|--|----|
| ENG 302 | Creative Writing II: Genre and Technique |    |
| ENG 313 | Great Plains Literature                  |    |
| ENG 315 | Women Writers                            |    |
| ENG 316 | Contemporary World Literature            | 3  |
|         | Total                                    | 36 |

### English Education

Students interested in teacher certification in language arts-English must complete the following program. These courses specifically enable the teacher to teach 5–12 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:

|         |                                   |   |
|---------|-----------------------------------|---|
| ENG 201 | Introduction to Literary Analysis | 3 |
|---------|-----------------------------------|---|

## English

|         |                                     |    |
|---------|-------------------------------------|----|
| ENG 202 | Creative Writing I                  | 3  |
| ENG 205 | British Literature I or             |    |
| ENG 206 | British Literature II               | 3  |
| ENG 223 | American Literature                 | 3  |
| ENG 226 | Literature of European Civilization | 3  |
| ENG 230 | Young Adult Literature              | 3  |
| ENG 312 | Scholarly Research and Writing      | 3  |
| ENG 313 | Great Plains Literature or          |    |
| ENG 315 | Women Writers                       | 3  |
| ENG 316 | Contemporary World Literature       | 3  |
| ENG 323 | Shakespeare                         | 3  |
| ENG 327 | English Methods                     | 3  |
| ENG 342 | English Grammar                     | 3  |
|         | Total                               | 36 |

### Required education courses:

|         |   |    |
|---------|---|----|
| EDU 201 | Foundations of Education                    | 3  |
| EDU 220 | Technology for Teachers                     | 1  |
| EDU 310 | Human Relations/Multiculturalism            | 3  |
| EDU 311 | Educational Psychology                      | 3  |
| EDU 335 | American Indian Education                   | 3  |
| EDU 412 | Adolescent Learners' Needs                  | 3  |
| EDU 424 | Literacy Methods in the Content Area        | 3  |
| EDU 435 | Curriculum Standards and Assessment         | 3  |
| EDU 456 | Secondary and Middle Level Teaching Methods | 3  |
| EDU 465 | Classroom Management for the K–12 Educator  | 3  |
| EDU 474 | 7–12 Student Teaching                       | 14 |
| EDU 475 | Seminar                                     | 2  |
| PSY 237 | Developmental Psychology                    | 3  |
| SPD 206 | Introduction to Exceptional Students        | 3  |
|         | Total                                       | 50 |

## Minor

### Creative Writing

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

|         |                                   |   |
|---------|-----------------------------------|---|
| ENG 201 | Introduction to Literary Analysis | 3 |
| ENG 202 | Creative Writing I                | 3 |
| ENG 302 | Creative Writing II               | 3 |
| ENG 460 | Senior Capstone                   | 3 |

### Choose one of the following courses:

|         |                                     |   |
|---------|-------------------------------------|---|
| ENG 205 | British Literature I                |   |
| ENG 206 | British Literature II               |   |
| ENG 223 | American Literature                 |   |
| ENG 226 | Literature of European Civilization | 3 |

### Choose one of the following courses:

|         |                               |    |
|---------|-------------------------------|----|
| ENG 313 | Great Plains Literature       |    |
| ENG 315 | Women Writers                 |    |
| ENG 316 | Contemporary World Literature |    |
| ENG 323 | Shakespeare                   | 3  |
|         | Total                         | 18 |

### English Literature

|         |                                     |   |
|---------|-------------------------------------|---|
| ENG 201 | Introduction to Literary Analysis   | 3 |
| ENG 205 | British Literature I or             | 3 |
| ENG 206 | British Literature II               |   |
| ENG 223 | American Literature                 | 3 |
| ENG 226 | Literature of European Civilization | 3 |

## English

|                                      |                               |    |
|--------------------------------------|-------------------------------|----|
| ENG 323                              | Shakespeare                   | 3  |
| ENG 460                              | Senior Capstone               | 3  |
| Choose one of the following courses: |                               |    |
| ENG 313                              | Great Plains Literature       |    |
| ENG 315                              | Women Writers                 |    |
| ENG 316                              | Contemporary World Literature | 3  |
|                                      | Total                         | 21 |

# Entrepreneurial Leadership (ENT)

*Ron and Sheilah Gates College of Business, Education and Social Science*

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

The academic component of the Kelley Center for Entrepreneurship includes opportunities to obtain either an entrepreneurial leadership major or minor, or a business major with an entrepreneurial leadership concentration. The study of entrepreneurial leadership will assist students, whether they are starting a small business, creating the next great organization, developing new products, processes and/or services within existing organizations or by starting, growing, managing and revitalizing schools, churches, governmental entities and nonprofit service organizations.

Entrepreneur is not a job title; it is a way of thinking. Entrepreneurship involves innovation, curiosity and risk. It is the art and science of identifying a need and transforming that need into a product, service or business opportunity. Entrepreneurial leadership is the process of engaging others in creative thinking and problem solving. Entrepreneurial talents are needed in both the profit and the nonprofit sectors.

## Major

### B.S. Entrepreneurial Leadership

For the entrepreneurial leadership major, students must complete the entrepreneurial leadership core along with a minimum of 15 credits of electives. Students may chart their own course to create an individualized concentration in consultation with the department. A concentration includes completion of five to six elective courses (15-18 credits) within their chosen concentration track. A major in entrepreneurial leadership requires 45 total credits. Suggested minor for those majoring in entrepreneurial leadership include graphic design, nonprofit administration or digital media and design.

|         |   |       |
|---------|---|-------|
| BUS 155 | Survey of Accounting                            | 3     |
| BUS 220 | Principles of Management                        | 3     |
| BUS 263 | Business Law I                                  | 3     |
| BUS 371 | Principles of Marketing                         | 3     |
| BUS 381 | Business Ethics and Social Policy               | 3     |
| ECO 231 | Principles of Macroeconomics or                 | 3     |
| ECO 232 | Principles of Microeconomics                    |       |
| ENT 224 | The Entrepreneurial Mindset                     | 3     |
| ENT 325 | Developing Innovation                           | 3     |
| ENT 347 | Financial Management for Organizational Leaders | 3     |
| ENT 424 | Entrepreneurship Capstone                       | 3     |
|         | Concentration Electives                         | 15-18 |
|         | Total   | 45-48 |

Business majors cannot minor in Entrepreneurial Leadership and Entrepreneurial Leadership majors cannot minor in business. Entrepreneurial Leadership majors may complete a second concentration in lieu of a minor (see below).

## Areas of Concentration

### Management

This concentration is for students who seek a career in supervisory or human resource management.

|                             |   |    |
|-----------------------------|---|----|
| BUS 315                     | Leadership and Communication            | 3  |
| BUS 318                     | Conflict and Change Management          | 3  |
| BUS 321                     | Organizational Behavior                 | 3  |
| BUS 322                     | Human Resource Management               | 3  |
| Select one of the following |   | 3  |
| COM 240                     | Business and Professional Communication |    |
| COM 320                     | Multicultural Communication             |    |
| COM 330                     | Organizational Communication            |    |
|                             | Total                                   | 15 |

## Entrepreneurial Leadership

### Marketing

This concentration is for students who seek a career in sales or related occupations.

|         |                                    |    |
|---------|------------------------------------|----|
| BUS 373 | Integrated Marketing Communication | 3  |
| BUS 377 | Consumer Behavior                  | 3  |
| COM 205 | Communication, Media and Society   | 3  |
| DMD 203 | Digital Imaging                    | 3  |
| DMD 345 | Desktop Publishing                 | 3  |
| ENG 216 | Content Strategy for Digital Media | 3  |
|         | Total                              | 18 |

### Agriculture Concentration (in partnership with Mitchell Technical College)

Select six courses from the following:

|          |   |    |
|----------|---|----|
| *AGT 101 | Animal Science (fall)                   | 3  |
| *AGT 110 | Crop Science (spring)                   | 3  |
| *AGT 112 | Fertilizers (spring)                    | 3  |
| *AGT 120 | Soil Science (fall)                     | 3  |
| *AGT 160 | Commodity Marketing (spring)            | 3  |
| *AGT 260 | Advanced Commodity Marketing (fall)     | 3  |
| *AGT 261 | AG Sales & Service (fall)               | 3  |
| *AGT 263 | Fundamentals of Insurance (spring)      | 2  |
| *PAT 203 | Intro to Variable Rate Systems (spring) | 3  |
|          | Total                                   | 26 |

### Construction Management (in partnership with Mitchell Technical College)

This concentration is for students who seek a career in the management of a construction workplace.

|         |                                       |    |
|---------|---------------------------------------|----|
| *AD 102 | Building Materials                    | 2  |
| *AD 117 | Project Timeline                      | 2  |
| *AD 221 | Advanced Building Materials           | 2  |
| *AD 272 | Construction Documents                | 2  |
| *BC 115 | Building Methods                      | 2  |
| *BC 121 | Material Takeoff                      | 2  |
| *BC 271 | Construction Contracting & Leadership | 3  |
|         | Total                                 | 15 |

\*These courses will be completed at Mitchell Technical College

### Sports Management Concentration

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

## 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 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 |

## Entrepreneurial Leadership

|         |   |    |
|---------|---|----|
| ENT 224 | The Entrepreneurial Mindset                     | 3  |
| ENT 325 | Developing Innovation                           | 3  |
| ENT 347 | Financial Management for Organizational Leaders | 3  |
| ENT 424 | Entrepreneurship Capstone                       | 3  |
|         | Total   | 21 |

### 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  |
| COM 101   | Fundamentals of Speech Communication or  |    |
| COM 120   | Workplace Communications or  |    |
| COM 210   | Interpersonal Communication  | 3  |
| ECO 231   | Principles of Macroeconomics or  | 3  |
| ECO 232   | Principles of Microeconomics   |    |
| ENG 111   | Composition or   |    |
| ENG 215   | Business & Technical Writing   | 3  |
| ENT 224   | The Entrepreneurial Mindset  | 3  |
| ENT 325   | Developing Innovation  | 3  |
| ENT 347   | Financial Management for Organizational Leaders                                  | 3  |
| MTH 111   | Quantitative Reasoning for the Liberal Arts<br>(or MTH 125, MTH 200, or BUS 211) | 3  |
| UNI 101   | Self, College, and Career  | 3  |
| Three of the eight General Education Breadth of Knowledge Courses |  | 9  |
| BUS   | Electives  | 12 |
|   | Total  | 60 |

# Exercise Science

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

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

The Exercise Science 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. A criminal background check may be required for this major. Students must earn a grade of C or higher in all SPX and scientific core courses. Students may only retake a course once in which they earned less than a C. A cumulative GPA of 2.5 must be maintained while in the program.

## Major

### Exercise Science Core:

|          |  |   |
|----------|--|---|
| SPX 140  | Introduction to Sport, Exercise and Wellness                   | 2 |
| SPX 211  | Care and Prevention of Athletic Injuries                       | 2 |
| SPX 240* | Methods of Free Weights and Conditioning                       | 3 |
| SPX 305  | Evaluation and Prescription of Health and Fitness Program      | 3 |
| SPX 315  | Kinesiology  | 3 |
| SPX 320  | Exercise in Selected Populations                               | 3 |
| SPX 340  | Practicum in SPX I   | 2 |
| SPX 342  | Practicum in SPX II  | 2 |
| SPX 362  | Psychological Dynamics of Sport                                | 3 |
| SPX 410  | Physiology of Exercise   | 3 |
| SPX 450  | Internship   | 6 |
| SPX 455  | Organization and Administration in Sport Exercise and Wellness | 2 |
| SPX 470  | Capstone in SPX  | 2 |
| SPX 472  | Public Health and Epidemiology                                 | 3 |
| ATN 320  | Human Nutrition  | 3 |
| HLT 306  | First Aid  | 1 |
| HLT 307  | Emergency Cardiac Care   | 1 |

### Scientific Core:

|          |                               |    |
|----------|-------------------------------|----|
| BIO 220  | Anatomy and Physiology I      | 3  |
| BIO 220L | Anatomy and Physiology I Lab  | 1  |
| BIO 330  | Anatomy and Physiology II     | 3  |
| BIO 330L | Anatomy and Physiology II Lab | 1  |
| CHM 164  | University Chemistry          | 3  |
| CHM 166  | University Chemistry Lab      | 1  |
| CHM 174  | Organic and Biochemistry      | 3  |
| CHM 174L | Organic and Biochemistry Lab  | 1  |
| MTH 200  | Statistical Methods I         | 3  |
| PSY 443  | Abnormal Psychology           | 3  |
|          | Total                         | 66 |

## Minor

### Exercise Science

|         |  |    |
|---------|--|----|
| SPX 140 | Introduction to Sport, Exercise and Wellness | 2  |
| SPX 211 | Care and Prevention of Athletic Injuries     | 2  |
| SPX 240 | Methods of Free Weights and Conditioning     | 3  |
| SPX 362 | Psychological Dynamics of Sport              | 3  |
| HLT 306 | First Aid                                    | 1  |
| HLT 307 | Emergency Cardiac Care                       | 1  |
|         | Elective**                                   | 6  |
|         | Total  | 18 |

## Exercise Science

**\*\*Electives:**

|         |   |
|---------|---|
| ATN 320 | Human Nutrition   |
| SPX 305 | Evaluation and Prescription of Health and Fitness Programs      |
| SPX 315 | Kinesiology   |
| SPX 320 | Exercise in Selected Populations                                |
| SPX 455 | Organization and Administration in Sport, Exercise and Wellness |

The following electives are recommended for those interested in coaching:

|         |                      |      |
|---------|----------------------|------|
| HPR 350 | Theory of Coaching   | 2    |
| HPR 360 | Rules of Officiating | 2    |
| HPR 450 | Coaching Practicum   | 1-12 |

# 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:

|         |   |    |
|---------|---|----|
| ART 141 | Introduction to Art Appreciation<br>(or DMD 141, DRM 141, MUS 141, ART 140)   | 3  |
| BUS 141 | Financial Literacy  | 3  |
| COM 101 | Fundamentals of Speech  | 3  |
| ENG 111 | Composition   | 3  |
| ENG 141 | Literature and Cultural Awareness   | 3  |
| HIS 141 | History of the Modern World   | 3  |
| MTH 111 | Quantitative Reasoning for the Liberal Arts<br>(or MTH 125, MTH 200, MTH 210) | 3  |
| POL 141 | US Government & Constitution  | 3  |
| PSY 141 | Psychology and Behavioral Science   | 3  |
| REL 141 | Religion, Philosophy & Ethics   | 3  |
| SCI 141 | Foundation of Science   | 3  |
| UNI 101 | Self, College, and Career   | 3  |
|         | Electives   | 24 |
|         | Total   | 60 |

\*To be selected with approval of the student's advisor to provide for one or more concentrations.

# History (HIS)

## College of Arts and Humanities

[www.dwu.edu/history](http://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. Dakota Wesleyan University history majors raise historical questions, examine historical documents and share their ideas with peers and the larger community. As an intellectual discipline, history teaches us to read critically, think analytically, communicate effectively and examine issues of learning, leadership, faith and service.

### Major

#### History

|         |  |    |
|---------|--|----|
| HIS 101 | World History I                        | 3  |
| HIS 141 | History of the Modern World            | 3  |
| HIS 201 | U.S. History I                         | 3  |
| HIS 202 | U.S. History II                        | 3  |
| HIS 401 | Historical Research and Writing        | 3  |
| HIS     | HIS301, HIS302, HIS310, HIS351, HIS355 |    |
|         | HIS381, HIS382, HIS383, HIS384, HIS386 | 15 |
|         | Total                                  | 30 |

#### History Education

Students interested in teacher certification in history must complete the following program. For further clarification, see Education, speak to your advisor or speak to the education department chair.

#### Required history courses:

|         |  |    |
|---------|--|----|
| HIS 101 | World History I  | 3  |
| HIS 141 | History of the Modern World  | 3  |
| HIS 201 | U.S. History I   | 3  |
| HIS 202 | U.S. History II  | 3  |
| HIS 330 | History of South Dakota  | 3  |
| HIS 360 | Middle and Secondary History Teaching Methods  | 3  |
| HIS     | HIS301, HIS302, HIS310, HIS311, HIS351,<br>HIS355, HIS381, HIS382, HIS383, HIS384,<br>HIS386, HIS401 | 12 |
|         | Total  | 30 |

#### Additional required courses:

|         |   |    |
|---------|---|----|
| EDU 201 | Foundations of Education                    | 3  |
| EDU 220 | Technology for Teachers                     | 1  |
| EDU 310 | Human Relations/Multiculturalism            | 3  |
| EDU 311 | Educational Psychology                      | 3  |
| EDU 335 | American Indian Education                   | 3  |
| EDU 412 | Adolescent Learners' Needs                  | 3  |
| EDU 424 | Literacy Methods in the Content Area        | 3  |
| EDU 435 | Curriculum Standards and Assessment         | 3  |
| EDU 456 | Secondary and Middle Level Teaching Methods | 3  |
| EDU 465 | Classroom Management for the K-12 Educator  | 3  |
| EDU 474 | 5-12 Student Teaching                       | 14 |
| EDU 475 | Seminar                                     | 2  |
| PSY 237 | Developmental Psychology                    | 3  |
| SPD 206 | Introduction to Exceptional Students        | 3  |
|         | Total                                       | 50 |

### Minor

## History

### History

|         |  |    |
|---------|--|----|
| HIS 101 | World History I                            | 3  |
| HIS 141 | History of the Modern World                | 3  |
| HIS 201 | U.S. History I or                          |    |
| HIS 202 | U.S. History II                            | 3  |
| HIS     | Electives (at least six hours upper level) | 9  |
|         | Total                                      | 18 |

### Pre-law

The American Association of Law Schools (AALS) and the American Bar Association (ABA) have published recommendations for undergraduate students that seek matriculation into law school. Law schools, however, do not require academic preparation in a specific undergraduate major or program, since they primarily are looking for applicants with skills in reading comprehension, critical thinking, analytical reasoning, and written and oral communication. In their students, law schools seek accomplishments in understanding, the capacity to think for themselves and the ability to express their thoughts with clarity and force.

When applying this philosophy to specific course areas, the AALS has included the following comments regarding history and the social sciences. This list is not meant to exclude other areas.

*Communications, English, speech and languages* – “The lawyer must be able to communicate effectively in oral and written expression. The formal role of the lawyer – in court, legislature and administrative agency – and the informal roles of counselor and negotiator demand the highest skills of expression.”

*History* – “History study allows the thoughtful organization of human experience so as to assist understanding ... Law students often encounter concepts that are intelligible only in terms of their historical roots.”

*Philosophy* – “A sensitivity to the enduring questions of personal and public morality forms an appropriate backdrop for the consideration of legal issues. Perhaps of even greater importance is the training in understanding transactions.”

*Logic, mathematics and legal decisions* – “These disciplines emphasize the power of inference. They do not, however, supply the plasticity and ambiguity of fact and theory that make legal inference a different experience. For this, only the richness of verbal symbols, found in every corner of the curriculum, provides analogies.”

*Economics* – “Significant numbers of legal questions ultimately involve economic issues ... The use of symbols and systems in economics can be especially valuable to prospective lawyers.”

*Social sciences: political science, sociology, psychology, anthropology, economics* – “The interaction of law and social science is something with which the law student will want more than passing familiarity ... Law is a social science.”

*Accounting* – “Prospective law students would be wise to learn basic accounting in college and certainly should be required to master at least its rudiments in law school.”

*Computer science* – “One can do very well in law school with no knowledge of computers, but this knowledge will affect legal work and research increasingly. The law student who has some understanding of this technology will be better equipped for legal work in the future.”

The General Education program at Dakota Wesleyan University emphasizes many of the disciplines and skills that the AALS considers desirable for prospective law students. When considering majors and minors, desirable areas of emphasis appear to be communications, history, political science and economics.

Nearly all schools of law in the United States require applicants to take a standardized Law School Admission Test. This test is administered on several specific dates each year. Students interested in law as should contact the pre-law advisor for counsel.

# Mathematics (MTH)

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

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

The mathematics department at Dakota Wesleyan University provides programs for the math major and minor aimed at preparing students for mathematical careers in actuarial science, business, government, teaching and industry. Mathematical skills are also increasingly important in most other science-related fields. Cognizant of the reality that most college students will have several careers during their lives, the department strives to provide learning experiences, which allow all students to apply their mathematical training in a variety of situations.

## Major

### Mathematics

|          |  |       |
|----------|--|-------|
| MTH 200  | Statistical Methods I  | 3     |
| MTH 210  | Calculus I   | 5     |
| MTH 225  | Advanced Calculus for Scientists   | 3     |
| MTH 260  | Introduction to Computer Programming   | 3     |
| MTH 305  | Multivariable Calculus   | 3     |
| MTH 306  | Foundations of Analysis  | 3     |
| MTH 315  | Linear Algebra and Differential Equations  | 4     |
| MTH 325  | Introduction to Probability Theory   | 3     |
| MTH 330  | Modern Algebra or  |       |
| MTH 340  | Modern Geometry  | 3-4   |
| MTH 470  | Capstone in Mathematics  | 1-3   |
| PHS 260  | University Physics I   | 3     |
| PHS 260L | University Physics I Lab   | 1     |
|          | Electives (MTH 250, MTH 299, MTH 330, MTH 340, MTH 350, MTH 380 or MTH 450 (not both), MTH 399, MTH 499) | 9     |
|          | Total  | 44-47 |

### Concentration in Actuarial Science

|         |  |       |
|---------|--|-------|
| BUS 344 | Principles of Finance  | 3     |
| ECO 231 | Principles of Macroeconomics   | 3     |
| ECO 232 | Principles of Microeconomics   | 3     |
| MTH 200 | Statistical Methods I  | 3     |
| MTH 210 | Calculus I   | 5     |
| MTH 225 | Advanced Calculus for Scientists                                       | 3     |
| MTH 260 | Introduction to Computer Programming                                   | 3     |
| MTH 305 | Multivariable Calculus   | 3     |
| MTH 306 | Foundations of Analysis  | 3     |
| MTH 315 | Linear Algebra and Differential Equations                              | 4     |
| MTH 325 | Introduction to Probability Theory                                     | 3     |
| MTH 350 | Advanced Statistical Methods   | 3     |
| MTH 470 | Capstone in Mathematics  | 1-3   |
|         | Electives (MTH, BUS or ECO chosen in consultation with the department) | 6     |
|         | Total  | 46-48 |

### Mathematics Education

Students interested in teacher certification in 5–12 mathematics must complete the following program and exceed the minimum score as determined by the Mathematics and Education Departments on the appropriate Praxis exam. For further clarification, see “Education,” or speak to your advisor and/or the education department chair.

Required mathematic courses:

|         |                       |   |
|---------|-----------------------|---|
| MTH 200 | Statistical Methods I | 3 |
| MTH 210 | Calculus I            | 5 |

## Mathematics

|         |   |    |
|---------|---|----|
| MTH 225 | Advanced Calculus for Scientists          | 3  |
| MTH 250 | Discrete Mathematics                      | 3  |
| MTH 260 | Introduction to Computer Programming      | 3  |
| MTH 305 | Multivariable Calculus                    | 3  |
| MTH 306 | Foundations of Analysis                   | 3  |
| MTH 315 | Linear Algebra and Differential Equations | 4  |
| MTH 325 | Introduction to Probability Theory or     |    |
| MTH 330 | Modern Algebra or another approved course | 3  |
| MTH 335 | Secondary Mathematics Teaching Methods    | 2  |
| MTH 340 | Modern Geometry                           | 4  |
|         | Total                                     | 36 |

### Additional required courses:

|         |   |    |
|---------|---|----|
| EDU 201 | Foundations of Education                    | 3  |
| EDU 220 | Technology for Teachers                     | 1  |
| EDU 310 | Human Relations/Multiculturalism            | 3  |
| EDU 311 | Educational Psychology                      | 3  |
| EDU 335 | American Indian Education                   | 3  |
| EDU 412 | Adolescent Learners' Needs                  | 3  |
| EDU 424 | Literacy Methods in the Content Area        | 3  |
| EDU 435 | Curriculum Standards and Assessment         | 3  |
| EDU 456 | Secondary and Middle Level Teaching Methods | 3  |
| EDU 465 | Classroom Management for the K-12 Educator  | 3  |
| EDU 474 | 5-12 Student Teaching                       | 14 |
| EDU 475 | Seminar 2                                   |    |
| PSY 237 | Developmental Psychology                    | 3  |
| SPD 206 | Introduction to Exceptional Students        | 3  |
|         | Total                                       | 48 |

## Minor

### Mathematics

|         |                                      |    |
|---------|--------------------------------------|----|
| MTH 200 | Statistical Methods I                | 3  |
| MTH 210 | Calculus I                           | 5  |
| MTH 225 | Advanced Calculus for Scientists     | 3  |
| MTH 260 | Introduction to Computer Programming | 3  |
| MTH     | Electives (MTH 250 or above)         | 6  |
|         | Total                                | 20 |

# Music (MUS)

## College of Arts and Humanities

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

The Ron and Sheilah Gates Department of Music offers a major and minor in music, as well as multiple ensembles in which to participate. A major in music is designed to prepare graduates for careers in music performance, the music business and 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 University 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 use.

Dakota Wesleyan University offers a Bachelor of Arts degree in music and music education. A music minor is also available. All music degrees include a common sequence of courses known as the music core.

### Major

#### Music

|                                     |   |   |
|-------------------------------------|---|---|
| MUS 131-431,<br>132-432,<br>133-433 | Ensemble Requirements – eight semesters |   |
| MUS 425                             | Recital (capstone)                      | 1 |
| MUS 490                             | Advanced Musicianship                   | 3 |

#### Music Core

##### Theory

|         |                    |   |
|---------|--------------------|---|
| MUS 141 | Music Appreciation | 3 |
| MUS 215 | Music Theory II    | 3 |
| MUS 315 | Music Theory III   | 3 |
| MUS 415 | Music Theory IV    | 3 |

##### History and Literature

|         |                   |   |
|---------|-------------------|---|
| MUS 311 | Music History I   | 3 |
| MUS 312 | Music History II  | 3 |
| MUS 313 | Music History III | 3 |

##### Piano Proficiency

|         |                    |   |
|---------|--------------------|---|
| MUS 116 | Keyboard Skills I  | 1 |
| MUS 216 | Keyboard Skills II | 1 |

##### Conducting and Pedagogy

|           |  |      |
|-----------|--|------|
| MUS 330   | Vocal Literature and Pedagogy or   |      |
| MUS 341-4 | 2 courses in Instrumental Methods  | 2    |
| MUS 340   | Secondary Choral Methods or  |      |
| MUS 345   | Band/Symphonic Methods   | 2    |
| MUS 350   | Conducting   | 3    |
| MUS 351   | Conducting II  | 3    |
|           | Applied music in a single instrument (to include two semesters of 300 level applied music) | 3.5  |
|           | Total  | 40.5 |

Each student in this degree program will present a full recital in the senior year, approximately one hour long. It is strongly recommended that students considering a performance career perform a half recital during their junior year and a full recital their senior year.

## Music

Students must pass a keyboard proficiency test by the end of the fifth semester. The piano proficiency exam is vital to developing the skills of 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 exceed the minimum score on the appropriate PRAXIS exam. For further clarification, see Education, speak to your advisor or speak to the education department chair.

#### Required music courses:

|   |   |       |
|---|---|-------|
| MUS 10X/20X/<br>30X/40X                     | Applied Primary Instrument+   | 3.5   |
| MUS 10X/20X/<br>30X/40X                     |   | 1.5   |
| MUS 141                                     | Music Appreciation  | 3     |
| MUS 116                                     | Keyboard Skills I*  | 1     |
| MUS 131–431,<br>MUS 132–432,<br>MUS 136–436 | Ensembles (participation in a university performing ensemble for each semester is required, can enroll for zero credit) | 0–8   |
| MUS 215                                     | Music Theory II   | 3     |
| MUS 216                                     | Keyboard Skills II* (a passing grade on a keyboard proficiency test is required by the fifth semester)                  | 1     |
| MUS 242                                     | Elementary Music Methods and Materials  | 2     |
| MUS 311                                     | Music History I   | 3     |
| MUS 312                                     | Music History II  | 3     |
| MUS 313                                     | Music History III   | 3     |
| MUS 315                                     | Music Theory III  | 3     |
| MUS 330                                     | Vocal Literature and Pedagogy   | 2     |
| MUS 340                                     | Secondary Choral Methods  | 2     |
| MUS 341                                     | String Methods  | 1     |
| MUS 342                                     | Percussion Methods  | 1     |
| MUS 343                                     | Brass Methods   | 1     |
| MUS 344                                     | Woodwind Methods  | 1     |
| MUS 345                                     | Band/Symphony Methods   | 2     |
| MUS 350                                     | Conducting  | 3     |
| MUS 351                                     | Conducting II   | 3     |
| MUS 415                                     | Music Theory IV   | 3     |
|   | Total   | 46-54 |

#### Additional required courses:

|         |   |    |
|---------|---|----|
| EDU 201 | Foundations of Education                    | 3  |
| EDU 220 | Technology for Teachers                     | 1  |
| EDU 310 | Human Relations/Multiculturalism            | 3  |
| EDU 311 | Educational Psychology                      | 3  |
| EDU 335 | American Indian Education                   | 3  |
| EDU 412 | Adolescent Learners' Needs                  | 3  |
| EDU 424 | Literacy Methods in the Content Area        | 3  |
| EDU 435 | Curriculum Standards and Assessment         | 3  |
| EDU 456 | Secondary and Middle Level Teaching Methods | 3  |
| EDU 465 | Classroom Management for the K–12 Educator  | 3  |
| EDU 470 | K–12 Student Teaching                       | 14 |
| EDU 475 | Seminar 2                                   |    |
| PSY 237 | Developmental Psychology                    | 3  |
| SPD 206 | Introduction to Exceptional Students        | 3  |
|         | Total                                       | 48 |

\*Keyboard Skills I and II may be waived if students declare piano as their primary or secondary instrument and demonstrate required proficiency.

+ 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:

#### Music Core

|                                  |                                     |    |
|----------------------------------|-------------------------------------|----|
| MUS 10X/20X/<br>30X/40X          | Applied Voice or Instrument*        | 2  |
| MUS 141                          | Music Appreciation                  | 3  |
| MUS 215                          | Music Theory II                     | 3  |
| MUS 315                          | Music Theory III                    | 3  |
| MUS 131-431,<br>132-432, 133-433 | Ensemble Requirements – 4 semesters |    |
| Electives                        |                                     | 9  |
|                                  | Total                               | 20 |

#### Electives:

|         |                               |   |
|---------|-------------------------------|---|
| MUS 311 | Music History I               | 3 |
| MUS 312 | Music History II              | 3 |
| MUS 313 | Music History III             | 3 |
| MUS 320 | Computer Music Composition    | 2 |
| MUS 330 | Vocal Literature and Pedagogy | 3 |
| MUS 340 | Secondary Choral Methods      | 2 |
| MUS 350 | Conducting                    | 3 |
|         | Applied Lessons               | 1 |

\*Music minors are required to enroll in an applied lesson for each semester in which they have declared the minor.

+Music majors are required to participate in ensembles for each semester. Each student in this degree program will present a full recital in the senior year, approximately one hour long.

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.

# Nonprofit Administration (NPA)

*Ron and Sheilah Gates College of Business, Education and Social Science*

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

According to the Bureau of Labor Statistics the nonprofit workforce is the third largest in the U.S., employing more than 12 million people, with more than 1.5 million registered nonprofit organizations in the United States. The nonprofit field is rich with diverse employment opportunities including social services, religion, art, health, education, advocacy and business and professional associations.

The NPA programs at Dakota Wesleyan University prepares students for leadership careers in the nonprofit sector. Graduates and certificate earners will understand important theories and practices related to nonprofit leadership and management. NPA scholars will spend ample time applying course concepts through innovative projects and simulations are relevant and immediately applicable toward professional and organizational growth and development.

## **Mission:**

The mission of the Nonprofit Administration program is to prepare students to be effective leaders, managers, and employees in the nonprofit sector.

## **Outcomes:**

Degree graduates and certificate earners of the nonprofit Administration will be prepared to be more effective leaders in the nonprofit sector by achieving the following outcomes:

- Analyze trends and forecasts for the nonprofit sector.
- Conduct a governance audit.
- Formulate an effective strategy for financial development.
- Assess community needs and design responsive programming.

## **Major (Residential Students Only)**

### **Nonprofit Administration**

|                    |  |    |
|--------------------|--|----|
| BUS 155 or BUS 251 | Survey of Accounting or Principles of Financial Accounting | 3  |
| BUS 321            | Organizational Behavior                                    | 3  |
| BUS 322            | Human Resource Management                                  | 3  |
| DMD 345            | Desktop Publishing   | 3  |
| ENT 347            | Financial Management for Organizational Leaders            | 3  |
| NPA 101            | Fundamentals of Nonprofit Administration                   | 3  |
| NPA 300            | Governance and Management                                  | 3  |
| NPA 313            | Resource Development and Stewardship                       | 3  |
| NPA 370            | Program Design and Evaluation                              | 3  |
| NPA 400            | Nonprofit Administration Seminar                           | 3  |
|                    | Electives  | 6  |
|                    | Total  | 33 |

Electives Options (choose six credits for major in consultation with advisor)

|         |                                  |
|---------|----------------------------------|
| BUS 315 | Leadership and Communication     |
| BUS 318 | Conflict and Change Management   |
| BUS 371 | Principles of Marketing          |
| COM 205 | Communication, Media and Society |
| DMD 247 | Web Page Design                  |
| ENG 215 | Business and Technical Writing   |
| LAN     | 3-6 credits in any language      |
| NPA 450 | Internship                       |
| NPA 461 | Travel Seminar                   |
| SOC 317 | Minority Groups                  |

\*\*Most NPA classes are offered online, in 7-week blocks. Residential campus students should consult with advisor before taking the courses to ensure they fit with student schedules appropriately.

## Minor (Residential Students Only)

### Nonprofit Administration

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

|                 |  |    |
|-----------------|--|----|
| BUS 155/BUS 251 | Survey of Accounting or Principles of Financial Accounting | 3  |
| BUS 321         | Organizational Behavior                                    | 3  |
| NPA 101         | Fundamentals of Nonprofit Administration                   | 3  |
| NPA 300         | Governance and Management                                  | 3  |
| NPA 313         | Resource Development and Stewardship                       | 3  |
| NPA 370         | Program Design and Evaluation                              | 3  |
| Elective        | See Electives List for Major                               | 3  |
|                 | Total  | 18 |

\*\*Most NPA classes are offered online, in 7-week blocks. Residential campus students should consult with advisor before taking the courses to ensure they fit with student schedules appropriately.

An associate degree in human services from Mitchell Technical College may be applied toward a bachelor's degree in (criminal justice, nonprofit administration, psychology), allowing completion of this bachelor's degree in two years.

## Certificate

### Nonprofit Administration

Students seeking a certificate in nonprofit administration must complete the following courses:

|         |  |    |
|---------|--|----|
| NPA 101 | Fundamentals of Nonprofit Administration | 3  |
| NPA 300 | Governance and Management                | 3  |
| NPA 313 | Resource Development and Stewardship     | 3  |
| NPA 370 | Program Design and Evaluation            | 3  |
|         | Total                                    | 12 |

## Online Associates Degree and Bachelor's Degree Completion

Students who enroll in the online, certificate-to-degree (CTD), program can earn either an Associate of Arts or Bachelors of Arts degree in Nonprofit Administration by taking the core NPA certificate and additional certificates and/or electives (minimum of 2 certificates needed for a Bachelors) coupled with remaining general education requirements toward a degree. See page 71 for a complete list of certificate offerings that can be paired with NPA to complete the NPA degree.

# Nursing (NUR)

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

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

The Arlene Gates Department of Nursing at Dakota Wesleyan University offers the Bachelor of Science Nursing on the Mitchell campus.

## **Mission Statement of the Arlene Gates Department of Nursing**

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

## **General Program Policies**

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

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

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

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

## **Admission Policy**

Admission to each of Dakota Wesleyan's two nursing tracks (i.e., on-campus bachelor's program and hybrid LPN-BS) is competitive. This means that, historically, there are more applicants than there are available seats in each program and cohort. The Nursing Admissions Committee considers the following criteria in ranking applicants for admission to each track:

- The applicant's ACT or SAT score, (to be competitive in the admission process, applicants should have a composite ACT score of 19 or above or an SAT score of 900 (critical reading + math).
- The applicant's ACT or SAT reading score, (to be competitive in the admission process, applicants should have an ACT reading sub score of 20 or above or an SAT critical reading sub score of 400 or above.
- Students are able to opt out of taking the ACT/SAT but will not be eligible for direct admission.
- The applicant's high school (or college) cumulative grade point average (GPA) should be a 2.7 or above, in order to be competitive in admission's process.

To be considered for early direct admission, students must obtain a composite ACT score of 27 or above (SAT score of 1280 or above) and cumulative GPA of 3.0 or higher. Students must maintain 3.0 GPA in nursing prerequisite coursework and complete prerequisite classes with a minimum grade of "C-" or higher ("C" in English) prior to starting the nursing program.

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, Dakota Wesleyan University Campus Box 902, 1200 West University Avenue, Mitchell, SD 57301.

The baccalaureate program at Dakota Wesleyan University is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, D.C., 20001, 202-887-6791. The nursing program has been granted interim status by the South Dakota Board of Nursing, 4305 S. Louise Ave., Suite 201, Sioux Falls, SD 57106-3115, 605-362-2760.

### **Program Purpose**

The nursing program is designed to offer the body of knowledge and experiences necessary to prepare individuals for a bachelor's degree nursing practice. Nursing graduates of Dakota Wesleyan University earn a Bachelor of Science degree and will have satisfied the academic requirements necessary for eligibility to take the National Council of State Boards of Nursing Licensing Examinations for Registered Nurses (NCLEX-RN).

### **Program Learning Outcomes**

1. Teach graduates to independently provide culturally sensitive, competent nursing care in a variety of settings guided by a scientific concept-based curriculum and professional accountability.
2. Develop graduates who incorporate critical thinking and clinical judgement in the provision of holistic, evidence-based nursing care of clients throughout the lifespan.
3. Support graduates in the planning and providing of person-centered, coordinated nursing care that contributes to safe and high-quality care outcomes.
4. Facilitate graduates who communicate and collaborate with inter-professional teams, utilize health information technology, incorporate cost-effectiveness, and utilize educational principles to promote wellness and well-being.
5. Motivate graduates to be committed to lifelong learning and service, display leadership, and who participate in scholarship that advances the profession of nursing.
6. Produce graduates who exhibit caring behaviors and who uphold moral ethical and ethical competence in the practice of nursing.

### **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.
- Completion of criminal background check.

Dakota Wesleyan University 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 Dakota Wesleyan University 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. Only one general education course may be repeated. A grade of B- (79.5 percent) in nursing theory and a Satisfactory rating in clinical and simulation must be achieved to successfully complete a nursing course. Only one nursing course may be repeated.

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.

## Nursing

### Major

#### Nursing Core

|         |   |    |
|---------|---|----|
| NUR 110 | Medical Terminology                           | 1  |
| NUR 115 | Basic Patient Care                            | 3* |
| NUR 218 | Introduction to Professional Nursing Concepts | 3* |
| NUR 310 | Fundamental Nursing Concepts I                | 6* |
| NUR 316 | Nursing Concepts in Pathophysiology           | 3  |
| NUR 318 | Concepts in Nursing Leadership                | 3  |
| NUR 320 | Fundamental Nursing Concepts II               | 6* |
| NUR 321 | Health Assessment Concepts                    | 4* |
| NUR 326 | Nursing Concepts in Pharmacology              | 3* |
| NUR 332 | Nutrition Concepts in Health & Illness        | 3  |
| NUR 342 | Mental & Social Health Nursing Concepts       | 3* |
| NUR 408 | Advanced Nursing Concepts                     | 6* |
| NUR 411 | Lifespan Nursing Concepts I                   | 3* |
| NUR 412 | Lifespan Nursing Concepts II                  | 3* |
| NUR 418 | Concepts in Nursing Management                | 3  |
| NUR 423 | Complex Nursing Concepts                      | 4* |
| NUR 426 | Nursing Concepts in Population Health         | 3* |
| NUR 440 | Nursing Concepts in Research                  | 3  |
| NUR 450 | Transition into Professional Practice         | 3* |
|         | Total   | 66 |

\*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.

#### Nursing Core Support Courses

|          |                                  |   |
|----------|----------------------------------|---|
| BIO 220  | Anatomy and Physiology I         | 3 |
| BIO 220L | Anatomy and Physiology I Lab     | 1 |
| BIO 233  | Microbiology                     | 3 |
| BIO 233L | Microbiology Lab                 | 1 |
| BIO 330  | Anatomy and Physiology II        | 3 |
| BIO 330L | Anatomy and Physiology I Lab     | 1 |
| CHM 113  | General Organic Biochemistry     | 3 |
| CHM 113L | General Organic Biochemistry Lab | 1 |
| HLT 307  | Advanced Emergency Skills        | 1 |
| MTH 125  | College Algebra or               | 3 |
| MTH 200  | Statistical Methods I            |   |
| PSY 237  | Developmental Psychology         | 3 |

## LPN-BS Program

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

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

The LPN-Bachelor of Science in Nursing program provides a curriculum designed to prepare the graduate to sit for the National Council Licensure Examination-RN (NCLEX) licensing exam and become a licensed registered nurse. The LPN-B.S. curriculum in Sioux Falls is a 28-month program designed to build on the foundation of nursing skills mastered by the licensed practical nurse (LPN). The goal is to move the student's knowledge of human health needs and nursing interventions to a deeper level. In addition, the program content is designed to develop leadership and management of care skills needed by the registered nurse (RN) in the current health care-practice setting. Students have the opportunity to complete a bachelor's degree that is built upon the core values of learning, leadership, faith and service. The LPN-B.S. nursing program provides an opportunity for students to develop abilities and skills related to the roles of a bachelor's prepared nurse, including being a provider of care, manager of care and member of a profession. Students must be licensed practical nurses and maintain active licensure in South Dakota throughout the course of study. Upon successful completion of the program, and upon full payment of all money due to the

university, the graduate will receive a Bachelor of Science degree and will have satisfied the academic requirements necessary for eligibility to take the NCLEX for licensure as an RN.

The baccalaureate program at Dakota Wesleyan University is accredited by the Commission on Collegiate Nursing Education (CCNE) and is approved by the South Dakota Board of Nursing. Information related to the nursing program's accreditation may be obtained from CCNE: 655 K Street NW, Suite 750, Washington, DC 20001; Phone: 1-202-887-6791; website: <https://www.aacnnursing.org>. The LPN-B.S. nursing program has been granted interim approval by the South Dakota Board of Nursing: 4305 S. Louise Ave., Suite 201, Sioux Falls, SD 57106-3115; Phone: 605-362-2760; website: <https://doh.sd.gov/boards/nursing>.

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

### **LPN to B.S. Nursing Program Learning Outcomes**

1. Teach graduates to independently provide culturally sensitive, competent nursing care in a variety of settings guided by a scientific concept-based curriculum and professional accountability.
2. Develop graduates who incorporate critical thinking and clinical judgement in the provision of holistic, evidence-based nursing care of clients throughout the lifespan.
3. Support graduates in the planning and providing of person-centered, coordinated nursing care that contributes to safe and high-quality care outcomes.
4. Facilitate graduates who communicate and collaborate with inter-professional teams, utilize health information technology, incorporate cost-effectiveness, and utilize educational principles to promote wellness and well-being.
5. Motivate graduates to be committed to lifelong learning and service, display leadership, and who participate in scholarship that advances the profession of nursing.
6. Produce graduates who exhibit caring behaviors and who uphold moral ethical and ethical competence in the practice of nursing.

### **LPN-B.S. Nursing Program Admission**

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

First priority for admission to the LPN-B.S. nursing program is given to applicants meeting all admission requirements. Qualified applicants will be admitted on a space-available basis. If there is not an available opening for the LPN-B.S. nursing program, students who have met admission requirements and have been accepted will be put on a waiting list and will be notified by admissions if an opening becomes available.

An admission appeal process exists for students who do not meet the above requirements but have extenuating circumstances. Address written requests of appeal to the Nursing Admissions Committee and mail to Admissions, Dakota Wesleyan University, 1200 W. University Ave., Mitchell, SD 57301.

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

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

- Active, unencumbered LPN license to practice nursing in South Dakota.
- Licensed practical nursing diploma from an accredited higher education institution.
- Cumulative grade point average of 2.7 or above in college, university, vocational and technical school coursework. No support course can be repeated more than one time. Send official copies of all college transcripts. If coursework is still in progress, a current transcript may be attached that documents all of the courses in progress from that institution.

### **LPN-B.S. Clinical Requirements**

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

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

## Nursing

- completion of criminal background check.

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

### Transfer Credits

Dakota Wesleyan University accepts and welcomes students from accredited colleges and universities approved by the U.S. Department of Education. Students meeting the admission requirement for the LPN-B.S. nursing program have earned 30 transfer credits for their LPN license. The remaining 54 nursing credits and 39 non-nursing general education and support courses are included in the LPN-B.S. plan of study.

Other coursework completed at other universities that may meet one or more of the required general education/support courses must meet the following:

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

### Health Requirements

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

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

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

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

### Credits

Credit requirement for graduation for a B.S. in nursing is 123 credits; this includes:

- 30 non-nursing credits are accepted for a licensed LPN nursing degree from an accredited nursing program,
- 54 nursing credits,
- 39 non-nursing general education and support courses.

### Progression in the Nursing Program

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

### Nursing Core:

|         |   |    |
|---------|---|----|
| NUR 218 | Introduction to Professional Nursing Concepts | 3  |
| NUR 316 | Nursing Concepts in Pathophysiology           | 3  |
| NUR 318 | Concepts in Nursing Leadership                | 3  |
| NUR 320 | Fundamental Nursing Concepts                  | 5* |
| NUR 321 | Health Assessment Nursing Concepts            | 4* |
| NUR 326 | Nursing Concepts in Pharmacology              | 3* |
| NUR 332 | Nutrition Concepts in Health and Illness      | 3  |
| NUR 342 | Mental & Social Health Nursing Concepts       | 3* |

## Nursing

|         |                                       |    |
|---------|---------------------------------------|----|
| NUR 408 | Advanced Nursing Concepts             | 6* |
| NUR 411 | Lifespan Nursing Concepts I           | 3* |
| NUR 412 | Lifespan Nursing Concepts II          | 3* |
| NUR 418 | Concepts in Nursing Management        | 3  |
| NUR 423 | Complex Nursing Concepts              | 4* |
| NUR 426 | Nursing Concepts in Population Health | 3* |
| NUR 440 | Nursing Concepts in Research          | 3  |
| NUR 450 | Transition to Professional Practice   | 3* |
|         |                                       | 54 |

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

### Support Courses

|                              |                                       |   |
|------------------------------|---------------------------------------|---|
| BIO 233                      | Microbiology                          | 3 |
| BIO 233L                     | Microbiology Lab                      | 1 |
| BIO 330                      | Anatomy & Physiology II               | 3 |
| BIO 330L                     | Anatomy & Physiology II Lab           | 1 |
| CHM 113                      | General, Organic and Biochemistry     | 3 |
| CHM 113L                     | General, Organic and Biochemistry Lab | 1 |
| MTH 125 <i>or</i><br>MTH 200 | College Algebra<br>Statistics         | 3 |
| PSY 237                      | Developmental Psychology              | 3 |

### General Education Courses

|         |  |    |
|---------|--|----|
| PSY 141 | Foundations of Psychology                    | 3  |
| COM 210 | Interpersonal Communication                  | 3  |
| ENG 141 | Cultural Perspectives in American Literature | 3  |
| HIS 141 | History of the Modern World                  | 3  |
| POL 141 | U.S. Government & Constitution               | 3  |
| DRM 141 | Theater Arts                                 | 3  |
| REL 141 | Religion, Philosophy and Ethics              | 3  |
|         |  | 18 |

# Political Science (POL)

*College of Arts and Humanities*

[www.dwu.edu/academics/majors-minors/political-science](http://www.dwu.edu/academics/majors-minors/political-science)

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

## Minor

### Political Science

|         |  |    |
|---------|--|----|
| POL 141 | U.S. Government and the Constitution   | 3  |
| POL 250 | Introduction to International Relations  | 3  |
| POL 351 | American Foreign Policy  | 3  |
| POL 352 | Political Thought  | 3  |
| POL 355 | The U.S. Constitution  | 3  |
|         | *Electives (selected in consultation with a faculty advisor in the history and political science department) | 3  |
|         | Total  | 18 |

### \*Electives:

|         |                            |   |
|---------|----------------------------|---|
| CRJ 250 | American Legal System      | 3 |
| POL 386 | Modern Asia                | 3 |
| POL 450 | Internships                | 3 |
| POL 460 | Independent Study          | 3 |
| SOC 312 | Methods of Social Research | 3 |

# Psychology (PSY)

*Ron and Sheilah Gates College of Business, Education and Social Science*

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

The mission of the psychology program at Dakota Wesleyan University is to prepare students for post-graduation success whether as professional employees or graduate students. In support of this mission, the psychology program ensures that all program graduates are familiar with a range of conceptual frameworks (e.g., biological, behaviorist, cognitive, social, and cultural); that they are capable of conducting their own scientific research within the field and that they are capable of evaluating the research of others; and that they have the knowledge and confidence to wrestle with issues and concepts that continue to animate the discipline. A criminal background check may be required for this major.

## Major

### Psychology

|         |                           |    |
|---------|---------------------------|----|
| MTH 200 | Statistical Methods I     | 3  |
| PSY 131 | General Psychology        | 3  |
| PSY 202 | History of Psychology     | 3  |
| PSY 237 | Developmental Psychology  | 3  |
| PSY 333 | Cognitive Psychology      | 3  |
| PSY 381 | Psychology of Personality | 3  |
| PSY 435 | Experimental Psychology   | 3  |
| PSY 443 | Abnormal Psychology       | 3  |
| PSY 482 | Senior Thesis             | 6  |
| PSY     | Elective                  | 3  |
| SOC 332 | Social Psychology         | 3  |
|         | Total                     | 36 |

### Concentration in Counseling

The concentration in counseling is designed for students interested in working with individuals and groups to promote mental and emotional health. Professionals in this field help people cope with mental health issues, recover from traumatic events and provide support and guidance to individuals. Psychology majors with this concentration may seek employment in a wide variety of professional settings. For instance, they might work in mental health clinics, health facilities, substance abuse treatment centers or residential treatment centers. Other students may choose to continue their education in graduate programs. Students may opt to complete this concentration in lieu of a minor.

To the 36-credit Psychology major, described above, the following courses are added:

|         |                                   |    |
|---------|-----------------------------------|----|
| COM 210 | Interpersonal Communication       | 3  |
| PSY 245 | Drug Use and Abuse                | 3  |
| PSY 270 | Theory and Practice of Counseling | 3  |
| PSY 310 | Alcohol Use and Abuse             | 3  |
| PSY 400 | Group Counseling                  | 3  |
| PSY 451 | Family Counseling                 | 3  |
|         | Total                             | 18 |

### Concentration in School Counseling

The concentration in school counseling is designed for those interested in working with students in various school environments. School counselors have a wide breadth of responsibility from developing and implementing school guidance programs to helping students achieve personal and academic goals. Students may opt to complete this concentration in lieu of a minor.

To the 36-credit Psychology major, described above, the following courses are added:

|                 |                              |   |
|-----------------|------------------------------|---|
| EDU 201         | Foundations of Education     | 3 |
| EDU 290/390/490 | Independent Honors Practicum | 1 |
| EDU 310         | Human Relations              | 3 |
| EDU 311         | Educational Psychology       | 3 |
| EDU 335         | American Indian Education    | 3 |

## Psychology

|         |                                   |    |
|---------|-----------------------------------|----|
| PSY 270 | Theory and Practice of Counseling | 3  |
| PSY 337 | Adolescent Psychology             | 3  |
| PSY 400 | Group Counseling                  | 3  |
|         | Total                             | 22 |

## Minor

### Psychology

|                              |                                   |    |
|------------------------------|-----------------------------------|----|
| PSY 131                      | General Psychology                | 3  |
| PSY 202                      | History of Psychology             | 3  |
| PSY 333                      | Cognitive Psychology              | 3  |
| PSY 443                      | Abnormal Psychology               | 3  |
| Choose one of the following: |                                   |    |
| PSY 237                      | Developmental Psychology          |    |
| PSY 337                      | Adolescent Psychology             |    |
| SOC 350                      | Adjustment to Aging               | 3  |
| Choose one of the following: |                                   |    |
| BUS 321                      | Organizational Behavior           |    |
| PSY 270                      | Theory and Practice of Counseling |    |
| PSY 381                      | Psychology of Personality         | 3  |
|                              | Total                             | 18 |

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

# Religion (REL) and Philosophy (PHL)

*College of Arts and Humanities*

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

The purpose of the Dakota Wesleyan University Department of Religion and Philosophy is to enable all Dakota Wesleyan University students to understand relevant issues in philosophy and religion so as to enhance a life of sacrificial service to God and others. The purpose of the Christian Leadership program is to train passionate and informed Christian leaders to build communities of faith that inspire non-religious and nominally religious people to become deeply committed disciples of Jesus Christ for the transformation of the world.

This program requires experiences of spiritual growth along with academic training. It also provides ample opportunity for internships in churches and regional ministries. Students in this department participate in Student Ministry Council, weekly Bible study and planning chapel services. They also travel locally and the world on educational/service trips to Peru, Mexico, East Africa and Israel.

Dakota Wesleyan University offers two majors and two minors: Religion Studies and Christian Leadership. Students must choose between these options and may not choose two of them at once. For instance, a major in Christian Leadership may not select a minor or double major in Religious Studies.

## Religious Studies and Christian Leadership Curriculum

Courses for both Religion and Christian Leadership Majors

|         |  |   |
|---------|--|---|
| PHL 220 | Intro to Ethics                          | 3 |
| REL 112 | Christian Faith and Practice             | 3 |
| REL 210 | Understanding the Old Testament          | 3 |
| REL 215 | Life and Teachings of Jesus              | 3 |
| REL 216 | Life and Letters of Paul                 | 3 |
| REL 302 | Faith and Reason                         | 3 |
| REL 314 | World Religions                          | 3 |
| REL 323 | Biblical Interpretation and Proclamation | 3 |
| REL 360 | Death, Dying and Life after Death        | 3 |
| REL 490 | Religion Capstone                        | 3 |

### Christian Leadership Major

|         |                              |   |
|---------|------------------------------|---|
| REL 155 | Spiritual Formation I        | 1 |
| REL 340 | Exploring Christian Ministry | 3 |
| REL 355 | Spiritual Formation II       | 1 |

Choose one of the following 3

|         |                                      |  |
|---------|--------------------------------------|--|
| ENT 224 | The Entrepreneurial Mindset          |  |
| NPA 210 | Principles of Leadership and Service |  |
| NPA 311 | Social Justice and Civic Engagement  |  |

Choose one of the following 3

|  |                |    |
|--|----------------|----|
| *REL 450   | Internship     |    |
| REL 461  | Travel Seminar |    |
| *REL 450 Students may earn up to 12 hours of internship; however, only 3 may apply to the major. |                |    |
| Total hours for Christian Leadership   |                | 41 |

### Religious Studies Major

|           |                |    |
|-----------|----------------|----|
| *REL 450  | Internship     | 3  |
| **REL 461 | Travel Seminar | 3  |
| Total     |                | 36 |

\*Students can take up to 12 credit hours of internship.

\*\*Three credit hours of internship may substitute for REL 461.

## Religion and Philosophy

### Minors

#### Christian Leadership and Religious Studies

|         |                                 |   |
|---------|---------------------------------|---|
| PHL 220 | Introduction to Ethical Issues  | 3 |
| REL 112 | Christian Faith and Practice    | 3 |
| REL 210 | Understanding the Old Testament | 3 |
| REL 215 | Life and Teachings of Jesus     | 3 |
| REL 216 | Life and Letters of Paul        | 3 |
| REL 314 | World Religions                 | 3 |

#### Christian Leadership

|         |                              |   |
|---------|------------------------------|---|
| REL 155 | Spiritual Formation          | 1 |
| REL 340 | Exploring Christian Ministry | 3 |

\*Christian Leadership minors may substitute REL 450 or 461 for one of the above 3 credit courses.

#### Totals

|                            |    |
|----------------------------|----|
| Religious Studies Minor    | 18 |
| Christian Leadership Minor | 22 |

### Other Programs

#### Dakota Wesleyan University 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. The Kairos Project facilitates flexible learning through contextually integrated education and adaptable assignments. It is designed specifically for individuals who are actively engaged in ministry. Students accepted into the Kairos Project grow through outcome-based learning under the supervision of team of mentors. Dakota Wesleyan University students who are called to the ministry (whatever their Dakota Wesleyan University major) are invited to speak with either the Department Chair or campus pastor about the possibility of applying their studies in religion toward eventual seminary credit.

# Sociology (SOC)

*Ron and Sheilah Gates College of Business, Education and Social Science*

[www.dwu.edu/academics/majors-minors/sociology](http://www.dwu.edu/academics/majors-minors/sociology)

Sociology is the study of human behavior in groups and institutions – family, religion, economics, government and education. It examines issues and topics such as wealth and poverty, deviant behavior, criminal justice, values, self-identity, social change, ethnic groups, war and peace, and the effects of social groups upon individual behavior and thought. This program is designed to provide basic skills and knowledge needed by professions that involve working with people, to prepare students for graduate study in the field of sociology and to help students become competent participants in community and other societal activities.

## Minor

### Sociology

|         |                            |    |
|---------|----------------------------|----|
| SOC 152 | Introduction to Sociology  | 3  |
| SOC 154 | Marriage and the Family    | 3  |
| SOC 312 | Methods of Social Research | 3  |
| SOC 317 | Minority Groups            | 3  |
| SOC 332 | Social Psychology          | 3  |
| SOC     | Electives*                 | 6  |
|         | Total                      | 21 |

### \*Electives

|         |                                     |   |
|---------|-------------------------------------|---|
| BUS 321 | Organizational Behavior             | 3 |
| CRJ 258 | Criminology                         | 3 |
| HIS 335 | Native American History             | 3 |
| NPA 310 | Public Policy                       | 3 |
| NPA 311 | Social Justice and Civic Engagement | 3 |
| PSY 237 | Developmental Psychology            | 3 |

Other courses may be approved in consultation with the department.

Students who have a major in behavioral sciences must take six more hours in sociology for the sociology minor because courses may not be used in more than one major or minor, or for both a major and a minor.

# Sports Management (SPM)

*Ron and Sheilah Gates College of Business, Education and Social Science*

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

The sports management program is one of the university's best examples of interdisciplinary cooperation. The program prepares students for a wide variety of sports-related positions, employing several innovative combinations of courses from sports management and business. The coursework provides both a comprehensive theoretical background and a range of practical experiences that are designed to enable graduates to provide leadership in today's increasingly sophisticated amateur and professional athletic and wellness programs.

The sport and fitness industry is one of the top three industries in almost every state. As the field has evolved into an integral component of American culture, the role of leaders has become increasingly complex. Effective leaders need to be grounded in a comprehensive awareness of sport including 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

|         |                                     |    |
|---------|-------------------------------------|----|
| BUS 101 | Introduction to Business            | 3  |
| COM 205 | Communication, Media and Society    | 3  |
| SPM 241 | Sport and Society                   | 3  |
| SPM 341 | Sports Administration               | 3  |
| SPM 363 | Sports Policy                       | 3  |
| SPM 382 | Sport Facility and Event Management | 3  |
|         | Total                               | 18 |

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

# Theatre (DRM)

## College of Arts and Humanities

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

The Ron and Sheilah Gates Department of Theatre is a comprehensive program offering intensive and individualized instruction, with opportunities within the liberal arts curriculum for a broader general education. The program is tailored to students interested in pursuing careers in areas such as acting, directing, stage management, theatre education, design (scenic, lighting, sound, makeup) and stage combat.

### Dramatic Productions

Auditions for all productions presented by the Dakota Wesleyan University theatre department are not just reserved for theatre students but are open to all full-time and part-time students at Dakota Wesleyan University, as well as Dakota Wesleyan University staff, faculty and area residents. Casting decisions rest solely with the director of each play. The merit of each individual will be considered in relationship to the part or parts for which the individual has auditioned, as well as availability for rehearsals and performances. Merit might include a combination of any of the following: previous experience, vocal ability, acting ability, physical stature and/or other characteristics germane to the particular part. Upon accepting a part, the actor is responsible for being at all specified rehearsals and productions.

### Major

#### Theatre

|         |                                 |    |
|---------|---------------------------------|----|
| DRM 121 | Technical Theatre               | 3  |
| DRM 132 | Auditioning and Tech Interviews | 3  |
| DRM 151 | Theatre History                 | 3  |
| DRM 188 | Stage Management                | 3  |
| DRM 203 | Acting for the Stage            | 3  |
| DRM 222 | History of Musical Theatre      | 3  |
| DRM 280 | Production Practicum I          | 3  |
| DRM 301 | Costume and Makeup              | 3  |
| DRM 335 | Directing I                     | 3  |
| DRM 380 | Production Practicum II         | 3  |
| DRM 436 | Directing II                    | 3  |
| DRM 466 | Stage Combat                    | 3  |
| DRM 480 | Production Practicum III        | 3  |
|         | Total                           | 39 |

\*Pick either performance or non-performance

#### Non-Performance

|         |                            |   |
|---------|----------------------------|---|
| DRM 213 | Scene Design               | 3 |
| DRM 321 | Advanced Technical Theatre | 3 |

#### Performance

|         |                       |    |
|---------|-----------------------|----|
| DRM 305 | Acting for the Camera | 3  |
| DRM 409 | Acting Period Styles  | 3  |
|         | Total                 | 45 |

### Minor

#### Theatre

|         |                         |    |
|---------|-------------------------|----|
| DRM 121 | Technical Theatre       | 3  |
| DRM 141 | Theatre Arts            | 3  |
| DRM 203 | Acting for the Stage    | 3  |
| DRM 280 | Productions Practicum I | 3  |
| DRM 301 | Costume and Makeup      | 3  |
| DRM 335 | Directing I             | 3  |
| DRM 466 | Stage Combat:           | 3  |
|         | Total                   | 21 |

# Graduate Studies

## Master of Arts in Education

*Ron and Sheilah Gates College of Business, Education and Social Science*

### Master of Arts (M.Ed.) – Education

[www.dwu.edu/ma-ed](http://www.dwu.edu/ma-ed)

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

The program objectives are to:

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

### Admission Requirements

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

### Application Procedures

Students will be considered for graduate admission when they present:

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

### Deadlines for Application

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

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

### Attendance

Students are expected to participate in all classes and/or online sessions unless prevented by an extenuating circumstance. Effective learning in a university requires active involvement of both the student and the instructor. Students will be expected to work with instructors on an individual basis regarding absences. Students at Dakota Wesleyan University are expected to be responsible for the learning that may develop both in class and elsewhere, and they should report to instructors any necessary absences as far in advance as possible. Specific attendance policies for each course will be determined by the individual instructors, according to the nature of the course, and placed in the syllabus. Students must accept responsibility for fulfilling all course requirements. In the case where the absence is unforeseen or unavoidable, it is the responsibility of the student to contact the instructor as soon as

## Master of Arts in Education

possible. If the instructor is unreachable, the student may contact the program director, but that does not guarantee an excused absence or extension for an assignment. In addition, due to the time frame of each course, an extended absence can result in missed assignments that cause a failing grade for that course.

### Graduation Requirements

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

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

### Master of Arts in Education- Athletic Activities Administration

The Athletic and Activities Administration certification will prepare professionals with practical and relevant skills needed to excel in workplaces that require specialized leadership and management in this field. Program participants will learn and apply skills for developing and managing high functioning teams, planning events, managing facilities, raising funds, working with their public, using contemporary skills for promotion, and more.

Students who take the graduate certificate in Athletic and Activities Administration may choose to simultaneously earn their graduate degree, MBA or M.Ed., or they may take their certificate in year one and continue on for their MBA or M.Ed. in year two. Please work with the MBA or M.Ed. director, or your admissions counselor, to ensure you are on the right path for your graduate degree.

#### Required Courses:

|         |  |    |
|---------|--|----|
| BUS 606 | Adaptive Leadership and Change Management    | 3  |
| BUS 627 | Event and Facilities Planning and Management | 3  |
| BUS 628 | Advanced Public Relations and Promotion      | 3  |
| BUS 629 | Revenue Generation and Management            | 3  |
| BUS 636 | Conflict Management                          | 3  |
| EDU 613 | School and Community Relations               | 3  |
| EDU 617 | Employee Life Cycle                          | 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 691 | Practicum                                    | 3  |
|         | Total  | 36 |

### Master of Arts in Education - English as a New Language (ENL)

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

#### Additional requirements

- Study of developmental characteristics of K-12 learners.
- Practicum, internship, or student teaching inclusive of K-12 learners.

## Master of Arts in Education

- Other coursework may be accepted to meet the 19-credit requirement for this endorsement. For more information, please call the Dakota Wesleyan University Department of Education at 1-605-995-2127.

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

### Required Courses

|         |  |       |
|---------|--|-------|
| EDU 613 | School and Community Relations                     | 3     |
| EDU 675 | Educational Law                                    | 3     |
| EDU 677 | Instructional Supervision                          | 3     |
| EDU 691 | Educational Policy and Administration Practicum or | 3-6   |
| EDU 692 | Thesis   |       |
| ENL 662 | Foundations in English as a New Language           | 3     |
| ENL 663 | Literacy for Multilingual Learners                 | 3     |
| ENL 664 | Methods for Teaching ENL                           | 3     |
| ENL 665 | Culture and Linguistics                            | 3     |
| ENL 667 | Sociolinguistics for ENL Teachers                  | 3     |
| ENL 668 | Assessment of ENL Students and Programs            | 3     |
| ENL 669 | Curriculum, Programs, and Policies for ENL         | 3     |
| ENL 670 | Seminar in Special Topics for ML                   | 3     |
| ENL 651 | ENL Practicum for the Elementary Teacher or        |       |
| ENL 696 | ENL Practicum for the Mid and High School Teacher  | 1     |
|         | *Additional Coursework                             | 3     |
|         | Total  | 40-43 |

### Required Courses for ENL Endorsement Only:

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

|         |   |    |
|---------|---|----|
| ENL 662 | Foundations in English as a New Language          | 3  |
| ENL 663 | Literacy for Multilingual Learners                | 3  |
| ENL 664 | Methods for Teaching ENL                          | 3  |
| ENL 665 | Culture and Linguistics                           | 3  |
| ENL 668 | Assessment of ENL Students and Programs           | 3  |
| ENL 651 | ENL Practicum for the Elementary Teacher OR       |    |
| ENL 696 | ENL Practicum for the Mid and High School Teacher | 1  |
|         | *Additional Coursework                            | 3  |
|         | Total   | 19 |

## Master of Arts in Education - Educational Policy and Administration

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

### Required Courses:

|         |  |     |
|---------|--|-----|
| EDU 603 | Statistical Analysis in Education                  | 3   |
| EDU 610 | Human Relations: Multiculturalism                  | 3   |
| EDU 655 | Public Policy in Education                         | 3   |
| EDU 659 | Educational Leadership                             | 3   |
| EDU 661 | Advanced Educational Psychology                    | 3   |
| EDU 683 | Assessment, Planning, and Evaluation               | 3   |
| EDU 685 | Teaching and Learning                              | 3   |
| EDU 687 | Legal and Ethical Issues in Education              | 3   |
| EDU 690 | Research Methodologies                             | 3   |
| EDU 691 | Educational Policy and Administration Practicum or | 3-6 |
| EDU 692 | Thesis   |     |

# Master of Arts in Education

|         |                             |       |
|---------|-----------------------------|-------|
| SPD 601 | The All-Inclusive Classroom | 3     |
|         | Total                       | 33-36 |

## Master of Arts in Education - K-12 Principal

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

### Required Courses:

|         |                                   |    |
|---------|-----------------------------------|----|
| EDU 603 | Statistical Analysis in Education | 3  |
| EDU 610 | Human Relations/Multiculturalism  | 3  |
| EDU 613 | School and Community Relations    | 3  |
| EDU 615 | School Improvement                | 3  |
| EDU 617 | Employee Life Cycle               | 3  |
| EDU 659 | Educational Leadership            | 3  |
| EDU 665 | Curriculum & Teaching Methods     | 3  |
| EDU 673 | Educational Administration        | 3  |
| EDU 675 | Education Law                     | 3  |
| EDU 677 | Instructional Supervision         | 3  |
| EDU 690 | Research Methodologies            | 3  |
| EDU 693 | Internship                        | 3  |
|         | Total                             | 36 |

# Master of Athletic Training (ATN)

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

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

The athletic training curriculum at Dakota Wesleyan University is designed to prepare students to become professional athletic healthcare practitioners. Specifically, the Dakota Wesleyan University 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 Dakota Wesleyan University 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 Dakota Wesleyan University 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 Dakota Wesleyan University is one of a limited number of approved undergraduate curricula in the field of study.

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

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

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

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

## **Admission Procedures for the Athletic Training Program**

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

## Master of Athletic Training

<https://www.dwu.edu/online-adult-students/faqs>. A criminal background check 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. For all additional costs to athletic training students, see the appropriate section of the Dakota Wesleyan University 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 Dakota Wesleyan University classroom and clinical instructors, a minimum of two students currently enrolled in the athletic training program, team physicians, the medical director and preceptors. In the event one of the committee members is unable to participate, the athletic training program director will select an alternate.

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

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

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

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

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

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

# Master of Athletic Training

## Technical Standards

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

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

Candidates for the athletic training education program must demonstrate:

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

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

## General Skills

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

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

## Specific Skills

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

- prevention of injuries and illness
- clinical evaluation and diagnosis of Injuries and illness
- immediate care of injuries and medical conditions
- treatment, rehabilitation and reconditioning

# Master of Athletic Training

- organization and administration
- professional responsibility

## Master of Athletic Training

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

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

- General or Developmental Psychology
- Abnormal Psychology
- Advanced Emergency Skills for Professionals or EMT (or proof of current CPR for the healthcare professional certification)
- Anatomy & Physiology-8 credits
- English Composition
- Biology-4 Credits
- Human Nutrition
- Introduction to Athletic Training/Healthcare Professions\* (Dakota Wesleyan University students will complete Introduction to Healthcare and Principles of Athletic Training I and II).
- Kinesiology/Biomechanics
- Medical Terminology
- Physiology of Exercise
- Prevention & Care of Athletic Injuries
- Speech or Interpersonal Communications
- Statistical Methods-1 semester
- Chemistry-8 credits
- Physics-4 credits
- Psychology 443: Abnormal Psychology

**In addition, students need to complete the following:**

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

### Coursework:

|         |  |    |
|---------|--|----|
| ATN 610 | Advanced Principles of Athletic Training             | 2  |
| ATN 625 | Concepts in Evidence Based Practice                  | 2  |
| ATN 629 | Health and Fitness Assessment                        | 3  |
| ATN 630 | Pathology and Evaluation I                           | 2  |
| ATN 635 | Pathology and Evaluation II                          | 6  |
| ATN 640 | Practicum in Athletic Training I                     | 2  |
| ATN 642 | Practicum in Athletic Training II                    | 2  |
| ATN 644 | Practicum in Athletic Training III                   | 2  |
| ATN 646 | Practicum in Athletic Training IV                    | 4  |
| ATN 648 | Practicum in Athletic Training V                     | 1  |
| ATN 650 | Clinical Immersion in Athletic Training              | 6  |
| ATN 665 | Healthcare Administration                            | 2  |
| ATN 672 | Public Health and Epidemiology                       | 3  |
| ATN 680 | Biomechanics   | 3  |
| ATN 683 | Therapeutic Modalities                               | 4  |
| ATN 685 | Therapeutic Exercise                                 | 4  |
| ATN 687 | Medical Aspects and Pharmacological Interventions I  | 3  |
| ATN 689 | Medical Aspects and Pharmacological Interventions II | 3  |
| ATN 690 | Research Methods                                     | 3  |
| ATN 692 | Thesis   | 2  |
|         | Total  | 59 |

# Master of Business Administration

*Ron and Sheilah Gates College of Business, Education and Social Science*

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

The Master of Business Administration (MBA) is designed to assist in starting your MBA immediately following your undergraduate degree as well as to meet the needs of the professional seeking next-level skills. You will be learning alongside students from diverse industries, with varying levels of experience, in a faith-based setting. This innovative, relevant, and applied program gives you the opportunity to master content that is relevant to your needs by selecting one of our three concentration/emphasis/certificate areas including: Strategic Leadership (designed for general business leaders), Athletic and Activities Administration (designed for those in or seeking sports and/or activities management careers), and Nonprofit Administration (tailored for ministry leaders in nonprofit settings)

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

Distinct features:

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

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

## **Program Delivery Format**

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

## **Admission Requirement for the MBA Program**

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

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

## **Application Procedure for the MBA**

Students will be considered for graduate admission when they present:

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

## **Deadlines for Application to the MBA Program**

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

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

## **Graduation Requirements**

To receive the MBA from Dakota Wesleyan University, students must meet the minimum graduate requirements set by the university along with specific requirements established by the degree program. This is based on the degree requirements in effect at the time of first enrollment as a degree-seeking student. Students may elect to update to

## Master of Business Administration

complete requirements of the current catalog as well. It is the student's responsibility to know and comply with the regulations and requirements contained in this catalog. Graduate academic advisers are helpful in preparing degree plans and assisting in degree progress, but the primary responsibility remains with the student. The graduation requirements are:

1. Successful completion of required hours for the MBA program with a minimum cumulative GPA of B (3.0), computed on all graduate work taken at Dakota Wesleyan University, 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 Dakota Wesleyan University courses will be accepted as credit for the MBA program. Courses may be repeated once if a grade of C- or less was received. Academic probation and suspension may be found in the general information section.
2. Completion of all degree requirements, which were in effect at the time of the student's initial entrance into the MBA program or are currently in effect, within a period of seven years.
3. Approval by the graduate faculty for graduation as certified by the Dakota Wesleyan University registrar and the MBA program director.
4. The filing of all necessary forms including the Application for Graduation, Commencement Form with appropriate fee, and notifying the registrar of your plan to attend.
5. MBA Strategic Leadership students must complete the MBA program's comprehensive exam administered in BUS 695 Strategic Business Development or at conclusion of the student's final course offering.

### Master of Business Administration – Athletic and Activities Administration

The MBA with a certification in Athletic and Activities Administration will prepare professionals with practical and relevant skills needed to excel in workplaces that require specialized leadership and management in this field. Program participants will learn and apply skills for developing and managing high functioning teams, planning events, managing facilities, raising funds, working with their public, using contemporary skills for promotion, and more. Students may receive a certificate in Athletic and Activities Administration or an MBA with a concentration in Athletic and Activities Administration.

**To earn the MBA in Athletic and Activities Administration, students will complete the following courses:**

|         |  |    |
|---------|--|----|
| BUS 606 | Adaptive Leadership and Change Management    | 3  |
| BUS 617 | Employee Life Cycle                          | 3  |
| BUS 625 | Practical Economics                          | 3  |
| BUS 626 | Data Driven Decision Making                  | 3  |
| BUS 627 | Event and Facilities Planning and Management | 3  |
| BUS 628 | Advanced Public Relations and Promotion      | 3  |
| BUS 629 | Revenue Generation and Management            | 3  |
| BUS 635 | Coaching and Mentoring in the Workplace      | 3  |
| BUS 636 | Conflict Management                          | 3  |
| BUS 656 | Contemporary Marketing                       | 3  |
| BUS 695 | Strategic Business Analysis and Marketing or |    |
| BUS 698 | SPM Practicum                                | 3  |
|         | Total  | 33 |

**Certificate Only Required Courses:**

#### **Athletic and Activities Administration Certificate Curriculum**

|         |  |    |
|---------|--|----|
| BUS 606 | Adaptive Leadership and Change Management    | 3  |
| BUS 617 | Employee Life Cycle                          | 3  |
| BUS 627 | Event and Facilities Planning and Management |    |
| BUS 628 | Advanced Public Relations & Promotions       | 3  |
| BUS 629 | Revenue Generation and Management            | 3  |
| BUS 636 | Conflict Management                          | 3  |
|         | Total  | 15 |

Students also have the option to earn a Master's in Education with a certificate in Athletic and Activities Administration. See the Master's in Education section for details.

### Master of Business Administration- Nonprofit Administration for Ministry Leaders

## Master of Business Administration

The Nonprofit Administration for Ministry Leaders program is designed to help ministry leaders elevate their leadership and business management skills while serving in a leadership capacity in a church setting. Projects and coursework will be focused on practical application and will encourage students to network with others in the program to create a synergy that lasts beyond the program.

### To earn the MBA in NPA, students will complete the following courses:

|         |   |    |
|---------|---|----|
| BUS 605 | High-Performance Teams *                  | 3  |
| BUS 606 | Adaptive Leadership and Change Management | 3  |
| BUS 625 | Practical Economics                       | 3  |
| BUS 626 | Data-Driven Decision Making               | 3  |
| BUS 635 | Coaching and Mentoring in the Workplace   | 3  |
| BUS 636 | Conflict Management *                     | 3  |
| BUS 655 | Project Management                        | 3  |
| BUS 617 | Employee Life Cycle                       | 3  |
| NPA 610 | Financial Stewardship                     | 3  |
| NPA 620 | Stewarding Human Resources                | 3  |
| NPA 650 | Stewarding Vision                         | 3  |
| NPA 661 | Communications and Community Outreach     | 3  |
|         | Total                                     | 36 |

\*Students in the United Seminary + Dakota Wesleyan University MDiv/MBA program may waive these courses.

### Practical Church Leadership

Students in the PCL certificate cohort program which includes coaching, applied projects, and two gatherings per year, should refer to the catalog section for the Practical Church Leadership Cohort Program.

## Master of Business Administration – Strategic Leadership Degree

The MBA program is for students who have a bachelor's degree in any subject area. It offers a variety of opportunities for students to develop their professional skills, earn credentials that meet their needs, and do so in a way that is cost-effective, practical, and relevant to them. The Dakota Wesleyan University MBA is distinct in its strong focus on management skills along with the technical business skills. Graduates of the program will be positioned to make an immediate impact in their organizations and ascend more quickly within the organization.

### Required Courses:

#### Management

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

#### Quantitative Literacy

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

#### Strategic Leadership

|         |   |    |
|---------|---|----|
| BUS 655 | Project Management                          | 3  |
| BUS 656 | Contemporary Marketing                      | 3  |
| BUS 617 | Employee Life Cycle                         | 3  |
| BUS 695 | Strategic Business Analysis and Management* | 3  |
|         | Total                                       | 36 |

### Required Courses for MBA Strategic Leadership Certificate Only:

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

# Practical Church Leadership

*Ron and Sheilah Gates College of Business, Education and Social Science*

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

A graduate certificate in Nonprofit Administration for Church Leaders is a one-year program in which students (i.e., traditionally working pastors and/or ministry leaders) take four, three credit, online graduate courses, execute two applied projects, each worth three credit hours; and attend three face-to-face meetings, each worth one credit hour.

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

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

\*Coaching, applied projects, and the one-year cohort model make this immersive program unique from many other certificate and more traditional online offerings at Dakota Wesleyan University and other universities.

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

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

## **Practical Church Leadership Certificate Curriculum**

|         |   |    |
|---------|---|----|
| NPA 600 | The Path of Stewardship I                       | 1  |
| NPA 610 | Financial Resource Development                  | 3  |
| NPA 615 | Financial Resource Management                   | 3  |
| NPA 620 | Governance, Personnel, and Volunteer Management | 3  |
| NPA 630 | Applied Project                                 | 3  |
| NPA 640 | The Path of Stewardship II                      | 1  |
| NPA 650 | Vision, Strategy, and Evaluation                | 3  |
| NPA 661 | Communications and Community Outreach           | 3  |
| NPA 680 | The Path of Stewardship III                     | 1  |
|         | Total   | 21 |



## Undergraduate Course Descriptions

\* 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.

### Art (ART)

#### 140 Art and Democracy

3 hours

Throughout most of human history, art (whether of the visual or “studio” variety, musical, or dramatic) has tended to be created in the service of the status quo. This is due, in large part, to the fact that in societies with a limited division of labor, the ability to make a living as an artist was contingent upon the patronage of the wealthy (who usually happened to be rulers as well). Likewise, in nondemocratic and non-liberal societies (i.e., in which a right to freedom of expression may not be recognized), art may still be expected to support the status quo (or at least not to challenge it). In democratic societies, these relationships (though rarely uncontested) are often very different. In democratic societies, art can and does serve the status quo, but it can also interrogate the status quo, and serve as an agent of social change.

This course explores the role (or, more appropriately, the roles) that art plays in democratic societies. It does so, in part, by exploring the role that art has played in societies historically, as well as the role that it often plays in non-democratic societies in the contemporary world. It also does so by exploring a series of case studies. As such, the goal of the course is not to expose students to a canon of particular art forms but rather, to engage the student in a series of explorations regarding the role that art has played, and might play, in democratic societies.

Possible case studies include but are not limited to: the birth of rock and roll; graffiti; book banning; public art; book banning; and hip hop.

#### 141 Introduction to Artistic Appreciation

3 hours TBD

This course introduces students to the basic concepts of visual art, music and theatre. Students will utilize and apply these concepts through experiences in design, historical context, career opportunities and criticism, engaging with a wide variety of works of art in visual, musical and theatrical areas.

### Astronomy (AST)

#### 100 Introduction to Astronomy

3 hours FA

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.

### Athletic Training (ATN)

#### 100 Principles of Athletic Training I

1 hour

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

#### 105 Principles of Athletic Training II

1 hour

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

#### 320 Human Nutrition

3 hours

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

### Biology (BIO)

#### 101 General Biology

3 hours TBD

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.

## Undergraduate Course Descriptions

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

Prerequisite or corequisite: BIO 101L.

**101L General Biology Laboratory** **1 hour** **TBD**

Laboratory to accompany BIO 101.

Prerequisite or corequisite: BIO 101.

**105 Master Naturalist** **1 hour** **SP**

The mission of the SD Master Naturalist Program is to develop a corps of well-informed volunteers to provide education, outreach, and service dedicated to the beneficial management of natural resources and natural areas within our local communities. Special topics classes are devoted to a particular issue in a specified field. Guest artists or experts may serve as instructors.

**103 Freshman Seminar in Wildlife Management** **1 hour** **FA**

This seminar course includes an in-depth study of possible careers in the field of wildlife management, along with an introduction to the literature, philosophy, and future of the field.

**120 Principles of Biology I** **3 hours** **FA**

Students will examine concepts and theories in the following areas: the philosophy and methods of science, ecology, cell structure and function, genetics, and evolution. This course is intended to primarily serve majors in biological sciences. Prerequisite or corequisite: BIO 120L.

**120L Principles of Biology I Laboratory** **1 hour** **FA**

Laboratory to accompany BIO 120.

Prerequisite or corequisite: BIO 120.

**122 Principles of Biology II** **3 hours** **SP**

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

Prerequisite: BIO 120/120L.

Prerequisite or corequisite: BIO120L.

**122L Principles of Biology II Laboratory** **1 hour** **SP**

Laboratory to accompany BIO 122.

Prerequisite: BIO 120/120L

Prerequisite or corequisite BIO 122.

**150/350 Readings in Biology** **1 hour** **FA, SP**

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** **FA, SP**

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

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

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

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.

## Undergraduate Course Descriptions

Prerequisites: CHM 113/113L or CHM 174/174L or CHM 231/231L.  
Corequisite BIO 220L.

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

This laboratory includes hands-on activities related to the topics covered in BIO 220.  
Prerequisites: CHM 113/113L or CHM174/174L or CHM231/231L.  
Corequisite BIO 220.

**233 Microbiology** **3 hours** **SP**

This course will cover the philosophy and methods of science, basic cell structure and function, and the biology of bacteria, viruses, yeasts, molds, and certain animal parasites. Lectures and laboratory exercises will cover microbiological techniques, morphology, anatomy, growth, reproduction, physiology, and genetics. Three lectures, one laboratory.

Prerequisites: CHM 113/CHM 113L or Higher  
Prerequisite or corequisite: BIO 233L.

**233L Microbiology Laboratory** **1 hour** **SP**

This course is the laboratory component of BIO233, where students will practice standard microbiological procedures and clinical techniques used to safely culture and identify microorganisms related to human health.

Prerequisites: CHM 113/113L  
Prerequisite or corequisite: BIO 233.

**300 Research** **1–4 hours** **FA, SP**

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

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

**301 Biostatistics** **4 hours** **FA Even**

This course covers the basic tools for the collection, analysis and presentation of biological data. Topics include the general principles of study design, hypothesis testing, basic descriptive statistics and specific statistical tests including t-test, correlation, chi-squared, contingency analysis, data transformations, analysis of variance, regression and some non-parametric methods.

Prerequisites: BIO 120 and BIO 122, and MTH 125. Individuals without a major in the Department of Biological Sciences require instructor consent.

**302 Ecology** **3 hours** **FA Odd**

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

Prerequisites: BIO 122/122L, BIO301.  
Prerequisite or corequisite: BIO302L.

**302L Ecology Laboratory** **1 hour** **FA Odd**

Laboratory to accompany BIO 302.  
Prerequisites: BIO 122/122L, BIO301L.  
Prerequisite or Corequisite: BIO 302.

**305 Biology Teaching Methods** **2 hours** **TBD**

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

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

**311 Invertebrate Zoology** **3 hours** **FA Even**

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

Prerequisites: BIO 122/122L.

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Prerequisite or corequisite: BIO 311L.

### **311L Invertebrate Zoology Laboratory**

**1 hour FA Even**

Laboratory to accompany BIO 311.

Prerequisites: BIO 122/122L.

Prerequisite or corequisite: BIO 311.

### **315 Genetics**

**3 hours FA**

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

Prerequisites: BIO 122/122L.

Prerequisite or corequisite BIO 315.

### **315L Genetics Laboratory**

**1 hour FA**

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

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

### **316 Evolutionary Biology**

**3 hours SP**

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

Prerequisite: BIO 315.

### **318 Botany**

**3 hours FA Odd**

This course is a comparative study of the structure and reproduction of fungi and lower plants, with emphasis on seed plants. Students will study the principles of plant classification, identification and nomenclature, including the systematic relationships of vascular plants with an emphasis on flowering plants. Laboratories will include field trips, identification of collections and techniques used in gathering evidence for classification.

Prerequisites: BIO 122/122L.

Prerequisite or corequisite: BIO 318L.

### **318L Botany Laboratory**

**1 hour FA Odd**

Laboratory to accompany BIO 318.

Prerequisites: BIO 122/122L.

Prerequisite or corequisite: BIO 318.

### **323 Mammalogy**

**3 hours SP Even**

Topics covered in this course include the evolution, taxonomy, distribution, adaptations, ecology and behavior of mammals.

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

Prerequisite or corequisite: BIO 323L

### **323L Mammalogy Laboratory**

**1 hour SP Even**

This course is the laboratory component of BIO 323 and includes both laboratory and field studies of mammals.

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

Prerequisite or corequisite: BIO 323

### **324 Ornithology**

**3 hours SP Odd**

This course involves the study of the origin, evolution, structure, behavior, adaptations, distribution and classification of birds.

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

Prerequisite or corequisite: BIO 324L.

### **324L Ornithology Laboratory**

**1 hour SP Odd**

This course is the laboratory component of BIO 324 and includes both laboratory and field studies of birds.

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

Prerequisite or corequisite: BIO 324.

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### **325 Principles of Wildlife Management** **3 hours SP Odd**

This course is an introduction to the basic principles used in the management of wildlife and fish populations, their habitats and human uses. The course is directed toward the presentation of general concepts that are integral to understanding the discipline.

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

### **330 Anatomy and Physiology II** **3 hours SP**

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

Prerequisites: BIO 220/220L.

Prerequisite or corequisite: BIO 330L.

### **330L Anatomy and Physiology II Laboratory** **1 hour SP**

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

Prerequisites: BIO 220/220L.

Prerequisite or corequisite: BIO 330.

### **333 Microbiology** **3 hours SP Even**

This course will cover the biology and ecology of bacteria, viruses, yeasts, molds, and certain animal parasites.

Lectures and laboratory exercises will cover microbiological techniques, morphology, anatomy, growth, reproduction, physiology, and genetics. Three lectures, one laboratory.

Prerequisites: BIO 120/120L AND BIO 122/122L AND CHM 164/166L or Higher

Prerequisite or corequisite: BIO 333L.

### **333L Microbiology Laboratory** **1 hour SP Even**

This course is the laboratory component of BIO 333, where students will practice standard microbiological procedures needed to safely culture and identify microorganisms. Additionally, students will use genetic techniques to identify microorganisms and carry out an independent investigation involving microorganisms.

Prerequisites: BIO 120/120L AND BIO 122/122L AND CHM 164/166L or Higher

Prerequisite or corequisite: BIO 333.

### **344 Immunology** **3 hours TBD**

This course provides an introduction into the chemical, genetic and biological properties of immune responses, acquired immunity and the production of antibodies.

Prerequisites: BIO 122/122L, and CHM 174/174L or CHM 231/231L or consent of instructor.

Prerequisite or corequisite: BIO 344L.

### **344L Immunology Laboratory** **1 hour TBD**

This course is the laboratory experience that accompanies BIO 344.

Prerequisites: BIO 122/122L, and CHM 174/174L or CHM 231/231L or consent of instructor.

Prerequisite or corequisite: BIO 344.

### **346 Introduction to Molecular and Cell Biology** **3 hours SP Odd**

This course focuses on the study of the structure and function of the cell and its subcellular components. The course is designed to provide an understanding of membrane and cellular physiology from a molecular aspect.

Prerequisites: BIO 122/122L, and CHM 174/174L or CHM 231/231L or consent of instructor.

Prerequisite or corequisite: BIO 346L.

### **346L Introduction to Molecular and Cell Biology Laboratory** **1 hour SP Odd**

This course is the laboratory experience that accompanies BIO 346.

Prerequisites: BIO 122/122L, and CHM 174/174L or CHM 231/231L or consent of instructor.

Prerequisite or corequisite: BIO 346.

### **400 Research** **1–4 hours FA, SP**

This course involves advanced independent work using biological methods. Students will choose a research activity acceptable to the biology department.

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Prerequisites: BIO 122/122L, an approved proposal and consent of instructor.

### **403 Research in Biochemistry** **1–4 hours** **FA, SP**

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

Prerequisite: Consent of instructor.

### **470 Capstone Experience in the Biological Sciences** **2 hours** **SP**

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

## **Business (BUS)**

### **101 Introduction to Business** **3 hours** **FA, SP**

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

### **110 Introduction to Project Management** **3 hours** **FA**

Throughout this course students will learn basic tools and techniques for moving a project idea into action. Students will be introduced to tools such as the A3, Gantt Charts, and more contemporary project management software. Students will also work in teams to design, organize, and facilitate a major project with associated deliverables and performance metrics.

### **122 Business Management Applications** **3 hours** **FA**

Throughout the course, students will develop skills in using applications that are fundamental to business communication, organization, and planning. Students will use Microsoft Office applications in a simulated business environment to organize information, develop simple reports, prepare statements, and communicate electronically. Students who complete the course will be qualified to earn official certifications in Microsoft Office.

### **124 Interpersonal Business Skills** **3 hours** **FA**

This is a skills-based course in which students learn how to organize, adapt, critically evaluate, and apply effective interpersonal skills in order to positively navigate internal and external business relationships. Students will practice skill application through a variety of simulated business experiences. Areas of study include perception, relationship dynamics, diversity, and conflict resolution.

### **125 Introduction to Applied Leadership and Teams** **3 hours** **TBD**

Throughout this course, students will attain knowledge, skills, and abilities aimed at understanding and applying leadership principles and developing professional dispositions. Students will (1) investigate the importance of 21st Century professional workplace skills including time management and digital etiquette, (2) study power-dynamics in the workplace, and (3) participate in simulations designed to strengthen professional competencies.

### **126 Financial and Quantitative Literacy** **3 hours** **TBD**

This course introduces students to basic financial literacy and practice of people and organizations by exploring topics that include financial goal setting, money management, insurance principles, and consumer awareness. Students will be challenged to apply key financial concepts to real-life situations using mathematical operations, Microsoft Excel, and other skills. Problems explored involve interest, investment, and financial planning and budgeting.

### **130 Introduction to Data-Driven Management** **3 hours** **TBD**

This practical managerial class will incorporate basic analysis of data to make better business decisions. Using case study and application students will: improve their ability to use data to drive strategy, financial, marketing, and other operational decisions as well as use appropriate metrics to measure performance.

# Undergraduate Course Descriptions

**141 Financial Literacy** **3 hours** **FA, SP, SU**

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

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

**155 Survey of Accounting** **3 hours** **SP**

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

**210 Principles of Customer Service and Sales** **3 hours** **SP**

This course will introduce students to fundamental and proven practices for driving and maintaining positive customer experiences. Students will reflect on their own assumptions, attitudes, and beliefs about the customer experience as well as learn the best strategies for building customer relationships, communicating with customers, solving problems and handling conflict.

**211 Business Statistics** **3 hours** **SU**

This course will introduce business statistics, or the application of statistical information and quantitative methods in the workplace. Students will be familiarized with techniques for gathering, analyzing, and interpreting data applicable to business fields and how these concepts can be utilized to make strategic business decisions. This course will use statistical software for analysis.

**212 Fundamentals of Organizational Development and Operations** **3 hours** **SP**

This course introduces students to basic concepts of the business environment. Throughout the course, students will learn the basics of organization and business strategy, development, and operations management. Students will demonstrate understanding of business principles through the analysis of a small business.

**218 Talent Development** **3 hours** **FA ON**

Talent development is essential in the building of high-performance, sustainable organizations that meets strategic and operational goals. This course will focus on the key principles and effective methods in workplace training and development, including adult learning theory, human performance gap analysis, needs assessment, training interventions, learning technologies, along with design, development, implementation, delivery, and evaluation of training.

**220 Principles of Management** **3 hours** **FA, SP ON FA**

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: Completion of BUS 101 or ENT 224 or Permission of the Instructor

**228 Diversity, Equity, and Inclusion in the Workplace** **3 hours** **ON SP**

Building a diverse and inclusive workforce is an organizational imperative. This course will focus on effective workforce practices and approaches that help organizations build and sustain a healthy and supportive workplace that enables diversity, equity, inclusion and belonging to take root.

**240 Personal Finance** **3 hours** **TBD**

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

**251 Principles of Financial Accounting** **3 hours** **FA**

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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.

### **252 Principles of Managerial Accounting** **3 hours** **SP**

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.

### **255 Contemporary Marketing Strategies** **3 hours** **ON FA**

Students who engage in this course will learn strategies for improved understanding of various consumer and/or client markets and their associated behaviors. Students will also learn about, and practice using, practical tools for communicating with their markets, including those that are traditional and more contemporary, such as social media. Students will use hands-on learning to develop a content delivery strategy for one or more target markets.

### **260 Data Mining** **3 hours** **ON TBD**

This course is an introductory course on data mining. Students will be introduced to basic concepts, methods, and techniques for data mining and will examine various applications of data mining. Throughout the course students will look at the field from a lens of statistics, machine learning, and information retrieval. Students will learn basic concepts such as visualization, data cleaning, clustering, classification, query, warehousing, association rules and practice using recent techniques for web mining.

### **263 Business Law I** **3 hours**

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

Prerequisites: Sophomore status.

### **301 Fundamentals of Data-Driven Decision Making** **3 hours** **TBD**

This practical managerial class will incorporate basic analysis of data to make better business decisions. Using case study and application students will: improve their ability to use data to drive strategy, financial, marketing, and other operational decisions as well as use appropriate metrics to measure performance.

Prerequisite: Bus 211 or MTH 200.

### **305 Accounting Systems** **3 hours** **FA Even**

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

Prerequisite: BUS 251.

### **314 Corporate Ethics and Social Responsibility** **3 hours** **TBD**

This course will examine current frameworks for corporate social responsibility (CSR) by reviewing philosophies, practices, and measures of CSR. Included in this study is an examination of ethical decision making as related to business management. Students will evaluate and analyze CSR and ethics by examining current practices through news and case study.

### **315 Leadership and Communication** **3 hours** **SP ON FA**

Students will study principles and examples of leadership, with emphasis on followership; adaptive leadership; ethical leadership; servant leadership; gender and leadership; inclusive leadership; and developing the communication skills essential to effective leadership. Students hear directly from local and regional leaders and apply those learnings to case studies. Students also develop their personal definition of leadership which culminates in a photo exhibit that communicates that to the audience.

### **318 Conflict and Change Management** **3 hours** **SP ON SP**

This team-based course explores the neuroscience of conflict and change management. Students will practice conflict management skills in their teams; they will experience resistance to change through completing a personal habit creation/change project; they will explore how to introduce and manage change, and how to handle the conflict

## Undergraduate Course Descriptions

that comes with change initiatives. Alongside learning about the neuroscience of change, students hone communication, teamwork, conflict management, and presentation skills.

### **321 Organizational Behavior**

**3 hours**      **FA**  
**ON SP**

This course is designed to provide students with insights into individual and group behavior, understanding of organizational structure and culture, and opportunities to see various organizational management tools in practice. Students in this course partner with local business leaders who allow student teams inside their organizations to observe course concepts in practice. Students work in teams to formulate interview questions based on course content, interview those business partners, synthesize the information, present their learnings in class, and reflect on both the learned content and team effectiveness. Students hone communication, teamwork, analytical, and presentation skills.

Prerequisites: BUS 220 or instructor permission

### **322 Human Resource Management**

**3 hours**      **SP**  
**ON FA**

This course explores the evolving role of human resources functions and professionals in organizations. Local HR professionals provide insights to classroom discussions and presentations. Content areas include employment law; staffing, developing and managing; compensation; workplace safety, health, and security; ethics; diversity, inclusion, and social responsibility; and global issues. Students learn concepts and apply them to team case study presentations. Case studies challenge teams to apply the course content in real-world settings while discussing how the content applies to them as they join the workforce. Students hone communication, analytical, and presentation skills.

### **330 Readings in Leadership and Management**

**3 hours**      **TBD**

Students will explore classic materials and current trends in leadership and management. The resource list will include but not be limited to books, articles, videos, and podcasts.

### **340 Financial Planning: Process and Application**

**3 hours**      **SP Even**

Personal financial management for life cycle planning. Careers in the financial services industry are discussed and technical skills are emphasized. Students will develop financial goals, prepare statements, analyze financial products, and present appropriate financial planning considerations.

Prerequisite: ECO 231, ECO 232, or consent of instructor.

### **341 Money and Banking**

**3 hours**      **FA Odd**

Students will examine banking institutions, theories and policies relating to monetary management of the economy in an international context.

Prerequisite: ECO 231 or consent of instructor.

### **342 Investments 3 hours**

**FA '24 SP '26**

This course is an intensive analysis of investment institutions, philosophies and principles for the individual and institutional investor.

### **344 Principles of Finance**

**3 hours**      **FA, SP**

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.

### **345 Insurance and Risk Management**

**3 hours**      **FA Even**

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**      **SP Odd**

Students will study the nature of real estate transactions, real estate as an investment and principles for managing real estate. Land and physical property will be considered.

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Prerequisite: BUS 252 or consent of instructor.

**349 Taxation I** **3 hours** **FA**

This course is an intensive analysis of principles of taxation as applied to individual income.

Prerequisite: BUS 252.

**350 Taxation II** **3 hours** **SP**

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** **FA**

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** **SP**

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** **SP Odd**

Students will study principles of cost accounting, planning, control and analysis. This course includes job order and process costing.

Prerequisite: BUS 252.

**356 Operations and Information Management** **3 hours** **FA, SP**

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.

**360 Data Assessment, Analysis, and Reporting** **3 hours** **ON TBD**

Throughout this course students will learn the principles and practices of data analysis in order to understand and convey meaning from data. The course will prepare students to gather and analyze data and then construct oral and written reports using various forms of visualization. Reports constructed can be used to make important organizational operations decisions as well as used for forecasting.

**363 Business Law II** **3 hours** **SP**

This is a continuation of Business Law I, with special emphasis on the uniform commercial code.

Prerequisite: BUS 263.

**371 Principles of Marketing** **3 hours** **FA, SP**

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** **FA Odd**

Students will study principles and practices of advertising, with emphasis on applications to small business.

Prerequisite: BUS 371 or consent of instructor.

**374 Retail Management** **3 hours** **TBD**

This course is a comprehensive study of retail management, with an emphasis on small business.

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Prerequisite: BUS 371 or consent of instructor.

**377 Consumer Behavior** **3 hours** **SP Even**

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** **FA, SP**

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

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

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** **TBD**

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.

**450 Internship** **Variable Hours**

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

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

Prerequisite: BUS 252 with B- or better.

**457 Advanced Accounting I** **3 hours** **FA**

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** **SP**

Students will study methods of examining and adjusting financial records.

Prerequisite: BUS 354 with B- or better.

**471 Marketing Management** **3 hours** **TBD**

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** **SP, SU**

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

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

### Chemistry (CHM)

**104 Chemistry and Society** **3 hours** **TBD**

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.

**113 Physiological Chemistry** **3 hours** **SP**

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This course introduces basic principles of inorganic, organic and biological chemistry. Primary emphasis is on the chemistry of the human body.

**113L Physiological Chemistry Lab** **1 hour** **SP**

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 113.

**164 University Chemistry** **3 hours** **FA**

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

Prerequisite: MTH 125 or equivalent is recommended.

**166 University Chemistry Lab** **1 hour** **FA**

This course is an introduction to experimental chemical methods of synthesis and characterization by quantitative and qualitative procedures. Experiments will relate to topics covered in CHM 164.

Prerequisite or Corequisite: CHM 164.

**174 Organic and Biochemistry** **3 hours** **TBD**

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

Prerequisite: CHM 164.

Corequisite: CHM 174L.

**174 Organic and Biochemistry Lab** **1 hour** **TBD**

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

Prerequisite or Corequisite: CHM 174.

**231 Organic Chemistry I** **3 hours** **SP**

This is the first of a two-semester course sequence. It focuses on the structure and function of organic molecules.

Topics include nomenclature, functional group analysis, stereochemistry, acid/base chemistry, organic chemistry reactions and mechanistic explanation of electron movement. Spectroscopic methods of structure determination are introduced.

Prerequisite: CHM 164/166.

Corequisite: CHM 231L

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

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

Prerequisite or Corequisite: CHM 231.

**310 Inorganic Chemistry** **3 hours** **FA Even**

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

Prerequisite: CHM 164

**323 Analytical Chemistry** **3 hours** **SP**

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.

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

Corequisite: CHM 323L

**323L Analytical Chemistry Lab** **1 hour** **SP**

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

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Prerequisite or Corequisite: CHM 323.

### **332 Organic Chemistry II** **3 hours** **FA**

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

Prerequisite: CHM 231/231L.

Corequisite: CHM332L.

### **332L Organic Chemistry II Lab** **1 hour** **FA**

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

Prerequisite or Corequisite: CHM 332.

### **341 Biochemistry I** **3 hours** **FA Odd**

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

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

Corequisite: CHM 341L.

### **341L Biochemistry I Lab** **1 hour** **FA Odd**

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

Prerequisite or Corequisite: CHM 341.

### **342 Biochemistry II** **3 hours** **SP Even**

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

Prerequisite: CHM 341/341L.

Corequisite: CHM 342L.

### **342L Biochemistry II Lab** **1 hour** **SP Even**

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

Prerequisite or Corequisite: CHM 342.

### **360 Physical Chemistry** **3 hours** **SP Odd**

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.

### **403 Research in Chemistry** **1-4 hours** **FA,SP,SU**

This course is designed to provide an introduction to the methodology and techniques used in the modern chemistry research laboratory. Students are guided through the design and investigation of an individual research project within the instructor's scope of research. Students are required to present their findings.

Prerequisite: Consent of instructor.

## **Communication (COM)**

### **101 Fundamentals of Speech Communication** **3 hours** **FA, SP**

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.

### **120 Workplace Communications** **3 hours** **FA**

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Students will be introduced to professional expectations for oral and written communication in the workplace and on the Web. The course includes an introduction to organizational communication theories and concepts, critical analysis of information, technologies, media literacy, and audience analysis. Students will apply concepts by completing several public presentations and practicing interview skills. Students will also hone their audience analysis skills by writing and revising a variety of goal-oriented projects including memos, letters, professional résumés, and analytical reports.

### **210 Interpersonal Communication** **3 hours FA Even**

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

### **230 Communication Theories** **3 hours FA Odd**

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

### **235 Introduction to New Media** **3 hours FA Even**

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

### **240 Business & Professional Communication** **3 hours SP**

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

### **315 Principles of Public Relations** **3 hours FA Odd**

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

### **320 Multicultural Communication** **3 hours SP Odd**

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

### **330 Organizational Communication** **3 hours SP Even**

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

### **370 Advanced Persuasive Speaking** **3 hours TBD**

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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 Capstone in Communication**

**3 hours SP**

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)**

### **210 Introduction to Criminal Justice**

**3 hours FA**

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 TBD**

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 TBD**

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

### **258 Criminology**

**3 hours FA**

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 FA Even**

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 TBD**

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

### **320 Victimology**

**3 hours FA Even**

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

### **340 Race and the American Criminal Justice System**

**3 hours SP Odd**

This course will objectively examine issues of race and bias -- perceived and real, conscious and unconscious -- in the American Criminal Justice System today. This course will examine these issues using critical thought and research as well as heavy doses of classroom discussion and interaction.

### **345 Juvenile Justice**

**3 hours TBD**

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.

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### **365 Criminal Evidence** **3 hours SP Even**

This course will build upon the principles learned in CRJ 261 (Criminal Law) in order to provide students a more nuanced understanding of criminal law procedures. Special attention will be placed on the legalities of collecting physical evidence and of using obtained confessions.

Prerequisite: CRJ 261.

### **370 Trial Experience** **3 hours FA Odd**

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 SP Even**

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.

### **381 Criminal Justice Ethics** **3 hours SP Even**

This course examines ethical issues that are imperative to the success of students who are pursuing careers in criminal justice professions. Specifically, this course will critically analyze ethical issues related to cases and current events from across the criminal justice system.

### **385 Criminal Investigation** **3 hours SP Even**

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 Constitutional Criminal Justice** **3 hours FA Odd**

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.

### **398 Legal Research and Writing** **3 hours SP Even**

Students will develop fundamental skills in research, analytical principles and the legal process, as well as analysis and legal writing, that will prepare them for post-graduate degrees in the legal professions.

Prerequisites: CRJ 261, CRJ 395

### **433 Seminar in Criminal Justice** **3 hours SP**

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

### **475 Field Study in Policing** **2 hours FA**

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.

## **Digital Media and Design (DMD)**

### **101 Introduction to Design** **3 hours FA**

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.

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**141 Art Appreciation** **3 hours** **TBD**

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

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

**200 Intro to IxD: Don't Make Me Think** **3 hours** **SP**

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 interaction design, user experience design, user centered design and basic persuasive design.

**202 Computer Graphics** **3 hours** **SP Even**

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** **FA**

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** **FA**

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.

**247 Webpage Design** **3 hours** **FA**

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

**300 Advanced Media Design** **3 hours** **SP**

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** **SP**

An extension of previously learned computer graphic concepts with the infusion of additional advanced effects to produce professional-level techniques and digital media. Includes lecture and laboratory. Prerequisites: DMD 101, DMD 205 or consent of instructor.

**305 Color Theory Design** **3 hours** **FA Even**

This course introduces color theory. Students learn key terms and the basics of color physics and the physiology of visual perception. Students become familiar with theories of color relationships as they apply to graphic design. The psychological effect of colors, along with symbolism and cultural associations are addressed. Professional presentation skills and craftsmanship are emphasized. Computer skills are crucial. Prerequisites: DMD 101 and DMD 202.

**310 User Experience Design** **3 hours** **FA Odd**

Students are trained in user-centered design and all aspects of product usability. Understand THE process to find YOUR process. Research, personas, use cases, wire-framing, prototypes and more. Students start with defining and empathizing with the user by designing solutions to create effective, interactive, and sustainable products and services.

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

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### **315 Mobile Design** **3 hours FA Even**

To design an intuitive user interface, designers must know their users and their medium. Students learn to evaluate the usability of interactive and mobile products, establish patterns across devices, and research emerging technology. Learn and apply user experience concepts and processes in designing custom mobile applications. Work through all stages of your interactive projects with your peers via an iterative and collaborative workflow.  
Prerequisite: DMD 101, DMD 203.

### **330 Communication and Social Strategy** **3 hours FA**

Students reflect and examine important concepts and principles of communication as it relates to social media, digital and content strategy. Students will develop essential social marketing skills and design intentional social media strategies to better understand, grow and engage with a specific audience in mind.

### **345 Desktop Publishing** **3 hours SP**

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

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

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 FA, SP**

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

## **Economics (ECO)**

### **210 Community Economics** **3 hours SU**

This course offers an overview of micro- and macro-economic analysis and introduces students to tools and techniques for understanding and analyzing economic behaviors in communities, business, and individuals. Students will study theories of economic development and use economic concepts to analyze community impacts. Topics addressed through applied learning will include consumers, markets, employment, fiscal and monetary policy and more.

### **231 Principles of Macroeconomics** **3 hours SP**

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 FA**

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 TBD**

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

## **Education (EDU)**

### **101 Physical Science: Chemistry, Earth and Space** **2 hours FA**

(Refer to PHS 101)

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

**3 hours FA**

**201 Foundations of Education**

**3 hours FA, SP**

This course is an investigation of contemporary education in America and assists candidates in determining their career path, with a special emphasis on the tools and skills necessary to become an effective teacher. Observation experience in a school setting is required. This course is required for all education majors and is taken as the first in the sequence of education courses. EDU 201 is a prerequisite for all other education courses.

**220 Technology for Teachers**

**1 hour SP**

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 FA**

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 SP**

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 FA, SP**

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 FA, SP**

This course provides candidates with knowledge in the areas of multiculturalism and human relations. Teacher candidates will understand the impact of a changing society on education and human relations. This course provides an understanding of cultural backgrounds and the influences of dehumanizing biases such as racism, sexism and classism and how they affect the lives of students in schools. A field experience is required for this course so there will be related expenses.

**311 Educational Psychology**

**3 hours FA, SP**

This course will examine theories of learning and how they may be applied to the classroom. It will include the study of cognitive development, motivation and learning, how knowledge is constructed, constructivism, individual differences in learning, and learning environments.

Prerequisites: EDU 201. Non-education majors must have consent of the instructor.

**335 American Indian Education**

**3 hours FA, SP**

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

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the South Dakota certification requirement in American Indian studies and is required of all teacher education candidates. Out-of-town travel and additional related expenses are required for this class.

Prerequisite: EDU 201. Non-education majors must have consent of the instructor.

### **380 Evidence-Based Reading K–3** **3 hours** **FA**

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

Prerequisite: EDU 201.

### **382 Evidence-Based Reading 4–8** **3 hours** **SP**

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

Prerequisite: EDU 201.

### **412 Adolescent Learners’ Needs** **3 hours** **FA**

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

Prerequisite: EDU 201.

### **424 Literacy Methods in the Content Area** **3 hours** **SP**

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

Prerequisite: EDU 201.

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

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

### **435 Curriculum Standards and Assessment** **3 hours** **FA**

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** **FA**

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

Prerequisite: EDU 201.

Corequisites: EDU 435 and EDU 443.

### **443 Science Methods and Practicum** **3 hours** **FA**

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

This course is part of the fall practicum experience.

Prerequisites: EDU 201.

Corequisites: EDU 435 and EDU 442.

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### **444 Mathematics Methods and Practicum**

**3 hours SP**

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

Prerequisites: EDU 201 and MTH 150.

Corequisites: EDU 424 and EDU 465.

### **456 Secondary and Middle Level Teaching Methods**

**3 hours FA Odd**

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 435 or approval of the chair of the education department.

### **465 Classroom Management for the K–12 Educator**

**3 hours SP**

This course will involve the study of strategies for creating successful K–12 learning communities, planning for the school year, developing positive relationships with the students, working with families, establishing classroom procedures and rules, maintaining appropriate behavior, preventing, managing and responding to inappropriate behaviors, motivating students to learn and responding to inappropriate behaviors. Different practices of classroom management will be explored. School law, professional practice, and teacher ethics will also be covered. This course requires a field experience. This course is part of the spring practicum experience for elementary education majors. Courses 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 FA, SP**

Candidates are assigned to a school district and supervised by a certified teacher at the elementary level (K–8) and at secondary level (5–12) for 75 days. The student teaching will be divided in half at each level. During this period, they will fulfill obligations and responsibilities similar to those of the cooperating teacher. This course is part of the professional semester and is taken with a two-credit seminar, which is part of the 16 hours for degree candidates. Candidates also meet during the professional semester for seminar requirements. This course is offered Credit/No Credit only. The DWU Student Teacher Handbook and seminar syllabus serve as the course syllabus.

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

Corequisite: EDU 475.

### **472 K–8 Student Teaching**

**14 hours FA, SP**

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 5–12 Student Teaching**

**14 hours FA, SP**

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

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responsibilities similar to those of the cooperating teacher. This course is part of the professional semester and is taken with a two-credit seminar, which is part of the 16 hours for degree candidates. Candidates also meet during the professional semester for seminar requirements. This course is offered Credit/No Credit only. The DWU Student Teacher Handbook and seminar syllabus serve as the course syllabus.

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

Corequisite: EDU 475.

### **475 Seminar**

**2 hours FA, SP**

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.

## **English as a Second Language (ENL)**

### **462 Foundations in English as a New Language**

**3 hours FA**

This course provides an overview of the foundations related to teaching English language learners. Topics will include exploring the political, legal, and historical, contexts of multilingual education, language acquisition, and language education program models.

### **463 Literacy for Multilingual Learners**

**3 hours**

This course addresses the teaching of English language and literacy to English Language Learners (ELLs). Topics will include practices for oral language, reading, writing, and academic content area instruction in English for K-12 English learners.

### **464 Methods for Teaching English as a New Language**

**3 hours TBD**

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

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

**3 hours TBD**

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

### **468 Assessment of ESL Students and Programs**

**3 hours TBD**

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

### **495 ENL Practicum for Elementary Teachers**

**1 hour TBD**

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

Prerequisites: ENL 462, ENL 464, ENL 465.

## Undergraduate Course Descriptions

Corequisite: ENL 468.

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

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

Prerequisites: ENL 462, ENL 464, ENL 465.

## **English (ENG)**

### **099 Supplemental Writing Support** **2 hours** **FA, SP**

Students are enrolled in this course concurrently with their enrollment in ENG 111 if their ACT or SAT scores fall below a particular threshold (see Basic Writing Assessment). This course is designed to provide supplemental support (by either a faculty member or a member of the academic support staff) to enable students to successfully achieve the learning outcomes of ENG 111. This course emphasizes grammar and the organization of written communication. This is a credit/no credit course and will not count toward graduation hours.

Corequisite: ENG111.

### **111 Composition** **3 hours** **FA, SP**

Students write a minimum of two drafts of four papers (ranging in length from three to five pages), preparing for the more extensive research assignment. For this assignment, students will learn research methods, practice Modern Language Association (MLA) and/or American Psychological Association (APA) documentation protocols and execute a seven- to 10-page argumentative research paper. Students will also engage in peer editing on all writing. Students must complete the course with grade of C or higher to meet graduation requirements. Students whose ACT or SAT scores fall below specific thresholds (see Basic Writing Assessment) may be required to enroll concurrently in ENG 099.

### **141 Cultural Perspectives in American Literature** **3 hours** **FA, SP, SU**

Through an examination of American Literature, this course analyzes the cultural social, and economic experiences of various racial and ethnic groups in the United States. Students engage with multiple narratives of racial and ethnic relations and experiences in order to arrive at a better understanding of these relationships, both in the United States' past and in the present historical moment.

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

### **201 Introduction to Literary Analysis** **3 hours** **FA**

This course introduces students to the fundamentals of literary study, including critical terms, and focuses on contemporary world literature with equal proportions of Western and non-Western work. Students will discuss fiction, poetry and drama by internationally known authors.

### **202 Creative Writing I** **3 hours** **SP**

This course provides a workshop environment that combines creative writing and criticism. Students work in the three major genres: poetry, fiction and drama. Selections of students' work are offered to our literary journal, "Prairie Winds," and to the Agnes Hyde Writing Contest.

### **205 British Literature I** **3 hours** **FA Even**

The first of two surveys concentrating on poetry, drama and fiction from the British Isles, this course begins with poetry written in Old English and extends through the 18th century.

### **206 British Literature II** **3 hours** **SP Odd**

The second of two surveys concentrating on poetry, drama and fiction from the British Isles, this course begins with the Romantics and extends through the contemporary period.

### **215 Business and Technical Writing** **3 hours** **SP, FA, SU**

## Undergraduate Course Descriptions

Students will be introduced to professional expectations for written communication in the workplace and on the Web. Students will develop an understanding of purpose and audience while writing and revising a variety of goal-oriented projects. In preparation for a research project, students will develop a variety of texts, including memos, letters, analytical reports, presentation and proposals.

Prerequisite: Successful completion of ENG 111.

### **216 Content Strategy for Digital Media** **3 hours SP Odd**

This course introduces students to the basic principles of content strategy and how they can be applied to various digital platforms. In this course, students will hone the ability to create engaging written and visual content by identifying, analyzing and responding to consumer demographics and brand characteristics.

Prerequisite: Successful completion of ENG 111.

### **223 American Literature** **3 hours FA Odd**

This historical survey of the prose and poetry of America covers the Puritan era to modern authors, concentrating on major works and authors.

### **226 Literature of European Civilization** **3 hours SP Even**

This course provides a historical survey of the prose and poetry of Western Europe, from biblical texts and the literature of the ancient Greeks and Romans to the present day, concentrating on major works and authors.

### **230 Young Adult Literature** **3 hours SP Even**

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.

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### **302 Creative Writing II: Genre and Technique** **3 hours FA Odd**

This course is an intensive study of literary techniques as they appear in at least three genres of creative expression – poetry, fiction and nonfiction. The course will serve as a workshop and laboratory space for students to practice these techniques and learn them from example. We will proceed technique by technique, focusing on the techniques as the building blocks of good writing in any genre, or across genres. As the semester progresses, students will be expected to write toward a single, multiple or cross-genre final project that represents their development as writers specializing in, or questing the boundaries of, a particular mode of literature.

Prerequisite: Successful completion of ENG 202.

### **312 Scholarly Research and Writing** **3 hours FA**

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 FA Even**

Students will discover a variety of literature about the Great Plains, including the Dakotas, Minnesota, Nebraska and Iowa, with an emphasis on how this literature is both regional and universal in scope. This literature includes fiction and nonfiction works by regional writers.

### **315 Women Writers** **3 hours SP Odd**

English 315 examines the development of 20th- and 21st- century poetry, essays, novels, and stories written by women. We will ask how women writers respond to, interpret and extend dominant modes of modern and contemporary literature in English in order to explore themes of gender, ethnicity and culture. This course includes a variety of works in English (British and American) by women writers and introduces critical approaches to interpreting their works.

### **316 Contemporary World Literature** **3 hours SP Even**

## Undergraduate Course Descriptions

This course examines 20th- and 21st-century fiction, nonfiction and poetry by authors from, living in, or writing about places other than the United States. Students will consider cultural, historical, aesthetic and linguistic perspectives as they read, analyze and discuss texts from around the world.

### **323 Shakespeare**

**3 hours SP Even**

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 FA Even**

This course prepares students intending to teach English in secondary schools. Students will develop ideas for lessons, practice presentations and units in language, literature and composition.

Prerequisites: EDU 201 and SPD 206.

Corequisite: EDU 435.

### **341 The English Language**

**3 hours TBD**

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 SP Even**

This course reviews grammatical principles used in writing. It is useful for students intending to teach or improve their language skills.

### **460 Senior Capstone**

**3–6 hours FA**

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)**

### **150/350 Readings in Entrepreneurial Leadership**

**1 hour TBD**

This course includes assigned readings in entrepreneurial thinking and leadership. Students may earn a total of two hours of credit.

### **224 The Entrepreneurial Mindset**

**3 hours FA, SP**

Students will learn principles and characteristics of entrepreneurial leadership, exploring their own orientation toward entrepreneurship, including innovation, curiosity, and risk. Foci will include activating an entrepreneurial mindset, creating and developing opportunities, and evaluating and acting on opportunities. This course intentionally explores entrepreneurial practice as it is manifested across a breadth of fields including, business, economic development, the nonprofit sector, public policy, politics, and civic institutions.

### **325 Developing Innovation**

**3 hours FA**

Students take the next entrepreneurial step by exploring 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.

Corequisite: BUS 371.

Prerequisites: ENT 224, BUS 220, BUS 155.

### **347 Financial Management for Organizational Leaders**

**3 hours FA**

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 Entrepreneurship Capstone**

**3 hours SP**

## Undergraduate Course Descriptions

This is a capstone seminar which integrates prior coursework relating to entrepreneurship.  
Prerequisite: ENT 325, ENT 347, or Instructor Consent

### Health, Performance and Recreation (HPR)

**118 Varsity Sports** **1 hour** **TBD**  
The student must be active on a varsity sport roster and fully participating in training and all team activities. HPR 118 is not repeatable for academic credit and is offered Credit/No Credit only.

**350 Theory of Coaching** **2 hours** **FA**  
This is a course in the theory and application of coaching sports including the fundamentals of the sport, practice organization, event management, competitive strategies and leadership dynamics. Sports covered will include football, basketball, volleyball, baseball/softball, cross country/track/field, wrestling, golf and soccer.

**360 Rules of Officiating** **2 hours** **FA**  
This course focuses on the knowledge and application of the rules, mechanics, rotations, communicative systems and etiquette for the sports of football, basketball, cross country/track and field, baseball, softball, volleyball and wrestling.

**450 Coaching Practicum** **1–12 hours** **TBD**  
This course is designed to provide practical, applied and guided experiences for students pursuing a career in coaching. This course allows students to become actively involved with coaches.  
Prerequisites: Satisfactory completion of a coaching theory course and consent of instructor.

### History (HIS)

**101 World History I** **3 hours** **SP**  
This course is a general survey of the history of world civilizations from ancient times to approximately 1500.

**141 History of the Modern World** **3 hours** **FA, SP**  
This course surveys the historical contours of world civilizations with attention to their geographical settings and contexts since approximately 1500. It considers the larger meaning and significance of these civilizations' respective contributions to the development of the modern world.  
This course is a breadth of knowledge course as designated by Dakota Wesleyan's general education program. Breadth of knowledge courses expose students to knowledge and concepts that Dakota Wesleyan University believes all its graduates should possess.

**201 U.S. History I** **3 hours** **FA**  
This course is the first half of a study of U.S. history from the colonial period to the present. HIS 201 covers the time period to approximately 1877.

**202 U.S. History II** **3 hours** **SP**  
This course is the second half of a study of U.S. history from the colonial period to the present. HIS 202 covers the time period since approximately 1877.

**301 Early American History** **3 hours** **TBD**  
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** **SP Odd**  
Students in this course will explore the political, social, economic and cultural history of the United States from 1945 to the present. Themes of special consideration include pop culture, social reform movements, political realignments and the domestic impact of international conflict and global change.

**310 History of the British Empire** **3 hours** **FA Even**

## Undergraduate Course Descriptions

This course explores the origins, rise and fall of the British Empire, covering nearly the entire globe from approximately the 16th century into the 20th century. The course examines the political, social, economic and cultural dimensions of the British imperial experience. The history of British imperialism will be considered from the perspective of the colonizer and the colonized and in ways that improve our understanding of the modern world.

**311 Europe Since World War I** **3 hours** **TBD**

This course explores political, economic and social developments in 20th-century Europe. Major topics will include World War I, the Russian Revolution, fascism and authoritarianism, World War II, the Cold War and the European Union.

**330 History of South Dakota** **3 hours** **FA Odd**

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** **TBD**

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** **FA Even**

This course examines the history of U.S. foreign affairs since World War II 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 affairs and emerging international rivals.

**355 The U.S. Constitution** **3 hours** **TBD**

(Refer to POL 355)

**360 Middle and Secondary History Teaching Methods** **3 hours** **FA Odd**

This course is a survey of history teaching standards and methods at the middle and secondary levels. Although the course will address state and national standards in social studies and provide some brief introductions to other social studies disciplines, it will largely focus on the theories and methods of teaching history at the middle and secondary levels. The course is a required course for all history education majors.

Prerequisites: HIS 101, HIS 141, HIS 201, HIS 202 and EDU 201, or consent of the instructor and the chair.

**381 The Civil War** **3 hours** **FA Odd**

This course will focus on the origins and causes of the Civil War, the course of the war itself and the legacy that the Civil War holds for us, as Americans, as we enter the 21st century.

**382 World War I** **3 hours** **FA Odd**

Students will examine the origins, course and legacy of World War I. Lectures and discussions will be supplemented by film viewings and readings from DWU's World War I documents website.

**383 World War II** **3 hours** **FA Even**

Students will examine the origins, course and legacy of World War II, with attention paid to both the European and Pacific theaters.

**384 The Korean and Vietnam Wars** **3 hours** **SP Even**

This class explores the origins, course and legacy of America's involvement in the two hot wars of the Cold War era. Analysis of Vietnam War historiography enhance students' understanding of Vietnam War history.

**386 Modern Asia** **3 hours** **FA Odd**

This course surveys the history of the Asia-Pacific region from the 19th century to the present. The course will be particularly focused on political developments and international relations in the region during this time period.

Cross-listed as POL 386

## Undergraduate Course Descriptions

### **401 Historical Research and Writing**

**3 hours SP**

In this capstone course, students will practice the art and craft of historical writing. A research project and presentation are required. Required for all history majors.

Prerequisites: Junior or senior standing or consent of the instructor.

## **Health (HLT)**

### **100 Introduction to Healthcare**

**1 hour FA**

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.

### **232 Health Education**

**3 hours FA, SP**

This course involves the study of attainable goals for school, personal and community health, and it provides an emphasis on wellness for all ages.

### **306 First Aid**

**1 hour FA**

This course is designed to teach the student 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.

### **307 Emergency Cardiac Care**

**1 hour FA, SP**

This course is designed to teach the student advanced emergencies cardiac skills such as airway management, one- and two-person CPR, AED, and oxygen administration. 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.

### **310 Advanced Emergency Skills for Professionals**

**2 hours FA, SP**

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.

### **370 BLS Instructor Training**

**0.5 hours TBD**

Based in curriculum developed by the American Heart Association, the instructor training course will prepare students to teach basic lifesaving education. Upon completion of the course, students will be eligible to teach AHA courses in the Avera CTC network.

Prerequisites: Current BLS Certification

## **Mathematics (MTH)**

### **111 Quantitative Reasoning for the Liberal Arts**

**3 hours SP**

A survey of quantitative topics designed to prepare students for the use of quantitative methods throughout their academic career. Topics to include representation of quantitative information via graphs, tables, and equations, ratios and percentages, methods of data collection, descriptive statistics, use of equations in making numerical projections, and basic concepts in probability. The emphasis will be on using mathematical and statistical techniques in a variety of real-world contexts to reach appropriate and reasonable conclusions.

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

### **125 College Algebra**

**3 hours FA, SP**

A study of the major concepts of algebra with a focus on algebraic modeling and real-world applications. Topics include basic features and applications of linear, exponential, logarithmic, power, quadratic, and other selected

## Undergraduate Course Descriptions

nonlinear functions. Also included are estimation techniques, solving equations, transformation of functions, an introduction to sequences and series, rudimentary statistical concepts, and probability

Prerequisite: Math placement or consent of instructor.

### **135 Pre-Calculus** **3 hours** **FA**

This course will cover mathematical skills needed by students in their calculus, physics, chemistry, and biology courses. Topics include solving equations, functions, logarithmic and exponential functions, basic trigonometry and solving trigonometric functions and vectors.

Prerequisite: MTH 125 or math placement.

### **150 Mathematics for the Elementary Teacher** **3 hours** **FA**

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: A course in intermediate algebra or another course approved by the education department or permission of the education department.

### **200 Statistical Methods I** **3 hours** **FA, SP**

This course is an introduction to descriptive statistics, including graphs, sampling distributions, measures of central tendency, probability theory, hypothesis testing through nonparametric tests, confidence intervals, correlation and regression. Statistical applications, hypothesis testing and the use of statistical software for graphing are emphasized.

Prerequisite: MTH 125 or consent of instructor.

### **210 Calculus I** **5 hours** **SP**

This course is an introduction to differential and integral calculus. Students will learn to calculate the rates of change of functions including trigonometric, exponential and logarithmic functions and how to solve initial value and optimization problems. Students will learn the Fundamental Theorem of Calculus and integration techniques.

Prerequisite: MTH 135 or math placement.

### **225 Advanced Calculus for Scientists** **3 hours** **FA**

A second course in calculus including concepts such as: L'Hopital's Rule, applications of integration (volumes, center of mass, calculating work), improper integrals, Taylor Polynomials, solving first order ordinary differential equations, matrices and partial derivatives.

Prerequisite: MTH 210.

### **250 Discrete Mathematics** **3 hours** **SP Even**

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** **FA Even**

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 135 or math placement.

### **305 Multivariable Calculus** **3 hours** **SP Odd**

This first course in multivariate calculus includes vector functions and their derivatives, plane curves, parameterizations, surfaces, partial derivatives multiple integrals and multivariable optimization problems. Green's Theorem, Divergence Theorem and Stokes' Theorem will also be covered.

Prerequisite: MTH 225.

### **306 Foundations of Analysis** **3 hours** **FA Odd**

This is a first course in elementary real analysis, covering the theory of sequences and series, basic concepts such as the definitions of limits and continuity, the Mean Value Theorem and topics in introductory complex analysis.

Prerequisite: MTH 210.

### **315 Linear Algebra and Differential Equations** **4 hours** **SP Even**

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This course will cover a more thorough introduction of linear algebra and ordinary differential equations. In the field of linear algebra, the course will cover matrix theory, matrix inverses, vector spaces and subspaces, eigenvalues, eigenvectors and linear transformations. In the field of differential equations, the course will cover second order linear equations with constant coefficients, method of undetermined coefficients, reduction of order, simple harmonic motion, Laplace transformations and systems of differential equations.

Prerequisites: MTH 225

### **325 Introduction to Probability Theory** **3 hours** **SP Odd**

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** **FA Odd**

This course is an introduction to algebraic systems, including groups, rings and integral domains.

Prerequisite: MTH 250 or MTH 315 or consent of instructor.

### **335 Secondary Mathematics Teaching Methods** **2 hours** **FA Odd**

This course covers the methods of teaching secondary and middle level mathematics. An emphasis will be placed on methods unique to teaching mathematics, along with technologies to use in the mathematics classroom.

Prerequisite: EDU 201 and EDU 456 or

Corequisite: EDU 456 or junior standing and consent of instructor.

### **340 Modern Geometry** **4 hours** **FA Even**

This axiomatic study of various geometries includes Euclidean geometry and hyperbolic geometry. Students will also study historical and philosophical implications of the development of non-Euclidean geometries.

Prerequisite: MTH 210 or consent of instructor.

### **350 Advanced Statistical Methods** **3 hours** **SP Odd**

This course covers multiple regression techniques, one and two-way analysis of variance, experimental and factorial design, logistic regression including multiple logistic regression, and time series analysis. It includes introductory experiences in computer programming.

Prerequisite: MTH 200 or CHM 323 and BIO 315.

### **380 Research Project** **2–3 hours** **TBD**

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.

### **470 Capstone in Mathematics** **1–3 hours** **TBD**

Students can choose to explore an advanced topic building on the mathematics they learned in their coursework or complete a research project in an area of mathematics. Projects must be approved by the Mathematics Department. Both a written paper and an oral presentation to the DWU community are required.

Prerequisite: Senior Status and Departmental Approval

## **Music (MUS)**

### **101/201/301/401 Applied Piano** **.5 hours** **FA, SP**

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** **FA, SP**

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** **FA, SP**

## Undergraduate Course Descriptions

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 FA, SP

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 FA, SP

Students will receive group instruction in voice.

### **116 Keyboard Skills I** 1 hour FA

Individual 30-minute weekly lessons for practical application at the keyboard of concepts studied in Music Theory I. Includes scales, intervals, triads, chord progressions, cadences, melodies with chordal accompaniment, sight-reading and transposition.

### **131/231/331/431 Ensemble** 0 or 1 hour FA, SP

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.

### **134/234/334/434 Wesleyan Band** 0 or 1 hour FA, SP

Membership in the Wesleyan Band is open to all Dakota Wesleyan students. The band presents two major concerts each semester and may present concerts off campus at schools and churches, and occasionally music for special community events. Opportunities for participation in pep band and chamber ensembles are available. The band performs a wide range of music, from orchestral transcriptions and standards of the wind band repertoire to new works by emerging composers. Students may take this class for credit up to four times.

### **135/235/335/435 University/Community Choral Union** 0 or 1 hour FA, SP

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.

### **136/236/336/436 Wesleyan Bells** 0 or 1 credit FA, SP

The handbell choir practices handbell performance techniques, and studies, rehearses and performs diverse and challenging handbell music literature. It is open to all students who can read music and wish to learn about handbells and hand chimes.

### **141 Music Appreciation** 3 hours TBD

This course introduces students to the basic concepts of music: melody, rhythm, harmony, form, and instrumental classification. Students will utilize and apply these concepts through experiences in music composition, musical leadership, musical criticism and critical listening through engagement with a variety of Western and non-Western musical styles.

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

### **215 Music Theory II** 3 hours SP

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.

## Undergraduate Course Descriptions

**216 Keyboard Skills II** **1 hour SP**  
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.

**132/232/332/432 Dakota Wesleyan Choir** **0 or 1 hour FA, SP**  
Membership in the Dakota Wesleyan Choir is open by audition to all students. The choir presents two major concerts each semester, including 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.

**133/233/333/433 Highlanders** **0 or 1 hour FA, SP**  
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 Even** **2 hours FA**  
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 TBD**  
This is a general introduction to the music of the world. Significant time is required to examine and listen to various examples of music of many cultures. Written assignments, including a term paper, are required. This course partially fulfills requirements leading to K–12 certification in vocal music.

**311 Music History I** **3 hours FA Even**  
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.

**312 Music History II** **3 hours SP Even**  
Students will study the historical development of music in Western civilization during the Pre-Classical through the Romantic eras. 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.

**313 Music History III** **3 hours FA Odd**  
Students will study the historical development of music in Western civilization from the late 19th century to the present with an additional focus on non-Western musical styles. This course continues to place an emphasis on music's cultural implications, composers, styles and performance practices. Written assignments, including two major papers, are required. This course partially fulfills requirements leading to K–12 certification in vocal music.

**315 Music Theory III** **3 hours FA**  
Students will study chromatically altered chords, secondary dominant and leading tone chords, and modulation to distant keys. Students will continue to develop keyboard and aural skills. Original compositions and other written projects are required. This course partially fulfills requirements leading to K–12 certification in vocal music. Prerequisite: MUS 215.

**320 Computer Music Composition** **2 hours TBD**  
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

## Undergraduate Course Descriptions

arrangement for voices and instruments, are required. This course partially fulfills requirements leading to K–12 certification in vocal music.

### **330 Vocal Literature and Pedagogy** **2 hours SP Odd**

This course is designed to help students gain a better understanding of the vocal mechanism, its physiology and correct use. Students will learn basic techniques of singing and methods for teaching singing. This course includes a survey of art songs and vocal literature particularly suited for secondary students. This course partially fulfills requirements leading to K–12 certification in vocal music.

Prerequisite: Consent of instructor.

### **340 Secondary Choral Methods** **2 hours FA Odd**

Students will learn methods and materials for developing comprehensive musicianship through choral music. Students will consider the changing voice, choral music repertoire and rehearsal techniques, methods for recruiting and organizing choral ensembles, budgeting and program administration.

### **341 String Methods** **1 hour FA Even**

Students will learn the basic technique of playing stringed instruments with an emphasis on a basic understanding, care, maintenance and effective teaching of the instruments.

### **342 Percussion Methods** **1 hour SP Odd**

Students will learn the basic technique of playing both pitched and unpitched percussion instruments with an emphasis on a basic understanding, care, maintenance and effective teaching of the instruments.

### **343 Brass Methods** **1 hour FA Odd**

Students will learn the basic technique of playing brass instruments with an emphasis on a basic understanding, care, maintenance and effective teaching of the instruments.

### **344 Woodwind Methods** **1 hour SP Even**

Students will learn the basic technique of playing woodwind instruments with an emphasis on a basic understanding, care, maintenance and effective teaching of the instruments.

### **345 Band/Symphony Methods** **2 hours SP Odd**

Students will learn methods and materials for developing comprehensive musicianship through instrumental music. Students will consider instrumental pedagogy and philosophy, instrumental repertoire and rehearsal techniques, methods for recruiting and organizing band and orchestral ensembles, budgeting, and program administration.

### **350 Conducting** **3 hours SP Even**

This is a comprehensive course in conducting. Students will learn score reading, score preparation and analysis, and conducting techniques. Preparation and performance of music for the public are required. This course partially fulfills requirements leading to K–12 certification in vocal music.

### **351 Conducting II** **3 hours FA Even**

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: MUS 350.

### **400 Special Projects in Music** **3 hours FA, SP**

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 SP**

This course is a continuation of the Music Theory sequence with emphasis on 16th and 18th-century counterpoint and 20th-century chromatic harmony.

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### **425 Recital** **1 hour FA, SP**

The recital is the culmination for all seniors pursuing the Bachelor of Arts degree in music. Repertoire for the recital should be about 25–30 minutes in length per person for a half recital, and 45–50 minutes in length for a solo recital. The music performed in the recital should show a variety of style periods and technical skills appropriate to a collegiate recital. Students are graded on pass/fail basis for their recital credit.

### **490 Advanced Musicianship** **3 hours SP Even**

In this course, students will develop their aural skills with regards to sight-reading, melodic, rhythmic and harmonic dictation, interval recognition and other advanced musicianship skills.

Prerequisite: MUS 215

## **Nonprofit Administration (NPA)**

### **101 Fundamentals of Nonprofit Administration** **3 hours FA1 Odd** **ON**

Throughout this course students will review how and why nonprofits are formed, including review of state and federal requirements, reflect on the role of vision, values, and mission in the formation and success of nonprofits, and analyze trends and forecasts in the nonprofit sector.

### **300 Governance and Management** **3 hours FA2 Odd** **TBD ON**

Students in this course will learn how non-profits are governed and managed effectively by examining structure, policies, and procedures of governance, understanding the role and responsibilities of the board and staff, and reviewing various training, development, and management practices essential for effectiveness.

### **313 Resource Development and Stewardship** **3 hours SP Even** **TBD ON**

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 SP2Even** **TBD ON**

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 SU**

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.

### **411 Financial Resource Development** **3 hours**

This course will discuss the current state of giving within the church, examine the underlying tenets of giving from a scriptural and a human perspective, and explore different approaches for cultivating giving within the church that will enable short and long-term sustainable resource development.

### **416 Financial Resource Management** **3 hours**

This undergraduate course will provide students with fundamental knowledge about processes and procedures for financial planning and financial management. Students will develop skills and techniques through analysis of financial documents and practical application of contemporary financial management tools and techniques.

### **421 Governance, Personnel and Volunteer Management** **3 hours**

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In this course, students will learn the different roles and responsibilities of governing boards, staff members and volunteers, and learn how to navigate roles, responsibilities and relationships within these structures. Students will discover ways to respond to challenges, and how to design appropriate structures and methods for recruiting, training, developing, sustaining and retaining the right talent for important roles and responsibilities in the church.

### **431 Applied Project**

**1 hour**

Scholars will participate in a year-long applied learning experience where they lead the design and delivery of one or two comprehensive projects with the objective of making measurable and positive impacts on administrative functions of the organization. During the course students will be coached by a qualified and trained applied professional who will also provide instruction and support in principles and practices of project management.

### **451 Vision, Strategy, and Evaluation**

**3 hours**

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

### **461 Communications and Community Outreach**

**1–3 hours**

**TBD**

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

## **Nursing (NUR)**

### **110 Medical Terminology**

**1 hour FA, SP**

This course is the study of medical terminology. It includes the definition and use of medical terms common to many health-related professionals. This is an online course.

### **115 Basic Patient Care**

**3 hours**

**SP**

This didactic and lab course covers basic patient care skills. Participation in the classroom and lab allows students to develop competency of how to provide basic care to patients in the healthcare setting. This course prepares students for application of these skills to the discipline of nursing. A signature assignment based on core course competencies validates student learning.

### **218 Introduction to Professional Nursing Concepts**

**3 hours**

**FA**

This didactic course covers fundamental concepts in nursing. Students explore foundational concepts that allow application to the discipline of nursing. A signature assignment based on core course competencies validates student learning.

Prerequisites: NUR 316

Corequisites: NUR 326, NUR 310, NUR 321

### **310 Fundamental Nursing Concepts I**

**6 hours (4, 2)\***

**FA**

This clinical, lab and didactic course allows students to gain basic competency of foundational nursing skills. Students focus on beginning nursing concepts including patient documentation, communication, safety, asepsis, elimination, functional ability, and mobility. Students apply fundamental nursing concepts using the nursing process and nursing diagnosis as a guide for nursing care in the clinical setting.

Prerequisites: NUR 316

Corequisites: NUR 318, NUR 321, NUR 326

### **316 Nursing Concepts in Pathophysiology**

**3 hours**

**SP**

This didactic course covers basic concepts in pathophysiological processes and their effect on multiple body systems. Students explore the effect and progression of selected disease entities in client populations. This course provides a foundation for clinical judgement, diagnosis, and management of clients experiencing existing alterations in or risks for alterations in health status.

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Prerequisites: BIO 220, CHM 113/CHM 113L.

Corequisites: BIO 233, BIO 330.

### **318 Concepts in Nursing Leadership**

**3 hours**

**SP**

This didactic course allows students to apply concepts of nursing leadership to professional nursing practice. Students integrate communication, leadership styles, professional values, ethics, systems thinking, and multidisciplinary collaboration into practice. Informatics and technology are also explored.

Prerequisites: NUR 342, NUR 320, NUR 426, NUR 332.

Corequisites: NUR 408, NUR 411, NUR 412.

### **320 Fundamental Nursing Concepts II**

**6 hours (4,2)\* or 5 hours (4,1)\***

**SP**

This clinical, lab and didactic course allows students to gain fundamental competency of foundational nursing content and skills. Emphasis is on introductory medical/surgical concepts that focus on acute illness and health alterations. Lifespan, culture and diversity considerations for health and illness are explored. Students will use the nursing process, nursing diagnosis and clinical reasoning to apply fundamental concepts learned to lab, class, and clinical settings.

Prerequisites: NUR 218, NUR 326, NUR 310, NUR 321.

Corequisites: NUR 342, NUR 426, NUR 332

### **321 Health Assessment Nursing Concepts**

**4 hours (3.5, 0.5)\***

**FA**

This lab and didactic course allow students to gain competency in comprehensive health assessment skills and basic concepts of health promotion and disease prevention. Students learn and practice skills related to communication, health assessment, promoting well-being, and lab and diagnostic testing. Students integrate nursing process and nursing diagnosis and learn techniques to gather and record patient data. A signature assignment based on core course competencies validates student learning.

Prerequisites: NUR 316.

Corequisites: NUR 218, NUR 326, NUR 310.

### **326 Nursing Concepts in Pharmacology**

**3 hours (2.5, 0.5)**

**FA**

This course provides the foundation of basic pharmacology for professional nurses in general practice. Emphasis is on collaborative nursing management required for pharmacological therapies for healthcare participants across the lifespan. The course incorporates core drug knowledge related to therapeutic use, pharmacokinetics, pharmacodynamics, contraindications, adverse effects, and drug interactions with other drugs/food. Dosage calculations and basic conversions are explored while maintaining client safety.

Prerequisites: NUR 316.

Corequisites: NUR 218, NUR 310, NUR 321.

### **332 Nutrition Concepts in Health and Illness**

**3 hours**

**SP**

This didactic course covers basic concepts of nutrition related to the discipline of nursing practice. Students explore principles of human nutrition in health and during illness in clients across the life span.

Prerequisites: NUR 218, NUR 326, NUR 310, NUR 321.

Corequisites: NUR 342, NUR 426, NUR 320.

### **342 Mental & Social Health Nursing Concepts**

**3 hours**

**SP**

This clinical and didactic course allows students to gain competency in the care of individuals across the lifespan that are experiencing mental illness. Students examine acute and chronic mental illness and the affect that social health has on these clients. The course allows students to gain experience in the care of clients with mental illness and allows an examination of treatment options and community and private resources for this population.

Prerequisites: NUR 218, NUR 326, NUR 210, NUR 321

Corequisites: NUR 342, NUR 320, NUR 426

### **408 Advanced Nursing Concepts**

**6 hours (4,2)**

**FA**

This clinical and didactic course allows students to gain competency of advanced nursing content and skills. Emphasis is on higher level thinking medical/surgical concepts that focus on acute illness and health alterations. Lifespan, culture and diversity considerations for health and illness are explored. Students will use the nursing

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process, nursing diagnosis and clinical reasoning/judgement to apply advanced concepts learned to class and clinical settings.

Prerequisites: NUR 320, NUR 332, NUR 342, NUR 426

Corequisites: NUR 318, NUR 411, NUR 412

### **410 Lifespan Nursing Concepts I & II** **6 hours (5, 1)\*** **FA**

This clinical and didactic course is the third of four that builds upon the three domains of provider of care, manager of care and member of a profession to include protection, promotion and optimization of health and abilities of the healthcare participant across the lifespan. The student will apply concepts in the classroom, laboratory and or clinical setting. The major concepts include sexuality, family, grief and loss and reproduction.

Prerequisites: NUR 318, NUR 320.

Corequisites: NUR 426.

### **411 Lifespan Nursing Concepts I** **3 hours (2.5, 0.5)** **FA**

This clinical and didactic course allows students to gain competency in providing nursing care for childbearing clients and their families across the lifespan to include pregnancy, birth, and the newborn period. Students explore women's health, male/female reproduction, and contraception.

Prerequisites: NUR 320, NUR 332, NUR 342, NUR 426

Corequisites: NUR 318, NUR 408, NUR 412

### **412 Lifespan Nursing Concepts II** **3 hours (2.5, 0.5)** **FA**

This clinical and didactic course allows students to gain competency in providing nursing care for infants, children and adolescents across the lifespan to include the context of the family. Students explore normal development and nutrition and focus on abnormal development and congenital defects.

Prerequisites: NUR 320, NUR 332, NUR 342, NUR 426

Corequisites: NUR 318, NUR 408, NUR 411

### **418 Concepts in Nursing Management** **3 hours** **SP**

This didactic course allows students to apply concepts of nursing management to professional nursing practice. Students integrate management of care through collaborative thinking, clinical judgement, and examining healthcare quality. A reexamination and integration of nursing concepts is accomplished through an exhaustive review in preparation for the NCLEX RN exam.

Prerequisites: NUR 408, NUR 411, NUR 412, NUR 318

Corequisites: NUR 423, NUR 440, NUR 450.

### **423 Complex Nursing Concepts** **4 hours (3, 1)** **SP**

This clinical and didactic course allows students to gain competency in complex nursing content and skills. Emphasis is on higher level thinking medical/surgical concepts that focus on acute and chronic illness and health alterations. Lifespan, culture and diversity considerations for health and illness are explored. Students will use the nursing process, nursing diagnosis and clinical reasoning to apply complex concepts learned to class and clinical settings.

Prerequisites: NUR 408, NUR 411, NUR 412, NUR 318

Corequisites: NUR 418, NUR 440, NUR 450.

### **426 Nursing Concepts in Population Health** **3 hours (2.5, .5)** **FA**

This clinical and didactic course allows students to gain competency in the practice of population focused health promotion and disease and injury prevention across the lifespan. Students learn health education concepts and the effect that health disparities, health economics, culture and spirituality have on the health of a population. Infectious outbreaks are explored, and students gain experience with multidisciplinary collaboration and care coordination. Health promotion and disease prevention is integrated within the course and health care policy is assessed for its effect on the population health of individuals, families, groups, and communities.

Prerequisites: NUR 218, NUR 326, NUR 310, NUR 321.

Corequisites: NUR 342, NUR 320, NUR 332.

### **440 Nursing Concepts in Research** **3 hours** **SP**

This didactic course allows students to focus on developing an evidenced based practice foundation. Students explore evidenced based practice, research designs and ethics in research. Emphasis is placed on the connection of research to patient centered care, safety, quality, and patient outcomes. Students gain practice with the elements of a research paper.

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Prerequisites: NUR 408, NUR 410, NUR 318.

Corequisites: NUR 423, NUR 418, NUR 450.

### **450 Transition into Professional Practice**

**3 hours (0, 3) SP**

This clinical course provides students with the opportunity to gain competency in independent professional nursing practice and to apply, integrate, synthesize, and evaluate all concepts learned throughout the program. Students gain experience in a structured clinical setting through one-on-one collaboration with a dedicated preceptor. This allows students to gain experience for transition into entry level nursing practice.

Prerequisites: NUR 408, NUR 410, NUR 318.

Corequisites: NUR 423, NUR 418, NUR 440.

## **Philosophy (PHL)**

### **101 Philosophy of Life**

**3 hours TBD**

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.

### **141 Religion, Philosophy and Ethics**

**3 hours FA, SP**

This course is cross listed as REL 141. Students may use either designation. This course introduces students to seminal concepts in religion, philosophy and ethics. Concepts explored include transferable wisdom from world religions, principles of logical thinking, lessons from philosophy and ethical decision-making. Cross-listed as REL 141

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

### **220 Introduction to Ethical Issues**

**3 hours F21**

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.

## **Sociology (SOC)**

### **152 Introduction to Sociology**

**3 hours FA, SP**

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

### **154 Marriage and the Family**

**3 hours SP**

This course is an introduction to the sociological study of marriage and family relations in the United States and other cultures. Students will approach topics such as kinship, courtship, parenting, sexuality, gender issues, marital life, divorce and post marital adjustment sociologically, historically and comparatively.

### **312 Methods of Social Research**

**3 hours SP**

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 FA**

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.

### **332 Social Psychology**

**3 hours FA**

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.

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**350 Adjustment to Aging** **3 hours** **TBD**

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

**427 Women and Gender Studies** **3 hours** **TBD**

Examination of the way 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.

### Political Science (POL)

**141 U.S. Government and the Constitution** **3 hours** **FA, SP**

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

This course is a breadth of knowledge course as designated by Dakota Wesleyan's general education program.

Breadth of knowledge courses expose students to knowledge and concepts that Dakota Wesleyan University believes all its graduates should possess.

**250 Introduction to International Relations** **3 hours** **TBD**

This course introduces major theoretical approaches and fundamental concepts in international relations. The course will examine contemporary international issues and events through these theoretical and conceptual lenses and from a perspective informed by history.

**351 American Foreign Policy** **3 hours** **FA Even**

(Refer to HIS 351)

**352 Political Thought** **3 hours** **SP Even**

This course is a survey of the leading Western philosophers from Plato to present. The course examines original political ideas and how those ideas have shaped modern political thought. Readings include selections from the Federalist Papers.

**355 The U.S. Constitution** **3 hours** **TBD**

This course is a survey of the U.S. Constitution and its foundations to the present. The course will examine the creation of the U.S. Constitution and the major interpretations of it by the U.S. Supreme Court and their significance to the American political and legal systems.

Cross listed as HIS 355

**386 Modern Asia** **3 hours** **FA Odd**

(Refer to HIS 386)

### Physical Science (PHS)

**100 Physical Science: Physics and the Atomic Nature of Matter** **3 hours** **TBD**

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

**101 Physical Science: Chemistry, Earth and Space** **2 hours** **FA**

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

**210 General Physics I** **3 Hours** **Odd FA**

This is an algebra/trigonometry-based course in the fundamental laws of physics as applied to mechanics. Topics include motion in one and two dimensions, Newton's Laws of Motion and their applications, momentum and energy, rotational motion, periodic motions, and waves.

Prerequisite: MTH 135 or Math Placement

Corequisite: PHS 210 L General Physics I Lab

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### **210L General Physics I Lab**

**1 Hour Odd FA**

This is the lab component of PHS 210.  
Corequisite: PHS 210 General Physics I

### **220 General Physics II**

**3 Hours Even SP**

This is an algebra/trigonometry-based course in the fundamental laws of physics as applied to electricity and magnetism. Topics include electric charges, forces, and field, Coulomb's law, electric potential and electric potential energy, electric current, electric circuits, and an introduction to magnetism.

Prerequisite: PHS 210 General Physics I  
Corequisite: PHS 220L General Physics II Lab

### **220L General Physics II Lab**

**1 Hour Even SP**

This is the lab component of PHS 220.  
Corequisite: PHS 220 General Physics II

### **260 University Physics I**

**3 hours Even FA**

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: MTH 135  
Corequisite PHS 260L.

### **260L University Physics I Lab**

**1 hour Even FA**

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

### **270 University Physics II**

**3 hours Odd SP**

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

Prerequisite or Corequisite: PHS 260/206L.  
Corequisite: PHS270L.

### **270L University Physics II Lab**

**1 hour Odd SP**

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

## **Psychology (PSY)**

### **131 General Psychology**

**3 hours FA, SP**

This overview of the discipline explores human and animal behavior and consciousness. The diversity within the discipline is reflected in the range of subjects presented, including motivation, emotion, perception, sensation, learning, intelligence and personality.

### **141 Foundations of Psychology and Behavioral Science**

**3 hours FA, SP**

This course provides students with an opportunity to study cognitive, social, developmental and individual psychology within the broader context of the behavioral sciences. The course offers an overview of situational and dispositional influences on behavior, communication and persuasion, theories of learning and ecological systems and the mechanisms that underlie group behavior. Students learn to identify and address factors critical for healthy psychological and social development and use this knowledge, in turn, to design and develop means of unifying and strengthening communities.

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

**202 History of Psychology** **3 hours** **SP**

This course is a study of the major people, movements and events in the evolution of the discipline. This course attempts to make connections between historical and current developments within the field.

**237 Developmental Psychology** **3 hours** **FA, SP**

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.

**243 Effects of Trauma Across the Lifespan** **3 hours** **TBD ON**

Family violence, illness, war, loss—such early traumatic experiences effect developmental processes, even into adolescence and adulthood. As we explore such consequences, we will examine the impact of repeated trauma, related psychopathology, concepts of risk and resilience, responses to traumatized children and families, and trauma-informed advocacy. Although we will focus on individual development, we will also examine sociocultural effects.

**245 Drug Use and Abuse** **3 hours** **FA**

This course is an introduction to the physical, psychological and social effects of drug use and abuse in American society. This course is designed to assist students in making value choices relative to their own use of legal and illegal drugs.

**270 Theory and Practice of Counseling** **3 hours** **FA**

This course examines counseling theories, techniques, differences and similarities in counseling and interviewing. Students will discuss the ethical responsibilities of a counselor

**274 Models of Crisis Intervention and Response** **3 hours** **TBD ON**

How can we best assess and respond to crises? Here we will learn about the design and implementation of various crisis response models, services, approaches, and methods used to prevent, mitigate, or recover from natural human stress reactions. Despite their differences, these all have the same goals of stabilizing distress, reducing symptoms, and returning to adaptive functioning or facilitating access to continued care, and work toward these ends, often while building relationships across community groups.

**310 Alcohol Use and Abuse** **3 hours** **SP**

This course is a study of the psycho/social aspects of addiction. Study will include symptoms, causes and available treatment approaches. This course serves as an introduction to alcohol and related drug abuse. Students will explore historical, theoretical and current perspectives of alcoholism.

**333 Cognitive Psychology** **3 hours** **FA**

This course is a study of the mental processes involved as a person acquires and uses knowledge. Students will explore historical and philosophical issues, including process models, information theory, artificial intelligence, visual and auditory cognition, psycholinguistics, memory, attention, problem solving and concept formation.  
Prerequisites: PSY 131 and PSY 237.

**337 Adolescent Psychology** **3 hours** **FA**

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.

**358 Supporting Trauma Care Professionals** **3 hours** **TBD ON**

Trauma care professionals need resources and support structures, as well as boundaries, to perform most effectively and sustainably. We will explore the impact of work with trauma survivors on those who provide trauma care and their unique stress reactions; look at burnout, secondary traumatic stress, compassion fatigue, and vicarious victimization; and better understand the need to self-monitor response to trauma clients and avoid over-identification and strong

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feelings of concern, anger, or distress. Providers should know signs indicating need for consultation from another practitioner and appropriate self-care.

### **369 Ethics of Trauma Response** **3 hours** **TBD ON**

To best protect and provide for both recipients and providers of crisis response, several ethical standards must be maintained. We will examine the importance of expertise and knowing the limits of one's own knowledge, confidentiality in crisis intervention and trauma response, finding strengths within the client, and frameworks for making difficult ethical decisions.

### **380 Learning and Memory** **3 hours** **TBD**

Students will study the principles and applications of learning theory and learning processes, along with research related to memory and retrieval.  
Prerequisite: PSY 333.

### **381 Psychology of Personality** **3 hours** **SP**

This course is a study of the major approaches to the field of personality development, including trait, biological, psychoanalytic, humanistic, behavioral and cognitive research paradigms.

### **400 Group Counseling** **3 hours** **SP Even**

Students will learn counseling theories and techniques related to operational practices in group counseling, including group structure, processes and dynamics.  
Prerequisite: PSY 270

### **435 Experimental Psychology** **3 hours** **SP Odd**

Students will study scientific methodology in general and the experimental method in particular. They will explore classical and contemporary studies in basic and applied psychology.  
Prerequisites: MTH 200 and PSY 131.

### **443 Abnormal Psychology** **3 hours** **SP**

This course is a study of the dynamics of abnormal personality development and behavior, including a comprehensive study of the origin, symptoms and treatment of psychological disorders. Students will be exposed to the diverse aspects of clinical psychology.  
Prerequisite: Six credit hours of psychology courses.

### **445 Physiological Psychology** **3 hours** **TBD**

Students will study the physical nature of the brain and its relationship to psychology.

### **451 Family Counseling** **3 hours** **SP Odd**

Students will study the theories and techniques of working with families in human service settings. The class explores the dynamics of healthy and dysfunctional families.  
Prerequisite: PSY 270.

### **482 Senior Thesis** **3–6 hours** **FA, SP**

This course involves a yearlong research project planned and carried out by the student with guidance from a faculty member. It is an opportunity to exercise the methodological skills and to synthesize the knowledge gained in coursework through the student's program. The student must provide the structure.  
Prerequisite: 12 credit hours in psychology courses.

## **Religion (REL)**

### **112 Christian Faith and Practice** **3 hours** **SP**

This course will explore the intellectual content of historic Christian faith as it has been expressed in the ecumenical creeds and other features of the Christian theological tradition.

### **121 Introduction to the Bible** **3 hours** **SP Odd**

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.

## Undergraduate Course Descriptions

### **141 Religion, Philosophy and Ethics**

**3 hours FA, SP**

This course is cross listed as PHL 141. Students may use either designation. This course introduces students to seminal concepts in religion, philosophy and ethics. Concepts explored include transferable wisdom from world religions, principles of logical thinking, lessons from philosophy and ethical decision-making. Cross-listed as PHL141

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

### **155 Spiritual Formation**

**1 hour SP**

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 FA Odd**

Students explore the basic teachings of the Hebrew scriptures as represented in the teachings, prophets and poetry of the Old Testament. This course gives attention to the Old Testament's meaning in its own historical setting, as well as its connections to the New Testament and Christianity.

### **215 The Life and Teachings of Jesus**

**3 hours SP Odd**

This course examines the Gospels in their historical setting and contemporary significance and is aimed at understanding what we know about Jesus and the lifestyle he lived and taught.

### **216 The Life and Letters of Paul**

**3 hours FA Even**

This course examines Paul's life and letters in the context of the growth and problems of the early churches.

### **302 Faith and Reason**

**3 hours SP Even**

This class will explore the tensions between faith and reason, the reasonableness of historic Christian faith and the tensions between religion and science. It will shed light on questions concerning belief in God, the Scriptures as divine revelation, views on interpretation of the biblical creation stories, science and design inferences from science.

### **314 World Religions**

**3 hours FA Odd**

This course is a comparative survey of the major religious systems of the world, both Eastern and Western, with emphasis on those religions currently in practice.

### **323 Biblical Interpretation and Proclamation**

**3 hours SP Even**

This course will introduce students to best principles and practices for biblical interpretation. The class will explore the history of biblical interpretation, biblical interpretation as it is practiced within the Bible itself and various theories of text interpretation. The class will seek to train students in best practices for teaching and preaching the scriptures in a church context.

Prerequisites: REL 210, REL 215 or REL 216.

### **340 Exploring Christian Ministry**

**3 Hours FA Odd**

This course will explore the basic components of a successful Christian ministry. The class will be constructed to allow for student interest and aptitude. Some projects and readings will address the student's own gifts and graces whether that be for children's ministry, youth ministry, pastoral ministry, missions or senior adult ministry.

Prerequisite: REL 112 and REL 210.

### **355 Spiritual Formation II**

**1 hour SP**

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**

**3 hours FA**

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.

## Undergraduate Course Descriptions

### **415 Theology of John Wesley** **3 hours** **TBD**

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.

### **461 Travel Seminar** **1–3 hours** **TBD**

The seminar provides credit for travel on mission trips or visits to important sacred places. The course includes background reading and evaluative reports.

### **490 Religion Capstone** **3 hours** **SP**

The capstone course brings the student learning experience to its apex. It will include a research project which will be presented publicly.

Prerequisite: REL 112, REL 210 and REL 340.

## Science (SCI)

### **141 Foundations of Science** **3 hours** **SP**

This course engages non-science majors with the fundamental laws of nature and the process of scientific inquiry. Students learn how natural laws can help us to understand living things, our planet, and the universe beyond. This course is a breadth of knowledge course as designated by Dakota Wesleyan's general education program. Breadth of knowledge courses expose students to knowledge and concepts that Dakota Wesleyan University believes all its graduates should possess.

## Special Education (SPD)

### **206 Introduction to Exceptional Students** **3 hours** **FA, SP**

This course provides current knowledge on individuals with disabilities and the needs of exceptional learners. Content in this course includes historical factors, legal mandates and responsibilities of the general education teacher, educational strategies and support services for individuals with high and low-incidence disabilities, and current practices for working with students with disabilities in the general education classroom. This course also includes observation hours in a special education setting.

Prerequisite: EDU 201 or instructor permission.

### **300/500 Field Experience in Special Education** **1–3 hours** **TBD**

This course provides practical experiences in classroom settings, so students may become familiar with teaching strategies, instructional models and classroom management systems. It is required concurrently with the methods course in the teaching major. Required classroom hours: 45 hours for each semester credit hour.

Prerequisite: EDU 201 and SPD 206.

### **310 Differentiation for Exceptional Students** **3 hours** **FA 24**

This course will instruct teacher candidates on how to differentiate lessons and to support students with exceptionalities in the special education and general education classrooms. Methods for developing differentiated lessons that support all learning levels, providing modifications and accommodations specific to individual needs, and learning how to evaluate and adapt the learning environment to provide students with disabilities an appropriate education in the least restrictive environment will be taught. During this class, candidates will complete a 15-hour practicum in a special education setting.

Prerequisites: EDU 201 and SPD 206, or instructor permission.

### **311 Characteristics of and Instructional Strategies for Students with High-Incidence Disabilities** **3 hours** **SP 25**

This course serves as an overview of the characteristics of students with high-incidence disabilities, their learning needs, and provides teacher candidates with hands-on instructional strategies for working with these students. Transitioning and community programs, along with how to provide a seamless transition from the K-12 setting of the next phase of life will be discussed. Teacher candidates will be given the opportunity to observe and work with special education teachers and children with high-incidence disabilities in a school setting.

Prerequisites: EDU 201 and SPD 206.

### **312 Characteristics of and Instructional Strategies for Students with Low-Incidence Disabilities** **3 hours** **SP 25**

This course serves as an overview of the characteristics of students with low-incidence disabilities, their learning needs, and prepares teacher candidates how to provide appropriate curriculum for working with students with these

## Undergraduate Course Descriptions

disabilities. Teacher candidates will also discuss assistive technology devices that support these students and how to provide a seamless transition from school to the next phase of their life. During this course, teacher candidates will be given the opportunity to work in the community, or a school setting, with individuals with low-incidence disabilities. Prerequisites: EDU 201 and SPD 206.

### **315 Evaluating Learners and the IEP Process**

**3 hours SP 24**

This course focuses on the entire IEP process. Future teachers will be introduced to formal and informal assessments and the instruments used when identifying and evaluating students with disabilities. Administering, scoring, and interpreting commonly used instruments will be practices. Future teachers will also use the assessment data to develop Individualized Education Programs (IEPs) and practice completing all paperwork necessary for an annual IEP or 3-year reevaluation, that meet the requirements of state and federal special education legislation. Prerequisites: EDU 201 and SPD 206.

### **323/523 Collaboration & Critical Components to Becoming a Successful Special Edu. Teacher**

**3 hours FA 23**

This course provides special education teacher candidates with the critical components needed to be successful. Strategies for how to run an effective SPED classroom from the beginning to the end of the year will be discussed and will include scheduling, training and assisting paraprofessionals, and providing visual schedules. Communication and consultation with colleagues, parents, and related service providers will be discussed. Teacher candidates will also learn about current state and federal special education laws, the historical impact of IDEA, due process, and privacy requirements.

Prerequisites: EDU 201 and SPD 206

### **325 Behavior Management for Students with Exceptionalities**

**3 hours SP 24**

This course will explore the development and implementation of positive behavior management techniques, interventions, and supports for students with exceptionalities in the general and special education classrooms.

Prerequisites: EDU 201 and SPD 206 or instructor permission.

### **328/528 Special Education at the Early Childhood and Kindergarten Level**

**3 hours TBD**

This course will focus on effective strategies of instruction, intervention and curricular approaches to use in meeting the needs of preschool and kindergarten-aged children with exceptional learning needs. Candidates will learn to integrate the best practices of early childhood education with the best practices of special education. Developmentally

appropriate practice recommended by the leading professional organizations in the fields of early childhood education and special education will serve as guidelines for this course. Prerequisites: EDU 201.

### **452/552 Special Education Practicum K–8**

**2–4 hours TBD**

Students completing the special education endorsement are assigned to an elementary school special education setting under the supervision of a certified special education teacher and a university supervisor. This course is offered credit/no credit. Required classroom hours: 45 hours for each credit hour.

### **454/554 Special Education Practicum 7–12**

**2–4 hours TBD**

Students completing the special education endorsement are assigned to a secondary school special education setting under the supervision of a certified special education teacher and a university supervisor. This course is offered credit/no credit. Required classroom hours: 45 hours for each credit hour.

### **456/556 Special Education Practicum K–12**

**4-6 hours TBD**

Students completing the special education K–12 endorsement are assigned to either an elementary special education setting or a secondary special education setting under the supervision a certified special education teacher and a university supervisor. Students will enroll in this course twice during the academic year, completing three credits in the fall and three credits in the spring. This course is offered credit/no credit. Required classroom hours: 45 hours for each credit hour.

### **470 Student Teaching in Special Education**

**14 hours FA, SP**

Candidates will student teach for 75 school days under the supervision of a certified special education teacher. Candidates are assigned to a school district and supervised by a certified teacher at the elementary level (K–8) and at secondary level (5–12). 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

## Undergraduate Course Descriptions

semester and is taken with a two-credit seminar, which is part of the 16 hours for degree candidates. Candidates also meet during the professional semester for seminar requirements. This course is offered Credit/No Credit only. The DWU Student Teacher Handbook and seminar syllabus serve as the course syllabus.

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

Corequisite: EDU 475.

### Sports Management (SPM)

#### 241 Sport and Society

3 hours SP Even

Students will be introduced to perspectives on careers and opportunities in, and the business of sport. The influence of sport upon the individual participant and society is emphasized.

#### 341 Sports Administration

3 hours FA Odd

The study of the theories, principles and practices of sports administration and group interaction in sport-oriented settings. The structure of interscholastic athletics, collegiate athletics, and professional sports will be discussed in depth and the course includes some practical experience in sports administration through special events at the university and in the community.

#### 363 Sports Policy

3 hours SP Odd

This course is designed to introduce students in the sports management program to a range of political/legal, economic and ethical issues related to sports management and to selected analytical techniques which can be used to gain a fuller understanding of these and other issues which may arise in a sports career context.

#### 382 Sport Facility and Event Management

3 hours FA Even

Sport Facility and Event Management focuses on planning, financing, marketing, implementation and evaluation of a broad range of sport facilities and events including sport, recreation, leisure, health and fitness.

### Sport, Exercise and Wellness (SPX)

#### 140 Introduction to Sport, Exercise and Wellness

2 hours FA

This is an introductory course for Sport, Exercise and Wellness majors. The course introduces students to the concepts, theories and principles related to all aspects of sport, exercise, health and wellness. This course is intended for those who desire to obtain a career pathway in strength and conditioning, personal training and/or related fields.

#### 211 Care and Prevention of Athletic Injuries

2 hours FA, SP

This course is designed to improve the professional competency of people who work with athletic teams. Appropriate instructional methods and effective healthcare for athletes based upon sound physiological and psychological principles are the foundations of the course. Students will practice the skills of injury recognition, evaluation and taping, and will discuss the principles of therapeutic modalities.

#### 240 Methods of Free Weights and Conditioning

3 hours SP

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/BIO 220L recommended.

#### 305 Evaluation and Prescription of Health and Fitness Programs

3 hours FA

This course is designed to provide the student with basic knowledge in health and fitness assessment. Areas of study include population characteristics, common fitness evaluation tools, test design, criteria for test termination and documentation of results.

Prerequisite: SPX 240 required, ATN 320 recommended.

## Undergraduate Course Descriptions

**315 Kinesiology** **3 hours** **SP**

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/BIO 220L.

**320 Exercise in Selected Populations** **3 hours** **SP**

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.

**340 Practicum in SPX I** **2 hours** **FA**

This course provides the exercise specialist with a balance of theory and application to increase the awareness of the employment demands and necessary education of exercise specialists. The student will explore different settings in the fitness profession each semester.

**342 Practicum in SPX II** **2 hours** **SP**

This course provides the exercise specialist with a balance of theory and application to increase the awareness of the employment demands and necessary education of exercise specialists. The student will explore different settings in the fitness profession each semester.

**362 Psychological Dynamics of Sport** **3 hours** **SP**

This course investigates the psychological constructs and concepts that relate to and help explain the phenomena of sport performance. The course principally devotes attention to theories of goal setting, attribution, stress and stress management, cognitive coping strategies, psychological rehabilitation of the injured athlete and self-confidence.

Recent research evidence is presented in all topical areas.

**410 Physiology of Exercise** **3 hours** **FA**

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 220/L and BIO 330/L.

Recommended: ATN 320

**455 Organization and Administration in Sport Exercise and Wellness** **2 hours** **FA**

This course is designed to familiarize students with the various administrative and management responsibilities of strength and conditioning and fitness/wellness. The course primarily focuses on the management dynamics of facilities, management of personnel, facility design, purchasing and budgeting of financial resources, financial models in strength and fitness and relationships with insurance companies.

**470 Capstone in SPX** **2 hours** **SP**

Students will reflect on experiences within their Sport Exercise and Wellness major, including coursework and internships. The course will help prepare the student for possible career choices and graduate school paths of study within their field. Additionally, students will prepare to take the National Strength and Conditioning Association Certified Strength and Conditioning Specialist (CSCS) Examination.

**472 Public Health and Epidemiology** **3 hours** **SP**

In this course, students will learn and apply concepts of epidemiology and healthcare informatics to multiple domains of public health. The course will require the student to practice using epidemiology and healthcare informatics to better understand, characterize and promote health at a population level.

### Theatre (DRM)

**121 Technical Theatre** **3 hours** **SP Even**

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.

## Undergraduate Course Descriptions

### **132 Auditioning and Tech Interviews**

**3 hours SP Even**

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.

### **141 Theatre Arts**

**3 hours FA Odd**

This course introduces students to all aspects of a theatrical production including producing, acting, directing, design, writing, technical theatre and construction, and theatre management. This course provides a broad overview of the history of theatre and explores the cultural and social significance of theatre in the contemporary era. A course requirement is that students attend theatrical productions.

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

### **151 History of Theatre**

**3 hours SP Odd**

Students will explore the rich history of theatre through the examination of the origins of theatre, starting with the Greeks and then transitioning into Western drama and theatre productions of the contemporary world of theatre. Study of selected plays from Aeschylus to Ayckbourn.

### **188 Stage Management**

**3 hours SP Odd**

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 FA Odd**

This course explores the basic techniques of acting, using exercises in observation, concentration, sense recall, emotional recall and imagination as the basis of character development. Students learn how voice and body are tools for creating a role. These explorations culminate in interpretation and performance of scenes from contemporary plays.

### **213 Scene Design**

**3 hours FA Even**

Through this course students explore the scenic design process. Students study techniques specific to the area of theatrical scenic design. The designer's analysis, concept, initial drawings, rendering and model making are all investigated, as well as software design and applications using Vectorworks and AutoCAD 2007.

### **222 History of Musical Theatre**

**3 hours FA Even**

This class is an introduction to American musical theatre focusing on the shifts in style and content over the past 200 years. Our discussion includes European and American theatrical influences, methods of analysis, influential artists throughout history, and the current state of the American musical. Additionally, this course examines the ways musical theatre deals with issues such as racism, sexuality, gender, economics and politics and how those issues, woven together through song, dialogue and dance, create a uniquely American theatrical art form.

### **280 Production Practicum I SU**

**3 hours FA, SP,**

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 University. 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 FA Odd**

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.

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**305 Acting for the Camera** **3 hours FA 23**

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.

**321 Advanced Technical Theatre** **3 hours SP Odd**

This advanced technical theatre course is designed for those non-acting theatre students. This course will go beyond the fundamental techniques used in theatre and will examine and apply the various practices used in the professional theatre today. Emphasis will be placed on the physics, mechanics, and engineering of creative solutions to scenic, lighting, environmental and multimedia challenges, as well as the focused exploration of various materials and methods of construction.

**335 Directing I** **3 hours FA Odd**

This course introduces the student to the art and craft of theatre directing. Students will delve into scripts, research and analyze them, and develop working concepts based on their analysis, research and imagination. Then through composition, movement and tempo-rhythm study, students should be able to take what they have discovered and apply these creative, communicative and performance skills required of today's theatre director, and direct a one-act play or a DWU theatrical production.

**380 Production Practicum II** **3 hours FA, SP, 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 University. This gives those participating in a show the credit deserved for the many hours needed to produce a theatrical production as well as practical experience. Consent of instructor.

**409 Acting Period Styles** **3 hours SP Even**

The course is designed to acquaint students with acting styles of important eras in theatre history and the special considerations inherent in performing these dramas. The course emphasizes cultural distinctions in manners, movement and vocal practice as they relate to the analysis and performance of period drama. Students learn techniques of performing Greek tragedy, Elizabethan drama, Restoration comedy, epic theatre and modern "isms" such as symbolism, expressionism, surrealism and absurdism.

**436 Directing II** **3 hours FA Even**

This is an advanced directing class that will look at complex problems in stage directing, emphasizing text analysis, communication, period styles, view pointing, and other advanced techniques as applied to the production of a one-act play or a DWU theatrical production.

**466 Stage Combat** **3 hours SP Odd**

The DWU theatre student begins by training in unarmed combat for the stage and then continues their training by incorporating weapons into their education. This training includes quarterstaff, light sword, broadsword, rapier and dagger as well as modern "stage" firearms. Emphasis is put on physical conditioning and safety.

**480 Production Practicum III** **3 hours FA, SP, 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 University. 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.

### University (UNI)

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

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

## Undergraduate Course Descriptions

### **301 Post College Success in the Job Market**

**2 hours FA, SP**

This course assists and supports students in developing and executing a plan during their senior year to help them transition successfully to the professional workplace. The course covers the construction of resumes, cover letters, job searches, interviews, and networking.

Prerequisites: Junior Status to enroll.

### **325 Professional Experience Portfolio**

**3 hours TBD**

The professional portfolio course is a 3-credit course that is designed to award students credit for appropriate, professional work experience. The course is designed and formatted to support adult learners in creating arguments and compiling evidence to demonstrate that they have verifiably met specific, university course-associated learning outcomes. Students can take the portfolio course up to four times and earn a maximum of 12 credits toward other DWU courses for each enrollment. Prerequisites: Three years of full-time employment experience.

# Graduate Course Descriptions

## Athletic Training (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 FA

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

**629 Health and Fitness Assessment** 3 hours SU

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

**630 Pathology and Evaluation I** 2 hours SU

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

**635 Pathology and Evaluation II** 6 hours FA

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 FA

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

**642 Practicum in Athletic Training II** 2 hours SP

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.

## Graduate Course Descriptions

**646 Practicum in Athletic Training IV** **4 hours** **FA**

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** **SP**

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** **SP**

The purpose of the internship is to develop the student's knowledge, awareness and appreciation for work site requirements, structure and operating procedures in an approved setting of the student's choice. The internship should allow for significant clinical immersion into the profession of athletic training.

**665 Healthcare Administration** **2 hours** **SU**

This course emphasizes the formulation of policies and procedures and other administrative tasks of the integrated health care system. Management strategies utilizing case studies are presented. Practical applications involve inventory, insurance claims, budget and legal issues. Focus is directed toward organization and management of athletic training rooms and other sports medicine settings.

**672 Public Health and Epidemiology** **3 hours** **SP**

In this course, students will learn and apply concepts of epidemiology and healthcare informatics to multiple domains of public health. The course will require the student to practice using epidemiology and healthcare informatics to better understand, characterize and promote health at a population level.

Prerequisite: acceptance into the MAT or instructor consent.

**680 Biomechanics** **3 hours** **FA**

This course provides an in-depth study of the musculoskeletal and mechanical aspects of anatomical structures as related to human movement and function. This course will apply physics concepts, tissue responses and adaptations, and human movement concepts in preparation for rehabilitation techniques and injury prevention. Movement of individual joints, kinetic chain and whole-body motion will be analyzed. Clinical evaluation of movement, posture, and gait will be introduced. Students will be able to evaluate and treat a variety of disorders through the analysis and application of musculoskeletal mechanics, applied neurology, articular function, biomechanical principles within movement, and material/biomechanical properties of biological tissue.

**683 Therapeutic Modalities** **4 hours** **FA**

This course involves a comprehensive study of the physical principles, physiological effects, indications, contraindications, safety precautions and standard operating procedures of the therapeutic modalities and soft tissue mobilization commonly used in the treatment of orthopedic injuries. It also includes current pain control theories, the body's personal response to trauma and inactivity, and the role and function of various pharmacological agents used in the field of sports medicine. Significant emphasis will be placed on the effectiveness and appropriateness based on current scholarly literature.

**685 Therapeutic Exercise** **4 hours** **SP**

This course examines the components of a comprehensive rehabilitation and reconditioning program. Subjects to be covered include determining therapeutic goals and objectives, selecting therapeutic modalities, and developing criteria for progression of therapy and return to functional occupational levels. Significant emphasis will be placed on the effectiveness and appropriateness based on current scholarly literature.

**687 Medical Aspects and Pharmacological Interventions I** **3 hours** **SP**

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.

## Graduate Course Descriptions

### **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** **SU**

This course is designed to introduce students to the basic concepts and techniques of quantitative and qualitative research. Students will learn and practice skills that will help them review and conduct methodologically sound research within a healthcare context. The goal of the course is to not only equip students with basic analytical techniques, but also with the necessary skills to understand the structure of original research. Students will utilize this knowledge and skill to plan their own empirical research projects.

### **692 Thesis** **2 hours** **SU**

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

## **Business (BUS)**

### **605 High-Performance Teams** **3 hours**

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

### **606 Adaptive Leadership and Change Management** **3 hours**

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

### **617 Employee Life Cycle** **3 hours**

Increase your knowledge and improve your skills for managing people. Learn how to effectively recruit, hire, develop, retain, reassign or release employees and volunteers. Practice using techniques for performance management and performance development.

### **625 Practical Economics** **3 hours**

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

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

### **626 Data-Driven Decision Making** **3 hours**

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

## Graduate Course Descriptions

ability to: analyze financial statements, use financial analysis for business planning, use statistics and data to drive business decisions.

### **627 Event and Facilities Planning and Management**

**3 hours**

This course prepares students with skills they need to plan events and use tools for event planning and management. Students will also learn how to manage and oversee facilities and contract with other entities for facilities management.

### **628 Advanced Public Relations and Promotions**

**3 hours**

Advanced Public Relations and Promotion will prepare students to develop community partnerships, manage public outreach and engagement, work with the press, and use technology for promotion.

### **629 Revenue Generation and Management**

**3 hours**

Throughout this course students will develop skills needed to raise funds from their public, write grants, and manage budgets. Students will learn contemporary practices for generating funds and managing budgets.

### **635 Coaching and Mentoring in the Workplace**

**3 hours**

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

### **636 Conflict Management**

**3 hours**

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

### **640 Managerial Accounting**

**3 hours**

An analysis of financial accounting provides the foundations underlying corporate financial statements. This portion of the course will provide students with the ability to read and understand financial statements, along with developing skills to analyze and interpret financial information. The use of managerial accounting tools will help students understand how to better contribute to managerial decision making, planning and controlling processes of management. Students will be able to: use tools for analyzing profitability and liquidity, leverage activity and risk through application of financial ratios and connect accounting principles to managerial reporting. Prerequisite: an accounting course, equivalent experience or leveling course. \*

### **650 Financial Analysis**

**3 hours**

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

### **655 Project Management**

**3 hours**

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

## Graduate Course Descriptions

### **656 Contemporary Marketing**

**3 hours**

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

### **685 Legal Environment**

**3 hours**

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

### **695 Strategic Business Analysis and Management**

**3 hours**

This course covers the determination and analysis of strategic goals and objectives for an organization, both in theoretical approaches and actual application. Students will learn how to do environmental and competitive analysis. Students will also learn to assess various internal and external factors that influence strategic planning such as: economic, social, legal, political, technological and competitive factors. This course will include the completion of a business content area exam. Students will be able to: conduct and present findings of an environmental and competitive analysis and apply principles of strategy and organizational analysis through simulation. Prerequisites: BUS 640 and BUS 650 or the consent of the instructor.

### **698 Practicum**

**3 hours**

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

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

## **Education (EDU)**

### **603 Statistical Analysis in Education**

**3 hours**

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

### **610 Human Relations: Multiculturalism**

**3 hours**

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

### **613 School and Community Relations**

**3 hours**

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

### **615 School Improvement**

**3 hours**

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

### **617 Employee Life Cycle**

**3 hours**

Students will learn the employment cycle and the performance management cycle. Knowledge and skills developed will help student recruit, hire, develop, retain, and reassign or release coaches, staff and volunteers.

## Graduate Course Descriptions

### **635 American Indian History and Culture**

**3 hours**

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

### **655 Public Policy in Education**

**3 hours**

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

### **659 Educational Leadership**

**3 hours**

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

### **661 Advanced Educational Psychology**

**3 hours**

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

### **665 Curriculum and Teaching Methods**

**3 hours**

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

### **673 Educational Administration**

**3 hours**

Educational Administration continues to be in a state of flux as school districts explore varying models of effective administration and leadership. With reference to the most commonly designed instructions, educational administration will be introduced to students. Specific coverage of how principals' function in the elementary school setting will be explored. The dynamics of secondary school administration and their similarities and differences to elementary will be researched and studied. Current trends, both in general administration and assessment and evaluation add to this exhaustive study of educational administration.

### **675 Educational Law**

**3 hours**

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

### **677 Instructional Supervision**

**3 hours**

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

### **683 Assessment, Planning and Evaluation**

**3 hours**

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

### **685 Teaching and Learning**

**3 hours**

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

### **687 Legal and Ethical Issues in Education**

**3 hours**

## Graduate Course Descriptions

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

### **690 Research Methodologies**

**3 hours**

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

### **691 Educational Policy and Administration Practicum**

**3-6 hours**

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

### **692 Thesis**

**3-6 hours**

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

### **693 Internship**

**3 hours**

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

### **699 Special Topics in Education**

**1–3 hours**

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

## **English as a New Language (ENL)**

### **662 Foundations in English as a New Language**

**3 hours**

This course provides an overview of the foundations related to teaching English language learners. Topics will include exploring the political, legal, and historical, contexts of multilingual education, language acquisition, and language education program models.

### **663 Literacy for Multilingual Learners**

**3 hours**

This course addresses the teaching of English language and literacy to English Language Learners (ELLs). Topics will include practices for oral language, reading, writing, and academic content area instruction in English for K-12 English learners.

### **664 Methods for Teaching English as a New Language**

**3 hours**

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

### **665 Linguistics and Culture for Teaching English as a New Language**

**3 hours**

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

### **667 Sociolinguistics for ENL Teachers**

**3 hours**

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

## Graduate Course Descriptions

### **668 Assessment of ESL Students and Programs**

**3 hours**

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

### **669 Curriculum, Programs, and Policies for English as a New Language**

**3 hours**

Introduction to the curriculum, programs, policies, and laws that support new language learners with respect to legal issues, instructional strategies, assessments, and accommodations and that are grounded in second language acquisition theory.

### **670 Seminar in Special Topics for Multilingual Learner Education**

**3 hours**

Through course readings, discussions and written reflections, this course examines multiple aspects of Multilingual Learner (ML) education. Issues examined include but are not limited to Newcomers, Students with Limited or Interrupted Formal Education, Learning Theory and Approaches for Language Learning, Generation 1.5, Family Engagement, Multilingual Learners in Special Education, and Response to Interventions for MLs.

### **651 Practicum for Elementary Teachers**

**1 hour**

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

Prerequisites: ENL 662, ENL 664, ENL 665.

Corequisite: ENL 668.

### **696 Practicum for Middle and High School Teachers**

**1 hour**

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

Prerequisites: ENL 662, ENL 664, ENL 665.

Corequisite: ENL 668.

## **Nonprofit Administration (NPA)**

### **600 The Path of Stewardship I**

**1 hour**

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

### **610 Financial Resource Development**

**3 hours**

This course will discuss the current state of giving within the church, examine the underlying tenets of giving from a scriptural and a human perspective, and explore different approaches for cultivating giving within the church that will enable short and long-term sustainable resource development.

### **615 Financial Resource Management**

**3 hours**

Financial Resource Management will provide students with fundamental knowledge about processes and procedures for financial planning and financial management. Students will develop skills and techniques through analysis of financial documents and practical application of contemporary financial management tools and techniques.

### **620 Governance, Personnel and Volunteer Management**

**3 hours**

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

## Graduate Course Descriptions

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

### **630 Applied Project**

**1 hour**

Scholars will participate in a year-long applied learning experience where they lead the design and delivery of one or two comprehensive projects with the objective of making measurable and positive impacts on administrative functions of the organization. During the course students will be coached by a qualified and trained applied professional who will also provide instruction and support in principles and practices of project management.

### **640 The Path of Stewardship II**

**1 hour**

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

### **650 Vision, Strategy, and Evaluation**

**3 hours**

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

### **661 Communications and Community Outreach**

**3 hours**

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

### **680 The Path of Stewardship III**

**1 hour**

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

## **Special Education (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.

# Campus Facilities

## Campus Buildings and Facilities

- Allen Hall
- Black Box Theatre
- Christen Family Athletic Center
- Dakota Discovery Museum
- Dakota Hall
- Dayton Hall
- Dakota Wesleyan/Avera Sports and Wellness Complex
- Glenda K. Corrigan Health Sciences Center
- Koka Hall
- L.B. Williams Elementary School
- McGovern Library
- Rollins Campus Center
- Sherman Center
- Smith Hall
- Student Apartments
- Wagner Chapel

**Dakota Wesleyan/Avera Sports and Wellness Complex** – The Dakota Wesleyan 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 and physics programs and their associated laboratory facilities.

**George and Eleanor McGovern Library** – McGovern Library is an elegant signature building on the Dakota Wesleyan University campus. The 49,000-square-foot facility provides resources and services that accommodate the needs of 21st-century students. The building also houses the McGovern Legacy Museum, the McGovern Center for Leadership and Public Service, the Kelley Center for Entrepreneurship, classrooms, Student Support Services, faculty offices, a coffee bar, the university's archives, the archives of former Senators George McGovern and Francis H. Case and the archives of the Dakotas Conference of the United Methodist Church.

McGovern Library holds more than 300,000 items in its collection. Available for research are more than 79,000 print and online periodicals, an extensive collection of print and electronic books, DVDs and streaming movies, and numerous online periodical indexes and full-text databases. Through its online resources Dakota Wesleyan students have access to materials in McGovern Library and millions of items in libraries worldwide.

Serving as the campus “family room,” McGovern Library is a venue for constructive exchanges of ideas in a variety of study atmospheres that take into account different learning styles. Students and visitors alike can enjoy a beverage from the coffee 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 <https://library.dwu.edu/home> 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.

**School of Business, Innovation and Leadership** – The newest addition to Dakota Wesleyan's campus is a 30,000-square-foot, two story building housing the business department (one of the largest majors on campus), the Institute for Rural Development and the Kelley Center for Entrepreneurship. It includes a multipurpose board room, ideation labs, and a media marketing commons. The community meeting space allows for collaboration and research among those both from on campus and off.

**Wagner Chapel** – This traditional chapel is open and accessible when Rollins Campus Center is open to spend quiet time in individual reflection and prayer. It provides a central campus location for smaller group worship, study groups or gatherings with seating for more than 45.

# Technology Services

## Information Technology

The information technology (IT) department supports the telecommunications and computing infrastructure on the Dakota Wesleyan campus, including administrative, academic and residential technology systems.

**Student Computer Services** – Support for student computers, iPads, other devices, wireless, software, printing and other general technology are provided free of charge through the IT Support Services. Support Services may be contacted at 605-995-2900, email [support@dwu.edu](mailto:support@dwu.edu), website <https://support.dwu.edu/support/home> or in Smith Hall 207.

**Computer Labs and Lounges** – Dakota Wesleyan has two classroom-sized computer labs. One of these labs is a general use lab and the other for multimedia creation and editing. Additional computers for use with math and statistical software applications are available. Computer lounges can be found in residence halls and in most buildings on campus, which offer workstations and printing in both black and white and color. A declining printing balance is given to each student every semester with the ability to add more funds.

**Internet/Wireless Access** – Internet access is offered wirelessly in most areas of campus including classrooms, public spaces and residential living areas. Student computers, game consoles and other network enabled devices can use the Internet in accordance with the Dakota Wesleyan Computer and Network Appropriate Use Policy.

## Minimum Software Requirements

Windows 8.1 or 10 with current patches or MacOS X,10,12 (Sierra) or OS X,10,13 (High Sierra) with current patches. We do not support Windows 7, Vista, XP or older versions of MacOS. Windows users must install and run an antivirus program.

## Software and Other Products

Dakota Wesleyan students may download the Microsoft Office Suite on up to five devices if they have a valid student account. The Office Suite is also available through mobile apps and web-based applications.

Support Services has free copies of ESET anti-virus (one-year subscription) available.

Students will have access to university approved app through Self Service on their iPads. Access to these apps will end when the students leave Dakota Wesleyan.

## Email, Account, and Other Resources

All Dakota Wesleyan students are provided with a personal network account that allows them access to their email account, Canvas (our learning management system), wireless internet, 1 TB of cloud storage, access to public Dakota Wesleyan 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 Dakota Wesleyan.

## Technology in the Classroom

All Dakota Wesleyan's classrooms have the ability to connect a laptop and/or iPad for presentations, videos and other forms of multi-media. Professors and students will use Canvas (learning management system) to post and access syllabi, coursework, class projects, grades, assignments, quizzes, discussions and more.

## Dakota Wesleyan Technology Initiative and iPads

Dakota Wesleyan's technology initiative is a piece of Digital Dakota Wesleyan that employs an array of student-centric technology, both on the device and in the classroom, enabling students to connect with powerful learning tools such as an iPad, to complement their education, making it more engaging and relevant. As part of this initiative, each student taking 6 or more credits at an on-ground location and paying the technology fee will receive an iPad to use. Upon graduation from Dakota Wesleyan, the ownership is transferred to the student. If a student withdraws from Dakota Wesleyan for any reason, the student has 10 days to return all assigned equipment, or a replacement fee will be placed on their student account.

# Student Life and Development

At Dakota Wesleyan, college life is about more than what happens in class; the development of the whole person is an essential part of a college education. Student activities, or cocurricular activities, and living on campus give students the chance to learn important life skills outside of the classroom. Students can explore their interests, make new friends and develop a more mature self-awareness. Cocurricular activities are important in getting the most out of the college experience. Students develop and apply leadership, analytical thinking and communication skills as they practice living in the campus community, working together and solving problems collaboratively. Students practice a wide variety of transferable skills outside the classroom that make them valuable to potential employers. New graduates are able to take tangible skills from their cocurricular experiences and use them in service to their employers.

Under the direction of the director of student life, all programs and services are offered as a cooperative venture by students, faculty and staff. Student participation is encouraged in planning and evaluating programs and services in the Student Association Senate and through student participation in faculty/administrative committees.

Opportunities for involvement include:

Opportunities for involvement include:

- Athletic Training Club
- Athletics
- CHAOS (Science Club)
- Conservation Club
- Entrepreneurship Club (CEO)
- Esports
- Future Teachers (FTO)
- History Club
- Intramurals
- Lost & Found
- Math Club
- McGovern Engagement Group (MEG)
- Music
  - The Dakota Wesleyan Choir
  - The Highlanders
  - Wesleyan Bells
  - LyricWood String Orchestra
  - Wesleyan Band
  - Wesleyan Jazz Band
  - Wesleyan Drumline
  - Tiger Pep Band
- Psychology Club
- Student Ambassadors
- Student Diversity Council
- Student Nurses Association (SNA)
- Student Ministry Council (SMC)
- Student Senate
- Theatre Productions

See <https://www.dwu.edu/student-life/dwulife/student-activities-organizations> for a complete list.

There are many support systems at Dakota Wesleyan 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.

## Student Life and Development

For more information about any of these services, see the Dakota Wesleyan 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, Dakota Wesleyan offers the following varsity sports:

- Baseball
- Basketball
- Cheerleading
- Cross country
- eSports
- Football
- Golf
- Soccer
- Softball
- Track and field
- Volleyball
- Wrestling

More than 50 percent of the students participate in Dakota Wesleyan intercollegiate athletics. The team nickname is the Tigers, and the school colors are royal blue and white.

### Great Plains Athletic Conference (GPAC)

The GPAC is an alliance of 12 private, faith-based liberal arts colleges and universities located in Iowa, Nebraska, North Dakota, and South Dakota. Its mission is to provide an intercollegiate athletic experience for its student-athletes, consistent with the purpose of Christian higher education. The GPAC is an affiliated conference of the NAIA.

### National Association of Intercollegiate Athletics (NAIA)

The NAIA currently administers programs of intercollegiate athletics at more than 250 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 Dakota Wesleyan 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, Dakota Wesleyan athletes and coaches agree to follow a code of ethics established by the NAIA and adapted to fit Dakota Wesleyan.

- **Respect:** Information delivered by public address announcers at Dakota Wesleyan University events is neutral and information based, and a Champions of Character announcement is read at the beginning of each contest.
- **Responsibility:** Dakota Wesleyan 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 Dakota Wesleyan 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

## **Student Life and Development**

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 Dakota Wesleyan 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 Dakota Wesleyan community for spiritual education, leadership, guidance and care.

### **Campus Health and Counseling Services**

Student health and counseling services are available to all students to assist them with physical and psychological issues that they may encounter while attending college. Basic services are available on campus and as necessary, students are referred off campus to medical providers for medical consults and mental health services for counseling needs as deemed necessary. Students are responsible for all off-campus charges incurred.

### **TRIO Student Support Services (SSS)**

TRIO SSS provides a supportive and engaging community for students in transition to college. Our enthusiastic success advisors provide comprehensive support services to promote each participant's personal, academic and professional goals, and provide strategies in support of those goals. The ultimate goal of our program is to increase the number of students who succeed from semester to semester and who graduate from Dakota Wesleyan.

Services include orientation, peer tutoring and mentoring, academic skill development, personal counseling, disability services, cultural activities, financial guidance, career/major and post graduate planning, community service and leadership opportunities. All services are designed to enhance students' education both inside and outside the classroom, providing access to resources to support the completion of a baccalaureate degree.

TRIO serves students who are first generation (neither parent has completed a four-year degree), students who come from low-income families (as determined by federal income guidelines) or students with a documented disability. Eligible students must also meet the residency requirements for federal student assistance and demonstrate academic potential and need. Grant-aid scholarships may be available for Pell eligible participants. TRIO programs are funded by the U.S. Department of Education.

To benefit from our services, you must complete the application process.

For more information contact: TRIO SSS Program Director at 605-995-2901 or [studentsuccess@dwu.edu](mailto:studentsuccess@dwu.edu).

### **Campus Communication**

Email is the official means of communication between the institution and its students. Faculty and staff regularly communicate with students using the official Dakota Wesleyan 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 Dakota Wesleyan to check their Dakota Wesleyan 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 Dakota Wesleyan Student Handbook.

With respect to particular personal matters, students electing to attend Dakota Wesleyan must assume specific responsibility. In any connection with the university, the student is expected to refrain from illegal use of alcoholic beverages or drugs, gambling or any other behavior adverse to the atmosphere of the university.

Students must comply with the behavioral and residential standards of the university to graduate.

# People

## DWU Board of Trustees

**Chair** – Douglas Powers '78, Mitchell, SD

**Vice Chair** – Rita Johnson '70, Webster, SD

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Jerry Miller '63, Sioux Falls, SD

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Roger Musick, Mitchell, SD

Terry Nebelsick '78, Huron, SD

Jeff Nelson, Sioux Falls, SD

Lanette Plambeck, Minneapolis, MN

Douglas Powers '78, Mitchell, SD

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Wayne Puetz, Mitchell, SD (Life Trustee)

Alison Tendler '97, Sioux Falls, SD

Larry Thompson, Mitchell, SD

Myles Tieszen '84, Omaha, NE

Rebecca Trefz, Mitchell, SD

Lesta Turchen, Hill City, SD

Gopal Vyas, Mitchell, SD

J. Leon Washington '72, Bethlehem, PA

## People

### Administrative Officers, Faculty and Staff

#### Administrators

**Kittle, Daniel R.** President, 2022–

B.S., 1998, Heidelberg University; M.S., 2000, and Ph.D., 2005, Michigan State University.

**Allen, Kitty S.** Vice President for Institutional Advancement, 2011–

B.S., 1988, Crown College; M.S., 2019, University of South Dakota.

**Landgaard, Jodi C.** Vice President for Finance and Administration, 2023–

B.A., 1989, Dakota Wesleyan University; MBA, University of South Dakota.

**Driedger, Derek J.** Interim Provost; Professor of English, 2007–

B.A., 1999, and M.A., 2001, University of North Dakota; Ph.D., 2007, University of Nebraska.

**Thomas, Fredel V.** Vice President for Enrollment and Marketing, 2012–

B.S., 2000, University of South Dakota; MBA, 2014, Dakota Wesleyan University.

#### College Deans

**Kelly, Anne M.** Wessels Dean of the Ron and Sheilah Gates College of Business, Education and Social Science; Professor of Behavioral Sciences and Psychology, 2000–

B.A., 1996, The Evergreen State College; M.A., 1999, and Ph.D., 2001, University of Nevada-Reno.

**Melroe Lehrman, Bethany M.** Dean of the Donna Starr Christen College of Healthcare, Fitness and Sciences; Professor of Chemistry, 2011–

B.S., 2005, M.S., 2008, and Ph.D., 2012, South Dakota State University.

**Redder, Vince P.** Dean of the College of Arts and Humanities; Professor of English, 2001–

B.A., 1979, University of Dallas; M.A., 1997, Midwestern State University; Ph.D., 2003, University of South Carolina.

#### Professors Emeriti

**Buchholz, Zelma F.** Professor Emeritus of Nursing, 1977–

B.S.N., 1961, Hamline University; M.Ed., 1965, University of Minnesota; additional studies, Marquette University and South Dakota State University.

**Ditta, Joseph M.** Professor Emeritus of English, 1983–

B.A., 1969, Adelphi Suffolk College, Adelphi University; M.F.A., 1971 University of Iowa; Ph.D., 1982, University of Missouri at Columbia.

**Farney, Michael N.** Professor of Emeritus of Mathematics, 1979–

B.A., 1966, University of California at Santa Cruz; M.A., 1970, California State College at San Jose; Ph.D., 1980, Nova University.

**McGreevy, Michael J.** Professor Emeritus of Criminal Justice, 1993–

B.S., 1962, South Dakota State University; B.J., 1965, University of Missouri; J.D., 1969, University of South Dakota; M.S., 1977, Central Missouri State University.

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

B.M.E., 1959, and M.I.E., 1960, Cornell University; S.T.B., 1969, and Ph.D., 1978, Boston University.

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

B.S., 1965, Northern Illinois University; M.A., 1972; Ph.D., 1981, Southern Illinois University.

**Von Eye, Rochelle K.** Professor Emeritus of Mathematics, 1985–1994, 1996–

B.A., 1970, and M.A., 1984, South Dakota State University; E.D.S., 1996, University of South Dakota; Ed.D., 2003, University of South Dakota.

## Professors

**Allen, Joel S.** Professor of Religion and Philosophy, 2011–  
B.A., 1990, Crown College; M.Div., 1995, Asbury Theological Seminary; M.Phil., 2003, and Ph.D., 2006, Hebrew Union College.

**Catalano, Michael T.** Professor Mathematics, 1992–  
B.A., 1984, St. Olaf College; M.S., 1988, and Ph.D., 1992, University of Minnesota.

**Desmond, Clinton J.** Professor of Music, 2010–  
B.A., 1998, Valparaiso University; M.A., 2006, Illinois State University; D.M.A., 2009, Michigan State University.

**Duffey, Barbara N.** Professor of English, 2012–  
B.A., 2002, University of Southern California; M.F.A., 2005, University of Houston; Ph.D., 2012, University of Utah.

**Flynn, Sean J.** Professor of History, 1999–  
B.A., 1985, South Dakota State University; M.A., 1988, and Ph.D., 1999, Texas Tech University.

**Herges, Kyle T.** Professor of Digital Media and Design, 2012–  
B.S., 2004, Dakota State University; M.F.A., 2010, Academy of Art University.

**Loken, Lana M.** Professor of Athletic Training; Coordinator of Clinical Education for the Masters' Program in Athletic Training; 2001–  
B.S., 1997, South Dakota State University; M.S., 1999, St. Cloud State University; Ed.D., 2005, University of South Dakota.

**Lubben, Joan P.** Professor of Mathematics, 2009–  
B.A., 1983, Rice University; M.S., 2004, and Ph.D., 2009, University of Nebraska-Lincoln.

**Miller, Daniel L.** Professor of Theatre, 2007–  
B.F.A., 2000, and M.F.A., 2004, University of South Dakota.

**Mullican, Tim R.** Professor of Biology, 1989–  
B.S., 1982, Lewis and Clark College; M.S., 1985, and D.A., 1987, Idaho State University.

**Patrick, L. Brian** Professor of Biology, 2009–  
B.A., 1998, and M.A., 2001, University of Kansas; Ph.D., 2009, Kent State University.

**Vincent, Alisha J.** Professor of Nonprofit Administration; Director of the Practical Church Leadership Program, 2013–  
B.S., 2001, Black Hills State University; M.S., 2008, Walden University; Ed.D., 2010 University of South Dakota.

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

## Associate Professors

**Belanger, Krista** Associate Professor of Communication, 2018–  
B.A., 1999, Luther College; M.A., 2005 and Ph.D., 2010, University of Colorado, Boulder.

**Christensen, Randi L.** Associate Professor of Athletic Training, 2007–  
B.S., 2002, South Dakota State University; M.A., 2007, Dakota Wesleyan University.

**Dice, Tracy M.** Associate Professor of Business Administration and Economics, 2017–  
B.S., 2010, University of South Dakota; M.S., 2014, University of North Dakota; D.B.A., 2022, Anderson University.

**Digmann, Ashley M.** Associate Professor of Education and Mathematics, 2013–  
B.A., 2006, Dakota Wesleyan University; M.A., 2011, Chadron State College; Ed.D., 2016, Creighton University.

## People

**Goldammer, Diana K.** Associate Professor of Business Administration and Economics and Director of the Kelley Center for Entrepreneurship, 2019–  
B.A., 1991, Augustana College; M.A., 2002, Jones International University; Ed.D., 2014, Walden University.

**Langland, Laurie L.** University Archivist, 2000–  
B.S., 1985, University of South Dakota; J.D., 1988, University of Wisconsin-Madison; M.A., 1997, University of Arizona.

**Mauszycki, Christine R.** Associate Professor of Accounting and Keith B. Miller Endowed Chair of Business Department, 2010–  
B.A., 2003, Dakota Wesleyan University; C.P.A., 2012, State of South Dakota; M.P.A., 2014, University of South Dakota.

**Mazzer, Paula A.** Associate Professor of Biochemistry, 2011–  
B.A., 1991, University of Delaware; Ph.D., 2002, Kent State University

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

**Reinesch, Joel J.** Associate Professor of Criminal Justice, 2018–  
B.A., 2013, Dakota Wesleyan University; M.A., 2018, American Military University.

**Sprung, Randall L.** Associate Professor of Behavioral Sciences, 1980–1983, 1984–  
B.A., 1978, Dakota Wesleyan University; M.S.W., 1979, University of Nebraska.

**Tilton, Penny** Associate Professor and Administrative Chair of Nursing, 2018–A.A., 2007 and B.A., 2010, Dakota Wesleyan University; M.S.N., 2013, Purdue University Global; D.N.P., 2021, Morningside University.

**Weber, Melissa A.** Associate Professor of Education, 2018–  
B.S., 1995, South Dakota State University; M.S., 2012, University of North Texas; Ed.S., 2017, University of South Dakota; 2023, Ed.D., University of South Dakota.

**Zens, Matthew J.** Associate Professor of Athletic Training, 2018–  
B.S., 2000, South Dakota State University; M.S., 2003 and DPT, 2004, Des Moines University.

### Assistant Professors

**Barber, Anastasia** Assistant Professor of Nursing, 2023–  
B.S., 2016, Northern State University; B.S., 2017, South Dakota State University; M.S.N., 2023, Liberty University.

**Carr, Jessica E.** Assistant Professor and Site Coordinator for Learn & Earn – 2021  
B.S., 2010, University of South Dakota; M.A., 2015, Concordia University-St. Paul.

**Chamberlain, Clifford A.** Assistant Professor of Business Administration and Economics – 2021  
B.S., 2010, Southwest Minnesota State University; M.B.A., 2018, Saint Mary's University of Minnesota.

**Childs, Mindy K.** Assistant Professor of Special Education – 2022  
B.A., 2000, Dakota Wesleyan University; M.A., 2003, South Dakota State University.

**Desmond, Erin E.** Assistant Professor of Voice and Piano, 2012–  
B.M.E., 2003, Valparaiso University; M.M., 2009, Illinois State University

**Dunn, Samantha J.** Academic Technologist – 2021  
B.A., 2011, University of South Dakota; M.A., 2016, Iowa State University; Ed.D., 2020, Illinois State University.

**Gau, Paige M.** Assistant Professor of Nursing – 2021  
B.S., 2013, Mount Marty College; M.S.N., 2019, South Dakota State University.

**Gelderman, Stephanie M.** Assistant Professor of Education, 2019–  
B.S., 2003, South Dakota State University; M.S., 2018, University of Wisconsin-Madison.

**Keenan, Stuart A.** Assistant Professor of Business Administration, 2022–  
B.A., 2007, Pensacola Christian College; M.S., 2010 and 2017, Ball State University.

**Laczkoski, Jason T.** Assistant Professor of Music; 2023–  
B.A. Mansfield University of Pennsylvania; M.A., University of Iowa.

**Ludens, Derric J.** Assistant Professor of English, 2015–  
B.A., 2010, Dakota Wesleyan University; M.A., 2012, University of South Dakota.

**Vobornik, Stephanie A.** Instructional Designer, 2022–  
B.A., 2005, Lakeland College; M.S., 2012, University of Wisconsin-Stout.

**Wede, Tressa G.** Assistant Professor of Education, 2021–  
B.A., 1999, Dakota Wesleyan University; M.A., 2003, South Dakota State University.

### Instructors

**McManus, Matthew P.** Instructor of Sport, Exercise and Wellness – 2021  
B.A., 2013 and M.A., 2015, Dakota Wesleyan University.

**Raml, Sarah J.** Instructor of Nursing – 2023  
B.S., 2005, South Dakota State University; B.S., 2002 and M.A., 2004, University of South Dakota.

### Visiting Professor

**Tennant, Bradley B.** Visiting Professor of History – 2023  
B.S., 1983 and M.A.T., 1987, Northern State University; M.A., 2003, University of North Dakota; Ed.D., 2007, University of South Dakota.

## People

### Staff

**Adams, Kevin P.** Maintenance Technician, 2013–  
**Alexander, Mary L.** Director of Financial Aid, 2011–  
**Beck, Celeste C.** Assistant Women's Basketball Coach, 2017–  
**Bernarde, Michael W.** Assistant Football Coach, 2022–  
**Brookbank, Julie A.** Associate Director of Communications, 2021–  
**Burkel, Sara J.** System Analyst, 2018–  
**Byrd, Sandra L.** Custodian, 2016–  
**Carr, Jessica E.** Learn and Earn Site Coordinator, 2021–  
**Cerny, Kayla M.** Business Operations Accountant, 2017–  
**Christensen, Jason C.** Head Women's Basketball Coach, 2010–  
**Cimpl, Ross C.** Head Football Coach, 2010–  
**Davis, Ethan H.** Admissions Counselor, 2022  
**Day, Elizabeth J.** Payroll Specialist, 1983–  
**Downs, Thomas M.** Head Women's Softball Coach, 2022  
**Dubanoski, Charles A.** Head Baseball Coach, 2021–  
**Dunn, Samantha J.** Academic Technologist, 2021–  
**Ehlebracht, Kristy M.** Associate Director of Financial Aid, 2011–  
**Fahey, Kerri E.** Accounts Receivable Specialist, 2022–  
**Flanagan, Rebecca A.** Custodian, 2019–  
**Fuerst, LaNae E.** Admissions Counselor, 2023  
**George, Emily** Executive Administrative Assistant, 2006–  
**Gerlach, Donna K.** Campus Nurse, 1999–  
**Giblin, Rachel J.** Admissions Counselor, 2021–  
**Gislason, Erik B.** IT Support Technician, 2015–  
**Glanzer, Jordan L.** Creative Content Developer, 2022–  
**Grosz, David P.** Maintenance Technician, 2015–  
**Gukeisen, Vickie L.** Administrative Assistant, Institutional Advancement, 2002–  
**Hakari, John E.** Associate Head Men and Women Soccer Coach, 2022–  
**Hansen, Jory D.** Director of Development, 2016–  
**Harris, Jeff A.** Maintenance Technician, 2017–  
**Hart, Jonathon C.** Athletic Director, 2012–  
**Hayen, Janet L.** Director of Human Resources, 2014–  
**Helleloid, Wendy K.** Nursing Administrative Assistant, 2022–  
**Hilliard, Michelle D.** Custodian, 2022–  
**Hobbs, Kyle G.** Director of TRIO Support Services, 2020–  
**Hohn, Elwin W.** Custodian, 2003–  
**Huber, Anne** Head Cheer and Dance Coach, 2021–  
**Ibarra, Pedro D.** IT Digital Support Technician, 2022–  
**Johnson, Benjamin D.** Assistant Baseball Coach, 2021–  
**Koerner, Renee R.** Admissions Visit and Office Coordinator, 2022–  
**Kramer, Corbin A.** Performing Arts Talent Coordinator, 2023–  
**Kretzschmar, Alexander J.** Assistant Football Coach, 2022–  
**Kulm, Alec R.** IT User Support Technician, 2022–  
**Langbehn, Brendan M.** Resident Director, 2022–  
**Larson, Chad E.** Graphic Designer, 1997–  
**Larson, Jan H.** Director of Marketing and Communication, 2018–  
**Lehi, Judy M.** Circulation/Acquisitions Supervisor, 1989–  
**Leuthold, Melissa E.** Adult and Online Enrollment Coordinator, 2020–  
**Lienemann, Kimberly L.** Campus Counselor, 2022 -  
**Lofgren, Eric L.** Maintenance Technician, 2016–  
**Longville, Kristen S.** Associate Athletic Trainer, 2023–  
**Loudenburg, Luke D.** TRIO Student Success Advisor, 2023–  
**Luna, Crystal G.** Assistant Registrar, 2022–  
**Lynch, John T.** Head Women's Wrestling Coach, 2022–  
**Manchester, Molly A.** Registrar, 2022–  
**Martin, Laurie** Enrollment Services Specialist, 2020–

## People

**Meyerink, Dean** Custodian, 2021-  
**Morgan, Diane J.** Custodian, 2020-  
**Mueller, Kelli L.** Trio Student Success Advisor, 2022-  
**Mueller, Martin J.** Head Men's Wrestling Coach, 2022-  
**Nicolson, Samuel R.** Assistant Men's Basketball Coach, 2023-  
**Nolz, Dixie L.** Coordinator of Central Services, 2014-  
**Nu'u, Kionasina A.** Assistant Volleyball Coach, 2023-  
**Olsen, Travis L.** Associate Athletic Trainer, 2019-  
**Parr, Lauren N.** Student Support Assistant, 2021-  
**Pavlin, Ronald E.** Custodian, 2022-  
**Pick, Russel Q.** Director of Golf, 2021-  
**Priegnitz, Beau S.** Assistant SID, 2022-  
**Purcell, Richard Anthony,** Campus Pastor, 2023-  
**Rosado, Matthew D.** Head Track and Cross-Country Coach, 2022-  
**Reck, Ashlee J.** Custodian, 2022-  
**Reinhard, Nicolas** Head Women's Soccer Coach, 2022-  
**Rosendahl, Willem C.** Systems Administrator/Programmer, 2008-  
**Rosegrant, Frank A.** Assistant Football Coach, 2023-  
**Ruden, Annie E.** Development Officer, 2015-  
**Sarne, Megan L** Admissions Counselor, 2022-  
**Schoenfelder, Louis V.** Director of Physical Plant, 1990-  
**Solberg, Lori L.** Director of University Services, 1994-  
**Strand, Jody A.** Associate Registrar, 1980-  
**Summers, Taylor** Strength and Conditioning Coach, 2021-  
**Teel, April D.** Education Support Specialist, 2022-  
**Thiel, Zachary L.** Assistant Football Coach, 2023-  
**Vande Hoef, Lexie S.** Academic Success and Career Services Coordinator, 2020-  
**Voorhees, Brian E.** Custodian 2023-  
**Walz, Travis L.** Director of IT, 2021-  
**Warnke, Marlene L.** Athletic Department Business Manager, 1990-  
**Warren, Byron M.** IT Digital Support Technician, 2018-  
**Wheeler, Dustin S.** Dean of Students, 2019-  
**Wilber, Lindsay R.** Head Women's Volleyball Coach, 2014-  
**Wilber, Matthew J.** Head Men's Basketball Coach, 2013-  
**Wilson, Jodi** Student Success Adviser and Office of Disability Services Coordinator, 2021-

# Telephone Directory

For other numbers and changes, go to: [www.dwu.edu/directory](http://www.dwu.edu/directory).

|  |              |
|--|--------------|
| Admissions                             | 605-995-2650 |
| Alumni                                 | 605-995-2603 |
| Athletics                              | 605-995-2112 |
| Bookstore                              | 605-995-2805 |
| Business Office                        | 605-995-2159 |
| Campus Life                            | 605-995-2950 |
| Campus Pastor                          | 605-995-2919 |
| Campus Nurse                           | 605-995-2957 |
| Career Counseling                      | 605-995-2160 |
| Center for Talent Development          | 605-995-2952 |
| Class Cancellations                    | 605-995-2123 |
| Education Department                   | 605-995-2127 |
| Enrollment Services                    | 605-995-2650 |
| Financial Aid                          | 605-995-2656 |
| Food Service                           | 605-995-2810 |
| Human Resources                        | 605-995-2648 |
| Institutional Advancement              | 605-995-2603 |
| Marketing and Communications           | 605-995-2614 |
| McGovern Library                       | 605-995-2618 |
| Nursing                                | 605-995-2702 |
| Physical Plant                         | 605-995-2800 |
| Planned Giving                         | 605-995-2603 |
| Post Office (Central Services)         | 605-995-2806 |
| President                              | 605-995-2601 |
| Provost                                | 605-995-2625 |
| Registrar                              | 605-995-2642 |
| Residential Life                       | 605-995-2160 |
| Security (605-770-1593 after 5 p.m.)   | 605-995-2160 |
| Student Support Services               | 605-995-2900 |
| Switchboard                            | 605-995-2600 |
| Wellness Center, Christen Family       | 605-995-2856 |
| Wellness Complex, DWU/Avera Sports and | 605-995-2888 |
| Work Study Program                     | 605-995-2663 |

# Campus Map

