DWU Online Catalog

2015-2016

Introduction

The Dakota Wesleyan University Online Catalog contains the rules, regulations and policies applicable to DWU students enrolled in the online programs. It is the student's obligation to be informed about the policies and standards contained in this catalog. The university reserves the right to unilaterally change the provisions of this catalog. Such changes will become effective whenever proper university authorities so determine and will apply to those who are matriculated as well as to prospective students. Students will be informed of such changes. Questions may be directed to the Dean of the College of Adult and Professional Studies.

DWU Online Campus

DWU Online was established in fall 2013 to provide online accelerated programs in a format that is user friendly and designed with the working adult in mind. Dakota Wesleyan University offers four fully online degree programs: Master of Business Administration, Master of Arts in Education, RN-Bachelor of Science nursing degree completion, and Bachelor of Arts in Organizational Leadership. DWU Online offers the adult learner a unique opportunity to become part of the DWU community.

DWU Online is where the adult student will learn with their peers while juggling career, family and personal commitments. More than just a place to go to class online, the Virtual Campus learning management system serves as a community in which to develop relationships with peers and faculty members both in and outside of the class environment. Asynchronous learning allows students to participate in class discussions, submit coursework and communicate with faculty and classmates anytime during the day or night.

Our distinct tradition of delivering personalized education grounded in our values of learning, leadership, faith and service is present in these online programs. Our commitment to engaging discussions of ethics, values and compassion remains at the forefront of these degree programs. Learners are encouraged to collaborate meaningfully on real-world problems in order to transcend the experience from the classroom into the workplace.

For those who have already earned a baccalaureate degree, DWU's Master of Business Administration program is open to all academic disciplines and professional backgrounds creating a learning experience rich in diversity and perspective. The entrepreneurial and strategic leadership focus of this program is enhanced by a values-driven emphasis that is informed by an active and applied Christian worldview.

The Master of Arts programs in education are designed to serve the region's educational communities. The STEM instruction program is for teachers who wish to explore contemporary instructional practice as related to science, technology, engineering and mathematics. The secondary certification program is designed for individuals who have a bachelor's degree in a content area and an interest in teaching. Teachers wishing to move into administrative positions should pursue the principal certification program. The educational policy and administration program is geared to individuals who are interested in higher education.

For registered nurses aspiring to continue their education with an RN-B.S. nursing degree, students will have the opportunity to earn credit for their professional RN experience and complete this degree in less than two years. This degree builds upon previous knowledge and provides the opportunity for students to develop abilities and skills related to the roles of a bachelor's-prepared nurse.

Adult learners with an associate's degree who seek career advancement can complete their Bachelor of Arts in organizational leadership in just under two years, entirely online. At its core, the mission of DWU's 100% online Bachelor of Arts in organizational leadership is aimed at preparing students to become effective, ethical professionals in the fast-paced world of business and industry.

Through a variety of engaging projects and assignments, adult learners will gain meaningful connections in a collaborative environment. Graduates will develop skills important for career in many fields, including business, industry, healthcare, transportation, utilities or project management.

Equal Opportunity

Dakota Wesleyan University welcomes faculty, staff, students and visitors of all faiths and promotes a policy of nondiscrimination in all areas with respect to age, race, sex, creed, color, national and ethnic origins, religious preferences, disability, backgrounds and lifestyle choices.

Mission Statement

Dakota Wesleyan University aspires to excellence in the liberal arts and professional programs, preparing students for meaningful careers and lifelong intellectual adventure. The university affirms its relationship with the United Methodist Church and fosters diversity in an inclusive atmosphere. DWU encourages the dialogue between mind and soul, simultaneously building relationships, developing whole persons, and promoting service to God and humanity. (Approved in October 1995)

Vision Statement

Dakota Wesleyan University aspires to be a leading university that educates students to identify and develop their individual talents for successful lives in service to God and the common good.

Values

Learning
We affirm the power of ideas, the pursuit of excellence, and a personal and collaborative approach to liberal arts education.

Leadership
We challenge our students, faculty and staff to be leaders of character who will maximize their talents for the common good.

Faith
As a faith-affirming community, we embrace John Wesley's model of uniting knowledge, reason and vital faith in curricular and co-curricular activities.

Service
We inspire and empower our students, faculty and staff to use their talents to serve God and humanity.

Motto

“Sacrifice or Service”

Dakota Wesleyan University – A Proud Heritage

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

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

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

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

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

At a time when many small colleges abandoned their historic church relationship, Dakota Wesleyan University remained true to its origins and the needs of the region. Countless students of United Methodist, Lutheran, Roman Catholic and other denominations in this region have been enriched and strengthened by the people and programs of DWU.

Now, 130 years later, DWU is still committed to transforming the lives of students.

With about 850 students, Dakota Wesleyan University has a reputation for caring and concern toward its students. The student-to-faculty ratio (14:1) allows our faculty to get to know each student on a personal basis, providing mentorship, guidance and professional collaboration as essential parts of the education process.

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

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

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

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

Accreditation

Dakota Wesleyan University is accredited by the Higher Learning Commission of the North Central Association, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602, (312) 263-0456, www.ncahlc.org, continuously since 1916. DWU is a four-year coeducational college granting the degrees of Master of Arts, Master of Business Administration,

Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Associate of Arts, and Associate of Science. The university is also accredited or approved by:

- South Dakota Department of Education
- South Dakota Board of Nursing
- National League for Nursing (National League for Nursing Accrediting Commission Inc., 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326)
- United Methodist University Senate
- Commission on Accreditation of Athletic Training Education (CAATE)
- Commission on Collegiate Nursing Education (CCNE)

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

Dakota Wesleyan University participates in the North Central Association of Colleges and Secondary Schools, the National Association of United Methodist Colleges and Universities, the South Dakota Association of Private Colleges, and the Council of Independent Colleges.

The foregoing representations concerning accreditation and approvals are based upon the university's standing with the accrediting or approving bodies at the time of the printing of this catalog. Accreditation and approvals are subject to review and may change from time to time. A student may obtain from the provost's office a review or copy of any documents describing the accreditation approval, certification or licensing of the institution.

Registration

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

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

Colleges of Distinction

Dakota Wesleyan University is featured on CollegesofDistinction.com, an online guide that takes a fresh look at colleges and universities appealing to students' unique and varied interests. Based on the opinions of guidance counselors, educators, and admissions professionals, Colleges of Distinction™ honors colleges excelling in key areas of educational quality. In order to qualify, DWU was required to demonstrate excellence in the four distinctions: engaged students, great teaching, vibrant communities and successful outcomes. The goal of Colleges of Distinction™ is to provide students, counselors and parents with information about colleges and universities that excel in these four areas. Featured schools take a holistic approach to admissions, consistently excel in providing undergraduate education and have a truly national reputation.

General Admissions

For specific program admission, please refer to program information.

New Students

An official transcript from degree-awarding institution must be submitted by candidates wishing to apply to Dakota Wesleyan. Official transcripts bearing the original seal and signature must be sent directly from the originating institution to the admissions office at DWU. Each online program has specific admission criteria – please refer to program. If a student wishes to transfer coursework from a previous institution, official transcripts are required. For students who have applied but do not enroll in DWU, official transcripts become the property of Dakota Wesleyan University and are retained for a period of one year.

Readmission of Former Students

Any student who leaves the university for one semester or more and has not applied for a leave of absence is required to apply for readmission. If credit-bearing coursework was taken during the absence, official transcripts of that coursework must be submitted directly from the originating institution to the admissions office. The university reserves total discretion in determining whether or not to readmit a student.

Academic Calendar

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

Summer 2014-2015		
Session 1 Classes Begin	Monday	May 4
Last day for drop/add	Wednesday	May 6
Last day for withdrawal	Friday	May 29
Summer Session 1 Ends	Friday	Jun 26
Final Grades Due	Sunday	Jun 28
Session 2 Classes Begin	Monday	Jun 29
Last day for drop/add	Wednesday	Jul 1
Last day for withdrawal	Friday	Jul 24
Summer Session 2 Ends	Friday	Aug 21
Final Grades Due	Sunday	Aug 23
Fall 2015- 2016		
Session 1 Classes Begin	Monday	Aug 24
Last day for drop/add	Wednesday	Aug 26
Last day for withdrawal	Friday	Sept 13
Fall session I Ends	Friday	Oct 16
Final Grades Due	Sunday	Oct 18
Session 2 Classes Begin	Monday	Oct 19
Last day for drop/add	Wednesday	Oct 21
Last day for withdrawal	Friday	Nov 8
Fall session I Ends	Friday	Dec 11
Final Grades Due	Sunday	Dec 13
Spring 2015-2016		
Session 1 Classes Begin	Monday	Jan 11
Last day for drop/add	Wednesday	Jan 13
Last day for withdrawal	Friday	Feb 7
Spring session I Ends	Friday	March 4
Final Grades Due	Sunday	March 6
Session 2 Classes Begin	Monday	Mar 7
Last day for drop/add	Wednesday	Mar 9
Last day for withdrawal	Friday	Apr 3
Spring session I Ends	Friday	Apr 29
Final Grades Due	Sunday	May 1

Add/Drop and Withdrawal Periods:

Add/Drop Period: Ends two days after start of the eight-week session
Withdrawal Period: Ends 28 days after start of the eight-week session

Business Office

The Cost of Higher Education
Dakota Wesleyan University is focused on delivering a quality education at an affordable price. While DWU represents real value in private liberal arts education in the world today, the cost of education still represents a huge investment for students and families. However, an investment in higher education is guaranteed to last a lifetime. Dakota Wesleyan is committed to working with all students and families to make their dreams of higher education financially attainable.

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.

Graduation Fee
This is a nonrefundable fee charged when applying for graduation.

Finalizing Registration
The academic year is divided into three semesters, each with two 8-week sessions. Student registrations are not complete until the student finalizes each semester with the business office. Students may pay through TigerNet under the Student Finances tab or by contacting Carol Weiss in the Business Office at caweiss@dwu.edu or 605-995-2693.

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

Payment in Full Policy
An official academic transcript and diploma will not be released until all financial obligations are met.

Financing Options
While the primary responsibility for financing an education lies with students and families, Dakota Wesleyan University is committed to providing the best in student financial assistance and services to help make the attainment of higher education affordable and accessible. The business office and financial aid office provide for a range of services, including helping families maximize their financial resources; providing guidance in obtaining federally sponsored loans, as well as alternative loans; and facilitating an understanding of the eligibility of these funds.

Refund Policy for Withdrawal from All Courses
Students who withdraw from all courses during the semester should electronically submit the *Request to Withdraw from Course(s)* in TigerNet. Failure to withdraw officially results in grades of F being issued and no refunds being made.

Institutional Tuition Refund Policy
100% during first 2 days, less $100 administrative fee
75% for the remainder of the 1st week
50% during the 2nd week
0% after 2nd week
If student never attended the course, 100% will be refunded.

Return of Title IV (Federal) Funds
A student who has withdrawn from Dakota Wesleyan University who was receiving Title IV (federal) financial aid funds for payment of his/her institutional charges is subject to a review to determine if there has been an overpayment. If an overpayment exists, a repayment of financial aid funds is required. The process to determine if there is an overpayment is called Return of Title IV. Return of Title IV performs a calculation to determine how much federal financial aid funds were earned and return the amount that was considered unearned.

Federal regulations state students who are enrolled in classes that do not span an entire semester 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. The student withdrawal date is determined by the student's last date of attendance/participation in an academic related activity.

Once the date of withdrawal is determined, the amount of earned Title IV aid is calculated using the completion rate for the enrollment period, multiplied by the total aid that was disbursed or could 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]). A payment period is the period established by the school for which institutional charges are generally assessed, excluding breaks of five days or more. Title IV financial aid a student has earned can be applied toward institutional charges.

Financial Aid
The following sections describe the various financial assistance programs available for Dakota Wesleyan University online students. These descriptions are summaries and do not contain all of the rules and regulations that apply. In addition, most of the aid described below is distributed based upon financial need. For more information, contact the financial aid office at **(605) 995-2663 or 800-333-8506** or go online to **www.dwu.edu/financialaid.**

Federal financial assistance is only available 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 the following website: http://studentaid.ed.gov/eligibility/non-us-citizens.

Federal Financial Aid Programs
Students must complete the Free Application for Federal Student Aid (FAFSA) and all other required documents before eligibility for federal financial aid can be determined. Most of the federal financial aid programs are need-based with the exception of the Federal Unsubsidized Stafford Loan and the Federal TEACH Grant. The FAFSA is used to calculate the student's financial need (this process is described further in the "Packaging Financial Aid Recipients" section).

Due to annual changes on federal policies, specific details (i.e. additional eligibility requirements, annual award amounts and interest rates) about the federal financial aid programs are not listed in the catalog.

Please visit the Dakota Wesleyan University financial aid website or contact the financial aid office for current year information concerning any of the federal financial aid programs.

Grants
Federal Pell Grants
Federal Pell Grants are free grants that do not have to be paid back. They are awarded to students who have the level of need determined by the federal government and have not received their first bachelor's degree.

Loans
Federal Direct Subsidized Loan
The Federal Subsidized Loan is a need-based loan made to undergraduate students by the U.S. Department of Education. Interest and repayment begins six months after the borrower completes his/her education or ceases to be at least a half-time student. However, the grace period is limited to one per lifetime. Visit the financial aid website or contact the financial aid office for current-year information about the Federal Direct Subsidized Loan's annual award amounts and current interest rates. Note: graduate students are not eligible for the subsidized loans.

Federal Direct Unsubsidized Loan
The Federal Direct Unsubsidized Loan is a non-need based loan made to undergraduate and graduate students by the U.S. Department of Education. Interest accrues immediately, which the student can choose to pay quarterly or let capitalize. Principal payments do not begin until six months after the borrower completes his/her education or ceases to be at least a half-time student. However, the grace period is limited to one per lifetime. If a parent is declined a Federal PLUS, a dependent student may be awarded additional funds under the Federal Direct Unsubsidized Loan Program. Visit the financial aid website or contact the financial aid office for current year information about the Federal Direct Unsubsidized Loan's annual award amounts and current interest rates.

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

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

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

- General Board of Higher Education and Ministry (GBHEM) – **www.gbhem.org**
- United Methodist Higher Education Foundation (UMHEF) – **www.umhef.org**

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

State Grants
Students are encouraged to review state grants available to them from their own states. Contact the financial aid office for the name and address of your state grant agency.

South Dakota Opportunity Scholarship
The South Dakota Opportunity Scholarship provides $5,000 over four years to a qualifying student who attends an eligible higher education institution in South Dakota. Recipients may participate in the South Dakota Opportunity Scholarship Program for the equivalent of four academic years (eight consecutive fall and spring terms), or until attaining a baccalaureate degree. During each academic year, one-half of the annual scholarship award will be distributed at the beginning of the fall semester and the other half distributed at the beginning of the spring semester:
$1,000 – first year of attendance
$1,000 – second year of attendance
$1,000 – third year of attendance
$2,000 – fourth year of attendance

Visit **http://sdos.sdbor.edu/** for more information about the scholarship.

Outside Scholarships
Students are encouraged to apply for outside scholarships to meet their educational expenses and to minimize the need for student loans. The financial aid website lists some outside scholarship information. Students should search for scholarship opportunities in their communities.

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. Please visit http://www.dwu.edu/altloans/ for more loan options.

Packaging Financial Aid Recipients

Application Procedure

1. Complete an application for admission to Dakota Wesleyan University. Students must be admitted to DWU before they can receive financial assistance.
2. Submit the FAFSA at www.fafsa.gov. After receiving the results, check the Student Aid Report for accuracy. Submit any documentation required by the financial aid office to proceed with the awarding of aid.
3. Students who do not plan to submit a FAFSA must notify the financial aid office of their intentions.

At DWU, the FAFSA is the instrument used to determine a student's financial need. Upon completing the FAFSA, an expected family contribution is determined. The expected family contribution is then subtracted from the cost of attendance, which includes tuition, fees, and room and board. The result is financial need.

Credits Enrolled In
If student is applying for Federal Financial Aid, it is recommended the student register for entire semester (two eight-week sessions at once)

If a student does not register for both eight-week sessions, he/she may not be eligible for financial aid until the second eight-week session. The student must be registered for a minimum of six credits to be eligible for financial aid in a 16 week semester. He/she can either enroll in six credits for one eight week session or register for at least one three credit course in the first eight weeks and at least one three credit course in the second eight weeks.

Financial aid will be distributed during the first eligible session as long as the student is enrolled in at least six credits.

Summer Financial Aid
Students taking classes during the summer sessions may apply for federal financial aid. Students must be enrolled in at least six credits during the summer to qualify for these funds. Students must also complete the Financial Aid Summer Application and the FAFSA application. Receiving financial aid during the summer semester may affect the amount of aid received for the following academic year. The student should contact the financial aid office to discuss his/her options.

Notification of Awards
A financial aid award offer will notify students of financial assistance and is either sent through the U.S. Postal Service or may be emailed to the student's DWU email account. This document will state the amount and categories in which a student can expect to receive assistance. All awards are accepted on behalf of the student. Instructions will be included in the award package outlining steps to take if the student wishes to decline any or all awards.

Amount of Aid Received
The amount of federal aid that a student receives will depend upon his/her financial need. Financial aid packages will vary according to an individual's needs.

Rights and Responsibilities

General
The purpose of the financial aid programs is to help finance an education and training after high school. To be eligible for aid, a student must meet certain general criteria. As a recipient of federal student aid, a student has certain rights and responsibilities. Knowing what they are will put the student in a better position to make decisions about his/her educational goals and how to achieve them.

Student Rights

- To know what financial assistance programs are available.
- To know the deadlines for submitting applications for each of the financial assistance programs available.
- To know how financial assistance will be distributed, how decisions on that distribution are made, and the basis for these decisions.

- To know how financial need was determined.
- To know what resources (such as parental contribution, other financial assistance and assets) were considered in the calculation of financial need.
- To know how much financial need has been met as determined by the institution.
- To request an explanation of the various programs in student aid packages.
- To know the school's refund policy.
- To know the payback procedures for the financial assistance that must be repaid.
- To know how the school determines satisfactory progress and what happens if satisfactory progress is not made.

Student Responsibilities

- To complete all application forms accurately and submit them on time to the correct place.
- To 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.
- To return all additional documentation, verification, correct and/or new information requested by either the financial aid office or the agency to which applications are submitted.
- To read and understand all forms that the student is asked to sign and to keep copies of them.
- To accept responsibility for all agreements signed.
- To perform the work that is agreed upon when accepting a work-study program award.
- To be aware of and comply with the deadlines for application or reapplication for aid.
- To be aware of the school's refund procedures.
- To carefully consider information provided by the school to prospective students about its programs and performance before deciding to attend the school.
- To repay immediately upon demand all financial assistance over awards or misappropriations.

Transfers

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

1. Check with the financial aid office at the new school on financial assistance availability;
2. Contact the financial aid office of the school student is currently attending to make sure all financial aid funds have been cancelled at that school and reapply at the new school;
3. Add the new school to the student's FAFSA as well as submit any other documentation requested by the financial aid office;

Satisfactory Academic Progress

The purpose of federal and institutional financial assistance is to help students reach their academic and career goals. All students receiving financial assistance are expected to make reasonable progress toward graduation each term. The guidelines issued by the U.S. Department of Education make it possible to define and evaluate satisfactory academic progress.

Qualitative: A student will be evaluated based on his/her cumulative GPA in relationship to his/her student classification.

Undergraduate Student will be considered to be making satisfactory academic progress for financial aid purposes if they maintain at least a 2.0 CGPA after each term enrolled in. *Note: for progression in the online RN-B.S. nursing program please see GPA requirements for this program.

Graduate students must maintain a minimum GPA of 3.0 to remain in satisfactory academic progress.

Quantitative: Enrolled students will be expected to complete their educational objectives within a reasonable time frame. The maximum time frame allowable by the institution is determined by the student's degree or certificate objectives and enrollment classification, and is depicted by the following:

Degree Attempted	Total Credit Hours Attempted
Bachelor	188
Associate	95
Graduate	54

Regardless of a student's degree objective, the student must successfully complete 70 percent of attempted credit hours for each academic year. Grades of F, Incompletes, Withdraws, and No Credit will be treated as credits unearned. A student may repeat any course in an attempt to better a grade and improve her/his grade point average; however, the credit hours will be counted in the total credit hours attempted time frame. If a student has failed to earn his/her degree or certificate within the maximum allowable time frame prescribed by this policy, he/she will not be considered to be making satisfactory academic progress and will be ineligible for continued financial assistance.

The evaluation of satisfactory progress for an incoming transfer student will be considered without regard to his/her transfer credits. However, upon completion of each academic year, transfer students will be evaluated with those transferable credits applicable to meeting graduation requirements.

All students must maintain the required level of academic progress prescribed by this policy, as evaluated by its quantitative and qualitative standards. If a student's satisfactory academic progress falls below an acceptable level in either the quantitative or qualitative or both, the student will receive a financial aid warning notifying him/her that he/she is at risk of losing federal financial aid eligibility and the reason why. A review of his/her progress will be made each semester for determination of continued receipt of federal financial aid. Failure to meet the satisfactory academic progress for the following term will result in loss of eligibility for federal financial aid.

If a student's satisfactory academic progress still falls below the acceptable level the student may be suspended from receiving federal aid. The student's ineligibility will remain in effect until an appeal is granted and the student is put on financial aid probation for the following academic term. The student will then need to maintain the same academic progress stipulated in these satisfactory academic progress rules.

If a student believes there are extenuating circumstances for his/her failure to comply with these policies, he/she may request to appeal the suspension with the director of financial aid. The director of financial aid will provide a student with guidance on the appeal process in the suspension letter. Once the appeal documentation is received by the director of financial aid, in consultation with appropriate university authorities, may grant a deferment or waiver of suspension based upon certain hardship situations. Each appeal will be decided on a case-by-case basis. A student who has been granted his/her appeal will be placed on financial aid probation for one term and a review of his/her academic progress will be made each semester for determination of continued receipt of federal financial aid.

Academic Regulations

Attendance, Academic Honesty and Examinations

Participation

Class participation also referred to as attendance is a crucial factor in student success. Therefore, students are expected to participate fully in all online sessions as if they were attending a traditional class. The syllabus for each class will indicate participation policies. Because there are several ways individual courses can be structured, students should carefully read the course syllabus for the participation policy that applies to that particular class and deadlines for assignments and exams. In addition, federal laws related to financial aid and veterans' benefits mandate class participation as a condition of eligibility for funding. These laws require that attendance/participation be monitored and the last day of participation be recorded.

In all instances, students are responsible for work not submitted. Students should report the reasons for any nonparticipation promptly to the appropriate instructors and discuss assignments missed. When absences are known in advance, students should confer with instructors before the absence to make reasonable adjustments to course schedules and requirements – such as plans for missed assignments, rescheduling exams and reconfiguring assignments. Responsibility for confirming excused absences with instructors rests upon the student. Whether or not students are permitted to make up work missed for unexcused or excessive absences is entirely up to the instructor.

Administrative Withdrawal

Students are expected to prepare for and participate in all classes for which they are registered and to act in a manner consistent with an academic environment while attending class. When the student exhibits disruptive or unruly behavior in class, the instructor may initiate an administrative withdraw of the student from class, subject to approval of the provost.

Nonparticipation in a class may be seen as a disruptive behavior in a class. When a student has excessive absences in his/her classes the university may initiate an administrative withdrawal from the university.

Procedure for Administrative Withdrawal
When the instructor deems an administrative withdrawal necessary, the instructor will file an Administrative Withdrawal Form with the provost. The provost will forward a copy of the form to the student. Such students will have seven business days to respond to the provost regarding the written notification that their continuation in class is in jeopardy. Failure to respond within the designated period and to correct the behavior(s) to the satisfaction of the instructor will result in an Administrative Withdrawal from the course. If such behaviors are the rule rather than the exception, the student is subject to dismissal from the university. Students withdrawn by this process will receive a W for the course.

Graduation Application

All students must apply for graduation. Applications are available online in TigerNet. All degree candidates are expected to be present for Commencement (there are not separate summer and winter graduation ceremonies) unless they have submitted a written request to the registrar's office for permission to graduate in absentia.

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

A commencement ceremony is held once a year, typically at the beginning of May. Students who graduate in August will be allowed to walk in the May commencement ceremony if they are within 12 credits of graduating (to be completed by enrolling summer classes). Students completing requirements in June, will be allowed to walk in the May commencement ceremony if they are enrolled in their final summer courses. October graduates will have the opportunity to walk in the following May commencement ceremony.

Commencement Application Deadlines

- August Graduates: January 15 of the same year. This will ensure the graduates name will appear in the commencement program.
- Mid-October graduates: August 1
- December graduates: September 1
- February graduates: November 1
- May graduates: January 15
- June graduates: January 15. This will ensure the graduate's name will appear in the commencement program.

Credit Hour
A semester hour system is used in conjunction with the best practices of contemporary higher education. A credit hour represents an amount of work spent by students to meet a course's intended learning objectives, verified by evidence of student achievement. The credit hour reasonably approximates one hour of direct faculty instruction and a minimum of two hours of out-of-class student work for duration of approximately 15 weeks for one semester, or the equivalent amount of work over a different amount of time. Out-of-class work may include laboratory work, internships, practicums, studio work, rehearsals and other work leading to the achievement of learning objectives. Thus, the college expects that a typical student, who attends all course meetings and who completes all readings, activities, and assignments related to a course, will spend a total of approximately 45 hours of time per credit hour awarded.

Graduation Requirements for Bachelor Degrees
Bachelor degrees are conferred upon a student who successfully completes the following requirements:

1. Students must earn at least 125 hours of credit.
2. Students must complete a minimum of 42 hours in General Education. For specific requirements, see "General Education". General Education courses are also listed by department and identified by a comment at the end of the course description. A course may only count toward one General Education requirement.

3. Students must complete at least 15 hours of their major in residence. Grades of NC and below C- are not applicable toward a major, and grades of CR are only for student teaching internships and practicums.
4. Students must maintain a cumulative GPA of at least 2.0 (C) and a cumulative GPA of at least 2.0 in all General Education courses. Some departments may require a cumulative GPA above 2.0.
5. Students must complete at least 42 semester hours of upper level credit.
6. Students must complete their senior year in residence (this means at least 30 of the last 40 hours are under the auspices of Dakota Wesleyan University) except in certain preprofessional curricula.

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

Family Educational Rights and Privacy Act of 1974 (FERPA)
Dakota Wesleyan University maintains an educational record for each student who is or has been enrolled at the university. In accordance with the 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, head of the academic department or other appropriate official a written request that identifies the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

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

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

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

3. 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 99.31 of the FERPA regulations.

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

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

   As of Jan. 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which a student's education record and personally identifiable information contained in such records — including your Social Security Number, grades, or other private information — may be accessed without consent. First, the U.S. comptroller general, the U.S. attorney general, the U.S. secretary of education, or state and local education authorities ("Federal and State Authorities") may allow access to records and personally identifiable information without consent to any third party designated by a federal or state

authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, federal and state authorities may allow access to education records and personally identifiable information without consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and state authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive personally identifiable information, but the authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, state authorities may collect, compile, permanently retain, and share without consent personally identifiable information from education records, and they may track participation in education and other programs by linking such personally identifiable information to other personal information that they obtain from other federal or state data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service and migrant student records systems.

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

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Ave., SW
   Washington, D.C. 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 this directory information, any future requests for such information from noninstitutional people or organizations will be refused.

If students choose to withhold directory information, they must complete a Request to Prevent Disclosure of Directory Information form at 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 your consent. Although the online student directory will contain name, campus box number and phone number, other information will not be published. The student directory is only accessible from on campus. Dakota Wesleyan is committed to ensuring that student information is only released for legitimate requests that will assist our students in their educational experience.

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

Grading Policies
Grades and Grade Point System

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

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

Additional grades not computed into GPA:

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

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

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

Grade Point Average (GPA)
The evaluation of a student is stated in terms of a semester GPA and a cumulative GPA. The semester GPA is obtained by dividing the number of grade points earned by the number of hours attempted in courses that carry grade points. Grade points for each course are calculated by multiplying the number of credits for the course by the quality points for the grade (A=4.0; A-=3.7; B+=3.3; etc.). Courses with grades of CR, NC, and W do not affect GPA. The student’s cumulative GPA is obtained by dividing all grade points earned throughout enrollment by the number of hours attempted in courses that carry grade points. See also “Repeating a Course.”

The computation of a GPA is illustrated in this example:

Course	Grade	Earned Hours	Graded Hours	Points
BIO 150	A	1	1	4.0
BUS 252	C-	4	4	6.8
ENG 201	B-	3	3	8.1
MTH 128	B+	4	4	13.3
MUS 232	CR	1	0	0.0
PHL 212	F	0	3	0.0
Total		13	15	32.2

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

Incomplete Grades
An Incomplete is not given merely because the student has failed to complete the work within the allotted time. A written justification by the course instructor explaining why the student is unable to complete the work and a specific description of the work to be completed must accompany the final grade sheet. The work must be completed and turned in to the instructor by the designated date in the academic calendar. If the student fails to complete the course by this time, the Incomplete will lapse to the final grade submitted to the registrar’s office by the instructor. If the instructor does not specify an alternate grade, the grade will become an F. In turn, the instructor must then submit

the final grade to the registrar no later than the end of the sixth week from the time the Incomplete is given. Students who are working on a thesis or a special project of uncertain duration should not register for credit until the term when completion seems assured.

Grade Change
A reported grade, other than Incomplete, may be changed only through faculty petition to the college dean. Grades will not be changed except where instructor error in evaluation is apparent. Grades are not changed on the basis of re-evaluation of the instructor's original judgment or student request to submit additional work to raise a grade. No grade can be changed more than 365 calendar days after it is reported to the registrar's office.

Grade Appeal
Students have the right to appeal if they feel they have been graded unfairly. Initially, students should direct their appeals to their course instructor. Students wishing to appeal a grade further may do so by submitting a statement of their reasons for appeal to the dean of the college for the class no later than four calendar weeks into the subsequent semester after the grades have been released. Requests for appeal are considered by an appeals board, which consists of the provost, the director of student life, the college dean and the department chair associated with the course under consideration. The student will be notified in writing of the decision of the appeals board.

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

Good Standing
"Good standing" means that a student is academically making normal progress toward a degree and entitles a student to all rights and privileges of enrollment at DWU such as continuing for the next semester and eligibility for financial aid. The minimum cumulative GPA required for good standing is 2.0.

Academic Probation and Suspension
Students who fail to maintain the required cumulative GPA will be placed on academic probation for the following term. To remove the probation, students on probation must raise their career GPA above the required cumulative. Students failing to raise their career GPA above the required cumulative, but achieve a term GPA of at least the required cumulative, will remain on academic probation. Students who fail to achieve at least the required cumulative GPA for the term immediately after being placed on probation will be placed on academic suspension.

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

Dean's List
Full-time students are eligible for the dean's list. The dean's list is computed three times a year, after completion of the fall, spring and summer semesters. To qualify, a student must complete a minimum of 12 semester hours of graded coursework at DWU with a term GPA of 3.5 or better during the corresponding semester.

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

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

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

For more information, questions, and/or accommodation arrangement, contact:
Donna Dunn, Coordinator of Student Disability Services
Office: McGovern 231
Phone: (605) 995-2904 Fax: (605) 995-2660
dodunn@dwu.edu

*For additional academic policies, please refer to the 2015-2016 general catalog.

Undergraduate Programs

Adult Learner General Education (ADL)

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

Course Descriptions

300 Wesleyan Experience **0 hour**
Students will be initiated to the DWU mission statement and how to apply the values of "Learning, Leadership, Faith and Service."

310 Literature and Writing for the Professional **3 hours**
This course develops a student's ability to study the expression of thoughts and the interpretation of texts, while developing an appreciation of language and its infinite variety. Students will respond to a variety of genres and produce their own analytical and creative texts.
General Education: Written and Literary Analysis

320 Statistics for the Professional **3 hours**
This course focuses on interpreting results of statistical tests and graphs. The course will follow specific workplace case studies in which students will analyze real-world data and present the results.
General Education: Quantitative Reasoning and Cognitive Analysis

330 Service and Justice in the 21st Century **3 hours**
Students will explore the concept of the "common good" and other social values associated with the public domain. Students will examine and apply ethical analysis of public policy and professional practice in public service.
General Education: Personal Growth and Maturity

340 Ethics **3 hours**
Students in this course will examine the ethical decision making in the context of contemporary issues related to the healthcare field. Students will reflect on the meaning of caring and service and the impact they have had on his/her values and beliefs.
General Education: Civic Values and Engagement

350 Community Health and Chronic Disease **3 hours**
This course focuses on evaluating and responding to health problems in current society, ranging from cardiovascular disease to holistic healthcare. Students will select and explore topics pertinent to their personal and professional experiences.

360 Entrepreneurial Leadership **3 hours**
This course develops a student's own orientation toward entrepreneurship, including innovation, curiosity and risk. Students prepare and present a business plan for a new or enhanced organization or enterprise.
General Education: Critical and Collaborative Thinking

370 Exploring History and Culture **3 hours**
Students will develop an understanding of the human condition by exploring how communities and institutions shaped past societies and our own. Students will raise historical questions, examine historical documents and share their ideas with peers and the larger community.
General Education: Cultural and Global Awareness

ADL380 Intercultural Communication **3 hours**

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

General Education: Oral Expression

Business and Economics (BUS)

College of Leadership and Public Service

Business Department Mission Statement
The mission of the DWU business department is to foster academic excellence and student achievement at both the undergraduate and graduate levels within a supportive community of teachers and learners. Students are provided with a strong academic foundation in business, sports management, entrepreneurial studies, marketing, management, accounting or finance with special attention to the problems of managing all organizations, both for-profit and not-for-profit. In addition the DWU business department looks to prepare students to become productive, competent, ethical and faith-based professionals and responsible global citizens through a philosophy of servant leadership. The business department cultivates a highly-interactive, student oriented learning environment, characterized by instructional methodologies to develop strong leaders, with life-long learning skills, innovative problem-solving, and effective communication.

This Bachelor of Arts program is designed for students with an associate's degree. A maximum of 63 credits earned for the associate's degree may transfer in toward this degree. Please see "Graduation Requirements for Bachelor's Degree" in the beginning of the catalog for full graduation requirements.

Organizational Leadership Program Admission
Students who have completed an associate's degree or students who can completed some college work but have not earned an A.S., A.A., or A.A.S may apply. To apply: complete an online application https://www2.dwu.edu/WebForms/AppOnline.aspx

International Students (F-1 Visa)
The Bachelor of Arts in organizational leadership program at Dakota Wesleyan University is online. Therefore, international students are not eligible to enroll in the program because of the online limitations of F-1 visa regulations. For additional information, speak with the office of international student affairs at DWU.

Major
B.A. Organizational Leadership

Required Business Core:

BUS 263	Business Law	3
BUS 286	Introduction to Project Management	3
BUS 315	Leadership Communication	3
BUS 320	Supervisory Management	3
BUS 321	Organizational Behavior	3
BUS 345	Insurance and Risk Management	3
BUS 356	Operations and Information Systems	3
BUS 371	Principles of Marketing	3
BUS 386	Project Planning and Budgeting	3
BUS 387	Risk Management and Implementation	3
BUS 484	Business Analysis and Strategy	3
BUS 486	Management Control Systems	3
BUS 487	Capstone: Organizational Leadership	3
ECO 235	Principles of Economics	3
ENT 347	Financial Management for Organizational Leaders	3
	Total	45

Required Adult Learner General Education Courses:

ADL 310	Literature and Writing for the Professional	3
ADL 320	Statistics for the Professional	3
ADL 330	Service and Justice for the 21st Century	3
ADL 340	Ethics	3
ADL 360	Entrepreneurial Leadership	3
ADL 370	Exploring History and Culture	3
ADL 380	Intercultural Communication	3
	Total	21

Total Adult Learner General Education credits	21
Total Business Core	42

Course Descriptions

286 Introduction to Project Management **3 hours**

This course introduces the various aspects of the project life cycle and project management. It explores best practices and the application of these best practices for project success. Learn how to apply the principles of project management to your own projects and contribute to the success of project teams.

263 Business Law I **3 hours**

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

315 Leadership and Communication **3 hours**

Students will study principles and examples of leadership, with special emphasis on servant leadership and developing the communication skills essential to effective leadership.

320 Supervisory Management **3 hours**

Many organizations trends today – downsizing, cost-cutting, employee empowerment, flexible hours and diversity issues – are all impacting the way supervisors deal with employees in the workplace. Students will understand all of these concepts and working through people to maximize productivity while maintaining a positive work environment.

321 Organizational Behavior **3 hours**

Students will study organizational behavior from an individual and institutional perspective, with particular focus on the management of human resources and related issues.

345 Insurance and Risk Management **3 hours**

Students will study the characteristics of various types of insurance and their use in managing both personal and organizational risk. Topics include life insurance, health insurance, liability insurance and various types of casualty insurance.

356 Operations and Information Management **3 hours**

The focus of the course is on how organizations identify, generate and use planning and control information. Topics relating to operations management include forecasting, work design and measurement, quality management, scheduling of operations and personnel, inventory management/production planning, resource allocation, project management, and supply chain management. Topics relating to information management include needs assessment, analysis and description of information flow, decision support processes and tools, system design and management principles (including security and social/ethical issues), and project implementation (including technology acquisition).

371 Principles of Marketing **3 hours**

Students will study the marketing function in national and international business. The course includes discussion of market definition, marketing environment, marketing information and decision-making about product, pricing, promotion and placement.

386 Project Planning and Budgeting **3 hours**

This course will develop the skills needed to deliver projects on time and on budget according to specifications. Students will be provided a hands-on approach to a variety of project scheduling and cost control techniques that are vital for a project to meet its schedule and cost goals and objectives. Examines scheduling techniques (Gantt Chart, Critical Path Method and Program Evaluation Review Technique) that can be used to guide and monitor project performance. Activities critical in preparing a realistic schedule are explored, discussed, and practiced. A variety of budgeting, cost estimating, and cost control techniques are examined.

BUS 387 Risk Management and Implementation **3 hours**
Students will learn the approaches and tools to encourage understanding and collaboration to keep projects moving on time, on budget and according to specifications. Introduces various concepts and techniques that can be used to effectively manage project risks including cost, schedule, technical, quality, managerial, and organizational.

484 Business Analysis and Strategy **3 hours**
This is the senior capstone course for majors in business. It includes review of strategic management, a business simulation and/or a group field investigation of a local organization.

486 Management Control Systems **3 hours**
This course will introduce the concepts needed to define, design and implement total quality into organizations. This course will also explore the three different levels of quality and the different philosophies for quality. Students will be able to understand the benefits of each of these philosophies and proactively plan for quality. The quality assurance concepts and principles within the total project quality management framework is applicable to a variety of organizations and industries, including manufacturing, service organizations, healthcare, education, nonprofit and public sector.

487 Capstone: Organizational Leadership **3 hours**
Provides an in-depth review of the Project Management Institute's required Body of Knowledge to successfully prepare for the Project Management Professional exam (PMP). The major function of the PMP credentialing program is to ensure competence and professionalism in the field of project.

ECO235 Principles of Economics **3 hours**
This course deals with basic economic principles that help us understand the process of decision making by individuals and societies. This course will help students to analyze the central economic activities of production, distribution, exchange, and consumption at both the micro and macro level. In addition, students will develop an understanding of the functions of a free market system, while also critically examining the controversies surrounding the use of public policies for the greater common good.

ENT347 Finance for Entrepreneurs **3 hours**
Students are introduced to key concepts and tools needed by entrepreneurs to effectively control the financial functions of their organization. Topics include budget development and management, payroll management, management of cash flow and accounts receivable, analysis of financial reports and statements, capital investment decision making, and sources of capital.

Nursing (NUR)

Donna Starr Christen College of Healthcare, Fitness and Sciences

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

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

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

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

The baccalaureate program at Dakota Wesleyan University is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.

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

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

If there is not an available opening for the RN–B.S. nursing program, students who have met admission requirements and have been accepted will be notified by the program administrator when an opening becomes available.

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

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

RN–B.S. Nursing Program Admission Requirements

- Active, unencumbered RN license to practice nursing in the state of residence
- An associate degree or diploma in nursing from an accredited nursing program
- A cumulative GPA of 2.5 (conditional admit with GPA 2.25–2.49)

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

- Only up to 9 credit hours may be accepted.
- These credits need to be upper level credits (MTH 200 could be accepted if taken at DWU).
- A grade of B or higher is required.
- The DWU Registrar Department will evaluate an official transcript to ensure transferred credits meet one of the ADL courses or the related general education pillar.
- The credit can be no older than 10 years.
- A student without transfer credits will be required to take DWU ADL general education courses. The option for a student to take a general education course from a different institution (or DWU) while enrolled in the RN-BS online program will not be allowed.
- All other catalog conditions for transfer credits must be followed.

Health Requirements

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

- Maintain current CPR certification (adult, child, infant, AED)
- Complete a criminal background check; ONLY EXCEPTION: Students who have completed a background check for initial RN licensure within the previous four months will not be required to complete a background check.

Adult online RN-BS nursing students who remain employed as a licensed RN professional and meet their employer's health and immunization requirements are exempt from DWU nursing student medical requirements. The "Employer Verification" form is to be electronically signed and returned to Dakota Wesleyan University to document meeting this requirement.

An adult online RN-BS nursing student who is not employed as a licensed RN professional must meet the DWU preadmission and nursing student medical requirements. These requirements can be viewed at DWU Web Page: http://www.dwu.edu/studentlife/campushealth/immunizationrequirements/nursingimmunizationrequirements/.

Professional Experience Credit

The DWU RN–B.S. nursing program recognizes prior work experience and encourages each student to reflect, build upon, and apply knowledge gained from their role as a professional RN to the baccalaureate curriculum. Prior learning is used to expand a student's knowledge base in the areas of critical thinking, clinical judgment and problem solving. Students have the opportunity to apply for up to 12 credits of professional work experience credit upon completion of a minimum of 1,500 hours of verified professional work as a licensed registered nurse and the successful completion of the RN–B.S. nursing program. Students seeking Professional Experience credit should contact their nursing adviser for information on how to apply.

DWU RN–B.S. nursing 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 practice experiences for the DWU RN–B.S. nursing program, and the policy does not cover the student at any other time in which he/she is practicing nursing. The student is strongly urged to purchase his/her own professional liability insurance at his/her own cost.

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

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

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

Credits
Credit requirement for graduation for a B.S. in nursing is 125 credits.

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

Students must complete RN–B.S. nursing courses with a C (82 percent) or higher in order to progress in the nursing program.

*****Please refer to your course syllabi for the nursing-course specific grading scale.

Required Core Nursing Courses

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

Adult Learner General Education Requirements:

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

Total Adult Learner General Education credits	21
Total Associate degree or diploma credits	71
Total Professional Experience credits	12
Total RN–B.S. nursing program credits	21
Total hours required for graduation	125

*These courses have 1 credit of practice experience. The practice experience clock hours would be tabulated in the following way: 1 credit of practice experience x 3 hours x 7.5 weeks x 2 = 45 hours.

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

300 Pharmacology **3 hours**
This asynchronous online pharmacology course focuses on the basic and clinical concepts of pharmacology in nursing practice. Students will examine concepts related to pharmacotherapeutics, pharmacodynamics, pharmacokinetics, adverse reactions and contraindications, therapeutic indications and nursing implications. Prerequisite: NUR 311.

302 Health Assessment and Promotion **3 hours (2, 1)**
This course introduces the student to health promotion, teaching/learning and lifestyle behavior change models that enhance adaptation abilities of individuals, families, populations and communities. Students have the opportunity to build on foundational assessment skills and to analyze the variance between normal and abnormal health findings. Prerequisite and/or corequisite: NUR 311.

303 Nursing Research **3 hours**
This course provides an overview of the research process and emphasizes the active participation of the baccalaureate nurse in using the research utilization process as a means of promoting evidence-based practice. Prerequisite: NUR 311.

307 Pathophysiology for Nursing **3 hours**
This course explores the person's physiological adaptive modes and the adaptive responses that occur during illness. Prerequisite: NUR 311.

311 Leadership for the Baccalaureate Nurse I **3 hours**
This course provides an introduction to the baccalaureate nurse role and explores leadership and management principles, which empower others in various health care situations and organizations. Students explore the impact of effective decision making in the practice of nursing and apply critical thinking in leading others through change.

400 Family, Community and Populations **3 hours (2,1)**
This course explores the multiple roles of the community health nurse. Students use the nursing process in enhancing adaptation of families, communities and populations as they implement lifestyle behaviors that protect and promote health and well-being. Prerequisite: NUR 311.

411 Leadership for the Baccalaureate Nurse II **3 hours (2,1)**
This course provides an interprofessional collaborative practice experience for the student, in which such topics as health policy, quality improvement, case management, team building and staff development are explored. The student completes a project in which the roles of the baccalaureate nurse are synthesized.
Prerequisite or Concurrent: NUR 302, NUR 303, NUR 311, NUR 400.

Graduate Programs

Mission Statement – Graduate Studies

The mission of Dakota Wesleyan University graduate studies is to provide high-quality graduate programs in a liberal arts environment by emphasizing the values of learning, leadership, faith and service. We strive to promote excellence in leading, learning, scholarship, and research. The graduate studies department provides guidance for development of programs in order to ensure rigorous academic preparation and leadership opportunities for professional development.

Admission

A student holding a bachelor's degree and interested in working toward a graduate degree should submit a graduate application and support documentation prior to review for acceptance. All material should be sent to the Dakota Wesleyan University Office of Admissions. No applicant shall be denied admission because of race, color, gender, age, national origin, disability or veteran status. The university reserves the right to deny admission or continued enrollment to any student who imposes an unreasonable risk of harm to the health, safety, welfare or property of the university, members of the university community or him/herself. The application for graduate admission will become part of the student's record at DWU.

Absent an approved leave of absence, any student who has not been enrolled at the university for two continuous semesters must reapply for admission to the university. Individuals who wish to return after they have been awarded a degree must also reapply.

Application Procedure

Please refer to each program for the specific application procedures.

Acceptance Status

Full Acceptance

Full acceptance is granted to degree-seeking students when all admission requirements are met. Students must begin their studies by the semester following full acceptance.

Provisional Acceptance

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

Conditional Acceptance

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

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

International Students (F-1 Visa)

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

Course Load

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

Transfer of Credit

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

However, DWU does recognize that certain courses completed at previous institutions may be transferrable. Dakota Wesleyan University will handle each request for transfer on a case-by-case situation. Before credit earned at other institutions will be added to the student's records at DWU, students will need to meet with the director of the graduate programs and obtain written permission. If such course or courses are allowed, only grades of B or above will be considered for transfer to DWU. In general, no more than six hours may be transferred into the program. All transfer credit must have been completed within six years of acceptance into the DWU graduate program. Any appeal for transfer credits will be made through the dean and the program committee.

Grading System

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

Grades and Grade Point System

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

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

Incomplete Grades

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

Academic Probation

Upon completion of each term or six hours of, students with a cumulative GPA lower than 3.0 within a program will be placed on academic probation. If a student is placed on academic probation, the student will meet with the graduate program director to develop a plan of action to improve grades in the following term in order to meet the 3.0 GPA. The student will have one term (up to 12 credit hours) to meet the required 3.0 GPA. If the GPA remains below 3.0 at the completion of this probationary period, the student will be dismissed from the program. A decision will be made by the program director for each case regarding the status of academic probation. Students have the ability to appeal the decision to the graduate studies committee.

Appeals

Students who believe they have not been graded fairly and wish to appeal must initiate the proper appeals process within 30 days after the grade has been received. The appeals process consists of the following steps:

1. Discuss the grade in question with the instructor.
2. Consult with the director of the graduate program.
3. Consult with the dean of graduate studies.
4. File an official written appeal of the grade to the Graduate Studies Committee.

A student may also appeal a decision to drop the student from a program following academic probation using the following process:

1. Consult with the director of the graduate program.
2. Consult with the dean of graduate studies.
3. File an official written appeal letter to the Graduate Studies Committee.

Repeating a Course

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

Satisfactory Academic Progress Policy

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

Academic Progression

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

Graduation

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

Graduation Application

Check with the registrar's office for graduation application deadlines.

Graduation Fee

This is a nonrefundable fee due the semester of graduation.

Academic Integrity Policy

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

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

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

- Cheating is using or attempting to use unauthorized materials, electronic devices, information or study aids in any academic exercise.
  Examples: copying homework, copying someone else's test, using unauthorized information such as a cheat sheet, using a cell phone during an exam.
- Fabrication is the falsification or invention of any information or citation in any academic exercise.
  Examples: making up a source, giving an incorrect citation, misquoting a source.
- Plagiarism is the representation of the words and ideas of another as one's own in any academic exercise.
- Dissimulation is the disguising or altering of one's own actions so as to deceive another about the real nature of one's actions concerning an academic exercise.
  Examples: fabricating excuses for such things as missing classes, postponing tests, handing in late papers, turning in a paper for one class that was originally written for another class (when original work is requested).
- Abuse of resources is the damaging of any resource material or inappropriate limiting of access to resource material necessary for academic work.
  Examples: destroying or hiding library materials; removing noncirculating material from the library; hiding or stealing another person's textbook, notes or software; failure to return library materials when requested by the library.
- Forgery of academic documents is the unauthorized changing or construction of any academic document.

Examples: changing transcripts, changing grade books, changing grades on papers that have been returned, forging signatures.

- Aiding and abetting academic dishonesty is knowingly facilitating any of the facts described in this policy or any other incidents of academic dishonesty not specifically described.
- Signing other students in to class when they are not present.

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

Academic Performance Not Directly Related to Coursework
Graduate students are asked to support and promote the values of Dakota Wesleyan University involving ethics, a code of conduct and academic integrity. The dean of graduate studies may dismiss students for violations of professional integrity, upon recommendation by the director of the graduate program and pending review of the Graduate Studies Committee.

Appeals
Any appeal of this decision will be reviewed by an academic integrity committee consisting of the director of the graduate program, the dean of graduate studies and the Graduate Studies Committee. Any student has the right to appeal the decision of the academic integrity committee, in writing, to the provost, whose decision is final.

Master of Arts - Education

Master of Arts (MA) – Education

- Educational Policy and Administration
- Principal Certification
- Secondary Certification
- STEM (Science, Technology, Engineering, Mathematics) Instruction

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

The program objectives are to:

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

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

Application Procedures
Students will be considered for graduate admission when they present:
1. A completed graduate application.
2. A nonrefundable application fee.
3. An official transcript from your bachelor degree awarding institution.
4. A current resume.
5. 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?
6. For those students pursuing the Principal Certification degree, proof of current South Dakota teacher's certificate and three years of teaching experience.

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

- August 1 for August admittance
- December 1 for January admittance
- April 1 for May admittance

Attendance
Students are expected to participate in all classes and/or online sessions unless prevented by an extenuating circumstance. Because effective learning in a university requires active involvement of both the student and the instructor, students will be expected to work with instructors on an individual basis regarding absences. Students at Dakota Wesleyan University are expected to be responsible for the learning that may develop, both in class and elsewhere and should report to instructors any necessary absences as far in advance as possible. Specific

attendance policies for each course will be determined by the individual instructors, according to the nature of the course, and placed in the syllabus. Students must accept responsibility for fulfilling all course requirements. In the case where the absence is unforeseen or unavoidable, it is the responsibility of the student to contact the instructor as soon as possible. If the instructor is unreachable, the student may contact the Dean of Graduate Studies, but that does not guarantee an excused absence or reason for not completing an assignment. In addition, due to the time frame of each course, missing more than one class or session can result in a failure for that course. If you anticipate the possibility of missing more than one week of class for any course, consult the instructor or Dean of Graduate Studies immediately.

Graduation Requirements

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

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

Educational Policy and Administration

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

Required Courses:

EDU 603	Statistical Analysis in Education	3
EDU 651	Education in a Culture of Change	3
EDU 653	Technology's Role in Education	3
EDU 655	Public Policy Issues in Education	3
EDU 657	Education Finance and Funding	3
EDU 659	Classroom Management and Ethical Leadership in Education	3
EDU 681	Foundations of Education	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
SPD 601	The All Inclusive Classroom	3
	Total	36

Principal Certification

This program is designed for students who desire to complete a South Dakota administration certification program and have three years of teaching experience to qualify for pre K-12 principal positions. The program requires a minimum of 39 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 651	Education in a Culture of Change	3
EDU 653	Technology's Role in Education	3
EDU 657	Education Finance and Funding	3
EDU 659	Classroom Management and Ethical Leadership in Education	3
EDU 665	Curriculum and Teaching Methods	3
EDU 673	Educational Administration: General, Elementary, Secondary	3
EDU 675	Education Law for Administrators	3
EDU 677	Instructional Supervision and Community Involvement	3
EDU 690	Research Methodologies	3
EDU 697	Administrative Internship - Elementary	3

EDU 698	Administrative Internship - Secondary	3
SPD 601	The All Inclusive Classroom	3
	Total	39
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Secondary Certification
This program is designed for students with a bachelor's degree who wish to go into the teaching field. Upon completion of this program and passage of the Praxis II content and Praxis PLT tests, graduates can become certified 7-12 teachers in South Dakota. The program requires a minimum of 39 coursework credit hours and a capstone. For their capstone experience, students may choose to write a research thesis or take a comprehensive examination.

Prerequisite:
The secondary certification and degree program requires the applicant to pass the state certification content-specific Praxis II test before acceptance can be granted into the teacher education program. A criminal background check is also required. In this concentration, the student is responsible for the following extra costs:

- PRAXIS test registration
- PRAXIS II
- PRAXIS PLT
- Vericheck done before student observations
- Join FTO or show verification of liability insurance
- Fingerprinting done at the sheriff's office
- DCI-FBI criminal background check
- TB test

Required Courses:

EDU 610	Human Relations: Multiculturalism	3
EDU 635	American Indian History and Culture	3
EDU 651	Education in a Culture of Change	3
EDU 653	Technology's Role in Education	3
EDU 659	Classroom Management and Ethical Leadership in Education	3
EDU 661	Advanced Educational Psychology	3
EDU 665	Curriculum and Teaching Methods	3
EDU 671	Student Teaching Seminar	1
EDU 683	Assessment, Planning, and Evaluation	3
EDU 688	Literacy and Pedagogy	3
EDU 690	Research Methodologies	3
EDU 696	Student Teaching 7-12 (or EDU 694 for K-12)	5
SPD 601	The All Inclusive Classroom	3
	Total	39

STEM (Science, Technology, Engineering and Mathematics) Instruction
This program is designed for students who already hold state teaching certification. The program requires a minimum of 39 coursework credit hours and a capstone. For their capstone experience, students may choose to write a research thesis or take a comprehensive examination.

Alternatively, the student may be eligible for an additional endorsement in the STEM field by completing the 21 hours of specific STEM courses below (EDU 641, 643, 645, 647, 649, and 695). Under current South Dakota Administrative rules, an endorsement in engineering may be granted based on coursework or national certification training. An endorsement in technology may be granted based on coursework or successful completion of the related Praxis examination. For endorsements in science and math, students must pass the related Praxis examination. The STEM courses (EDU 641, 643, 645, 647, 649, and 695) have been designed to help the student in that process.

Required Courses:

EDU 641	STEM Pedagogy	3
EDU 643	The STEM Classroom and School	3
EDU 645	Embedding STEM Standards (I)	1

EDU 646	Embedding STEM Standards (II)	2
EDU 647	Quantifying STEM Achievement (I)	1
EDU 648	Quantifying STEM Achievement (II)	2
EDU 649	STEM: 21st Century Curriculum	3
EDU 651	Education in a Culture of Change	3
EDU 653	Technology's Role in Education	3
EDU 655	Public Policy Issues in Education	3
EDU 657	Education Finance and Funding	3
EDU 659	Classroom Management and Ethical Leadership in Education	3
EDU 690	Research Methodologies	3
EDU 695	STEM Practicum Development	6
	Total	39

Course Descriptions
Education (EDU)

603 Statistical Analysis in Education **3 hours**
This course is the reinforcement of basic managerial math in the conduct of education, 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. Students will sharpen their skills and insights required to make effective use of statistical methods. The module provides the knowledge needed to select and apply techniques and to communicate statistical results. Interpretation of statistical methods will allow students to make better-informed decisions in education.

610 Human Relations: Multiculturalism **3 hours**
This course offers an in-depth approach to providing an understanding of cultural backgrounds and the influences of dehumanizing biases such as racism, sexism and classism on the lives of students. Some field study is required. There is a specific focus on South Dakota stands for human understanding as delineated by the South Dakota Department of Education.

635 American Indian History and Culture **3 hours**
This course, designed for prospective and experienced teachers, introduces the concept and methodology of bicultural education and its relationship to American Indian education. Students will discuss a variety of skills and information necessary for success in working with culturally different children. The course is designed to meet the South Dakota certification requirement in American Indian studies.

641 STEM Pedagogy **3 hours**
This introductory course provides an overview of the instructional strategies associated with Transdisciplinary Problem Based Learning, a 21st century model used to deliver instruction. This course covers the antecedents of the process as well as the innovative system used to develop a culture of learning that resonates with the specific community, in which the instruction is delivered. The process explores all components of building TPBL from establishing school habits, which impact a school's instructional climate, to demonstrating gained knowledge, to benchmarking progress, which defines success for students and teachers. (Note: This course is a prerequisite for EDU 643, EDU 645, EDU 647, EDU 649, and EDU 695.

643 STEM Classroom and School **3 hours**
This course investigates the skills needed to facilitate a classroom rich in problem-solving and collaborative work that emphasizes problem-solving, implementing a project to solve the problem, and creating a product that demonstrates a number of cross-disciplinary Common Core and Next Generation Standards to the level of synthesis. This course explores differentiated learning, modalities of learning and collaboration, as well as developing and asking effective questions. This course emphasizes the importance of developing culturally relevant issues for exploration in learning within the hierarchy of problems, projects and products.
Prerequisite: EDU 641 (Note: EDU 659 also recommended)

645 Embedding STEM Standards I **1 hour**

This course reviews the concepts and cross-cutting nature of using Common Core, Next Generation Science, and other applicable content standards to benchmark success in content delivery. Explored in this course are the levels of understanding that all students need to bridge to successfully reach the higher levels of synthesis. This course explores the mechanisms of creating transdisciplinary modules that address standards from multiple content standards.

Prerequisite: EDU 641

646 Embedding STEM Standards II **2 hours**

This course is a continuation of EDU 645 Embedding STEM Standards I. This course reviews the concepts and cross-cutting nature of using Common Core, Next Generation Science, and other applicable content standards to benchmark success in content delivery. Explored in this course are the levels of understanding that all students need to bridge to successfully reach the higher levels of synthesis. This course explores the mechanisms of creating transdisciplinary modules that address standards from multiple content standards.

Prerequisite: EDU 645

647 Quantifying STEM Achievement I **1 hour**

This course will examine all aspects of assessment, formative and summative used to evaluate both student demonstrations of learning and teacher prepared modules. Through the use and manipulation of data, this course explores how to use data produced from both formative and summative assessments to guide instruction and real time course correction, as well as close gaps of understanding among students.

Prerequisites: EDU 641 and EDU 646

648 Quantifying STEM Achievement II **2 hours**

This course is a continuation of EDU 647 Quantifying STEM Achievement I. This course will examine all aspects of assessment, formative and summative used to evaluate both student demonstrations of learning and teacher prepared modules. Through the use and manipulation of data, this course explores how to use data produced from both formative and summative assessments to guide instruction and real time course correction, as well as close gaps of understanding among students.

Prerequisite: EDU 647

649 STEM 21st Century Curriculum **3 hours**

This course explores the critical cultural strategy of schools. All schools have a distinctive culture that is reflective of the greater community it is housed within. Understanding and delineating cultural norms or habits within a school is important. Using habits to help define success and determine the important issues of the community is crucial to rigorous and relevant problem-based learning. Prerequisites: EDU 641 (Note: EDU 651 also recommended)

651 Education in a Culture of Change **3 hours**

This is a social reconstructivist course concerning the mutual cultural impact of schools and society. Students will pay particular attention to change in the school environment. Comparative recent history will focus on results of major educational changes leading to modern impacts as a result of current trends and issues. The course is directed at forecasting in a cultural sense.

653 Technology's Role in Education **3 hours**

This course offers integration of most current technological advances with appropriate instructional strategy. There is a special emphasis on technology as a support for students and an organizational tool for teachers in providing synchronous, asynchronous and blended learning techniques. It furthers the foundation for integrating technology into the classroom with instructional activities and tools. This course addresses the enhancement of instruction with technology using exploration and application, while still recognizing standards, ethics and issues affecting students. Technology allows for more experiential learning. Better understanding the role of technology in education improves the content of learning and the academic services to support digital learning. It offers insights and practical advice on how to meet the diverse needs of students in digital learning.

655 Public Policy Issues 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. Current issues are always a part of this course and include the up-to-date landscape of education and topics like Carnegie units, use of flex credit and dual credits.

657 Education Finance and Funding **3 hours**

This course is a review of the field of education finance and funding, from both the theoretical and practical perspectives. It provides an introduction to finance in education settings, including the economics and financing of education, government financing and funding, institutional resources and expenditures, strategic planning and resource allocations, institutional financial management, and ethics in education finance. Practical helps include grant protocols and once the grant funding process has finished, how sustainability is better achieved beyond the grant period. The course will cover a broad spectrum of varying content in education financial information and funding perspectives.

659 Classroom Management and Ethical Leadership in Education **3 hours**

This course examines both day-to-day classroom management and the bigger picture of providing ethical leadership in education. In the classroom, it will cover strategies for creating successful learning communities, planning, working with constituencies, establishing classroom rules, maintaining and responding to behavioral expectations, and motivating students. Educational leadership topics include classic organizational theory, traditional administrative and governance models, campus climate and culture, project management, collaboration in the community, leadership analysis, ethics' applications, educational advocacy, and other management principles. This coverage also yields some discussion of expanded career opportunities as teachers become more entrepreneurial and try to make a difference in their corner of the education world.

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. It provides the scientific research to support educational pedagogy.

665 Curriculum and Teaching Methods **3 hours**

This course is an intensive study of differentiated instruction and teaching methods for secondary schools, in connection with the latest valid 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. Field experience is required.

671 Student Teaching Seminar **1 hour**

Candidates will research the following topics: classroom climate, instructional pedagogy, assessment, resume writing and interviewing skills; and they will also complete their electronic portfolio during the seminar. Attendance is required in order to successfully complete the student teaching experience. Class dates will require candidates to be on campus before the beginning of each semester.
Prerequisite: Consent of Dean of Graduate Studies.

673 Educational Administration: General, Elementary, Secondary **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 structures, 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 in assessment and evaluation add to this exhaustive study of educational administration.

675 Education Law for Administrators **3 hours**

This course is an intensive study of associated school law in the state of South Dakota and federal legal procedure and protocol. It includes the study of school organization and employee-related case study for preschool through grade 12.

677 Instructional Supervision and Community Involvement **3 hours**

The role of the administrator in instructional supervision continues to change and evolve in new millennial education. This course fully explores current research in providing effective instructional supervision and teacher evaluation. This course also 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.

681 Foundations of Education **3 hours**

This course covers the scope of education in American society; introduces students to the scope of post-secondary education in America and the world; considers the diverse array of people that make up today's student body and faculty; looks at the modes by which the activities of the faculty and students are carried out; and explores the support system that slows the faculty and student affairs personnel to conduct their work.

683 Assessment, Planning and Evaluation **3 hours**

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

685 Teaching and Learning **3 hours**

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

687 Legal and Ethical Issues in Education **3 hours**

This course seeks to provide an overview of the legal and ethical principles which guide the administration of post-secondary education. Students will be introduced to historical and contemporary legal and ethical issues which help guide decisions made by those working in various settings within education. Topics will include, but not be limited to: academic freedom, due process, liability, Title IX, human resource law and access.

688 Literacy and Pedagogy **3 hours**

This course includes a review of content-specific literature and diagnostic and prescriptive methods of instructing comprehension and retentive behaviors for secondary students. This covers investigating, developing and applying strategies using a variety of scientifically researched reading, listening and speaking methods to meet literacy needs of students. It includes an in-depth study or pragmatic pedagogy for improved reading ability. Field experience is required.

690 Research Methodologies **3 hours**

This course will give graduate education students an improved and applied knowledge of research methods. They will develop skills in evaluating statistical data, learning procedures for completion of a thesis and developing an understanding of the essential elements of experimental and nonexperimental research studies.

694 K-12 Student Teaching **5 hours**

Candidates are assigned to a school district and supervised by a certified teacher at the elementary level (K-8) and at a secondary level (7-12) for 70 days (14 full weeks). The student teaching will be divided in half at each level. During this period students will fulfill obligations and responsibilities similar to those of the cooperating teacher. Candidates also meet during the semester for seminar requirements.
Prerequisite: Completion of all coursework required for graduation, 2.7 GPA, admission from the education department, submission of passing PRAXIS II scores
Corequisite: EDU 671

695 STEM Practicum Development **2-6 hours**

The practicum places participants in a real-world classroom environment where they are expected to develop and implement trans-disciplinary problem based learning modules complete with rubrics, short cycle assessments, demonstrations of learning to authentic audiences, and the analysis of data produced from the assessments.
Prerequisite: EDU 641

696 Student Teaching 7-12 **5 hours**

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

697 Administrative Internship – Elementary **3 hours**

Candidates will intern with a school administrator in a K-6, K-5 or 6-8 setting with appropriate evaluation and university supervision.

698 Administrative Internship – Secondary **3 hours**

Candidates will intern with a school administrator in a 6-8, 7-12 or 9-12 setting with appropriate evaluation and university supervision.

699 Special Topics in Education **1-3 hours**

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

Course Descriptions

Special Education (SPD)

SPD 601 The All-Inclusive Classroom **3 hours**

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

Master of Business Administration – Strategic Leadership

Overview and Objectives

The Master of Business Administration (M.B.A.) in Strategic Leadership is a professional degree comprised of 36 semester hours. The entrepreneurial and strategic leadership focus of the M.B.A. program is enhanced by an active and applied Christian worldview which includes servant leadership and ethical business decisions. Students will anticipate issues in a changing business environment. Graduates will possess the skills to move organizations forward and make profound differences in the industry. The M.B.A. program is designed for students with a bachelor's degree in any major.

Foundational Course Understanding
To ensure our M.B.A. students' success, each prospective student is expected to enter the program with an understanding in foundational course content. Students who have earned an undergraduate degree should have microeconomics, statistics, principles of financial accounting, and principles of managerial accounting with a grade of C- or better. For students who have some but not all of the foundational courses and for students who do not have an undergraduate degree in business, DWU offers as prerequisites to specific courses the following throughout the year to assist students in preparing for the M.B.A. program; BUS 501 Accounting for Decision Making and BUS 510 Statistical Analysis in Economics.

These courses are also recommended for students who may feel the need to refresh or update their knowledge in foundational course content. The courses are offered online and in eight week blocks. Completion of these courses provides the grounding in basic business disciplines that are most often associated with certain quantitative skills.

Admission Requirements for the M.B.A. Program
Prospective M.B.A. students are required to have a cumulative grade point average (GPA) of 2.75 or higher in their undergraduate program.

If applicants do not meet admission requirements, they will need to contact admissions to provide additional documentation. Students needing to complete prerequisite courses will be provisionally accepted.

Application Procedure for the M.B.A.
Students will be considered for graduate admission when they present:

1. A completed graduate application with the application fee. The fee is nonrefundable.

2. An official transcript from your bachelor awarding institution.

3. A current resume.

4. A personal statement of 300 to 500 words answering the following questions: Why do I want to pursue an M.B.A. from Dakota Wesleyan University? How can I expect to integrate good business ethics into my career?

Deadlines for Application of the M.B.A.
Applications will be taken at any time; however, consideration will be given on a first-come, first-served basis.

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

Graduation Requirements
To receive the M.B.A. from Dakota Wesleyan University, students must meet the minimum graduate requirements set by the university along with specific requirements established by the degree program. This is based on the degree requirements in effect at the time of first enrollment as a degree-seeking student. Students may elect to update to

complete requirements of the current catalog as well. It is the student's responsibility to know and comply with the regulations and requirements contained in this Catalog. Graduate academic advisers are helpful in preparing degree plans and assisting in degree progress, but the primary responsibility remains with the student. The graduation requirements are:

1. Successful completion of required hours for the M.B.A. program with a minimum overall GPA of B (3.0), computed on all graduate work taken at DWU, or accepted for transfer credit. No transfer credit with a grade less than B will be accepted and no grade of less than C on DWU courses will be accepted as credit for the M.B.A. program. Courses may be repeated once if a grade of C- or less was received.
2. Completion of all degree requirements, which were in effect at the time of the student's initial entrance into the M.B.A. program or are currently in effect, within a period of seven years.
3. Approval by the graduate faculty for graduation as certified by the DWU Registrar and the dean of graduate studies.
4. The filing of all necessary forms including the Application for Graduation.
5. Completion of the M.B.A. program's comprehensive exam, administered in BUS 695 Strategic Business Development or at conclusion of the student's final course offering. This includes the completion of any assessment documentation that may be required to be a part of an individual student's portfolio of key M.B.A. project assignments.

M.B.A Degree Curriculum

BUS 601	Foundations of Strategic Leadership	3
BUS 610	Marketing Strategy	3
BUS 615	Strategic Operations Management	3
BUS 620	Managerial Economics*	3
BUS 630	Leadership and Corporate Accountability*	3
BUS 645	Managing Workplace Environments	3
BUS 650	Financial Analysis	3
BUS 660	Regulatory and Reporting Environments	3
BUS 670	Managerial Analysis*	3
BUS 680	Risk Management	3
BUS 690	Business Enterprise	3
BUS 695	Strategic Business Development	3
Total		36

*Prerequisite required

Course Descriptions (BUS)

501 Accounting for Decision Making **3 credits**

This course will provide students with the methods used to construct and understand the financial reports of organizations. The objective is to understand and develop the ability to evaluate and use accounting data and then understand the decisions that must be made in the financial reporting process. Emphasis is placed on understanding the breadth of accounting measurement practices and its impact on other areas within an organization and on being able to make the adjustments necessary for careful analysis. The course highlights the relationships between accounting information and management planning, and decision making and control.
Prerequisite: Undergraduate degree and permission of instructor

510 Statistical Analysis in Economics **3 credits**

Statistical Analysis in Economics is a course designed for students who lack appropriate analytical and mathematical/statistical skills needed for an M.B.A. program. This course will provide the foundations for the topics in economics (micro and macro) in addition to the related research and statistical methods and techniques designed primarily for graduate work.
Prerequisite: Undergraduate degree and permission of instructor

601 Foundations of Strategic Leadership **3 credits**
This course covers leadership theory, leadership practices and the team dynamics associated with leadership. Students need to understand various leadership theories and debate their validity. They will analyze and critique current leadership practices and assess what they exemplify. The team dynamics portion includes evaluating conflict, composition and diversity. Developing the related skill sets to effectively lead will complete the study.

610 Marketing Strategy **3 credits**
This study begins with evaluating strategic marketing, assessing its managerial approach and building analytical skills to help solve marketing problems locally and in larger contexts. Brand management coverage will expose students to the current concepts of branding, creating customer-based brand equity and measuring brand performance. The last component of this study evaluates the importance and necessity of market research. This includes the analysis of execution, interpretation and presentation of market research.

615 Strategic Operations Management **3 credits**
An evaluation of employee and job performance starts the understanding of concepts impacting employee behavior and job performance. Current practices include attitudes, motivation, stress, employee behavior and evaluation. Recruitment and retention dominate an organization's ability to retain people who allow current operations to be successful. Scarce resource management is also a critical component to successful operational management.

620 Managerial Economics **3 credits**
This study of managerial economics provides students with microeconomic theories applied to managerial business decision making. Topics include supply and demand analysis, consumer demand theory and forecasting. This study bridges economic theory and economics in practice. It extends to production and cost analysis, market structure, risk analysis and regulatory theory. The course finishes with elements of game theory where analysis of competitive behavior includes bargaining, conflict and negotiation. It emphasizes the identification and analysis of strategic situations frequently occurring in bargaining situations and contributes to better problem solving.
Prerequisite: BUS 510 or equivalent

630 Leadership and Corporate Accountability **3 credits**
An analysis of financial accounting provides the foundations underlying corporate financial statements. This portion of the course will provide students with the ability to read and understand the financial statements, along with developing skills to analyze and interpret financial information. Topics will include developing tools for analyzing profitability, liquidity, leverage, activity and risk through the application of financial ratios. The connection of generally accepted accounting principles is then made to management reporting. Additionally, the use of managerial accounting tools will help students understand how to better contribute to managerial decision making, planning, and controlling processes of management. Emphasis is placed on the quality use, and reliability of accounting data for decision making.
Prerequisite: BUS 501 or equivalent

645 Managing Workplace Environments **3 credits**
Business networking is a vital and important activity in today's business world. This course will begin with the study and analysis of current networking techniques by which groups of like-minded business people recognize, create or act upon business opportunities. Sales and the use of client relationship management (CRM) technology is a widely-implemented strategy for managing a company's interactions with customers, clients and sales prospects. Students will be exposed to current sales practices and techniques used to organize, automate and synchronize business processes—principally sales activities, marketing and customer service. The course will also cover negotiation and the bargaining for scarce resources in today's highly competitive marketplace. Students will learn the art and science of negotiation as well as analyzing and reviewing the conduct and outcome of actual negotiations.

650 Financial Analysis **3 credits**

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

660 Regulatory and Reporting Environments **3 credits**

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

670 Managerial Analysis **3 credits**

This course develops the quantitative methods and skills required to support management practice and decision making. Topics include statistical hypothesis testing, confidence intervals, regression analysis, time series data, decision analysis and payoff tables.
Prerequisite: BUS 510 or equivalent

680 Risk Management **3 credits**

Risk management in business includes the command of doing good financing and budgeting. Students will come to understand and then evaluate both the positive and negative effects of using financial and operational leverage in order to improve their decision-making and budgeting skills. This will improve performance, reduce costs and increase profitability. Understanding how to use existing tax law adds to a student's ability to innovate strategies and techniques to minimize or defer tax liabilities. The final component of this course on general business risk management covers project management where students must learn how to use proper techniques to effectively accomplish organizational goals in managing such projects. Areas of emphasis include organizational project planning, budgeting, cost estimation, resource allocation, and the controlling, auditing and successful execution of a project.

690 Business Enterprise **3 credits**

In this course, students will study the characteristics of various types of insurance and their use in managing both personal and organizational risk. The course will also study the nature of real estate transactions and the principals of real estate management. Another component of the study of a business enterprise includes how agency and principle theory apply to employers and employees and the legal principles relating to various liability aspects of human resource management. Students will learn to evaluate how to create appropriate agency situations and how to avoid inappropriate or unintended situations. Finally, the course will present technical and practical orientation to employee benefits and payroll, using case examples within the context of current human resource law.

695 Strategic Business Development **3 credits**

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

Administrative Officers, Faculty and Staff

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

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

Essig, Lori J. Vice President for University Relations, 1999-
B.S., 1984, St. Cloud State University.

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

Von Eye, Rochelle K. Provost; Professor 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.

Deans

Catalano, Michael T. Dean of the Donna Starr Christen College of Healthcare, Fitness and Science, Professor of Mathematics, 1992-
B.A., 1984, St. Olaf College; M.S., 1988, and Ph.D., 1992, University of Minnesota.

Driedger, Derek J. Dean of the College of Adult and Professional Studies, 2007-
B.A., 1999, and M.A., 2001, University of North Dakota; Ph.D., 2007, University of Nebraska.

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

Program Directors

Bohrer, Monty F. Associate Professor and Director of Business Graduate Program
B.A., 1988, Concordia College; M.B.A, 1999, University of Sioux Falls; D.B.A., 2007, Anderson University.

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

Faculty

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

Digmann, Ashley M. Education Department Chair and Instructor of Mathematics**,** 2013 –
B.A., 2006, Dakota Wesleyan University; M.A., 2011, Chadron State College.

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

Johnson, Donna M. Assistant Professor of Special and Elementary Education, 2010-
B.A. 1975, Southwest Minnesota State University; M.S., 1984, Minnesota State University Mankato; Ed.D. 2008, University of South Dakota

Mitchell, David B. Professor 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.

Morrison, Katherine Assistant Professor of Finance, 2014-
B.S., 2002 and M.S., 2004, South Dakota State University; Ph.D., 2009, Iowa State University.

Staff

Alexander, Mary L. Financial Aid Counselor, 2011-

Knoell, Karen A. Registrar, 2006-

Lazenby, Carol B. Controller, 2009-

Ludens, Tina N. Associate Registrar/Digital Learning Student Support Specialist, 2005-

Turner, Amber Online Admissions Counselor, 2013-

Thomas, Fredel V. Dean of Admissions, 2012-

Weiss, Carol A. Accounts Receivable Accountant, 1987-

Revised, 4/30/15