

2010-2011 Catalog

DAKOTA WESLEYAN UNIVERSITY

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

The Dakota Wesleyan University Student Catalog for 2010-11 has been designed to provide a wide range of information about Dakota Wesleyan University and its various programs. Glance through the table of contents to discover what information is available through the catalog, such as a brief essay about the history of DWU, information about financial assistance, descriptions of campus life opportunities, and of course, details about the academic programs and courses offered at DWU. If you cannot find what you are looking for in the catalog, visit our website at www.dwu.edu, or refer to the telephone directory at the end of the catalog and give us a call.

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

Changes

The content of this catalog is provided for the information of the student. It is accurate at the time of printing, but is subject to change when deemed appropriate. Any such changes may be implemented without prior notice and without obligation and, unless specified otherwise, are effective when made. The online catalog is the official version. Visit www.dwu.edu/catalog for up-to-date information.

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.

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University Calendar

FALL 2010

Business Office Finalization	Friday, Monday, and Tuesday, Aug. 20, 23 and 24
New Student Orientation	Saturday-Sunday, Aug. 21-22
Classes Begin at 8 a.m.	Monday, Aug. 23
Opening Convocation	Thursday, Aug. 26
Last Day for Unrestricted Add/Drop	Friday Aug. 27
Last Day for Restricted Add/Drop	Friday, Sept. 3
No Classes, Offices Closed, Labor Day	Monday, Sept. 6
All College Church	Sunday, Sept. 19
Summer Incomplete Grades Due	Friday, Sept. 24
Last Day for CR/NC	Friday, Oct. 1
Homecoming	Saturday, Oct. 2
No Classes, Offices Closed, Fall Break	Monday, Oct.11
Midterm Grades Due	Friday, Oct. 15
Registration for Spring Semester Begins	Monday, Nov. 1
Last Day for Withdraw	Friday, Nov. 19
Thanksgiving Break Begins at 10 p.m.	Tuesday, Nov. 23
Academic Holiday	Wednesday-Friday, Nov. 24-26
Offices Closed	Thursday-Friday, Nov. 25-26
Classes Resume at 8 a.m.	Monday, Nov. 29
May, June and August Graduation Applications Due	Tuesday, Nov. 30
Evening Finals	Monday-Friday, Dec. 6-10
Day Classes Finals	Monday-Wednesday, Dec. 13-15
Grades Due	Friday, Dec. 17

SPRING 2011

Business Office Finalization	Monday and Tuesday, Jan. 3 and 4
Classes Begin at 8 a.m.	Tuesday, Jan. 4
Last Day for Unrestricted Add/Drop	Monday, Jan. 10
No Classes, Martin Luther King Jr. Day	Monday, Jan. 17
Last Day for Restricted Add/Drop	Tuesday, Jan. 18
Fall Incomplete Grades Due	Friday, Jan 28
Last Day for CR/NC	Friday, Feb. 11
Midterm Grades Due	Tuesday, March 1
Spring Break Begins at 10 p.m.	Friday, March 4
Classes Resume at 8 a.m.	Monday, March 14
Registration for Summer and Fall Semesters Begins	Monday, March 21
December Graduation Applications Due	Thursday, March 31
Last Day for Withdraw	Friday, April 1
Honors Sunday	Sunday, April 17
Evening Final Exams	Tuesday-Monday, April 19-25
No Classes, Offices Closed, Good Friday	Friday, April 22
Classes Resume at 8 a.m.	Monday, April 25
Reading Day, No Classes	Tuesday, April 26
Day Final Exams	Wednesday-Friday, April 27-29
Baccalaureate and Commencement	Saturday, April 30
Grades Due	Tuesday, May 3

SUMMER 2011

May Nursing Clinical	Monday, May 2
May Term	May 5 – June 2
Summer Session I	June 6 – July 1
Spring Incomplete Grades Due	Tuesday, June 14
Summer Session II	July 5 – August 1

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

2011-2012 Academic Calendar

FALL 2011

Business Office Finalization	Friday, Monday, and Tuesday, Aug. 19, 22 and 23
New Student Orientation	Saturday-Sunday, Aug. 20-21
Classes Begin at 8 a.m.	Monday, Aug. 22
Opening Convocation	Thursday, Aug. 25
Last Day for Unrestricted Add/Drop	Friday, Aug. 26
Last Day for Restricted Add/Drop	Friday, Sept. 2
No Classes, Offices Closed, Labor Day	Monday, Sept. 5
Summer Incomplete Grades Due	Friday, Sept. 16
All College Church	Sunday, Sept. 18
Last Day for CR/NC	Friday, Sept. 30
Homecoming	TBA
No Classes, Offices Closed, Fall Break	Monday, Oct. 10
Midterm Grades Due	Friday, Oct. 14
Registration for Spring Semester Begins	Monday, Nov.
Last Day for Withdraw	Friday, Nov. 18
Thanksgiving Break Begins at 10 p.m.	Tuesday, Nov. 22
Academic Holiday	Wednesday-Friday, Nov. 23-25
Offices Closed	Thursday-Friday, Nov. 24-25
Classes Resume at 8 a.m.	Monday, Nov. 28
May, June and August Graduation Applications Due	Wednesday, Nov. 30
Evening Finals	Monday-Friday, Dec. 5-9
Day Classes Finals	Monday-Wednesday, Dec. 12-14
Grades Due	Friday, Dec. 16

SPRING 2012

Business Office Finalization	Monday and Tuesday, Jan. 9 and 10
Classes Begin at 8 a.m.	Monday, Jan. 9
Last Day for Unrestricted Add/Drop	Friday, Jan. 13
No Classes, Martin Luther King Jr. Day	Monday, Jan. 16
Last Day for Restricted Add/Drop	Monday, Jan. 23
Fall Incomplete Grades Due	Friday, Jan. 27
Last Day for CR/NC	Friday, Feb. 17
Midterm Grades Due	Friday, March 9
Spring Break Begins at 10 p.m.	Friday, March 9
Classes Resume at 8 a.m.	Monday, March 19
Registration for Summer and Fall Semesters Begins	Monday, March 26
December Graduation Applications Due	Friday, March 30
No Classes, Offices Closed, Good Friday	Friday, April 6
Classes Resume at 8 a.m.	Monday, April 9
Last Day for Withdraw	Monday, April 9
Evening Final Exams	Monday-Friday, April 23-37
Honors Sunday	Sunday, April 29
Reading Day, No Classes	Tuesday, May 1
Day Final Exams	Wednesday-Friday, May 2-4
Baccalaureate and Commencement	Saturday, May 5
Grades Due	Tuesday, May 8

SUMMER 2012

May Nursing Clinical	Monday, May 7
May Term	May 7 - June 4
Summer Session I	June 6 - July 3
Spring Incomplete Grades Due	Tuesday, June 19
Summer Session II	July 9 - August 3

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

General Information

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 cocurricular 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. In recognition of diverse cultures and traditions in a changing prairie environment, Wesleyan has undertaken a unique and substantial commitment to special programs focusing on American Indian culture. Additionally, the university has developed programs to assist students whose previous educational experiences have inadequately prepared them for the demands of a rapidly changing region and future. 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, 125 years later, DWU is still committed to transforming the lives of students.

With about 750 students, Dakota Wesleyan University has a reputation for caring and concern toward its students. The student-to-faculty ratio (13:1) allows our faculty to get to know each student on a personal basis, providing mentorship, guidance and professional collaboration as essential parts of the education process. Students come from the Midwest and other locations around the United States. DWU has also welcomed many international students, most recently from Ireland, Venezuela, Canada, United Kingdom and Nepal.

An essential aspect of a Dakota Wesleyan education is service. Students, faculty and staff are encouraged to participate in service projects in the community and around the state. Past projects have included serving meals at the Love Feast, an organization that provides free meals to less fortunate members of the community; building furniture for a Bosnian refugee family; working on a home for Habitat for Humanity; and collecting school supplies and books for needy children. Groups have participated in mission trips both in the United States and other countries, including mission trips to Tanzania in 2007, 2008 and 2010, and Peru in 2009.

DWU's rich tradition of service enters 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 – 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 cocurricular 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, Bachelor of Arts, Bachelor of Fine Arts and Associate of Arts. 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 500, Atlanta, GA 30326)
- United Methodist University Senate
- Commission on Accreditation of Athletic Training Education (CAATE)

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.

Admission

Dakota Wesleyan University seeks students who seem best able to profit from the educational experience it provides. Applicants for admission are considered based on the criteria listed under "Admission Policies." No applicant shall be barred from 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. Students can be denied admission into athletic training, education and nursing, but may be eligible for admission into other majors.

Application Procedure

Students will be considered for admission when they present:

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

Students may apply online at www.dwu.edu.

Admission Policies

Freshmen

The university welcomes applications from graduates of any accredited high school or the equivalent. Graduates who have a 2.0 or higher GPA, have a minimum score of 18 on the ACT or 860 on the SAT, and have given evidence of good moral character and future promise are generally eligible for admission. Those who do not meet the above requirements will be given individual consideration.

Transfer Students

Official transcripts for all previous college, university, professional school, vocational and technical school work must be submitted by candidates wishing to transfer to Dakota Wesleyan. A high school transcript may be needed. Official transcripts bearing the original seal and signature must be sent directly from the originating institution to the admissions office at DWU. All credit-bearing coursework from previous institutions that is accepted at Dakota Wesleyan University for transfer credit will be entered on the DWU records at the same grade and point value (or equivalent as determined at the discretion of DWU) as at previous institution(s). Transfer students must meet all requirements for good standing as stated in "Academic Regulations." For students who 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. Readmission may be approved if the student has no bill in the business office, is current on any federal loans, and was not dismissed for social or academic reasons.

Special Students

Students not working toward a degree who do not exceed six credit hours per semester are classified as special students. Special students are to register for classes at the registrar's office and do not need to go through the admission process.

Nontraditional Students

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

High School Students

High school students, typically current juniors or seniors, may enroll before graduation in freshman level courses. The courses may apply toward a degree once they have graduated from high school. Students should work with their high school counselors when selecting a course.

Online classes are also offered to high school students who have a cumulative grade point average of 3.0 or better, and have recommendation from a high school principal or school counselor. An official high school transcript is required for students enrolling in online courses.

A completed "special student" registration form is needed to register. Classes are taught by DWU faculty and are transferable. Students should note that each institution of higher education applies its own credit evaluation policies in determining acceptability and applicability of courses.

Blue and White Club

Citizens age 62 and older will be allowed to audit, without tuition payment, college classes on a space available basis. Members will be responsible for course fees when applicable. Members register for classes at the registrar's office and do not need to go through the admission process.

Students with a Completed Bachelor's Degree

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

Students with a Completed Bachelor's Degree in Education and Seeking S.D. Renewal or S.D. Certification

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

Students with a Completed Bachelor's Degree in Education and Seeking a Specific Education Endorsement

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

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

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

Students with a Completed Bachelor's Degree and Seeking a Master of Arts in Education

Students with a bachelor's degree who return to complete the courses necessary for a Master of Arts in Education must complete and send an application, application fee and official transcript to the office of admissions.

Continuing Education

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

International Students (undergraduate and graduate)

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

Undergraduate admission requirements include:

1. a \$25 nonrefundable application fee;
2. official academic records, all secondary and postsecondary education, with certified English translation from AACRAO or ECE evaluation agencies
3. English proficiency for students from countries where English is not the native language, verified by the Test of English as a Foreign Language (TOEFL) examination. TOEFL scores of at least 500 (paper based) or 200 (computer based) or 71 (Internet based), 18 ACT or 860 SAT; and
4. proof of financial responsibility and fulfillment of health requirements.

Graduate admission requirements include:

1. a \$50 nonrefundable application fee;
2. official academic records, all postsecondary education, with certified English translation;

3. English proficiency for students from countries where English is not the native language, verified by the Test of English as a Foreign Language (TOEFL) examination. TOEFL scores of at least 500 (paper based) or 200 (computer based) or better are required;
4. proof of financial responsibility and fulfillment of health requirements; and
5. additional requirements are necessary for graduate students. For more information see "Master of Arts – Education" in the "Courses and Curriculum" section.

Be aware that federal financial aid 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 aid.

F-1 status international students who apply and are accepted to an undergraduate program at the university may be considered for a DWU Global Scholarship from \$2,000 to \$10,000 annually. The scholarship is renewable for a maximum of eight semesters with continuous full-time enrollment and satisfactory academic progress.

For complete details regarding international admissions, visit www.dwu.edu/admissions/international.htm.

Nursing Program

Prospective nursing/pre-nursing students must meet certain standards to be admitted into the nursing/pre-nursing program. These standards are not the same standards used for admission into Dakota Wesleyan University. Students can be denied admission into nursing, but may be eligible for admission into other majors.

Associate of Arts in Nursing Admission Requirements (Mitchell and Huron)

Students who wish to be considered for the nursing or pre-nursing program must provide documentation of the following requirements:

1. ACT composite score of 18 or above;
2. reading placement of 11 or above, or an 18 or above in the reading portion of the ACT; and
3. high school or college cumulative grade point average of 2.5 or above. Transfer students must provide documentation of earning a minimum grade of C in English composition and C- in other prerequisite courses at an accredited college or university. Science courses must be completed in the past 10 years. No support course can be repeated more than one time.

First priority for admission to the AA nursing program is given to applicants meeting all admission requirements by Feb. 1. Qualified applicants will be admitted on a space available basis after Feb. 1. If there is not an available opening for the AA Nursing Program, students who have met admission requirements and been accepted will be put on a waiting list and be notified by admissions if an opening becomes available.

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

LPN-RN Admission Requirements (Sioux Falls)

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

1. Licensed Practical Nursing diploma from an accredited higher education institution;
2. copy of current licensure as an LPN in South Dakota; one year of work experience as an LPN is recommended before beginning the LPN-RN curriculum;
3. cumulative grade point average of 2.5 or above in college, university, vocational and technical school coursework. No support course can be repeated more than one time. Send an official copy of all college transcripts. If coursework is still in progress, attach a current transcript that documents all of the courses in progress from that institution;
4. ACT composite score of 18 or above; or Nurse Entrance Test (NET) composite score of 65 percent or above;
5. an 18 or above in the reading portion of the ACT; or a 60 percent or above composite reading score of the Nurse Entrance Test (NET). If one of these two are not met, a reading placement of 11 or above;
6. employer verification of employment as LPN for minimum of six months. Those students who are practicing LPNs at the time of application review will receive higher priority for acceptance.

7. nursing supervisor/manager letter of reference including, nursing skill and care competencies, working relationships with healthcare team members, communication skills, professional conduct, appearance, and attendance; and
8. prerequisite courses are required to be completed or successfully challenged.

First priority for admission to the LPN-RN Nursing Program is given to applicants meeting all admission requirements by Oct. 1. Qualified applicants will be admitted on a space available basis after Oct. 1. If there is not an available opening for the LPN-RN Nursing Program, students who have met admission requirements and been accepted will be put on a waiting list and be notified by admissions if an opening becomes available.

An admission appeal process exists for students who do not meet the above requirements but have extenuating circumstances. Address written requests of appeal to the Nursing Admission Committee and mail to Dakota Wesleyan University, Attn: Admissions, 1200 W. University Ave., Mitchell, SD 57301.

RN-BAN Admission Requirements

Applicants must provide documentation for the following requirements before the Nursing Admission Committee will review the application:

1. Current RN licensure from the state of residence.
2. All requirements for admission to DWU.
3. An associate degree or diploma from an accredited higher education institution.
4. A cumulative GPA of 2.5 for previous college work
5. Application for admission to DWU RN-BAN Completion Program.

Admission into the RN-BAN Completion Program is competitive. Course size for all online nursing courses is limited to 20 students to enhance student/teacher interaction. The Nursing Admission Committee selects applicants deemed best qualified to succeed in the RN-BAN Completion Program. Initial consideration of applications for fall semester admission to the RN-BAN Completion Program will begin on Feb. 1. Application materials received after Feb. 1 will be considered on a space available basis.

Application deadline for the RN-BAN Completion Program is April 1. After the deadline, students will be considered on a space available basis.

An admission appeal process exists for students who do not meet the above requirements, but have extenuating circumstances. Address written requests for exceptions to this admission requirements policy to the Nursing Admission Committee in the enrollment services office.

Master of Arts - Education

The Masters of Arts - Education program has four concentrations:

1. Curriculum and Instruction
2. Pre K-12 Principal Certification and Degree
3. Secondary Certification and Degree
4. Educational Policy and Administration

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

- Aug. 1 Fall admittance
- Dec. 1 Spring admittance
- April 1 Summer admittance (May term included)

Graduate students will be classified in three distinct groups:

1. Candidates (full admission);
2. Provisional candidates (with plan for full admission); and
3. Special students (maximum of six graduate hours).

Candidate status will be evaluated by Graduate Studies Committee and Program Committee using the following criteria:

1. Attainment of baccalaureate or equivalent degree;
2. Previous scholarship (based upon transcripts, 2.7 minimum GPA);
3. Completion of graduate application packet;

4. Review and acceptance by Graduate Studies Committee and Program Committee; and
5. Completion of elementary statistics course with minimum grade of 2.7 or B-.

Graduate Student Application Procedure

1. **Complete Application Form** - Apply online or through contact with the admissions office.
2. **Graduate Application Fee** - The application fee is \$50. The fee is nonrefundable.
3. **Statement of Purpose and Philosophy** - Compose an essay that addresses the following questions: Why are you pursuing this degree? How does this match your career goals? What attracted you to this particular program?
4. **Official Transcripts** - Full acceptance requires receipt of official transcripts from all previous college work, undergraduate and graduate.
5. **Resume** - Submit a current resume
6. **References** - Three letters of recommendation.
7. **Program Acceptance** - Your application will be forwarded to the Graduate Studies Committee and Program Committee for review and acceptance in the graduate program.

All programs require an elementary statistics course, with a minimum grade of 2.7 or B-, before completing nine hours of graduate coursework.

The Secondary Certification and Degree program requires the applicant to pass the state certification content specific Praxis II test before full acceptance can be granted.

All students born after 1956 must provide documentation of two MMR vaccines and, if the student is carrying six or more credit hours, proof of major medical insurance.

Certain programs may require additional admittance criteria (GRE, GMAT or appropriate test scores). See program for additional admittance requirements.

Mail your application, application fee, transcripts, resume, references, and statement of purpose and philosophy to:

Coordinator of Graduate Admissions
Dakota Wesleyan University
1200 W. University Ave.
Mitchell, SD 57301

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.

Educational Expenses

Cost of Education Charge

This comprehensive charge includes tuition, lab fees, course fees, general fees, student association fees, matriculation and parking. Items not included in the cost of education charge include board, room, books and educational supplies, fines, applied music lessons, student insurance, nursing course fees, athletic training fee and a graduation fee.

Residential Living Charge

All students who are required to live in the residence halls will be assessed the appropriate residential living charge, which includes the meal plan of their choice and room costs as determined by double or single room occupancy. Students who are not required to live in the residence halls, but opt to do so, will have the choice of a double or single room and meal plans. The telephone hook-up fee is included in the residential living charge, but students must provide their own phones and pay personal phone bills directly to the telephone company. Internet and cable are also included. A refundable damage deposit is required from all students living in the residence halls.

Other Expenses

Students will need additional funds for books, supplies and personal expenses. Students enrolled in certain programs may also have to pay for uniforms, professional liability insurance, travel, art supplies or other miscellaneous items. For the average student these costs may range from \$900 to \$1,200 each academic year. Students may charge books and educational supplies to their student account after financial arrangements have been made with the business office. They may charge these items at the campus bookstore with a validated identification card during the first month of classes.

Returned Check Policy

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

Nontraditional Credit Charges

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

Finalizing Registration

The academic year is divided into two regular semesters (fall and spring), and three summer sessions (May, June and July). Student registrations are not complete until the student finalizes each semester or session's registration at the business office. Finalizing involves paying or making acceptable arrangements to pay all costs incurred by the registration and meeting all other administrative requirements. A student must finalize with the business office at the beginning of each semester or session. The business office and financial aid office are available to help students secure various grants, loans and scholarships to help meet university expenses. In order to obtain such financial assistance, applications for any of these programs should be made a minimum of 60 calendar days before the beginning of the semester or session with no interest accruing during the payment of the account. A late fee will be charged to students who do not finalize by the second day of classes.

Terms of Payment

When students finalize their registration, the process may include signing promissory notes, endorsing financial 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, for a fee. Automated Clearing House

(ACH) is also available for automated payments before and during a given semester. Contact the business office at **(605) 995-2693** for more details on payment options.

Payment in Full Policy

The receipt or transmission of academic transcripts, the granting of degrees and participation in Commencement exercises are contingent upon the full payment of all financial commitments due to the university.

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 requirements and processes for receiving need or merit-based scholarships and grants.

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

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

Other Information

Identification Card

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

Drop and Withdrawal

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

Refund Policy for Withdrawals from All Courses

Students who withdraw from all courses during the semester should initiate the withdrawal process at the registrar's office, where an appropriate form for honorable dismissal is issued and an exit interview held. In order for the withdrawal to be official, the form must be completed, approved by the business office and financial aid office, and returned to the registrar's office. Failure to withdraw officially results in grades of F being issued and no refunds being made.

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

Institutional Refund Policy

First-time Student Refund

Dakota Wesleyan University has established a pro rata refund policy for students who are attending DWU for the first time, regardless of their grade level. Only students who withdraw after the 60 percent point in time are exempt from the policy. The refund will not be less than the portion of institutional charges assessed equal to the attendance (rounded down to the nearest 10 percent); minus the unpaid student charges and a reasonable administrative fee (the lesser of 5 percent of the institutional charges or \$100). The remaining enrollment period is calculated as:

Number of weeks remaining as of the last day of attendance
Number of weeks of enrollment period for which the student has been charged

Refunds of cost of education charges, residential living charges and other fees (based on a 16- or 17-week semester) are calculated as:

First week	100 percent
Second and third week	90 percent
Fourth week	80 percent
Fifth and sixth week	70 percent
Seventh and eighth week	60 percent
Ninth week	50 percent
Tenth week	40 percent
After 10th week	None

Continuing Student Refund Policy

All Other Student Refunds

Refunds of cost of education charges, residential living charges and other fees are calculated as shown below:

First week	100 percent
Second to fourth week	90 percent
Fifth to eighth week	50 percent
Ninth to 10th week	25 percent
After 10th week	None

Summer Session Refund

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

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

If a student is a first-time student during the summer, Dakota Wesleyan University will calculate the refund according to the first-time student refund policy listed previously.

Return of Title IV Funds

Students who have withdrawn from Dakota Wesleyan University who are receiving Title IV and non-Title IV Financial Aid funds for payment of their institutional charges are 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 student withdrawal date is determined using one of the following: 1) initiation of the institutional withdrawal procedure; or 2) the date the institution determines the student withdrew (i.e., last date of attendance).

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]). Students who withdraw after completing 60 percent of the enrollment period will be considered to have earned 100 percent of their Title IV aid. A period of enrollment is the academic period established by the school for which institutional charges are generally assessed, excluding breaks of five days or more. Title IV Financial Aid that a student has earned can be applied toward institutional charges.

Institutional Refund Calculations

All institutional grants, scholarships, and activity and athletic awards will be prorated upon withdrawal in direct proportion to the percentage charged as outlined in the refund policy. Check with the financial aid office and business office.

Financial Aid Office

Financial Assistance Programs

The following sections describe the various financial assistance programs available at Dakota Wesleyan University. These descriptions are summaries and do not contain all of the rules and regulations that apply. In addition, all of the aid described below is distributed based upon financial need. For more information, contact the financial aid office at **(605) 995-2656** or go online to **www.dwu.edu/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, refer to the current issue of the Student Guide for Financial Aid from the U.S. Department of Education. You can find the Student Guide for Financial Aid at **www.studentaid.ed.gov** or request a copy from the financial aid office.

Institutional Grants, Scholarships and the Work Program for Full-time Students

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

To be considered for scholarships at DWU based on academic performance and/or talent requires a completed application for admission. Academic and talent scholarships are awarded only after an offer of admission has been made. DWU also provides numerous academic, merit-based, and need-based awards to qualified students. In order to maintain the DWU scholarship(s) a student must be enrolled full time; meet the minimum GPA requirement; and depending on the scholarship amount, students may be required to live on campus.

For a complete list of the scholarship programs that are currently available, visit **www.dwu.edu/financialaid** or contact the admissions office at **605-995-2650**.

Other DWU Aid

DWU Global Grant

F-1 status undergraduate international students who apply and are accepted to a B.A. or A.A. program at the university may be considered for a DWU Global Grant that may range from \$2,000-\$10,000 annually. The grant is renewable for a maximum of eight semesters with continuous full-time enrollment, satisfactory academic progress and active participation in the DWU Multicultural Committee.

Tuition Remission and Tuition Exchange Programs

The tuition remission and tuition exchange programs provide employees and their spouses and children an opportunity to receive a college education at a substantially reduced cost. DWU is a member of the Council of Independent Colleges tuition exchange program. Contact DWU director of human resources for eligibility requirements and college membership lists.

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.

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 "Selecting 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 assistance they do not have to be paid back. They are awarded to students who have the level of need required by the federal government and are pursuing their first bachelor's degree.

Federal Supplemental Educational Opportunity Grant (FSEOG)

FSEOGs are also free assistance and do not have to be paid back. The federal government allocates monies to institutions to award FSEOG grants to exceptionally needy students. Priority must be given to Pell Grant recipients. Since the funds are limited, students must also meet the institution's early application FAFSA deadline of April 1 to be considered for the FSEOG.

Academic Competitiveness Grant (ACG)

Available to full-time first- and second-year undergraduate students. Students must be U.S. citizens, federal Pell Grant eligible and have completed a rigorous high school program of study. The financial aid office will review high school transcripts to verify that students have met the rigorous high school program of study defined by the federal government.

National Science and Mathematics Access to Retain Talent (SMART) Grant

Available to third- and fourth-year students. Students must be U.S. citizens, federal Pell Grant eligible, and majoring in computer science, engineering, technology, life science, mathematics, physical science or a designated critical foreign language. Students must also have at least a 3.0 cumulative GPA in order to qualify for the SMART grant.

TEACH Grant

Available to students who are at least a sophomore status with a minimum Accumulative GPA 3.25 and enrolled as an Education major in a high need field such as science, math or special education. Students must complete TEACH Grant counseling and the Agreement to Serve each year.

Employment – the Work-Study Program

Federal Work-Study Program (FWS)

Federal Work Study provides jobs for undergraduate students with financial need, allowing them to earn money to help pay educational expenses. Limited funding for FWS is provided through the federal government with additional contributions from Dakota Wesleyan University. Students must also meet the institution's early FAFSA application deadline of April 1 to be considered for FWS. Students must earn these funds; they are not automatically credited to their accounts.

Loans

Federal Perkins Loan

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

Federal Subsidized Stafford Loan

The Federal Subsidized Stafford Loan is a need-based loan made to students by a private lender such as a bank or credit union or through 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. Visit the financial aid website or contact the financial aid office for current year information about the Federal Subsidized Stafford Loan's annual award amounts and current interest rates.

Federal Unsubsidized Stafford Loan

The Federal Unsubsidized Stafford Loan is a non-need based loan made to students by a private lender such as a bank or credit union or through 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. If a parent is declined a Federal PLUS, a dependent student may be awarded additional funds under the Federal Unsubsidized Stafford Loan Program. Visit the financial aid website or contact the financial aid office for current year information about the Federal Unsubsidized Stafford Loan's annual awards amounts and current interest rates.

Federal Parent Loan to Undergraduate Students (PLUS)

The Federal PLUS loan enables parents with a good credit history to borrow money from a private lender such as a bank or credit union or through the U.S. Department of Education to pay the education expenses of their dependent undergraduate student(s). If a parent is denied the Federal PLUS, a dependent student may be awarded additional funds under the Federal Unsubsidized Stafford Loan program. Federal PLUS eligibility is not based on need. Repayment begins 60 days after the full disbursement of the loan; however, the parent may contact the lender and ask about in-school deferments. The yearly limit on a Federal 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.

Summer Financial Aid/Employment

Students taking classes during the summer sessions may apply for federal loans and work study program depending upon the availability of funds. 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 terms may affect the amount of aid received for the following academic year. Contact the director of financial aid to discuss your options.

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 One Stop Career Center System. 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 General Board of Higher Education and Ministry (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.

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 www.sdbor.edu/OpportunityScholarship/sdos.htm for more information about the scholarship.

Outside Scholarships

In addition to institutional awards, students are encouraged to apply for outside scholarships to meet their educational expenses and to minimize the need for student loans. The financial aid website lists some

outside scholarship information. Students should search for scholarship opportunities in their communities. Dakota Wesleyan University will not reduce a student's institutional aid when the student has outside scholarships.

On and Off-campus Employment

Students are encouraged to stop regularly and look at the job openings or discuss your search with the DWU Center for Talent Development staff in Rollins Campus Center. The Center for Talent Development lists part-time jobs with Mitchell employers and DWU offices/services.

Alternative Loans

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

Selecting Financial Aid Recipients

Financial need is the basic criteria used in selecting federal financial assistance recipients. Federal regulations state specifically that financial aid must be provided to the students showing the greatest financial need.

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/board. The result is financial need.

Current and new students who have financial need, meet the DWU financial aid deadline of April 1 and other DWU criteria, **may qualify** for the Federal Supplemental Education Opportunity Grant (FSEOG), Federal Work Study Program (FWS), and/or a Federal Perkins Loan. However, these funds are limited so it is not guaranteed that a student who has met the university's deadline and criteria will be awarded these funds.

Students who have completed and turned in all the necessary documents to be accepted into the university and have completed and turned in all the necessary documents to the financial aid office by the April 1 deadline will be processed in a first-come, first-served basis. Those applying after the priority date will receive funding based upon availability of funds, need and application date.

Notification of Awards

A financial aid award offer will notify students of financial assistance and is either sent through the U.S. Postal Service or may be e-mailed to the student's e-mail account. This document will state the amount and categories in which a student can expect to receive assistance. To accept the award, the student must either sign the paper document and return it to the financial aid office, or in the case that this has been e-mailed to the student, the student must respond to the e-mail.

Amount of Aid Received

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

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

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

4. To know how financial need was determined.
5. To know what resources (such as parental contribution, other financial assistance and assets) were considered in the calculation of financial need.
6. To know how much financial need as determined by the institution has been met.
7. To request an explanation of the various programs in student aid packages.
8. To know the school's refund policy.
9. To know the payback procedures for the financial assistance that must be repaid.
10. 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 consider carefully 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. check with the lender to cancel a Stafford Loan from the prior school and reapply at the new school;
3. to add the new school to the student's FAFSA as well as submit any other documentation requested by the financial aid office;
4. reapply at the new school, if funds are available, for a Federal Perkins Loan, an FSEOG or a college work-study job (due to the limited availability of the just mentioned funds and the school's institutional awarding policy, a student may not receive these funds even though they received them at another school); and
5. refer to "Institutional Grants, Scholarships and the Work Program" for full-time students regarding academic scholarships at DWU.

Application Procedure

1. Complete an application for admission to Dakota Wesleyan University and return it to the admissions office. Students must be admitted to DWU before they can receive financial assistance.
2. Submit the FAFSA. 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.
4. Work with coaches or faculty members if the student is interested in any activity awards.

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 semester. The guidelines issued by the U.S. Department of Education make it possible to define and evaluate satisfactory academic progress. 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:

<u>Degree Objective</u>	<u>Total Credit Hours Attempted</u>
Bachelor	179
Associate	105

A student will be evaluated based on his/her cumulative GPA in relationship to his/her student classification. Students will be considered to be making satisfactory academic progress if they maintain the following appropriate cumulative GPA at the end of the spring semester each academic year. Summer school will be considered separately.

Status after one semester	1.7
Status after two semesters	1.8
Status after three semesters	1.9
Status after four or more semesters	2.0

Regardless of a student's degree objective, the student must successfully complete 70 percent of attempted credit hours for each academic year. Along with Fs, Incompletes, Withdraw 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, the student will be suspended from receiving aid. The student's ineligibility will remain in effect until an appeal is granted and the student is put on satisfactory academic progress probation for the following academic year. 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 write a letter to the director of financial aid for an appeal of suspension. 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.

Academic Regulations

Academic Policies

The following pages present the rules that are used to maintain quality academic programs at DWU. Direct questions about any of the regulations or academic procedures to the office of the provost or the registrar's office. The registrar's office follows common practice or good practice as defined by the American Association of Collegiate Registrars and Admissions Officers.

Attendance, Academic Honesty and Examinations

Attendance

Since class attendance is a crucial factor in student success, class attendance is required for all regularly scheduled courses. The syllabus for each class will indicate attendance policies. Because there are several ways individual courses can be structured, students should carefully read the course syllabus for the attendance policy that applies to that particular class. In addition, federal laws related to financial aid and veterans' benefits mandate class attendance as a condition of eligibility for funding. These laws require that attendance be monitored and the last day of attendance be recorded.

In all instances, students are responsible for work missed because of nonattendance. Students should report the reasons for all class absences promptly to the appropriate instructors and discuss appropriate makeup work. 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 makeup work, 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 attend 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 administratively withdraw the student from class, subject to approval of the provost. 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 (two business days during May or summer terms) 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. Administrative withdrawals are at the discretion of the university.

Academic Integrity Policy

Dakota Wesleyan University is dedicated to the achievement of academic excellence, the building of character and to the pursuit of lifelong learning. To be successful in realizing these goals, honesty and integrity must be a part of every learning opportunity on campus. Academic dishonesty breaks the trust necessary for the building of community 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, information or study aids in any academic exercise.
Examples: copying homework, copying someone else's test, using unauthorized information such as a cheat sheet.
- 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.
- Use of electronic devices, when not authorized, to cheat.

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

Violations of Academic Integrity Policy

Violations of this academic integrity policy will, at the discretion of the faculty member, result on the first offense with one of the following:

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

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

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

The academic integrity policy is adapted from and used with permission from Southwestern College.

Examinations

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

Advising Policy and Catalog Requirements

Academic Adviser

Students are assigned an academic adviser upon admission to Dakota Wesleyan University. Advisers will review academic policies; consider majors, minors, electives and extracurricular offerings; and help develop a college career plan of study. As students progress beyond the freshman year, they will be assigned an adviser in their major area of study to aid them in the successful completion of their undergraduate degree. All students are encouraged and expected to work closely with their academic advisers in designing their academic program.

Although advisers are initially assigned by the director of admissions, students are free to change their adviser at any time by securing a Change of Adviser Form from the registrar's office, obtaining the signatures of both the new and the old adviser and returning the form to the registrar's office.

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

Catalog Requirements

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

Assessment of Basic Skills

Every student admitted to Dakota Wesleyan University deserves equal opportunities to achieve academic success in higher education. The goal of the developmental courses is to provide students opportunities to improve basic skills in composition, reading and mathematics. Students who are underprepared for college might not persist unless given help in these areas. The academic advisers and the director of student support services are available to assist each student in addressing deficiencies in basic skills. Currently, the university offers the following developmental courses to help a student achieve his/her educational goals:

ENG 101	College Reading Skills
ENG 102	Introduction to Writing
ENG 107	College Reading and Writing
MTH 120	Intermediate Algebra

Placement Assessment in Basic Skills

Every student enrolled in Associate of Arts (A.A.) or Bachelor of Arts (B.A.) degree programs must take the placement assessments in reading, writing and mathematics unless he/she is exempted by fulfilling requirements stated in the following sections. These assessments, given during the summer, before enrollment in fall and spring semesters and by appointment during the semester, are used for placement in appropriate courses.

Basic Mathematics Assessment

A student may satisfy the university mathematics assessment requirement by:

- having an ACT mathematics score of 16 or above;
- passing the mathematics assessment test; or
- earning a grade of C or better in MTH 120.

The university mathematics assessment will be administered to all new students at the time of admission into a degree program, except those who have an ACT mathematics score of 16 or above on file at the university. The sole purpose of this assessment is to place the student in the mathematics course that best accommodates his/her abilities.

A math department faculty member may defer and retest a student who is near passing.

Basic Reading Assessment

A student may satisfy Dakota Wesleyan University's reading proficiency requirements by:

- receiving an ACT reading score of 16 or above;
- receiving a score of 11.0 or better on the Nelson-Denny Reading Test; or
- earning a grade of C or better in ENG 101.

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

An English department faculty member may defer and retest a student who is near passing. The criteria for this decision will be based on interpretation of all the following: high school GPA, ACT results, Nelson-Denny Reading Test score and personal interviews.

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

Basic Writing Assessment

Students demonstrate proficiency in written communication with a grade of C or above in ENG 111 and passing the Basic English Proficiency exam.

All new students intending to pursue a degree at DWU will be required to take a writing placement before registering for classes. Some students may be exempt from taking the placement based on SAT/ACT composite scores; sub-scores and/or high school English grades. Transfer students, however, with a grade of C or above in a basic freshman composition course from a regionally accredited institution or any writing course meeting the General Education writing requirement will be exempt from the placement test.

Placement in a writing course will be based on the student's ability to write an essay by developing a thesis statement and providing specific support as proof.

On the basis of the placement assessment, a student will enroll in one of the following English courses: ENG 102 or ENG 111.

Basic English Proficiency Exam

Students demonstrate proficiency in written communication with a grade of C or above in ENG 111 and passing the Basic English Proficiency exam.

Bachelor degree-seeking students enrolled in ENG 111 are required to pass a Basic English Proficiency exam. Students who do not succeed on the exam in ENG 111 may retake it during the any subsequent semester up to the spring semester of the sophomore year. If they do not succeed, they must register for and pass an upper-level writing review course. Students with success in an AP high school course must take the BEP exam (consult with adviser for details).

Graduation Application

All students must apply for graduation during the semester before the semester of expected graduation. Students apply during the fall semester for May or August graduation and during the spring semester for December graduation. Applications are available from the registrar's office. All degree candidates are expected to be present for Commencement (there are not separate summer and winter graduation ceremonies) unless they have submitted a written request to the provost 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 participate in the ceremony or receive their diplomas until payment has been made in full.

Semesters

Dakota Wesleyan University is on the semester system, with two semesters of approximately 16 weeks each. The summer sessions are in May, June and July. Students may take no more than a total of 12 credit hours, four hours during each session, during the summer sessions without permission from the college dean. See Course Load in this section for additional information.

Semester Hour System

Dakota Wesleyan University functions on a semester hour system in conjunction with the best practices of contemporary higher education. Students should be aware that courses are generally designed to require a minimum of three hours of work per class for each credit hour per class. For example, a three credit-hour course generally requires a minimum of nine hours of work per week, one-third of which is typically spent in the classroom setting. A student carrying a 15 credit-hour load is expected to study at least 45 hours a week (15 credits multiplied by three hours per credit). This is a good rule of thumb for determining student workload.

Classification of Students

Students are classified on the following basis:

Freshman	Fewer than 30 hours on record
Sophomore	A minimum of 30 hours on record
Junior	A minimum of 62 hours on record
Senior	A minimum of 93 hours on record
Special	Student not seeking a degree but enrolled for courses

Course Numbering System

100-199	Freshman courses
200-299	Sophomore courses
300-399	Junior courses
400-499	Senior courses
500-699	Graduate, graduate workshop and non-degree courses
700-799	Graduate courses

Freshman and sophomore students are generally expected to elect courses numbered 100-299; junior and senior students should generally elect courses numbered 300-499. Some upper level courses require approval of the instructor. See catalog descriptions for prerequisite requirements. Students must have 42 hours of upper level hours (course numbers 300-499) to graduate with a B.A. or B.F.A.

Transcripts

All requests for official and unofficial transcripts must be in writing, as required by the Family Educational Rights and Privacy Act of 1974 (FERPA), signed and submitted to the registrar's office. Students should allow several working days for processing of transcript requests. Students requesting a transcript within two working days will be charged \$10. Transcript requests will not be processed if the student's account is not paid in full at the business office, or if the student has a defaulted loan or a past due federal unsubsidized or subsidized Stafford (formerly GSL) or Federal Perkins (formerly NDSL) Loan. An official transcript is one bearing the university's seal and the signature of the registrar. Official transcripts are normally mailed directly to other institutions and agencies. An unofficial transcript does not bear the seal of the university or the authorized signature.

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 Family Educational Rights and Privacy Act of 1974, as amended, students have these rights.

1. Students can inspect and review their education records within 45 days of 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.

3. Students can consent to disclose personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interest. A school official is a person employed by the university in an administrative, supervisory, academic, research or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor or collection agent); a person serving on the board of trustees; or a student serving on an official committee (such as a disciplinary or grievance committee) or assisting a school official in performing his/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.

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 non-institutional 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, e-mail 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
A-		3.7
B+		3.3

B	Above Average	3.0
B-		2.7
C+		2.3
C	Average	2.0
C-		1.7
D+		1.3
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, NC and E are not computed into the GPA and do not earn credit.

Exemption in Developmental Courses

When minimum competency has not been achieved in developmental courses – ENG 102 and MTH 120 – a student will be exempt from receiving an F and instead will receive an E (Exemption) only if he/she has regularly attended all classes and labs and has submitted all required assignments. Students receiving a grade of E or F must continue in the course by reregistering for the course during the subsequent semester until minimum competency has been achieved.

Credit/No Credit

Students may elect to take one course each semester on a Credit/No Credit basis, excluding courses only graded with CR/NC grades. Such a request must be made to the registrar's office within the first six calendar weeks of the semester and is nonreversible thereafter, with one exception. The CR/NC option will be revoked for students who miss three or more consecutive weeks of class during the semester.

The minimum acceptable grade students must achieve in courses taken Credit/No Credit in order to receive Credit (CR) is a C-. Students receiving less than a C- will receive No Credit (NC).

The grades of CR or NC are not computed into the GPA. Students awarded the grade of CR in a course can apply the course toward graduation, subject to the policies in this catalog. In addition, Credit/No Credit does not apply to competency requirements. Courses taken with this grading option are not applicable toward a major or minor unless approved by the department.

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, E 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, $32.2/15$ or 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 reevaluation 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 for 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 refers to the academic progress of students who are not on probation or on academic suspension. For the purposes of extracurricular activities, good standing includes students who are on academic probation. Student-athletes also must meet eligibility requirements. Transfer students will be credited with one semester of attendance for each 16 hours previously attempted. The minimum cumulative GPA required for good standing is:

After one semester	1.7
After two semesters	1.8

After three semesters	1.9
After four or more semesters	2.0

Academic Probation and Suspension

Students who fail to maintain the required cumulative GPA will be placed on academic probation for the following fall or spring term. To remove the probation, students on probation must raise their career GPA above the required cumulative. Students who fail to raise their career GPA above the required cumulative, but achieve a term GPA of at least the required cumulative will be continued on academic probation. Students who fail to achieve at least the required cumulative GPA for the fall or spring 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 twice a year, after completion of the fall and spring 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.

Undergraduate Academic Amnesty Policy

Under certain conditions, undergraduate students may apply to remove from current GPA calculations some work from prior enrollments. Students may remove up to four semesters of previous academic work by applying for academic amnesty to the provost, meeting qualifications and following the required procedure.

Academic Amnesty Eligibility Requirements

The student must:

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

Academic Amnesty Conditions

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

Academic Amnesty Procedures

1. To apply for academic amnesty, the student will submit a formal Academic Amnesty Petition to the provost for verification of qualifications. The chair of the department in which the student's major resides, must approve the petition. In the event the student does not meet the qualifications, the provost will contact the student.
2. The provost will contact the student to schedule an interview. The purpose of the interview is to ensure that the student is fully aware of the amnesty procedure, as well as alternatives to amnesty. Even though a student may meet the qualifications, it may be advisable for the student to remedy GPA problems via the Repeating a Course Policy rather than via amnesty. If the student and the

provost agree to invoke the amnesty policy, both parties shall sign the petition, and the provost shall give the petition to the registrar for appropriate adjustments to the student's record.

Registration and Withdrawals

Change in Registration (Add/Drop)

Students may not attend class or receive credit unless they have registered before the end of the add/drop period and have finalized their registration with the business office. Students should meet with their adviser before registration and the adviser will grant authorization for registration. Registrations will not be accepted after the official ending of the add/drop period.

Students may add or drop a course through the fifth business day of the semester in the fall or spring semesters. Permission of the college dean, the student's adviser and the instructor are required to add or drop a class from the sixth day through the tenth day of the semester. Adds or drops are not allowed following the tenth day of the semester. The registrar's office will determine the add/drop schedule for summer terms and classes that do not follow normal semester schedules. Students may drop courses during the add/drop period with no entry on their academic transcript.

Change in Registration (Withdrawal)

After the tenth day of the semester, students who withdraw from a course are assigned a grade of "W". All withdrawals (drops after add/drop period) will be recorded on the transcript, but not calculated in the student's GPA. After the thirteenth calendar week all courses will need to be recorded as a letter grade.

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

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

The provost must approve any exceptions to the above policies.

Blue and White Club

In an attempt to encourage further participation in the Dakota Wesleyan community, the university has established the Blue and White Club for citizens aged 62 years or older. Members of the DWU Blue and White Club will be allowed to audit, without tuition payment, college classes on a space available basis when a class has the required minimum enrollment. Members will be responsible for course fees when applicable. For additional information on this program, contact the registrar's office. A regular registration procedure is followed.

Auditing a Course

Students desiring to audit a course should register for the course during regular registration by obtaining instructor permission to audit and paying any applicable fees at the business office. Courses that are audited will appear on the academic transcript designated by an AU, but will receive no grade points or credit toward graduation. Students may audit courses with enrollment limits on a space available basis, with preference given to students taking the course for credit.

Course Load

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

The course load for students during summer school is calculated on the same basis; a full-time course load is 12 hours. Students may take a maximum of 12 semester hours during summer school, four hours during each session. This includes courses that overlap more than one of the three regular summer sessions, regardless of the number of credit hours for the course. Students wishing to carry more than maximum hours must have a 2.5 cumulative GPA for a one-hour overload and a 3.0 cumulative GPA for a two-hour

overload. Credit received through nontraditional credits does not count toward course load. Courses that do not carry credit do not count toward course load. All overloads must be approved by the college dean.

Graduate students may take a full-time load of 9 credit hours per semester. They may take up to 12 credit hours with approval of their adviser and up to 15 credit hours with approval of the college dean. Total credit hours include undergraduate and graduate.

Admission to Class

Students must register for courses and finalize their registration in order to be admitted to class. Academic advisers approve each registration and some courses require written permission of the course instructor to ensure that prospective students meet specific prerequisites. Finalizing means paying for the classes or making satisfactory arrangements with the university to pay for the classes at the business office. Students may be dropped from attending class if they have not finalized by the end of the third day of class in that academic term.

Leave of Absence

Students who wish to leave Dakota Wesleyan University for a short time may apply for a leave of absence through the provost. A leave of absence differs from official withdrawal or interrupted enrollment in that the student expects to return to school and does not need to seek formal readmission. Application for a leave of absence must be made and approved by the provost no later than the end of the semester preceding the leave. A leave of absence is not granted for more than one year. Students granted such a leave should consult with the financial aid office.

Withdrawal from the University

Students wishing to withdraw from Dakota Wesleyan University must complete official withdrawal procedures through the registrar's office. Students who officially withdraw from the university from the third through the 13th calendar week will receive a grade of W in each course.

Students who withdraw after the end of the 13th calendar week will automatically receive a grade of F for each course unless reasons of a compelling personal nature justify the withdraw, as determined at the discretion of the university. Such exemptions to the rule must be approved by the course instructor, the academic adviser and the college dean. Students who withdraw and whose academic averages are above the minimal levels are eligible to apply for readmission in any semester following the date of withdrawal.

Nonclassroom and Transfer Credit

Independent Study

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

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

The students must complete an application which will require the signatures of the department chair, instructor, adviser and college dean. This application will be required for registration and is not complete until it is fully executed and received by the registrar's office. Students may not enroll in more than two such courses in order to meet graduation requirements.

Directed Study

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

Requirements of directed study programs:

1. The student must have a minimum cumulative GPA of 2.5.
2. The instructor will determine if the course may be taken directed study.
3. Directed study courses are offered in the scheduled curriculum. Therefore, extenuating circumstances must prevent students from enrolling in the regularly scheduled course. Directed

study courses are not offered simply as a matter of student convenience or preference. Not all courses may be taken directed study.

4. The syllabus should include a minimum of 1 meeting per week with the faculty instructor.
5. The syllabus for the directed study course should be submitted with this application.
6. No more than two such courses may be used to meet graduation requirements.
7. Individual faculty members have no obligation to offer a course as a directed study.
8. Completion of this directed study is the responsibility of the student.

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

Online Courses

Online courses offered by DWU are considered the same as traditional classroom courses.

Nontraditional Credits

A maximum of 63 semester hours of nontraditional credits may be applied toward graduation. Nontraditional credits include credit by examination, College-Level Examination Program, credit for learning, Advanced Placement, military and other nontraditional experiences. These hours are posted to the transcript with a CR grade. They are not applicable toward a major or minor, unless approved by the department chair. A student who does not score high enough to earn credit on either teacher-made or CLEP tests will not be permitted to retake the examination and should enroll in the regular course.

Nontraditional credit does not affect full-time/part-time enrollment certification for overload charges, financial aid, veterans' benefits, enrollment certification or athletic eligibility.

A maximum of 27 hours of nontraditional credit may be applied to General Education requirements, unless approval is granted by the Educational Policy and Curriculum Committee. Some nontraditional credit hours are assessed a fee for every hour approved. See the business office for details concerning specific costs.

Credit by Examination

A student with exceptional ability may, under certain conditions, obtain credit by examination in any specific course that they have not previously taken. However, this privilege will not be offered to a student in order to raise a grade. Permission to enroll in credit by examination is contingent upon approval by the course instructor, academic adviser and department chair. The student is required to pay a test administration fee to the business office. Examinations for credit may be administered only after the student's test administration fee has been paid to the business office. Registration must be completed within three weeks following the examination. A test for credit by examination may not be repeated. See "Nontraditional Credits" for limitations on applying this credit toward degree requirements. For fee visit www.dwu.edu/admissions/tuition.htm.

College-Level Examination Program (CLEP)

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

DWU degree-seeking students who have earned the minimum score for awarding credit may have CLEP credit posted to their transcript by having the College Board send an official score report to the registrar's office. There also may be a fee charged by DWU for posting the credits. See "Nontraditional Credits" for limitations on applying this credit toward degree requirements.

Credit for Learning

People at least 23 years old may consider applying for credit for learning as a means of earning credits toward a degree. Credit for learning is accepted toward the hours required for graduation if the experience produced learning outcomes similar to those approved for the regular academic credit at Dakota Wesleyan University, and upon acceptance and approval of a paper and other documentation (explaining the learning experience) by a faculty person in the area in which the course is taught. Credit may be granted only with the approval of the department chair in which the course is offered, the faculty adviser, college dean and the

provost. The cost for each semester hour of credit for learning is payable to the business office. See "Nontraditional Credits" for limitations on applying this credit toward degree requirements.

Military Training and Educational Programs

Military Students with approved documentation (such as DD214 or SMART transcripts) will be granted 1 Physical Education activity credit and one credit for PED120, Wellness and Lifetime Fitness. If PED120 course requirement has already been met the student may receive two credits of PE activity.

Military Credits are reviewed and considered for equivalent placement at DWU based on the American Council on Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services. Credit is entered on the DWU transcript at no additional charge with the grade of CR (credit awarded). This grade does not figure into the grade point average. Evaluations will be completed after enrollment for courses at DWU in accordance with university policy. It is the student's responsibility to obtain and submit the proper forms to the registrar's office. Submissions are to be sent to:

Dakota Wesleyan University
Registrar's Office
1200 W. University Ave.
Mitchell, SD 57301

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

Advanced Placement (AP)

Dakota Wesleyan University accepts AP test scores of three or above as credit within the appropriate field of study. For further information, contact the registrar's office. See "Nontraditional Credits" for limitations on applying this credit toward degree requirements.

Transfer Credit

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

1. A transfer student must be in good standing.
2. A transfer student must complete a final or senior year in residence except in certain preprofessional curricula. This means that at least 30 of the last 40 credit hours must be taken under the auspices of Dakota Wesleyan University.
3. A plan for graduation should be devised by the faculty adviser and submitted to the registrar for approval or necessary committee action.
4. A transfer student must complete at least five upper level courses at the university. The total upper level credit hours required for graduation is 42.
5. A transfer student must complete 15 hours in his/her major at the university.
6. No more than 63 semester credit hours, or equivalent quarter or other academic units as determined by the university, will be accepted for transfer from a two-year institution.
7. Transfer students seeking an A.A. degree may transfer 32 hours, 16 of which may apply to General Education requirements.
8. A limit of eight activity transfer credits will be accepted.

All coursework determined to be transferable to Dakota Wesleyan University in accordance with university policy is entered on the university's records at the same grade and point value as earned at the previous institution. When the course value or quality point system at the institution from which the student is transferring differs from the university, equivalencies are determined at the discretion of the university.

Articulation Agreements

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

From Mitchell Technical Institute, the most commonly used agreements cover students coming into the business administration major or into the biology major. Other agreements enable students from MTI programs in agricultural technology, architectural design and building construction, electrical construction and maintenance, heating and cooling technology, and culinary arts to pursue a business administration major. Students from Southeast Technical Institute most often come into the business administration or nursing major. Additional areas are covered by other articulation agreements. Contact the registrar's office for further information.

Vocational Technical Credits

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

Concurrent Enrollment

Concurrent enrollment by a Dakota Wesleyan University student at another institution of higher learning with the intention of transferring credit back must be approved in advance by the registrar if the credit is to be counted toward a degree from DWU. The total number of hours for which the student is enrolled must be consistent with the course load policy.

Students who are taking a minimum of six credits concurrent enrollment may qualify for federal financial aid assistance. Please contact the director of financial aid for more information.

Exceptions to Academic Regulations

Students seeking exception to any of the academic regulations must work with their adviser to explain special circumstances that might permit a waiver. Such petitions and a recommendation from the adviser are referred to the Education Policy and Curriculum Committee for disposition. Disposition of requests for exception are determined at the sole discretion of the university. Any student has the right to appeal the decision of Education Policy and Curriculum committee, in writing, to the provost, whose decision is final.

Academic Programs

Dakota Wesleyan University provides a comprehensive and wide-ranging academic program which embodies the best of the liberal arts tradition and comprehensive professional education.

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

Our Academic Mission

The academic mission of Dakota Wesleyan University is spelled out in the opening sentence of our mission statement:

Dakota Wesleyan University aspires to excellence in the liberal arts and professional programs, preparing students for meaningful careers and lifelong intellectual adventure.

This mission reflects the heritage of teaching and learning at DWU – grounded in the liberal arts (making a life) and preparation for leadership and productivity in one’s chosen profession (making a living). This provides a vision for higher education. Dakota Wesleyan University offers coursework leading to the Associate of Arts, Bachelor of Arts, Bachelor of Fine Arts, and Master of Arts degrees.

Colleges

College of Arts and Humanities

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

College of Healthcare, Fitness and Sciences

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

College of Leadership and Public Service

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

Associate of Arts

The Associate of Arts degree is conferred upon students who successfully complete a two-year program in the following fields:

Business Administration	Criminal Justice
General Studies	Nursing (R.N.)

Graduation Requirements for Associate of Arts

Candidates for the Associate of Arts degree must maintain a cumulative GPA of at least 2.0 and demonstrate basic skills in reading, writing and basic mathematics. A grade of C or better is required in ENG 111 and all nursing courses for the nursing graduates. LST 101 is required for all new students in Associate of Arts degree programs, unless specifically exempted from this requirement by prior academic experience.

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

Bachelor Degrees

Bachelor of Arts

Dakota Wesleyan University offers the Bachelor of Arts (B.A.) degree in several majors. Most bachelor degree programs require the completion of a minor. In addition, students pursuing the B.A. degree can take honors courses, pursue internships (required in some majors and minors), study abroad and enhance their education with a variety of elective courses in many interesting areas. Some students will want to complete double majors, often during the normal four-year college career. Students with double majors are advised to notify their academic adviser and the registrar's office of their intent to double major in order to facilitate timely completion of both majors.

Bachelor of Fine Arts

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

Academic Majors

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

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

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

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

College of Arts and Humanities

American Studies
Communication
English (and English Education)
• emphasis in Creative Writing
• emphasis in Journalism
Graphic Design
History (and History Education)
MultiMedia
• emphasis in Video
• emphasis in Graphics
Music (and Music Education)
Religion and Philosophy
Theatre

College of Healthcare, Fitness and Sciences

Athletic Training
Biochemistry
Biology (and Biology Education)
• emphasis in Cell Biology
• emphasis in Organismal Biology
• emphasis in Ecology and Evolutionary Biology
General Science
Mathematics (and Mathematics Education)
Nursing
Sport, Exercise and Wellness
Wildlife Management
• emphasis in Wildlife Law Enforcement

College of Leadership and Public Service

Accounting
Behavioral Sciences
Business Administration
• emphasis in Economics
• emphasis in Entrepreneurial Leadership
• emphasis in Finance
• emphasis in Management
• emphasis in Marketing
Corporate and Homeland Security Management
Criminal Justice
Education – programs in elementary education (K-8 with middle level) and K-12 (see list of programs and endorsements below)
Human Services
Leadership and Public Service
Psychology
Special Education
Sports Management
• emphasis in Marketing and Sports Information
• emphasis in Human Resource Management
• emphasis in Finance

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

Dakota Wesleyan University offers the following certification programs:

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

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

5-8 Middle Level Education
K-12 Special Education
7-12 Special Education
K-8 Special Education

Individualized Majors

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

Academic Minors

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

College of Arts and Humanities

American Studies
Communication
Cultural Studies
Desktop Publishing
English

- emphasis in Creative Writing
- emphasis in Journalism

Fine Arts
Graphic Design
History
Language
MultiMedia
MultiMedia in Worship
Music
Religion and Philosophy
Sociology
Theatre

College of Healthcare, Fitness and Sciences

Allied Health
Biology
Chemistry
Mathematics

College of Leadership and Public Service

Behavioral Sciences
Business Administration
Coaching
Criminal Justice
Economics
Entrepreneurial Leadership
Financial and Enterprise Crime
Forensic Science and Investigation
Human Services
Leadership and Public Service
Legal Studies
Military Science
Political Science
Psychology
Sports Management

Individualized Minors

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

Pre-professional Programs

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

Pre-engineering
Pre-law
Pre-physical therapy
Pre-professional – Allied Health
Pre-theology

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. This may include up to 11 hours in developmental education courses (ENG 101, ENG 102, ENG 107, MTH 120).
2. Students must demonstrate basic skills in reading, writing, mathematics and passing the Basic English Proficiency exam.
3. Students in the College of Arts and Humanities must pass two semesters of foreign language.
4. LST course sequence and COR courses are required as noted in the LST/COR section.
5. 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 category. A student may not count a single course toward two or more general education categories.
6. Students must declare one major and one minor. A student may elect to earn two majors. No course may count for both a major and a minor or both majors. In cases where a course is

- required for both a major and a minor, departments will determine alternatives or waive requirements. The student's first major determines their college. Students enrolled in the athletic training, education, nursing and sports management programs do not require a minor.
7. Students must complete at least 15 hours in the major, including at least five upper level courses, completed in residence at Dakota Wesleyan University. Grades of NC and below C- are not applicable toward a major, and grades of CR are only for experiential education courses. The normal range of hours for a major in the traditional liberal arts disciplines is 30 to 40. However, some professional programs may require more than 80 hours for the major.
 8. Students must complete a minor, usually consisting of 15 to 28 hours depending on departmental requirements, including required GPA, required courses, comprehensives and thesis. Grades of NC and below C- are not applicable toward a minor, and grades of CR are only for experiential education courses. Students enrolled in the athletic training, education, nursing and sports management programs do not require a minor.
 9. 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.
 10. Students must complete at least 42 semester hours of upper level credit.
 11. 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.
 12. Students must complete a required Professional Electronic Portfolio (PEP).

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

Master of Arts – Education

The Master of Arts program is designed to serve the region's educational communities. Students complete a minimum of 36 credit hours and complete a capstone course. Students may choose, for their capstone, to write a research thesis and defend it, take a comprehensive examination, or prepare a rigorous proposal. The DWU Master of Arts is accredited by the Higher Learning Commission/North Central Accreditation Association and is affirmed by the South Dakota Department of Education.

The mission of DWU 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 teaching, learning, scholarship and research. The graduate studies division provides guidance for development of programs in order to ensure rigorous academic preparation and leadership opportunities for professional development.

The Master of Arts – Education objectives are to:

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

See the "Master of Arts – Education" section for complete information on the program.

Assessment Plan

DWU faculty and staff are committed to an ongoing process of assessment and have chosen the Professional Electronic Portfolio (PEP) as the major assessment method included with other supportive assessment tools. The PEP will enable each student to showcase his or her accomplishments, competencies and experiences while at DWU. In addition, the PEP promotes student reflection related to his or her learning and enhances skills and abilities related to life-long learning. All students in baccalaureate programs of study are required to complete a PEP. The contents of the portfolio will include samples of the student's scholarly work and co-curricular experiences which will enable faculty and staff to assess the achievement of university and program student learning outcomes as well as to make improvements that enhance the student's curricular and co-curricular learning experience.

Philosophy of General Education

The DWU General Education Philosophy flows from the DWU mission, vision and values statements, which provide a foundation for the development of a liberal arts general education program of study at DWU. Five themes or pillars flow from the values of learning, leadership, faith and service, and they serve as the

framework for the DWU General Education program that enhances students' abilities in the areas of critical and collaborative thinking, effective expression, cultural and global awareness, civic values and engagement, and personal growth and maturity.

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

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

Five Foundational Pillars

The General Education program of study supports the tenets articulated in the DWU Philosophy of General Education. Five foundational pillars serve as a guiding framework for the general education courses.

Critical and Collaborative Thinking	Effective Expression	Cultural and Global Awareness	Civic Values and Engagement	Personal Growth and Maturity
<p>The student will:</p> <ol style="list-style-type: none"> 1. Demonstrate individual and collaborative problem solving skills. 2. Access, critique the validity of, evaluate the relevance of and synthesize information related to a given problem or issue. 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Create examples of effective communication using oral, written and visual forms. 2. Critique various forms of creative expression. 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Compare and contrast diverse perspectives, beliefs and cultures. 2. Recognize global issues, evaluate current responses and propose and defend possible solutions. 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Evaluate various ethical standards and determine how they apply to issues of contemporary life. 2. Provide service to others in the local, national and/or global arena. 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Evaluate his or her emotional, intellectual and spiritual growth. 2. Design, implement and evaluate a plan that enhances positive lifestyle behaviors.

University Student Learning Outcomes

DWU student learning outcomes flow from the five foundational pillars of critical and collaborate thinking, effective expression, cultural and global awareness, civic values and engagement, and personal growth and maturity. The five foundational pillars in turn flow from the DWU mission, vision and values of learning, leadership, faith and service. The DWU General Education program courses are developed and chosen in light of the five foundational pillars and related university student learning outcomes. The pillars display the relationship among the DWU mission, vision, values, five foundational pillars, university student learning outcomes and DWU General Education program courses.

The student's first major is the college of record for General Education requirements. Designated subject areas in General Education are:

Areas	College of Arts and Humanities	College of Healthcare, Fitness and Sciences	College of Leadership and Public Service
	Credit Hours	Credit Hours	Credit Hours
Critical and Collaborative Thinking			
• Cognitive Analysis	3	3	3
• Quantitative Reasoning	3	3	3
• Historical Thinking and Analysis	3	3	3
• Science Technology and Human Experience	3	7-8	3
Effective Expression			
• Written	3	3	3
• Oral	3	3	3
• Literary Analysis	3	3 or	3
• Artistic Appreciation	3	3	3
Cultural and Global Awareness	3	3	3
Civic Values and Engagement	3	3	3
Personal Growth and Maturity	3	3	3

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

Approved General Education Courses

Learn Strong and Core Courses (all courses required)

LST 101*	Learn Strong I: Discovery of the Self
LST 201	Learn Strong II: Discovery of Your World
LST 301	Learn Strong III: Discovery of Your Role
LST 401	Learn Strong IV: Embracing Your Responsibility
COR 101	Interdisciplinary Investigations I
COR 301	Interdisciplinary Investigations II
*MSL 101 or MSL 102 can replace the LST 101 requirement.	

Critical and Collaborative Thinking

Cognitive Analysis

PHL 212	Introduction to Critical Thinking
PSY 131	General Psychology
PSY 237	Developmental Psychology

Quantitative Reasoning

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

Historical Thinking and Analysis

HIS 101	World History I
HIS 102	World History II
HIS 201	U.S. History I
HIS 202	U.S. History II
HIS 302*	America since 1945
HIS/POL 351*	American Foreign Policy

Science Technology and Human Experience

AST 100	Introduction to Astronomy
BIO 101	General Biology I
BIO 115	Environmental Science
BIO 120	Principles of Biology I
BIO 312	Human Physiology
CHM 150	General Chemistry I
PHS 100	Physical Science: Physics and the Atomic Nature of Matter
PHS 101	Physical Science: Chemistry, Earth and Space

Effective Expression**Written (Required)**

ENG 111	Expository Writing
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Oral (Required)

CTH 101	Fundamentals of Speech Communication
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Literary Analysis

ENG 205	British Literature I
ENG 206	British Literature II
ENG 221	American Literature I
ENG 222	American Literature II
ENG 227	Literature of European Civilization I
ENG 228	Literature of European Civilization II
ENG 314	American Multiethnic Literature

Artistic Appreciation

DRM 131	Introduction to Theatre
DRM 203	Acting I
ENG 202	Creative Writing
GDS 120	Art Appreciation
GDS 205	Photography Foundations
MUS 120	Introduction to Western Music

Cultural and Global Awareness

EDU 335	American Indian Education
ENG 201	Introduction to Literature
ENG 315	Women Writers
LAN 105	Conversational German I
LAN 115	Conversational Italian I
MUS 250	World Music
REL 314	World Religions
REL 461	Travel Seminar
SOC 152	Introduction to Sociology
SOC 227/427	Introduction to Women's Studies
SOC 317	Minority Groups

Civic Values and Engagement

BUS/PHL 381	Business Ethics and Social Policy
CRJ 250	American Legal System
PHL 220	Introduction to Ethical Issues
PHL 305	Biomedical Ethics
POL 153	U.S. Government
PSL 210	Introduction Leadership and Public Service
REL 240	Sexuality, Spirituality and Loving

Personal Growth and Maturity

PHL 101	Philosophy of Life
REL 201	Introduction to the Bible
REL 215	The Life and Teachings of Jesus
REL 216	The Life and Letters of Paul
REL 225	Introduction to Religious Beliefs

REL 360*
SOC 154

Death, Dying and Life after Death
Marriage and the Family

*with faculty approval

Students are required to complete a minimum of 42 semester hours in General Education as outlined above. Students must have an overall cumulative GPA of at least 2.0 (C) in all courses used to fulfill the General Education requirement. The CR/NC option is available only for General Education courses that will not apply to a major or minor. Up to 27 semester hours of nontraditional credit may apply toward the General Education requirements.

General Education courses are identified in the department sections of the catalog by comments at the end of the appropriate course descriptions. A student may not count a single course toward two or more General Education categories.

The basic skills in reading and writing are demonstrated by passing ENG 111 with a grade of C or better, and passing a Basic English Proficiency exam; and mathematics by passing MTH 115, MTH 125 or higher.

Transfer students with fewer than 63 transfer credit hours will be required to take COR 301, Interdisciplinary Investigations II, unless an exception is granted by the registrar in consultation with the college dean.

Opportunities to Broaden and Enhance the Academic Experience

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

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

The McGovern Library is a multifaceted facility at DWU that honors George and the late Eleanor McGovern, distinguished alumni who have served South Dakota, the United States and the world. George McGovern was a professor of history at Dakota Wesleyan before beginning his political career.

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

The Kelley Center for Entrepreneurship

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

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

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

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

Honors Program (HON)

The DWU Honors Program is a four-year honors program that provides highly motivated students with experiences designed to expand their personal and professional horizons by developing their interpersonal and intellectual excellence to become leaders within the DWU learning community. The university offers research opportunities and other special programs to members of the Honors Program. Students should consult with their adviser about enrollment in the Honors Program.

Students who complete all requirements of the Honors Program and have earned at least a 3.5 cumulative GPA will be recognized in the commencement program.

Internships

Internships provide students with an opportunity to explore and affirm career goals while also gaining professional experience and exposure. These experiences allow students to apply classroom theory to real-world situations. In addition, internships assist in the development of essential skills needed in a particular field and build confidence. Experiential learning is valued and encouraged at Dakota Wesleyan University. DWU students have completed internships in such places as the U.S. Department of Justice; the FBI; the Internal Revenue Service; corporate fitness and sports centers across the country; local hospitals and schools; state and local agencies; countless faith-based nonprofit organizations; and various environmental research organizations. Internships are one way DWU students begin to embrace their career paths while also making meaningful connections and contributions to the organizations in which they serve.

The Kelley Center serves as the primary office and resource center for students wishing to pursue internships. The Kelley Center educates students in self-directed learning, self-assessment, career exploration, faith integration, and professional development.

Travel Courses and Study Abroad

Travel Courses

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

Study Abroad

There are many opportunities for DWU students to study abroad. As a participating member of the Central College Abroad program, DWU students are able to enroll in established programs around the world. Also, an exchange program has been established in Ireland, allowing Irish students to attend DWU and DWU students to attend universities in Ireland with tuition waived by the host school. There is a yearly study abroad experience available from a partnership with the Anglo-American College in Prague, Czech Republic, the General Board of Higher Education and Ministry, and the National Association of Schools and Colleges of The United Methodist Church. In this unique opportunity, students at United Methodist-related colleges can study in historic and cosmopolitan settings in central Europe. Students may study for a year, a semester or the summer term. Other study abroad opportunities are also available. For more information, contact the office of the provost.

Honors of the University

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

Graduation Honors

A student graduates with honors from Dakota Wesleyan University if he/she has achieved one of the following levels in his/her cumulative GPA for the total credit-bearing coursework for the bachelor's degree:

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

Students graduating with an Associate of Arts degree with a cumulative GPA of 3.50 or higher will receive "with honors" designation in the commencement program.

Honors in Scholarship

Students who earn recognition for honors in scholarship must be in current attendance with a GPA of 3.5 for all work at Dakota Wesleyan University and elsewhere. Juniors and seniors must have successfully completed at least two semesters; sophomores, one semester; and freshmen, part-time and special students, 15 hours at Wesleyan. Honors in scholarship are recognized at Honors Sunday each spring.

Honor Societies

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

Alpha Psi Omega	Theatre
Phi Kappa Phi	Honors
Pi Gamma Mu	Social Science
Pi Kappa Delta	Forensics
Psi Chi	Psychology
Sigma Tau Delta	English
Sigma Zeta	Science/Mathematics

Alumni Medals

Alumni medals are presented to outstanding graduating seniors in various departments at Dakota Wesleyan University during Honors Sunday. Departments make their selection based upon scholarship and performance. Specific descriptions of the awards are available in the office of the provost.

Departmental Awards

Certain departments designate specific awards to recognize students for their achievement and leadership in a particular discipline. Many of the awards are given in memory of individuals and are presented at the annual Honors Sunday. Specific descriptions of the awards are available in the office of the provost.

Who's Who Among Students in American Colleges and Universities

Upper-class students who earn recognition for outstanding campus leadership and scholastic ability are selected to appear in *Who's Who Among Students in American Colleges and Universities*. The number eligible for this recognition is based upon a percentage of the student body. A campus committee determines selection.

Bishop Armstrong Peace and Justice Award

In honor of the 12 years Bishop A. James Armstrong served in the Dakotas, the DWU Board of Trustees established the Bishop Armstrong Peace and Justice Award. This award is presented each year to students or staff who, by their actions and qualities, clearly demonstrate the interrelatedness of religious ethics and concern for national and international issues. Students who are considered for the award typically have been involved in several types of activities that demonstrate their awareness of and willingness to address a variety of human needs and issues that have national and international implications. The candidates must also have demonstrated in some way that their involvements are rooted in their religious commitments.

Courses and Curriculum

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

American Studies (AMS)
Art (ART)
Astronomy (AST) (see Chemistry)
Athletic Training (ATN)
Behavioral Sciences
Biological Sciences (BIO)
Business Administration (BUS)
Chemistry (CHM)
Coaching (see Physical Education)
Communication (CTH)
Corporate and Homeland Security Management (CHS)
Criminal Justice (CRJ)/Legal Studies
Cultural Studies (CST)
Economics (ECO) (see Business Administration)
Education (EDU)
English (ENG)
Entrepreneurial Leadership (ENT)
Fine Arts
General Studies
Geography (GEO)
Graphic Design (GDS)
Health (HLT)
History (HIS)
Honors (HON)
Human Services (HMS)
Language (LAN)
Leadership and Public Service (PSL)
Learn Strong (LST) and Core (COR)
Mathematics (MTH)
Military Science (MSL)
MultiMedia (MTM)
Music (MUS)
Nursing (NUR)
Philosophy (PHL) (see Religion)
Physical Education (PED)
Physics (PHS) (see Chemistry)
Political Science (POL)
Preprofessional – Allied Health
Psychology (PSY)
Religion (REL)
Sociology (SOC)
Special Education (SPD) (see Education)
Sport, Exercise and Wellness (SPX)
Sports Management (SPM)
Theatre (DRM)
Master of Arts – Education

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

American Studies (AMS)

College of Arts and Humanities

American studies is an essentially interdisciplinary program. American studies involves the examination of American life and culture and offers an exposure to cultural, social, political and economic life. Our American studies program is interdisciplinary, rooted in American literature and history but not limited to these disciplines. Students may draw upon courses across the catalog, emphasizing an aspect of American life. For example, a student may wish to examine American art, English, music, theatre, media studies, American Indian history and culture, American legal system, American religions, the role of Spanish in American culture, political science, minority studies, women's studies, and sport, health and fitness. The student will work with his or her adviser to select courses that satisfy the requirements of the program.

Careers for Students with an American Studies

Students with a major in American studies can pursue a variety of professional careers including law, education, business, publishing, government service, community organizing, advertising, journalism and independent writing. The breadth of American studies makes it an ideal minor for students pursuing a K-12 teaching position. It also prepares students for advanced degrees in English, history, ethnic studies, cultural studies and American studies.

Major

ENG 221	American Literature I	3
ENG 222	American Literature II	3
ENG 314	American Multiethnic Literature	3
ENG 424	American Novel	3
HIS 201	U.S. History I	3
HIS 202	U.S. History II	3
HIS 301	American Colonial History	3
HIS 302	America Since 1945	3
ENG 312	Advanced Expository Writing or	
HIS 401	Historical Research and Writing	3
	Capstone Course (determined by adviser)	3
	Electives*	12
	Total	<u>42</u>

*Elective Courses for the Major:

ART 340	Art History II	3
BIO 115	Environmental Science	4
BIO 302	Ecology	4
CRJ 250	American Legal System	3
CTH 225/325	Introduction to Mass Communication	3
DRM 131	Introduction to Theatre	3
ECO 231	Principles of Macroeconomics	3
ENG 225	American Cinema	3
ENG 315	Women Writers	3
GDS 120	Art Appreciation	3
HIS 339	American Indian History to 1890	3
HIS 340	American Indian History since 1890	3
LAN 101	Beginning Spanish	3
LAN 102	Beginning Spanish II	3
POL 153	U.S. Government	3
POL 253	State and Local Government	3
POL 353	Congress and the Presidency	3
POL/HIS 351	American Foreign Policy	3
PSL 210	Introduction to Leadership and Public Service	3
REL 315	American Religions	3
SOC 227/427	Introduction to Women's Studies	3
SOC 317	Minority Groups	3
SPM 241	Sport and Society	3

Electives for majors should be selected in consultation with adviser.

Emphasis in Computers and Multimedia

GDS 101	Introduction to Graphic Design	3
MTM 202	Computer Graphics	3
MTM 342	Flash Design	3
MTM 347	Video I	3

Emphasis in Criminal Justice

CRJ 210	Introduction to Criminal Justice	3
CRJ 258	Criminology	3
CRJ 261	Criminal Law	3
CRJ 370	Trial and Evidence	3

Emphasis in Entrepreneurial Leadership

BUS 381	Business Ethics and Social Policy	3
ENT 225	Entrepreneurial Leadership I	2
ENT 325	Entrepreneurial Leadership II	2
ENT 347	Finance for Entrepreneurs	3

Emphasis in Human Services

HMS 225	Introduction to Human Services	3
HMS 270	Human Services Practice	3
HMS 320	Victimology	3
HMS 340	Policies and Legalities of Public Welfare	3

Emphasis in Women's Studies

ENG 315	Women Writers	3
PSY 381	Psychology of Personality	3
SOC 154	Marriage and the Family	3
SOC 427	Women's Studies	3

Minor

ENG 221	American Literature I	3
ENG 222	American Literature II	3
HIS 201	U.S. History I	3
HIS 202	U.S. History II	3
	Area of Concentration Electives	12
	Total	<u>24</u>

Areas of Concentration

Select an area of concentration in consultation with your adviser. At least six elective credits of the 12 required must be upper level.

Concentration in American Arts

ART 340	Art History II	3
DRM 361	History of Theatre and Drama: Contemporary Theatre	3
DRM 369	World Culture in Film	3
MUS 312	Music History II	3

Concentration in American History

HIS 301	American Colonial History	3
HIS 302	America Since 1945	3
HIS 339	American Indian History to 1890	3
HIS 340	American Indian History Since 1890	3
HIS 499	Special Topics (any special topics course in American history)	3

Concentration in American Literature		
ENG 313	Great Plains Literature	3
ENG 314	American Multiethnic Literature	3
ENG 424	The American Novel	3
Concentration in American Media		
CTH 325	Introduction to Mass Communications	3
ENG 225	American Cinema	3
ENG 413	Mass Media Law	3
Concentration in American Political and Legal Culture		
CRJ 250	American Legal System	3
POL 153	U.S. Government	3
POL 253	State and Local Government	3
POL/HIS 351	American Foreign Policy	3
POL 353	Congress and the Presidency	3
Concentration in American Society and Culture		
ENG 314	American Multiethnic Literature	3
REL 315	American Religions	3
SOC 227	Introduction to Women's Studies	3
SOC 317	Minority Groups	3

Art (ART)

College of Arts and Humanities

The graphic design department offers courses that promote an appreciation of the role of art, graphic art and aesthetics in society.

Course Descriptions

206 Drawing I

3 hours

TBA

This foundation course develops basic skills of drawing in a variety of mediums. The course explores perspective, still life, landscape and introduction to figure drawing. This is a studio course that requires extended hours.

330 Art History I

3 hours

TBA

This course surveys the enduring monuments, periods, styles and artists in the history of art from prehistoric times through the Renaissance.

340 Art History II

3 hours

TBA

This course surveys the important monuments, periods, styles and artists in the history of art from the Renaissance to present day.

Athletic Training (ATN)

College of Health, Fitness and Sciences

www.dwu.edu/atn

The athletic training curriculum at Dakota Wesleyan University is designed to prepare students to become professional athletic healthcare practitioners. Specifically, the DWU athletic training faculty strives to comprehensively educate students in the concepts of athletic training; train students in the provision of competent, high quality care to physically active populations; prepare students for employment and/or continuing education in an environment of responsible, personal growth; and positively equip students in the personal and professional tenets of ethical and moral conduct. Due to its extensive interdisciplinary nature, the athletic training major is considered a major and a minor for DWU graduation requirement purposes.

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

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

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

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

Admission Procedures for the Athletic Training Program

To preserve the integrity of instruction and mentorship, clinical space is limited. Admission to the athletic training program is selective and competitive. Admission to the athletic training major is initiated by rotational observations within a specialized mentorship program. Following successful completion or enrollment of required introductory courses (ATN 110, ATN 250, BIO 211 and HLT 310) and mentorship observational hours, students may submit an application to the clinical education coordinator, with student applications subsequently reviewed by the Athletic Training Review Committee (ATRC). Students who are not approved for admission to the major after their first year may reapply the following year. Once admission in the major is approved, students must annually meet the requirements for academic progression or risk delaying their progress in the major. More information on the retention and the appeal process in the athletic training major can be found in the DWU Athletic Training Student Handbook.

For all additional costs to athletic training students, see the appropriate section of the DWU Athletic Training Students handbook or **www.dwu.edu/admissions/tuition.htm**.

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

- written application;
- two rotations of directed observation in athletic training through the student mentor experience, including two observational evaluations submitted to the clinical education coordinator;
- completion of one year of full-time enrollment at Dakota Wesleyan University (transfer students will be considered on an individual basis);
- minimum of a 2.3 cumulative GPA;
- minimum of a 2.5 GPA in the athletic training major, to include all athletic training prerequisite courses and all athletic training required general education courses, which includes PSY 237 and CHM 150
- successful completion of or enrollment in ATN 110, ATN 250, BIO 211 and HLT 310 with a minimum grade of C in each course. It is highly recommended that students complete CHM 113 or CHM 150, MTH 125 (or equivalent);
- two letters of recommendation (excluding members of the ATRC); and
- demonstration of appropriate clinical conduct and performance, to include:
 - productive and reliable work habits;
 - ability to work in harmony with athletes, coaches, peers and certified faculty members;
 - self-motivation and the commitment to execute tasks and responsibilities as assigned and directed;
 - professional grooming, dress and appearance;
 - punctuality;
 - patience;
 - willingness to assist others in the completion of tasks and responsibilities; and
 - efficient and productive use of time.

The limited-enrollment program is not to exceed 32 students. Approximately eight to 10 new students are accepted into the program annually.

Following the completion of the prerequisites, the prospective candidate participates in an interview process. The ATRC interview, chaired by the athletic training program director, is considered the final step toward application into the major. These interviews are scheduled for midway through the second semester of the student's first academic year at DWU. The ATRC is comprised of the DWU classroom and clinical instructors, a minimum of two students currently enrolled in the athletic training program, team physicians, the medical director, and approved clinical instructors. In the event one of the committee members is unable to participate, the athletic training program director will select an alternate.

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

Following the ATRC interview, the committee will send the students written notification of their acceptance or denial. Students accepted into the athletic training major have 14 days to accept or deny their admission. Students accepting their admission into the athletic training major are officially admitted effective the first day of the subsequent academic semester. Students who are not accepted into the athletic training major will be advised to discontinue enrollment in athletic training coursework in subsequent semesters, and will not be permitted to work in the university's athletic training facilities or affiliated settings, with the exception of the mentor program.

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

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

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

DWU work-study students receive the Hepatitis B vaccination at no cost.

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

Technical Standards

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

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

Candidates for the athletic training education program must demonstrate:

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

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

General Skills

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

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

Specific Skills

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

- risk management and injury prevention;
- pathology of injuries and illnesses;
- orthopedic clinical examination and diagnosis;
- acute care of injuries and illnesses;
- medical conditions and disabilities;
- pharmacology;
- nutritional aspects of injury and illness;
- conditioning and rehabilitative exercise;
- therapeutic modalities;
- healthcare administration;
- professional development and responsibilities; and
- psychosocial intervention and referral.

Additional Experiences

To enhance their marketability, students should:

- participate in and/or take leadership roles in extracurricular activities;
- take electives relating to their career goals (e.g., biology) or minor in a supporting area;
- arrange for an internship related to the field;
- design professional experiences for credit through independent study courses;
- assist in athletic training coverage for summer sport camp experiences; and
- attend professional conferences, workshops and/or conventions.

Related Fields/Graduate Study

A large number of Certified Athletic Trainers possess a master's degree. Many colleges and universities offer graduate assistantships to allow students to complete an advanced degree while gaining additional experience in the field of athletic training. Related fields, including physical therapy and medicine, require specific coursework in addition to the entry-level athletic training program requirements.

Major

Students must earn at least a C in all athletic training courses. A 2.3 cumulative GPA and a 2.5 GPA in the athletic training major (including all athletic training prerequisite courses) is required for application to the athletic training education program.

Athletic Training Core

ATN 110	Introduction to Athletic Training	3
ATN 297	Pharmacology in Athletic Training	2
ATN 298	Medical Aspects of Athletic Training	3
ATN 305	Evaluation and Prescription of Health and Fitness Programs	3
ATN 320	Human Nutrition	3
ATN 330	Pathology and Evaluation of Injury I	3
ATN 335	Pathology and Evaluation of Injury II	3
ATN 390	Therapeutic Modalities	3
ATN 395	Therapeutic Exercise	3
ATN 455	Research and Administration in Athletic Training	2
HLT 310	Professional Rescuer Skills	2
PED 240	Methods of Free Weights and Conditioning	3
	Total	<u>33</u>

Scientific Core

BIO 211	Human Anatomy	4
BIO 312	Human Physiology	4
MTH 200	Statistical Methods I	3
MTH 350	Statistical Methods II	3
PED 315	Kinesiology	3

PED 410	Physiology of Exercise	3
PSY 443	Abnormal Psychology	3
	Total	<u>23</u>

Clinical Experiences

ATN 250	Clinical Applications in Athletic Training I	2
ATN 251	Practicum in Athletic Training I	1
ATN 252	Practicum in Athletic Training II	1
ATN 351	Practicum in Athletic Training III	1
ATN 352	Practicum in Athletic Training IV	1
ATN 451	Practicum in Athletic Training V	1
ATN 452	Practicum in Athletic Training VI	1
	Total	<u>8</u>

Course Descriptions

110 Introduction to Athletic Training **3 hours** **F**
 This introductory survey course in the discipline of athletic training includes coursework in the basic components of a comprehensive injury prevention program, common risk factors, the body's response to injury, elements of an emergency care plan, and fundamental aspects of athletic injury recognition and treatment. Two lectures, one laboratory.

250 Clinical Applications in Athletic Training I **2 hours** **S**
 This course is focused on three objectives: the construction and application of special protective devices; the application of tape as a means of support and stabilization; and the palpable anatomy relevant to injury evaluation.

251 Practicum in Athletic Training I **1 hour** **F**
 This course focuses on the supervised clinical experiences associated with established procedures regarding the prevention, evaluation, management and rehabilitation of athletic injuries. In addition, this course deals specifically with issues related to the protocols of HOPS, HIPS and SOAP.

252 Practicum in Athletic Training II **1 hour** **S**
 This course focuses on the supervised clinical experiences associated with established procedures regarding the prevention, evaluation, management and rehabilitation of athletic injuries, with specific emphasis on the management and evaluation of lower extremity injuries.

297 Pharmacology in Athletic Training **2 hours** **TBA**
 This is an introductory course in athletic training with a focus on the principles of drug interaction and drug administration. A focus on the legal and ethical responsibilities associated with using pharmacological agents in active populations will also be included.

298 Medical Aspects of Athletic Training **3 hours** **S11**
 This course is designed to introduce students to the roles and responsibilities of various medical, paramedical and allied health professionals and the application of their area of expertise to the field of athletic training. The main focus will be on general medical issues, including pharmacology and skin disorders that may be seen by athletic trainers in the athletic environment. Guest speakers will assist the instructor by presenting and enhancing topics, in addition to regular class meetings.

299 Selected Topics **1-3 hours** **TBA**

305 Evaluation and Prescription of Health and Fitness Programs **3 hours** **F**
 This course is designed to provide the student with basic knowledge in health and fitness assessment. Areas of study include population characteristics, common fitness evaluation tools, test design, criteria for test termination and documentation of results.
 Prerequisite: Consent of instructor.

320 Human Nutrition **3 hours** **F**
 This course is a comprehensive investigation concerning the basics of nutrition, common eating disorders, methods of weight control and special needs of athletes, including an examination of the common techniques of body composition analysis.

330 Pathology and Evaluation of Injury I	3 hours	S
<p>This course is a comprehensive study of the commonly accepted techniques used to clinically evaluate athletic injuries and illness for the purpose of determining the type and severity as well as the prescription of appropriate treatment and/or referral. Students will investigate typical symptoms and common clinical signs associated with athletic injuries and illnesses, including common contributing etiological factors. This course focuses primarily on the upper body. Prerequisite: BIO 211.</p>		
335 Pathology and Evaluation of Injury II	3 hours	F
<p>This course is a comprehensive study of the commonly accepted techniques used to clinically evaluate athletic injuries and illnesses for the purpose of determining the type and severity as well as the prescription of appropriate treatment and/or referral. Students will investigate typical symptoms and common clinical signs associated with athletic injuries and illnesses, including common contributing etiological factors. This course focuses primarily on the lower body. Prerequisite: BIO 211.</p>		
351 Practicum in Athletic Training III	1 hour	F
<p>This course focuses on the supervised clinical experiences associated with established procedures for the prevention, evaluation, management and rehabilitation of athletic injuries, with specific emphasis applied to upper extremity injuries, pharmacology and skin disorders.</p>		
352 Practicum in Athletic Training IV	1 hour	S
<p>This course focuses on the supervised clinical experiences associated with established procedures for the prevention, evaluation, management and rehabilitation of athletic injuries, with specific emphasis on the application of therapeutic modalities.</p>		
390 Therapeutic Modalities	3 hours	F
<p>This course involves a comprehensive study of the physical principles, physiological effects, indications, contraindications, safety precautions and standard operating procedures of the therapeutic modalities commonly used in the treatment of athletic injuries. It also includes current pain control theories, the body's personal response to trauma and inactivity, as well as the role and function of various pharmacological agents used in the field of sports medicine. Prerequisites: ATN 330 and ATN 335.</p>		
395 Therapeutic Exercise	3 hours	S
<p>This course examines the components of a comprehensive rehabilitation and reconditioning program. Subjects to be covered include determining therapeutic goals and objectives, selecting therapeutic modalities, and developing criteria for progression of therapy and return to competition. Prerequisite: ATN 390.</p>		
399 Selected Topics	1-3 hours	TBA
450 Internship in Athletic Training	1-12 hours	TBA
<p>The purpose of this course is to develop the student's knowledge, awareness and appreciation for work site requirements, structure and operating procedures in an approved setting of the student's choice. Prerequisite: Consent of instructor.</p>		
451 Practicum in Athletic Training V	1 hour	F
<p>This course focuses on the supervised clinical experiences associated with established procedures for the prevention, evaluation, management and rehabilitation of athletic injuries, and provides a comprehensive review of the requisite clinical skills of an athletic trainer.</p>		
452 Practicum in Athletic Training VI	1 hour	S
<p>This course focuses on the supervised clinical experiences associated with procedures developed for the prevention, evaluation, management and rehabilitation of athletic injuries. This course specifically addresses the mastery of the entry-level non-orthopedic skills needed for senior-level athletic training students. This course will also serve as a study preparation course for the BOC exam.</p>		

455 Research and Administration in Athletic Training **2 hours** **F**

This course is designed to familiarize students with the various administrative and management responsibilities of athletic training. The course primarily focuses on the management dynamics of athletic training facilities, including personnel, students, facility design, purchasing and budgeting of financial resources.

Prerequisite: Consent of instructor.

460 Independent Study in Athletic Training **1-3 hours** **TBA**

This course requires individualized research, specialized study or other scholarly writing in the field of athletic training.

Prerequisite: Consent of instructor.

499 Selected Topics **1-3 hours** **TBA**

Behavioral Sciences

College of Leadership and Public Service

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

Major

Required Core Courses

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

Electives

CRJ 345	Juvenile Justice
CRJ 357	Corrections
HMS 320	Victimology
HMS 330	Child Welfare
SOC 227/427	Introduction to Women's Studies
SOC 317	Minority Groups

Psychology Concentration

Required Core Courses (above)	21	
PSY 337	Adolescent Psychology	3
PSY 443	Abnormal Psychology	3
PSY	Elective	3
SOC/HMS/CRJ	Elective	<u>3</u>
	Total	33

Minor

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

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

Electives

CRJ 357	Corrections
HMS 320	Victimology
HMS 330	Child Welfare
SOC 317	Minority Groups

Course Descriptions

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

Biological Sciences (BIO)

College of Healthcare, Fitness and Sciences

www.dwu.edu/biology

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

Within the biological sciences there are three majors, and a student may additionally choose to specialize in one emphasis area within a major, resulting in seven possible degrees within the biological sciences:

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

The biological sciences majors can be customized to meet the specific needs of the student. For example, a student planning to attend medical school after degree completion could work with their adviser to customize their planned electives to meet the entrance requirements of the medical school to which they plan to apply. Pre-professional students planning to apply for medical, dental, physical therapy, occupational therapy or optometry school should work closely with their adviser to select electives needed as prerequisites for graduate school. The student's program should also be timed so that the prerequisites are completed before taking the MCAT or GRE exam. See the Department of Biological Sciences website for more information.

Biochemistry (see Chemistry)

General Science (see Chemistry)

Biology Major

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

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

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

Major

Biology

BIO 120	Principles of Biology I	4
BIO 122	Principles of Biology II	4
BIO 315	Genetics	4
BIO 316	Evolutionary Biology	3
BIO 400	Research ¹ or	
BIO 450	Internship ¹	4
BIO	Electives ^{2,3}	16
CHM 150	General Chemistry I ³	4
CHM 160	General Chemistry II ³	4
MTH 200	Statistical Methods I	3
	Total	<u>46</u>

¹Biology capstone experience

²Electives may be focused into an area of emphasis (see below).

³Some of the above courses have prerequisites that must be met. Only BIO 150, BIO 350, and Bio 450 may be taken as directed studies. A CLEP test is available for BIO 120 and BIO 122.

Emphases within the Biology Major

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

For the biology major without an emphasis, only 16 credit hours of biology electives are required. Students who would like to add an emphasis to their biology major must complete the core courses for the biology major, as well as the courses required for the chosen emphasis and additional chosen electives specifically listed under the emphasis. This results in an increase from 16 credit hours of electives for a biology degree without an emphasis to a minimum 22 credit hours of biology courses:

12 credit hours of required courses listed for the emphasis

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

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

No more than one area of emphasis may be chosen by a student, and any student from a previous academic catalog (i.e., before the 2010-11 academic year catalog) who would like to add an emphasis to his/her B.A. biology degree must also take BIO 315 (4 credit hours) and BIO 316 (3 credit hours), and neither of these courses may be used to substitute either for the required courses within any emphasis or for the elective courses within any emphasis. All B.A. biology majors, whether with or without an area of emphasis, are required to have a minor.

Emphasis in Cell Biology

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

BIO 222	Microbiology	4
BIO 335	Introduction to Biochemistry	3
BIO 336	Introduction to Biochemistry Lab	1
BIO 346	Introduction to Molecular and Cell Biology	4
Minimum 3 hours of the following electives:		
	BIO 312, BIO 319, BIO 344	3
Minimum 7 hours of the following electives:		
	Select one of the following: BIO 203, BIO 217, BIO 323, BIO 324 and	
	one of the following: BIO 217, BIO 302, BIO 323, BIO 324, BIO 325, BIO 326	7
	Total (minimum)	<u>22</u>

Emphasis in Organismal Biology

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

BIO 203	Comparative Zoology	4
BIO 217	Botany	4
BIO 222	Microbiology	4
Minimum 3 hours of the following electives:		
	Select one of the following: BIO 312, BIO 319, BIO 323, BIO 324	3
Minimum 7 hours of the following electives:		
	Select one of the following: BIO 335, BIO 336, BIO 344, BIO 346 and	
	one of the following: BIO 302, BIO 325, BIO 326	7
	Total (minimum)	<u>22</u>

Emphasis in Ecology and Evolutionary Biology

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

BIO 217	Botany	4
BIO 302	Ecology	4
BIO 326	Limnology	4
Minimum 3 hours of the following electives:		
	Select one of the following: BIO 323, BIO 324, BIO 325	3
Minimum 7 hours of the following electives:		
	Select one of the following: BIO 222, BIO 335, BIO 336, BIO 344, BIO 346 and	
	one of the following: BIO 203, BIO 222, BIO 312, BIO 319	7
	Total (minimum)	<u>22</u>

Biology Minor

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

Minor

Biology

BIO 120	Principles of Biology I	4
BIO 122	Principles of Biology II	4
BIO 315	Genetics	4
BIO	Electives*	8
	Total	<u>20</u>

*Some of the above courses have prerequisites that must be met. Only BIO 150, BIO 350 and BIO 450 may be taken as directed studies. A CLEP test is available for BIO 120 and BIO 122.

Wildlife Management Major

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

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

Students at DWU are encouraged to think globally and consider learning opportunities that are not traditionally available on campus. Students may apply for endowed scholarships to help defray the expenses of volunteer activities for which they can receive internship credit or receive credit for coursework taken at field stations in the U.S. or abroad. In the past, DWU students have studied tropical rainforest ecology in Belize, studied marine biology in the Virgin Islands, and have attended workshops in Maine. For more information on scholarships and other funding opportunities, see the department of biological sciences website.

Major

Wildlife Management

BIO 120	Principles of Biology I	4
BIO 122	Principles of Biology II	4
BIO 203	Comparative Zoology	4
BIO 217	Botany	4
BIO 302	Ecology	4
BIO 315	Genetics	4
BIO 316	Evolutionary Biology	3
BIO 325	Principles of Wildlife Management	3

BIO 450	Internship in Wildlife Management*	4
CHM 150	General Chemistry I	4
CHM 160	General Chemistry II	4
MTH 200	Statistical Methods I	3
Electives	BIO 323, BIO 324 or BIO 326	8
	Total	<u>53</u>

*Wildlife Management capstone experience

Emphasis in Wildlife Law Enforcement*

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

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

CRJ 210	Introduction to Criminal Justice	3
CRJ 250	American Legal System	3
CRJ 261	Criminal Law	3
CRJ 385	Criminal Investigation	3
CRJ 395	Criminal Procedure	3
CTH 210	Interpersonal Communication or	
ENG 312	Advanced Expository Writing	3
	Total	<u>18</u>

*This emphasis may be used as a minor only by students majoring in wildlife management.

Biology Education

The nationwide shortage of well-trained science teachers has made graduates of biology education programs excellent conduits to the teaching job market. Biology teachers guide students through the process of scientific discovery while teaching them the fundamentals of the scientific method. This major is designed for students who want to teach biology to students of various ages, particularly 7-12 science/biology. The curriculum combines biology and education courses that include such topics as botany, ecology, microbiology, technology in the classroom, lesson planning and educational psychology.

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

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

Moreover, the biology education curriculum meets all standards in the NSTA Recommendations for Teachers of Biology (Section C.2), including criteria for Core Competencies (Section C.2.a), for Advanced Competencies (Section C.2.b) and for Supporting Competencies (Section C.2.c). By meeting all NSTA standards, all South Dakota teaching standards for biology education are also met (ARSD 24:53:07:10. 7-12 Science Education Program).

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

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

Students interested in teacher certification in science/biology need to complete the following program which constitutes both a major and a minor, and the grade in each course must be at least a C- to be considered passing. Additionally, the education program requires a minimum cumulative overall GPA of 2.6 be sustained to enroll in education courses. The curriculum includes 37 credit hours of biology courses, 17 credit hours of additional science courses (e.g., chemistry, psychology) and 49 credit hours of education courses, including the student teaching credits. The courses enable the teacher to teach 7-12 science/biology after passing the appropriate Praxis tests. Students may add to their certificate all science endorsements by passing the appropriate Praxis II test. For further clarification, see Education.

Major

Biology Education

BIO 120	Principles of Biology I	4
BIO 122	Principles of Biology II	4
BIO 211	Human Anatomy	4
BIO 217	Botany	4
BIO 222	Microbiology	4
BIO 302	Ecology	4
BIO 305	Biology Teaching Methods	2
BIO 312	Human Physiology	4
BIO 315	Genetics	4
BIO 316	Evolutionary Biology	3
CHM 150	General Chemistry I	4
CHM 160	General Chemistry II	4
EDU 201	Foundations of Education	3
EDU 216	Technology for Teachers I	1
EDU 311	Educational Psychology	3
EDU 316	Technology for Teachers II	1
EDU 324	Literacy in the Content Area	3
EDU 330	Curriculum Standards and Assessment	3
EDU 335	American Indian Education	3
EDU 356	Secondary Teaching Methods	3
EDU 365	Classroom Management for the K-12 Educator	3
EDU 410	Human Relations/Multiculturalism	3
EDU 412	Meeting the Needs of the Adolescent Learner	3
EDU 416	Technology for Teachers III	1

EDU 474	7-12 Student Teaching	14
EDU 475	Seminar	2
MTH 200	Statistical Methods I	3
PHS 100	Physical Science: Physics and the Atomic Nature of Matter	3
PHS 101	Physical Science: Chemistry, Earth, and Space	3
SPD 206	Teaching Students with Exceptionalities in the General Classroom	3
	Total	<u>103</u>

Course Descriptions

101 General Biology **4 hours** **F, S**

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

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

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

115 Environmental Science **4 hours** **TBA**

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

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

120 Principles of Biology I **4 hours** **F**

Students will examine concepts and theories in the following areas: the philosophy and methods of science; ecology; cell structure and function; genetics; and evolution. This course is intended to primarily serve majors in Biological Sciences. Three lectures, one laboratory.

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

122 Principles of Biology II **4 hours** **S**

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

Prerequisite: BIO 120.

150/350 Readings in Biology **1 hour** **F,S**

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

Prerequisite: Consent of instructor.

199 Special Topics in Biology **1-4 hours** **TBA**

203 Comparative Zoology **4 hours** **F10**

Students will study the gross morphology of representative vertebrates and invertebrates. The class will consider taxonomy, evolution, anatomy, physiology and behavior. Two lectures, two laboratories.

Prerequisites: BIO 120 and BIO 122.

211 Human Anatomy **4 hours** **F**

This is an introduction to the structure of the human body. The class will consider a balanced study of developmental, cellular, histological and gross levels of anatomy and its application to students in health and biological sciences. Three lectures, one laboratory.

217 Botany	4 hours	F11
<p>This course is a comparative study of the structure and reproduction of fungi and lower plants, with emphasis on seed plants. Students will study the principles of plant classification, identification and nomenclature, including the systematic relationships of vascular plants with an emphasis on flowering plants. Laboratories will include field trips, identification of collections and techniques used in gathering evidence for classification. Two lectures, two laboratories. Prerequisites: BIO120, 122.</p>		
222 Microbiology	4 hours	S
<p>Students will study the biology of bacteria, viruses, yeasts, molds and certain animal parasites. Lectures and laboratory exercises cover microbiological techniques, morphology, anatomy, growth, reproduction, physiology and genetics. Three lectures, two laboratories. Prerequisite: CHM 113 or CHM 150.</p>		
275 Field Experience	1-2 hours	TBA
<p>Prerequisites: Consent of Instructor.</p>		
299 Selected Topics – Basic	1-4 hours	TBA
302 Ecology	4 hours	F11
<p>Students will study the principles governing the relationships of plants, animals and their environment. Three lectures, one laboratory, including field trips. Prerequisites: BIO 120, BIO 122 and MTH 200.</p>		
305 Biology Teaching Methods	2 hours	TBA
<p>This course is an introduction to the texts, manuals, materials, apparatus and methods of teaching biology. One lecture, one laboratory. It cannot be taken as a directed study. Prerequisites: 15 hours of biological science including BIO 120, BIO 122, BIO 316, CHM 150, EDU 201 and EDU 356.</p>		
312 Human Physiology	4 hours	S
<p>This course introduces students to the mechanisms that control the functioning of the human body at the level of the cell, organ, organ system and whole body. Three lectures, one laboratory. Prerequisite: CHM 113 or CHM 150. General Education: Critical and Collaborative Thinking – Science Technology and Human Experience</p>		
315 Genetics	4 hours	F10
<p>This is an introduction to the study of genetics using classical and molecular approaches. Topics covered include transmission genetics, replication of DNA, gene expression and control, and population genetics. Three lectures, one laboratory. Prerequisites: BIO 120 and BIO 122.</p>		
316 Evolutionary Biology	3 hours	S11
<p>The history, genetic basis and products of evolutionary forces, including understanding the factors that affect evolutionary change, and the modes of evolutionary change will be studied. This course is designed to present the evidence for evolution and its effects on populations from the molecular to the community and ecosystem level. Three lectures. Prerequisite: BIO 315.</p>		
319 Animal Development	4 hours	F11
<p>Students will study the development of animals through an integration of descriptive, experimental and biochemical approaches. Topics include gametogenesis, fertilization, cleavage, gastrulation and formation of organ rudiments. Two lectures, two laboratories. Prerequisites: BIO 120 and BIO 122.</p>		

322 Plant Physiology	4 hours	TBA
Students will study the physiology of plant nutrition and metabolism. Topics include photosynthesis, respiration and water relations. Three lectures, one laboratory. Prerequisites: BIO 101, BIO 102, CHM 150 and CHM 160.		
323 Mammalogy	4 hours	F11
Topics covered in this course include the evolution, taxonomy, distribution, adaptations, ecology and behavior of mammals. Three lectures, one laboratory. Prerequisite: BIO 120, BIO 122 or consent of instructor.		
324 Ornithology	4 hours	S11
This course involves the study of the origin, evolution, structure, behavior, adaptations, distribution and classification of birds. Three lectures, one laboratory. Prerequisite: BIO 120, BIO 122 or consent of instructor.		
325 Principles of Wildlife Management	3 hours	S12
This course is an introduction to the basic principles used in the management of wildlife and fish populations, their habitats and human uses. The course is directed toward the presentation of general concepts that are integral to understanding the discipline. Prerequisite: BIO 120, BIO 122 or consent of instructor.		
326 Limnology	4 hours	F10
This course integrates the chemistry, physics, hydrology and ecology of freshwater ecosystems. It also considers the human impact on these systems. Three lectures, one laboratory, including field trips. Prerequisites: BIO 120, BIO 122, CHM 150.		
335 Introduction to Biochemistry (Refer to CHM 335)	3 hours	S11
336 Introduction to Biochemistry Lab (Refer to CHM 336)	1 hour	S11
341 Biochemistry I	4 hours	F11
This is the first semester of a comprehensive biochemistry course providing an introduction to the chemical and physical properties of biologically important molecules. Topics to be discussed in this course include carbohydrates, proteins, nucleic acids, lipids and enzymes. Prerequisite: BIO 120, BIO 122, CHM 331 or consent of instructor.		
342 Biochemistry II	4 hours	S12
This is the second semester of a comprehensive biochemistry course with emphasis on metabolism, energy use and synthesis of biologically important molecules. Prerequisite: BIO 120, BIO 122, BIO 341, CHM 331, CHM 332 or consent of instructor.		
344 Immunology	4 hours	F11
This course provides an introduction into the chemical, genetic and biological properties of immune responses, acquired immunity and the production of antibodies. Prerequisite: BIO 315, BIO 341 and BIO 342, or BIO 335 and BIO 336 or consent of instructor.		
346 Introduction to Molecular and Cell Biology	4 hours	S12
This course focuses on the study of the structure and function of the cell and its subcellular components. The course is designed to provide an understanding of membrane and cellular physiology from a molecular aspect. Prerequisite: BIO 315, BIO 341 and BIO 342, or BIO 335 and BIO 336 or consent of instructor.		
400 Research	1-4 hours	F,S
This course involves advanced independent work using biological methods. Students will choose a research activity acceptable to the biology department. Prerequisites: BIO 120, BIO 122, an approved proposal and consent of instructor.		

403 Research in Biochemistry	1-4 hours	F,S
This course is designed to provide an introduction into the methodology and techniques used in the modern biochemistry research laboratory. Students are encouraged to design and investigate an individual research project within the instructor's scope of research and to present their results. Prerequisite: Consent of instructor.		
410 Physiology of Exercise (Refer to SPX 410)	3 hours	F
450 Internship	1-4 hours	F,S
Internships are available in allied health fields, biochemistry, wildlife management and other branches of biology. Prerequisites: Consent of instructor.		
499 Selected Topics – Advanced	1-4 hours	TBA

Business Administration (BUS) and Economics (ECO)

College of Leadership and Public Service

www.dwu.edu/business

The department of business administration and economics offers programs designed to provide an understanding of economics, business and accounting, and their relationship to life in our society. The courses give special attention to the problems of managing small organizations, both profit and nonprofit, and to providing students with a practical educational program that emphasizes leadership, innovation and responsible stewardship. The programs are based on the philosophy that the best way to develop the creative problem-solving skills needed for a career in organizational leadership is to combine solid exposure to a broad liberal arts program with selected technical courses in the area of business and economics.

Students majoring in business may follow one of three broad tracks: business administration or accounting. The business administration major provides for a variety of emphases, including management, marketing, finance, entrepreneurial leadership and economics. Students may create individualized emphases in consultation with the department. Students with a special interest in entrepreneurial leadership should consult the section Entrepreneurial Leadership (ENT). Students with a special interest in sports management should consult the section Sports Management (SPM). Students with a special interest in financial and enterprise crime should consult Criminal Justice (CRJ).

Major

Business Administration

All general business majors must complete the following core courses:

BUS 101	Introduction to Business	3
BUS 220	Concepts and Practices of Management	3
BUS 251	Principles of Accounting I	3
BUS 252	Principles of Accounting II	3
BUS 263	Business Law	3
BUS 321	Organizational Behavior	3
BUS 344	Corporate Finance	3
BUS 356	Operations Management and Cost Analysis	3
BUS 371	Marketing	3
BUS 381	Business Ethics and Social Policy	3
BUS 482	Senior Business Project	3
BUS	Electives (upper level)	6
ECO 231	Principles of Macroeconomics	3
ECO 232	Principles of Microeconomics	3
ENT 225	Entrepreneurial Leadership I	2
MTH 200	Statistical Methods I	3
	Total	<u>50</u>

To complete an emphasis, a student must complete at least two additional electives for a total of four. All four electives must be selected from lists of preapproved courses or other courses approved by the department. The total credits required for an emphasis is 47. Students may complete more than one emphasis by completing additional electives.

The following courses are preapproved for the respective emphases:

Economics	ECO 336; BUS 341, 342
Entrepreneurial Leadership	ENT 325, 347, 425, 450
Finance	BUS 240, 305, 341, 342, 345, 346, 349, 350, 353, 354, 355
Management	BUS 315, 322, 323, 366, CTH 365; SOC 312, 332
Marketing	BUS 372, 373, 374; CTH 325; MTM 247; SOC 312

Accounting

All accounting majors must complete the following courses:

BUS 101	Introduction to Business	3
BUS 220	Concepts and Practices of Management	3
BUS 251	Principles of Accounting I	3
BUS 252	Principles of Accounting II	3
BUS 263	Business Law	3
BUS 305	Computerized Accounting Applications	3
BUS 321	Organizational Behavior	3
BUS 344	Corporate Finance	3
BUS 349	Taxation I	3
BUS 350	Taxation II	3
BUS 353	Intermediate Accounting I	4
BUS 354	Intermediate Accounting II	4
BUS 355	Cost Accounting	4
BUS 381	Business Ethics and Social Policy	3
BUS 457	Advanced Accounting I	3
BUS 458	Auditing	3
BUS 459	Advanced Accounting II	3
ECO 231	Principles of Macroeconomics	3
ECO 232	Principles of Microeconomics	3
ENT 225	Entrepreneurial Leadership I	2
MTH 200	Statistical Methods I	3
	Total	<u>65</u>

Due to the length of the accounting sequence and the frequency of course offerings, students are encouraged to complete BUS 353 in their sophomore year in order to be assured of graduating in four years.

Students desiring to become CPAs will need to complete additional credits in the department or in other areas in order to earn the 150 hours required to sit for the CPA examination.

Minor

Business Administration

Students seeking a minor in business must complete the following courses:

BUS 101	Introduction to Business	3
BUS 150	Survey of Accounting	2
BUS 160	Survey of Law	2
BUS 220	Concepts and Practices of Management	3
BUS 371	Marketing	3
ECO 130	Survey of Economics	2
ENT 225	Entrepreneurial Leadership I	2
	A finance or accounting course approved by the department	3
	Total	<u>20</u>

Economics

ECO 231	Principles of Macroeconomics	3
ECO 232	Principles of Microeconomics	3
BUS 341	Money and Banking	3
Electives	BUS 342, BUS 381, ECO 336 or ECO 499, MTH 200 (in consultation with the department chair)	9
	Total	<u>18</u>

Associate of Arts

Students seeking an Associate of Arts degree in business must complete the following courses:

BUS 101	Introduction to Business	3
BUS 105	Elementary Computer Applications (or proficiency)	3
BUS 220	Concepts and Practices of Management	3
BUS 251	Principles of Accounting I	3
BUS 252	Principles of Accounting II	3
BUS 263	Business Law	3
BUS	Electives	12

CTH 101	Fundamentals of Speech Communication	3
ECO 231	Principles of Macroeconomics or	
ECO 232	Principles of Microeconomics	3
ENG 111	Expository Writing	3
LST 101	Learn Strong I	1
MTH 115	Mathematics for the Liberal Arts (or other course approved for General Education)	3
	Two General Education courses in different General Education areas	6
	Electives (undesignated)	14
	Total	<u>63</u>

Course Descriptions

Business Administration (BUS)

101 Introduction to Business

3 hours

F

This course is an introduction to business in a mixed economy. It includes an overview of the major areas of study in the business curriculum.

105 Elementary Computer Applications

1-3 hours

TBA

This class introduces the beginning computer user to the basics of computers and the use of computer applications. It includes hands-on experience and instruction in using word processors, spreadsheets, databases, communications, presentation software, the Internet, operating systems, and other applications and resources. This course is taught in six modules. Students may test out of each module with 80 percent proficiency.

150 Survey of Accounting

2 hours

F,S

Introduction to basic concepts of financial accounting.

160 Survey of Law

2 hours

F

Introduction to basic legal principles, including contracts, agency and employment law.

200 Statistical Methods I

3 hours

F,S

(Refer to MTH 200)

220 Concepts and Practices of Management

3 hours

F,S

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

Prerequisite: Sophomore status.

240 Personal Finance

3 hours

S

This course includes principles of personal and family finance, including budgeting, banking, purchasing, insurance, investing and lifetime planning. The course can be taken as six separate modules (½ credit each) during different semesters.

251 Principles of Accounting I

3 hours

F

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

Prerequisite: Math competency.

252 Principles of Accounting II

3 hours

S

Students continue to learn about the analysis of financial transactions, preparation of basic financial statements and use of computers in accounting analysis.

Prerequisite: BUS 251.

275 Field Experience

1-2 hours

TBA

This course introduces students to supervised fieldwork.

Prerequisite: BUS 101 or consent of instructor.

263 Business Law	3 hours	F,S
Students will discuss the general principles of contracts, torts and property as applied to business relationships. Prerequisites: BUS 101 and sophomore status.		
275 Field Experience	1-2 hours	TBA
299 Selected Topics – Basic	1-3 hours	TBA
305 Computerized Accounting Applications	3 hours	TBA
This course provides a review of the use of several spreadsheet and accounting programs in solving a variety of business problems.		
315 Leadership and Communication	3 hours	S11
Students will study principles and examples of leadership, with special emphasis on servant leadership and developing the communication skills essential to effective leadership.		
317 Methods of Teaching Business	3 hours	TBA
Students will develop the knowledge and skills needed to teach business subjects at the secondary school level. This course includes designing courses, units and lessons; selecting materials and facilities; selecting teaching techniques; evaluation; professional development; and advising student business clubs. Prerequisites: EDU 201 and SPD 206. Corequisites: EDU 300 and EDU 330. Prerequisites or Corequisites: Business Core, BUS 213, BUS 240 and EDU 216.		
321 Organizational Behavior (Refer to SOC 321)	3 hours	F
322 Human Resource Management	3 hours	S
This course applies basic principles of psychology, sociology and human relations to personnel management functions, including job design, labor requirements, recruiting, selection, training and development, performance appraisal, compensation, safety and health, and labor relations. Prerequisite: BUS 220.		
323 Management of Computer Systems and Networks	3 hours	TBA
This class introduces principles of systems analysis, design of information systems, and network operations and management. Needs assessment, resource identification, acquisition and allocation, and systems management and maintenance options are included. Prerequisite: Consent of instructor.		
341 Money and Banking	3 hours	F11
Students will examine banking institutions, theories and policies relating to monetary management of the economy in an international context. Prerequisite: ECO 231 or consent of instructor.		
342 Investments	3 hours	F10
This course is an intensive analysis of investment institutions, philosophies and principles for the individual and institutional investor.		
344 Corporate Finance	3 hours	S
Students will study the principles of corporate financial management. The course includes financial planning, management of working capital, capital budgeting and techniques for raising long-term and short-term capital. Prerequisite: BUS 252.		

345 Insurance and Risk Management	3 hours	TBA
Students will study the characteristics of various types of insurance and their use in managing both personal and organizational risk. Topics include life insurance, health insurance, liability insurance and various types of casualty insurance. Prerequisite: BUS 252 or consent of instructor.		
346 Real Estate	3 hours	TBA
Students will study the nature of real estate transactions, real estate as an investment and principles for managing real estate. Land and physical property will be considered. Prerequisite: BUS 252 or consent of instructor.		
349 Taxation I	3 hours	F10
This course is an intensive analysis of principles of taxation as applied to individual income. Prerequisite: BUS 252.		
350 Taxation II	3 hours	S11
This course is an intensive analysis of principles of taxation as applied to business. Students will consider other issues in taxation. Prerequisite: BUS 349.		
353 Intermediate Accounting I	4 hours	F
This course is an intensive analysis of financial transactions and financial statements with advanced use of computers. Prerequisite: BUS 252 with B- or better.		
354 Intermediate Accounting II	4 hours	S
This course continues intermediate analysis of financial transactions and financial statements with advanced use of computers. Prerequisite: BUS 353 with B- or better.		
355 Cost Accounting	4 hours	S
Students will study principles of cost accounting, planning, control and analysis. This course includes job order and process costing. Prerequisite: BUS 252.		
356 Operations Management and Cost Analysis	3 hours	S
Students will study selected topics in operations management, including procurement, process design, inventory control, scheduling, resource allocation and quality control. Prerequisites: BUS 101 and BUS 252.		
366 Employment Law	3 hours	TBA
This course reviews legal principles that apply to various aspects of human resource management.		
371 Marketing	3 hours	F
Students will study the marketing function in national and international business. The course includes discussion of market definition, marketing environment, marketing information and decision making about product, pricing, promotion and placement. Prerequisite: BUS 101.		
372 Salesmanship and Sales Management	3 hours	S12
This course reviews basic concepts and practices of effective personal selling and of managing the sales process.		
373 Advertising	3 hours	S11
Students will study principles and practices of advertising, with emphasis on applications to small business. Prerequisite: BUS 371 or consent of instructor.		

374 Retailing **3 hours** **S12**
 This course is a comprehensive study of retail management, with an emphasis on small business.
 Prerequisite: BUS 371 or consent of instructor.

381 Business Ethics and Social Policy **3 hours** **S**
 This course is an introduction to ethical decision making as related to business management and public policy relating to business. It includes both theory and application to current issues.
 General Education: Civic Values and Engagement

450 Internship **1-16 hours** **F,S**
 Students will gain advanced fieldwork experience. It may be part time or full time, but involves work at the managerial level.
 Prerequisites: Business Core and consent of instructor.

451 Fraud Examination **3 hours** **TBA**
 Fraud examination will cover the principles and the mythology of fraud detection and deterrence. The course includes such topics as skimming, cash larceny, check tampering, register disbursement schemes, billing schemes, payroll and expense reimbursement schemes, noncash misappropriations, corruption, accounting principles and fraud, fraudulent financial statements, and interviewing witnesses.

457 Advanced Accounting I **3 hours** **F**
 Students will study accounting for partnerships, parent and subsidiary relationships, preparation of consolidated balance statements, income and surplus statements, and nonprofit organizations.
 Prerequisite: BUS 354 with B- or better.

458 Auditing **3 hours** **S12**
 Students will study methods of examining and adjusting financial records.
 Prerequisite: BUS 354 with B- or better.

459 Advanced Accounting II **3 hours** **TBA**
 Students will continue to study accounting for partnerships, parent and subsidiary relationships, preparation of consolidated balance statements, income and surplus statements, and nonprofit organizations.
 Prerequisite: BUS 457 with B- or better.

482 Senior Business Project **3 hours** **F,S**
 This course is intended as a senior integrative experience for business majors, except those in accounting or business education. It is a comprehensive analysis of an operating business enterprise.
 Prerequisites: BUS 101, BUS 220, BUS 344, BUS 356 and BUS 371.

483 Independent Study **1-3 hours** **F,S**
 Students will study a selected topic in business.
 Prerequisite: Consent of instructor.

499 Selected Topics – Advanced **1-3 hours** **TBA**

Course Descriptions

Economics (ECO)

130 Survey of Economics **2 hours** **F**
 Introduction to basic concepts of macroeconomics and microeconomics.

231 Principles of Macroeconomics **3 hours** **S**
 This course introduces students to analysis of the macroeconomy. It includes study of aggregate supply and demand model, Keynesian multiplier model, banking and monetary policy, and applications to current macroeconomic problems.

232 Principles of Microeconomics

3 hours

F

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

336 Economics of Development

3 hours

TBA

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

499 Selected Topics – Advanced

1-3 hours

TBA

Chemistry (CHM), Physics (PHS), Astronomy (AST)

College of Healthcare, Fitness and Sciences

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

Biochemistry

Biochemistry is a branch of chemistry concerned with the chemical and biological processes occurring in living organisms. Biochemistry uses the combined knowledge of biology, chemistry and genetics to investigate the complexity of the life processes of animals and plants.

A degree in biochemistry prepares the student for several postgraduate activities, including graduate study in the life sciences and professional careers in medicine, dentistry, veterinary medicine and agriculture. Current biochemical research in the biology department is focused on the interactions between plants and plant pathogenic viruses.

Major

Biochemistry

CHM 150	General Chemistry I	4
CHM 160	General Chemistry II	4
CHM 331	Organic Chemistry I	4
CHM 332	Organic Chemistry II	4
CHM 341	Biochemistry I	4
CHM 342	Biochemistry II	4
CHM 360	Physical Chemistry	3
BIO 120	Principles of Biology I	4
BIO 122	Principles of Biology II	4
BIO 315	Genetics	4
BIO 403	Research in Biochemistry	4
MTH 210	Calculus I	4
PHS 210	General Physics I	4
PHS 220	General Physics II	4
Electives	BIO 222, BIO 344, BIO 346 or BIO 499	8
	Total	63

General Science

This course of study is designed for a broad background in biological and physical sciences which could be structured for pre-professional students (pre-engineering, pre-med, pre-vet, science teachers, etc).

CHM 150	General Chemistry I	4
CHM 160	General Chemistry II	4
BIO 120	Principles of Biology I	4
BIO 122	Principles of Biology II	4
MTH 210	Calculus I	4
PHS 260	University Physics I	4
PHS 270	University Physics II	4
	Minimum Electives*	24
	Total	52

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

Minor

Chemistry

CHM 150	General Chemistry I	4
CHM 160	General Chemistry II	4
CHM 331	Organic Chemistry I	4
CHM 332	Organic Chemistry II	4
CHM 323	Qualitative and Quantitative Analysis or	
CHM 335	Intro to Biochemistry or	
CHM 341	Biochemistry I	4
	Total	<u>20</u>

Pre-engineering

Students seeking professional training in engineering should consult with graduate schools and their departments of engineering concerning the appropriate prerequisites needed for admittance and for degree completion.

Course Descriptions

Astronomy (AST)

100 Introduction to Astronomy **3 hours** **S**

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

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

Course Descriptions

Chemistry (CHM)

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

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

113 Physiological Chemistry **3 hours** **F**

This course introduces basic principles of inorganic, organic and biological chemistry. Primary emphasis is on the chemistry of the human body. Three lectures.

150 General Chemistry I **4 hours** **F**

This is the first of a two-semester course sequence. This course provides an introduction to the laws of chemical combination and the properties of matter. Topics in this semester include: measurement; atomic structure (including the quantum theory); inorganic nomenclature; stoichiometry (mass relationships in chemical reactions); gases; thermochemistry; periodic properties of the elements; chemical bonding and the geometry of molecules. The laboratory exercises parallel the lecture topics, and are intended to introduce safe practice principles, techniques for synthesis and characterization of compounds, and the use of laboratory apparatus. Three lectures, one two-hour laboratory.

Prerequisite: MTH 120 or consent of instructor. High school chemistry preferred.

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

160 General Chemistry II **4 hours** **S**

This course is the second part of a two-semester course sequence. The topics in this semester include the properties of compounds in the liquid and solid states; physical properties of solutions; kinetics; equilibria; acids and bases; acid-base and solubility equilibria; thermodynamics; electrochemistry; nuclear chemistry; and descriptive organic chemistry. Three lectures, one two-hour laboratory.

Prerequisite: CHM 150.

275 Field Experience **1-2 hours** **TBA**

299 Selected Topics – Basic **1-3 hours** **TBA**

323 Qualitative and Quantitative Analysis	4 hours	S12
Students will study quantitative analytical methods, principles, details and applications, including the statistical treatment of data. Lab exercises cover the qualitative analysis scheme in the first half of the semester and more specific analytical problems in the second half. Three lectures, one three-hour laboratory plus extra lab hours by arrangement. Prerequisite: CHM 160.		
331 Organic Chemistry I	4 hours	F
This is the first of a two-semester course sequence. It provides an introduction to the nomenclature, structure, properties, reactions and uses of the compounds of carbon. Topics follow the functional group approach to the study of organic compounds – including alkanes, alkenes, alkynes, halides, and alcohols. Spectroscopic methods of structure determination are introduced. Three lectures, one two-hour laboratory. Prerequisite: CHM 160.		
332 Organic Chemistry II	4 hours	S
This course is the second part of a two-semester course sequence and continues the functional group approach begun in CHM 331. Topics will include ethers, conjugated systems, aromatics, aldehydes, ketones, carboxylic acids, amines and special reactions of the carbonyl group. More extensive use of spectroscopy is used throughout to elucidate molecular structures. Three lectures, one two-hour laboratory. Prerequisites: CHM 331.		
335 Introduction to Biochemistry	3 hours	TBA
This is an overview of the primary structural molecules and processes occurring in living cells. Prerequisite: CHM 331.		
336 Introduction to Biochemistry Lab	1 Hour	TBA
This is an overview of the primary techniques used in biochemistry. Prerequisite: CHM 331. Corequisite: BIO/CHM 335.		
341 Biochemistry I	4 hours	S11
This is the first semester of a comprehensive biochemistry course providing an introduction to the chemical and physical properties of biologically important molecules. Topics to be discussed in this course include carbohydrates, proteins, nucleic acids, lipids and enzymes. Prerequisite: CHM 331.		
342 Biochemistry II	4 hours	S11
This is the second semester of a comprehensive biochemistry course with emphasis on metabolism, energy use and synthesis of biologically important molecules. Prerequisite: CHM 341.		
360 Physical Chemistry	3 hours	S11
This course introduces the basic theoretical concepts of the chemical sciences: thermodynamics, chemical and physical equilibria, chemical kinetics and the behavior of matter in the solid, liquid, gaseous and solution states. Prerequisites: CHM 160 and MTH 210.		
450 Internship	1-4 hours	TBA
460 Independent Study	1-4 hours	F,S
Students study selected topics in advanced areas, including projects, research investigations and surveys of the literature. Hours and fees will be arranged.		
499 Selected Topics – Advanced	1-3 hours	TBA

Course Descriptions

Physics (PHS)

100 Physical Science: Physics and the Atomic Nature of Matter	3 hours	F,S
This is a project-oriented course explaining the fundamental laws of mechanics, solids, liquids, gasses, heat, electromagnetism and light with minimal stress on mathematics. General Education: Critical and Collaborative Thinking – Science Technology and Human Experience		
101 Physical Science: Chemistry, Earth and Space	3 hours	S
This course is a basic study in physical science, including chemistry, geology and astronomy. General Education: Critical and Collaborative Thinking – Science Technology and Human Experience		
210 General Physics I	4 hours	TBA
General Physics is a two-semester sequence in which students will study the fundamental laws of physics as applied to mechanics, sound, light, electricity and magnetism and be introduced to modern physics. Three lectures, one laboratory. Prerequisite: MTH 128 or consent of instructor.		
220 General Physics II	4 hours	TBA
This is a continuation of PHS 210. Three lectures, one laboratory. Prerequisites: PHS 210 and/or consent of instructor.		
260 University Physics I	4 hours	F10
This is an introductory calculus-based course in the fundamentals of physics as applied to mechanics. Topics included are kinematics, vectors, Newton's laws, energy, momentum, rotational dynamics, gravitation, simple harmonic motion and waves.		
270 University Physics II	4 hours	S11
This a calculus-based course in the fundamentals of physics as applied to electricity and magnetism. Topics included are Coulomb's law, electric fields, potential fields, capacitance, DC circuits, magnetic fields, induction, AC circuits and Maxwell's laws.		
299 Selected Topics – Basic	1-3 hours	TBA
499 Selected Topics – Advanced	1-3 hours	TBA

Communication (CTH)

College of Arts and Humanities

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

Major

CTH 101	Fundamentals of Speech Communication	3
CTH 202/302	Oral Interpretation	3
CTH 210	Interpersonal Communication	3
CTH 225/325	Introduction to Mass Communication	3
CTH 365	Interviewing	3
CTH 370	Advanced Persuasive Speaking	3
	Electives*	12
	Total	<u>30</u>

Minor

CTH 101	Fundamentals of Speech Communication	3
CTH 210	Interpersonal Communication	3
CTH 225/325	Introduction to Mass Communication	3
CTH 365	Interviewing	3
CTH 370	Advanced Persuasive Speaking	3
	Electives*	6
	Total	<u>21</u>

*Electives (communications majors and minors):

CTH 128/129, 228/229, 328/329, 428/429	Forensics	1-2
CTH 450	Practicum or Internship in Communication	1-3
CTH 460	Independent Study	3
BUS 315	Leadership and Communication	3
DRM 131	Introduction to Theatre	3
DRM 369	World Culture in Film	3
ENG 211/311	Journalism	3
ENG 225	American Cinema	3
GDS 205	Photography Foundations	3
GDS 311	Type and Image	3
SOC 312	Methods of Social Research	3
SOC 332	Social Psychology	3
No more than two of the following:		
BUS 220	Concepts and Practices of Management	3
BUS 321	Organizational Behavior	3
BUS 322	Human Resource Management	3
BUS 371	Marketing	3
BUS 373	Advertising	3

Other electives selected in consultation with department.

Forensics Participation

Participation in forensics is open to all full-time students. Previous high school participation is not a prerequisite. Students may be involved in forensics for academic credit or without credit. If a student is interested in participating in the forensics program he/she must contact the forensics instructor as soon as possible in the fall in order to begin necessary preparations.

Course Descriptions

101 Fundamentals of Speech Communication	3 hours	F,S
This course provides practical experience in researching, writing and delivering speeches. Assignments include speeches to introduce, inform and persuade, as well as participation in a panel discussion. Critical thinking is addressed through speech criticism and analysis of reasoning, evidence and types of proof. General Education: Effective Expression – Oral		
128/129, 228/229, 328/329, 428/429 Forensics	1-4 hours	F,S
This course offers practical experience in campus and intercollegiate speech activities. Students may enroll for one or two hours every semester for a maximum of eight hours. Consent of the instructor is required for enrolling in two hours of forensics credit. Six hours may be used for a major and three hours for a minor. The level of sophistication and the responsibilities required of students will increase with the degree of participation. Students will be required to attend intercollegiate events or assume responsibilities for campus forensics programs. Prerequisite: Consent of instructor.		
202/302 Oral Interpretation	3 hours	TBA
Students will study the principles of interpretation. Practical experiences in individual readings, choral reading and reader's theatre will be available. Students will prepare a program for public presentation.		
210 Interpersonal Communication	3 hours	F
Students study the theories of one-on-one communication and develop practical skills. Areas of study include perception, individual identity, relationship dynamics, family dynamics and diversity. The goal of the course is to make students better communicators in a setting that does not focus on public speaking.		
225/325 Introduction to Mass Communication	3 hours	F11
This course examines the roles and responsibilities of media. Students examine the history of media, theories of mass communication and the impact of the media on culture. Emphasis is placed on current issues in mass media and communication.		
275 Field Experience	1-2 hours	TBA
299 Selected Topics – Basic	1-3 hours	S
365 Interviewing	3 hours	F10
This course introduces students to the theory and practice of interviewing. Students research and develop interview instruments, conduct interviews and examine the ethics of interviewing. Assignments include information, employment and persuasive interviews.		
370 Advanced Persuasive Speaking	3 hours	S12
Students will investigate the role of persuasion in society, study the theories of argumentation, and prepare and deliver speeches to persuade, including indictment and proposition speeches and policy debates. Prerequisite: Consent of instructor.		
450 Practicum or Internship in Communication	1-3 hours	F,S
Students may develop practical learning experiences or internships in consultation with the instructors in such areas as radio and television broadcasting, publicity, promotion and advertising. Internships are available in management and promotion. This course is offered Credit/No Credit only. Prerequisites: Consent of instructor, junior status and cumulative 3.0 GPA.		
460 Independent Study	1-3 hours	F,S
Flexible programs may be designed to meet advanced students' interests. Prerequisite: Consent of instructor.		
499 Selected Topics – Advanced	1-3 hours	TBA

Corporate and Homeland Security Management (CHS)

College of Leadership and Public Service

The major in corporate and homeland security management focuses on the domestic and international security issues of corporate and homeland security, including the formation, analysis and implementation of corporate and governmental security-related public policies, best concepts and practices of management, strategic planning, international relations, and criminal investigations. The curriculum is designed to provide students with the global perspective, ethical foundation, interpersonal skills, and general awareness of current issues and trends in corporate and homeland security management necessary for career success. Graduates of the program will have the knowledge and skills to be managers and leaders in the field of corporate and homeland security management.

Objectives

The goals of the corporate and homeland security program are five-fold:

- to prepare students for the political, social, ethical and economic realities of corporate and homeland security management planning, policy formation, implementation and policy analysis;
- to develop in students the critical thinking, communication and management skills, and global awareness necessary to provide leadership as a corporate or homeland security manager;
- to enable students to appreciate and understand the importance of leadership in corporate or homeland security management, as well as the leadership qualities of competent leaders;
- to stress an interdisciplinary approach to knowledge and understanding, and prepare students not only for employment, but also careers as leaders who are committed to serving others; and
- to allow students to apply investigative methods, crime scene processing, and suspect identification methods to situations common to corporate and homeland security investigations.

Major

BUS 220	Concepts and Practices of Management	3
BUS 321	Organizational Behavior	3
CRJ 210	Introduction to Criminal Justice	3
CRJ 261	Criminal Law	3
CRJ 385	Criminal Investigation	3
CRJ 395	Criminal Procedures	3
CRJ/PSL/BUS 450	Internship	3
	Concentration	18
	Total	<u>39</u>

Concentrations

For the major, 18 hours must be taken from one of the following tracks: homeland security management or corporate security management

Homeland Security Management

PSL 210	Introduction to Leadership and Public Service	3
PSL 320	Ethics and Public Policy	3
PSL 350	Public Service: Policy Formation and Analysis	3
	Electives*	<u>9</u>
	Total	18

*Electives

CRJ 360	Global and Comparative Justice	3
CRJ 370	Trial Experience	3
POL 351	American Foreign Policy	3
REL 314	World Religions	3
POL 354	World Politics	3
PSY 443	Abnormal Psychology	3
SOC 317	Minority Groups	3

Corporate Security Management

BUS 101	Introduction to Business	3
BUS 251	Principles of Accounting I	3
BUS 263	Business Law	3
BUS 381	Business Ethics and Social Policy	3
	Electives**	6
	Total	<u>18</u>

****Electives**

BUS 322	Human Resource Management or	
BUS 341	Money and Banking or	
BUS 342	Investments	3
BUS 356	Operations Management and Cost Analysis	3
BUS 366	Employment Law	3
BUS 451	Fraud Examination	3
ECO 231	Principles of Macroeconomics or	
ECO 232	Principles of Microeconomics	3

Criminal Justice (CRJ)/Legal Studies

College of Leadership and Public Service

www.dwu.edu/crj

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

Major

Criminal Justice

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

CRJ 210	Introduction to Criminal Justice	3
CRJ 258	Criminology	3
CRJ 261	Criminal Law	3
CRJ 357	Corrections	3
CRJ 395	Criminal Procedures	3
CRJ 410	Professional Writing for Criminal Justice	3
CRJ 433	Seminar in Criminal Justice	3
CRJ	Electives	15
SOC 312	Methods of Social Research	3
	Total	<u>39</u>

Students considering graduate school are strongly urged to complete MTH 200 Statistical Methods I.

Minor

Criminal Justice

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

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

Financial and Enterprise Crime

The minor in financial and enterprise crime focuses on the phenomenon of crime within businesses, organizations and finance. Primary emphasis is placed on white collar crime and other forms of fraud, including their criminological, legal, operational and financial components. Students are also introduced to issues involving organized criminal enterprises.

CRJ 258	Criminology	3
CRJ 370	Trial Experience	3
CRJ 385	Criminal Investigation	3
CRJ 395	Criminal Procedures	3

CRJ 433	Seminar in Criminal Justice	3
BUS 381	Business Ethics and Social Policy	3
BUS 451	Fraud Examination	3
	Total	<u>21</u>

Forensic Science and Investigation

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

CRJ 210	Intro to Criminal Justice	3
CRJ 258	Criminology	3
CRJ 385	Criminal Investigation	3
CHM 150	General Chemistry I	4
CHM 160	General Chemistry II	4
CHM 323	Quantitative and Qualitative Analysis	4
	Total	<u>21</u>

Legal Studies

Legal studies emphasizes law in a social context with a broad-based liberal arts curriculum and focuses on enhancing analytical thinking. The legal studies minor treats law as a subject of liberal inquiry, open to students in any major. The legal studies minor, as a liberal studies program, is designed to acquaint students with the philosophy as well as the actual workings of the American legal system.

CRJ 250	American Legal System	3
CRJ 370	Trial Experience	3
BUS 263	Business Law	3
POL 153	U.S. Government	3
	Electives (Choose from CRJ 261, CRJ 335, CRJ 395, BUS 366, CST 304, HMS 340, POL 253, POL 353, SPM 367).	<u>9</u>
	Total	<u>21</u>

Associate of Arts Degree

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

General Education Courses

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

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

Criminal Justice Courses

CRJ 210	Introduction to Criminal Justice	3
CRJ 258	Criminology	3
CRJ 261	Criminal Law	3
CRJ 357	Corrections	3
CRJ	Electives*	9
	Total	<u>64</u>

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

Specialization: Chemical Dependency

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

HMS/CRJ 245	Drug Use and Abuse	3
HMS 300	Alcohol Use and Abuse	3
HMS 370/770	Theory and Practice of Counseling	3
HMS 400	Group Counseling	3
HMS 430	Ethics in Human Service Practice	3
HMS 320	Victimology	3
PSY 337	Adolescent Psychology	3
SOC 317	Minority Groups	3

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

Course Descriptions

210 Introduction to Criminal Justice **3 hours** **F**

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

233 Issues in Human Relations **3 hours** **TBA**

Students will examine the models of human behavior, with particular emphasis on antecedents and conditions that influence personal performance in criminal justice environments.

245 Drug Use and Abuse **3 hours** **F** (Refer to HMS 245)

250 American Legal System **3 hours** **F**

This course examines all aspects of the judicial process, including the law, courts and politics of the American legal system. Both the criminal and civil processes will be investigated with attention focused on the major participants in the entire process. This course will also examine various current and major issues within the legal system. Extensive study and examination of the Constitution of the United States of America and its continuous interpretation will be included.

General Education: Civic Values and Engagement

258 Criminology **3 hours** **F10**

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

261 Criminal Law **3 hours** **S**

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

273 Police Organization and Management	3 hours	F10
This course examines the principles and practices common to the effective management of American law enforcement agencies.		
275 Field Experience	1-2 hours	TBA
299 Selected Topics – Basic	1-3 hours	TBA
300 Alcohol Use and Abuse (Refer to HMS 300)	3 hours	S
320 Victimology (Refer to HMS 320)	3 hours	S11
325 Policing in Small Towns and Rural Areas	3 hours	S11
This course considers the special problems and procedures encountered by law enforcement in less populated areas. It will examine staffing, geographical area, need for expertise, and sociological and psychological features unique to small departments.		
335 Legal Liability in Criminal Justice	3 hours	TBA
This course is an examination of state and federal legal liabilities and remedies with criminal justice and policy implications.		
345 Juvenile Justice	3 hours	F10
This course examines the origins, philosophy and objectives of the juvenile justice systems. The focus will be on the jurisdiction of juvenile courts, role of law enforcement agents, judicial process, fact-finding hearing, disposition, waivers, appeals and philosophy of the juvenile court with attention to the legal rights of children. The course will include a review of contemporary juvenile correctional systems and discussion of recent research concerning the juvenile institution and various field services.		
357 Corrections	3 hours	S11
This course introduces the concepts, philosophies and theories of corrections and penology. Students will examine trends and patterns in treatment of criminal offenders with special emphasis on early identification, referral processes and current innovative methods of rehabilitation.		
360 Global and Comparative Justice	3 hours	S11
This course is a review of justice systems worldwide, with significant emphasis being given to transnational crimes and international human rights issues.		
370 Trial Experience	3 hours	F10
Students examine the issues that surround preparing for and participating in a criminal trial. Topics include all of the key stages of the trial process, from jury selection to closing arguments. Students focus on case strategy and presentation skills and take part in a final mock trial.		
373 Probation and Parole Procedures	3 hours	F11
Students will study the structure, organization and operation of probation and parole systems with emphasis on applicable guidelines; the role of the probation/parole officer as an agent of behavioral change; and the social and physical environmental contexts of the probation/parole process.		
385 Criminal Investigation	3 hours	S12
This course is an introduction to the principles involved in the investigation of crimes, with particular attention to historical origins, the investigator, organization and management of the investigative function, and investigative methods, including crime scene processing, suspect identification and use of information sources.		
395 Criminal Procedures	3 hours	S
Students will study the effect of the U.S. Constitution on the many segments of the criminal justice system. The course pays particular attention to how constitutional decisions affect police, courts, defendants, corrections operations and the public.		

410 Professional Writing for Criminal Justice	3 hours	S11
<p>This course introduces students to the styles of writing used in the criminal justice profession. Students prepare common documents used by law enforcement, court services, and corrections. In doing so, students learn to write clear, concise and persuasive reports that maximize successful criminal justice processes. Emphasis is placed on correct technical writing skills and on substantive factual accuracy and agency usefulness.</p> <p>Prerequisite: ENG 111.</p>		
433 Seminar in Criminal Justice	3 hours	S
<p>This course is an advanced seminar and capstone experience for students majoring in criminal justice. Students will focus on emerging issues of significant concern for agencies, organizations and individuals within the criminal justice profession.</p>		
450 Internship	1-16 hours	F,S
<p>Students may choose a field placement experience in an agency or organization related to the practice of criminal justice. These internships are open only to criminal justice majors and minors. Students must register at least two months in advance of the semester in which the course is to be taken to allow for developing an appropriate internship experience.</p> <p>Prerequisite: Consent of department chair.</p>		
460 Independent Study in Criminal Justice	1-3 hours	F,S
<p>This independent course allows for study in specific areas of criminal justice literature and practice not covered by existing organized courses within the criminal justice curriculum.</p> <p>Prerequisites: Consent of instructor and department chair.</p>		
495 Advanced Criminal Investigation	3 hours	TBA
<p>This course is a continuation of CRJ 385 where students apply investigative methods, crime scene processing and suspect identification methods to the investigation of specific crimes. The greatest emphasis is placed on homicide investigations. Other crimes included are robbery, burglary, arson, sex offenses, terrorism and enterprise crime.</p>		
499 Selected Topics – Advanced	1-3 hours	TBA

Cultural Studies (CST)

College of Arts and Humanities

The cultural studies minor provides students with an opportunity to explore the diverse human experience. The interdisciplinary nature of the program enhances students' intellectual vision while intensive study in an area of concentration develops a greater appreciation and understanding of our multicultural world. The cultural studies minor enriches any major by honing critical thinking and analytical skills, and by preparing students to serve and lead in diverse local, national and global communities. The minor in cultural studies allows students to select a particular area of concentration that they will study from an interdisciplinary perspective. Suggested areas of concentration include American Indian studies, European studies, global studies, and diversity policy and awareness studies. Each area of concentration has its own relevant group of requisite courses. A list of possible electives is also provided for each area of concentration. In consultation with the director of the minor, courses listed as required in one area of concentration may be considered electives in other areas of concentration. Study abroad and service learning projects may also be designed for elective credit.

Minor

Areas of Concentration in Cultural Studies

American Indian Studies

CST 304	Tribal Treaties, Laws and Government	3
ENG 314	American Multiethnic Literature	3
HIS 339	American Indian History to 1890	3
HIS 340	American Indian History since 1890	3
SOC 317	Minority Groups	3
	Electives*	6
	Total	<u>21</u>

*Possible Electives:

ECO 336	Economics of Development
EDU 335	American Indian Education
EDU 410	Human Relations/Multiculturalism
HIS 330	History of South Dakota
MUS 250	World Music
REL 315	American Religions

Diversity Policies and Awareness Studies

ENG 314	American Multiethnic Literature	3
HIS 202	U.S. History II	3
PSL 310	Public Service: Policy Communications	3
PSL 350	Public Service: Policy Formation and Analysis	3
SOC 227	Introduction to Women's Studies	3
SOC 317	Minority Groups	3
	Electives*	3
	Total	<u>21</u>

*Possible Electives:

CRJ 360	Comparative Criminal Justice Systems
ECO 336	Economics of Development
EDU 335	American Indian Education
EDU 410	Human Relations/Multiculturalism
SOC 154	Marriage and Family
PSL 350	Public Service: Policy Formation and Analysis

European Studies

ENG 227	Literature of European Civilization I	3
ENG 228	Literature of European Civilization II	3
HIS 311	Europe Since World War I	3
PHL 310	Great Philosophers of the Western World	3

LAN	At least three credits in one European foreign language	3
	Electives*	<u>6</u>
	Total	21

***Possible Electives:**

CRJ 360	Global and Comparative Justice
DRM 161	History of Theatre and Drama: Greek to Renaissance
DRM 261	History of Theatre and Drama: Restoration to the 18th's
DRM 361	History of Theatre and Drama: Contemporary Theatre
DRM 488	Stage Combat: Armed
ENG 390	Seventeenth-Century British Literature
ENG 395	Victorian Literature
ENG 422	The British Novel
HIS 101	World History I
HIS 102	World History II
HIS 310	History of the British Empire
LAN	Additional coursework in a European foreign language
MUS 120	Introduction to Western Music
POL 352	Political Thought
REL 380	Classics in Christian Thought

Global Studies

CRJ 360	Comparative Criminal Justice Systems	3
HIS 102	World History II	3
LAN	At least three credit hours of a foreign language	3
POL 354	World Politics	3
REL 314	World Religions	3
SOC 227	Introduction to Women's Studies	3
	Electives*	<u>3</u>
	Total	21

***Possible Electives:**

DRM 131	Introduction to Theatre
DRM 369	World Culture in Film
ECO 336	Economics of Development
EDU 410	Human Relations/Multiculturalism
GEO 205	World Geography
HIS 313	Latin American History
HIS 386	Asian History
LAN	Additional Coursework in a foreign language
MUS 250	World Music

Nontraditional credit in the foreign language such as credit by exam, CLEP or advanced placement are not applicable toward the cultural studies minor unless approved by the program director.

Course Descriptions

260 Experiential Learning and Service in Tanzania, Africa	1-3 hours	TBA
This is a faith-based mission experience to East Africa, with pre- and post-learning components on the DWU campus. Several aspects of Tanzanian history, culture, religion and current conditions will be explored. Using lecture, research techniques, class discussion, travel to and in Tanzania, journaling, group reflection, service activities and media presentation, a service learning experience in a foreign country will be achieved.		
275 Field Experience	1-2 hours	TBA
299 Selected Topics – Basic	1-3 hours	TBA

304 Tribal Treaties, Laws and Government	3 hours	TBA
This course is based on an investigation of the historic development and contemporary status of tribal and federal Indian law. Students will discuss the powers of tribal governments and their relationships to state and federal governments. Much of the course is devoted to analysis of a variety of legal issues, such as jurisdiction, claims and resource rights in light of tribal efforts toward self-determination.		
339 American Indian History to 1890 (refer to HIS 339)	3 hours	F10
340 American Indian History since 1890 (refer to HIS 340)	3 hours	S11
450 Internship	1-4 hours	TBA
460 Independent Study	1-3 hours	TBA
With the instructor, students may arrange for individual research on a variety of topics. Students enrolling in the course must present an independent study proposal to the instructor before registration. Prerequisite: Consent of instructor.		
499 Selected Topics – Advanced	1-3 hours	TBA

Education (EDU), Special Education (SPD)

College of Leadership and Public Service

www.dwu.edu/education

It is the responsibility of each student in the teacher education program to be familiar with and to fulfill the requirements of the department as outlined in this catalog and in the DWU Student Teacher Handbook. A copy of the handbook is available on the education department's Web page, as well as in the education department.

Motto

"Impacting futures ... one mind at a time."

Philosophy

The philosophy of the DWU Education Department is that theory and practice need to be integrated to promote excellent teaching. Constructivism provides the basis for all departmental decision-making, with a focus of providing assistance until independence. A liberal arts education, in addition to early and continuous classroom experiences, prepares teacher candidates for the profession of teaching. Our commitment to teacher candidates is demonstrated through:

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

Mission

A constructivist-based program, the DWU Education Department is committed to modeling the developmental approach to learning. A student-centered philosophy, celebrating the diversity and complexity of teaching, influences all curricular and pedagogical decisions. The education department mirrors the DWU mission of sacrifice or service in conjunction with the most relevant and contemporary educational practices within the framework of the 10 Interstate New Teacher Assessment Standards Consortium (INTASC) standards of highly qualified educators. DWU education graduates are highly qualified, independent educators measuring success in the attempt of reaching potential, exemplifying the hope and optimism of every school year, school day, lesson and teaching moment.

Purpose

The purpose of the teacher education program at DWU is to provide an organized, integrated system of study and experience for the preparation of elementary and secondary teachers. The program is designed to emphasize the development of human values that enhance the quality of interpersonal relations and the skills necessary for effective instruction. The central emphasis of the program is to develop the characteristics of competence and maturity, which will enable graduates to command respect as educated people and as members of the teaching profession.

Goal

The goal of DWU Education Department is to prepare competent, effective and dedicated teachers. The program will provide a liberal arts program to help the teacher candidate:

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

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

DWU offers the following Teacher Education Programs:

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

DWU offers the following endorsements:

- 5-8 Middle Level Education
- K-12 Special Education
- 7-12 Special Education
- K-8 Special Education

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

Teacher Candidate Attributes

The philosophy of the DWU Education Department is, in part, that teacher candidates understand and constantly demonstrate the professional attributes established by the education department faculty. The teacher candidate attributes are critical elements of success and it will be expected that all candidates will show progress in each area. The growth of attributes will be assessed throughout the entire teacher preparation experience. The evidence of attributes is expected on the DWU campus and all other campuses.

Teacher candidates of the DWU Education Program shall meet the following expectations.

Expectations of Teacher Candidates/Attribute Indicators

1. Collaboration: Works together with others to achieve a common goal.
 - Cooperates with peer learners
 - Shares information and materials with others
 - Contributes, supports, and compromises
 - Plans and sets goals and priorities with others
2. Honesty/Integrity: Demonstrates truthfulness, professional behavior and trustworthiness
 - Models behavior and makes decisions that represent the highest quality of teacher and learner
 - Communicates without the intent to deceive
 - Gives credit when using the work of others
3. Respect: Demonstrates a respect for and is serious about learning
 - Maintains a positive attitude toward self and others
 - Demonstrates empathy and concern for others
 - Interacts in a polite and respectful manner

- Demonstrates a warm, friendly and caring manner
 - Demonstrates a respect for all areas of multiculturalism
 - Uses appropriate language
4. Reverence for Learning: Demonstrates a respect for and is serious about learning.
 - Demonstrates enthusiasm for teaching
 - Values instructional time
 - Demonstrates positive attitude toward learning
 - Conveys high expectations for achievement
 5. Emotional Maturity: Demonstrates situational appropriate behavior.
 - Responds to situations professionally
 - Uses appropriate tone of voice
 - Maintains emotional control
 - Uses appropriate nonverbal expressions
 - Accepts feedback from others
 6. Responsibility: Demonstrates accountability, reliability, preparedness and sound judgment.
 - Accepts consequences for personal actions or decisions
 - Submits assignments in a timely manner
 - Prepares for classes, meetings and group work
 - Manages time effectively
 - Seeks clarification and/or assistance as needed
 - Attends class regularly
 - Uses sound judgment

Adopted from:

Illinois State University Special Education Department
Texas AandM University Department of Teaching, Learning and Culture

This checklist will be used by the education department faculty to assess teacher candidate attributes and conference with and advise those who have not shown sufficient growth. Candidates who fail to progress following the conference, may be advised out of the teacher education program.

Acceptance into the Teacher Education Program

Students entering DWU may declare a pre-education major on their application. Any student enrolled in EDU 201 is considered a formal applicant for the teacher education program. No other education courses may be taken until the teacher candidate is formally admitted into the education program. Exceptions to this are: EDU 224, EDU 252 and EDU 335.

Upon demonstration of the following requirements and review by the department chair, a teacher candidate will be approved to register for EDU 201:

- complete three courses toward the General Education requirements; and
- have a cumulative GPA of at least 2.6.

Professors and instructors in education classes require attendance. Teacher candidates should be aware of the necessity of dependability and punctuality, and should be reminded that problems in this area will result in unsatisfactory recommendations and rejection of requests for student teaching placement.

Throughout EDU 201, standards of dependability, attentiveness to task, oral and written communication abilities, professionalism and dedication to the teaching profession are observed and evaluated. Along with other members of the education department, the professor of EDU 201 gathers information and makes a recommendation to the department chair. Upon successful completion of EDU 201, teacher education program candidates will be considered for admission to the teacher education program based on the completion of the following minimum requirements:

- Cumulative GPA of 2.6 or higher;
- A grade of at least a C in EDU 201 Foundations of Education;
- Passing scores on PRAXIS I (PPST) exams: Reading 171, Writing 172, Math 172

- Three letters of recommendation from Dakota Wesleyan University professors who can attest to the candidate's desirable personal characteristics necessary for teaching. The professors must be outside of the department of education;
- Signed acknowledgement of South Dakota State Department of Education conditions of Certificate Revocation Codified Law;
- Completion of all application forms;
- An essay on the candidate's philosophy of teaching and learning, as well as why the applicant wants to pursue a career in education; and
- Completion of an admittance interview, if requested by the education faculty.

The recommendation process will be completed the week following the end of the semester in which the teacher candidate completes EDU 201. The department chair will send written documentation of the decision to the teacher education program candidates.

Teacher candidates on probation or suspension may not take any education classes until the reasons for nonacceptance or probation have been satisfactorily addressed. However, teacher candidates may request a meeting with the department chair for review at any time, and exceptions may be made only at the discretion of the department chair, in consultation with a petitioning teacher candidate's adviser. Following a review each semester by the education department, teacher candidates on probation or nonacceptance are notified of their standing.

Any education or special education class that is more than five years old, without a degree completion, will need to be retaken. This also applies to students who are in the teacher education program and students wishing to be readmitted to the teacher education program. Individual exceptions to this may be made at the discretion of the department chair, whose decision is final.

Professional Conduct

All teacher candidates are expected to conduct themselves in a professional, ethical, and respectful manner when it comes to their education classes. If a teacher candidate fails to conduct himself/herself in such a manner, the candidate may fail the class, or may be advised to withdraw from the class, to avoid failing the class. If the candidate behaves inappropriately while doing observations/field experiences, he/she may not be allowed to continue the field experience and may fail the class, or be advised to withdraw from the class to avoid receiving a failing grade. The teacher candidate may also jeopardize his/her opportunity to continue in the education program. If a teacher candidate fails a class, or is advised to drop the class because of personal conduct, he/she may be need to apply to be readmitted into the education program. Some examples of unprofessional, unethical or disrespectful conduct while doing observations or fieldwork include, but are not limited to the following: dressing unprofessionally, sleeping during the observation, distracting the teacher or disrupting class, using a personal electronic device during the fieldwork, failing to notify the cooperating teacher that you will not be there or will be late, talking with students about inappropriate topics, talking about students or classroom teachers that you observe, or showing up to class under the influence of drugs/alcohol or with hangover effects.

Transfer Students

Transfer candidates must take EDU 201 at DWU, unless waived by the department chair. A transfer candidate must make a written request with proper documentation to the department chair for a waiver of EDU 201. All transfer candidates must formally apply to the education department chair to be admitted to the Dakota Wesleyan education program. The education chair will send written documentation of the decision to the candidates.

If a candidate wishes to transfer an education or special education class that is more than five years old, the class will not be considered for acceptance. Individual exceptions to this may be made at the discretion of the department chair, whose decision will be final.

Students Who Take a Leave of Absence

Any teacher candidate who did not enroll in education classes for at least one year (two consecutive semesters) must reapply to be admitted back into the education program.

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

Professional Semester

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

The objectives, requirements and policies concerning student teaching are discussed in the DWU Student Teacher Education Handbook. In particular, student teaching is an opportunity to demonstrate competence in all job responsibilities. Teacher candidates will complete a minimum of 14 full weeks (70 days) of supervised experiences. A K-12 program requires a balance of experiences at two levels in the 14-week period. Student teachers are given the opportunity for professional development through self, peer and supervisory reflection on the experience. Grades assigned for student teaching are Credit/No Credit. Grades are assigned for the two-credit seminar taken in conjunction with the student teaching experience.

Teacher candidates need to complete an application packet for the professional semester. Applications include such materials as a letter of introduction, a resume, and a list of classroom observations. This application packet must be completed following a meeting called by the department chair in the preceding semester to student teaching. Deadlines and requirements will be outlined at that meeting, including PRAXIS test requirements. If a candidate does not attend the meeting, it will be his/her responsibility to contact the education office to obtain the information. See doe.sd.gov/oatq/praxis/index.asp for more information on PRAXIS test.

Student Teaching

As per state law 24:53:06, requirements for South Dakota Certification (revised in July 2008), teacher candidates must reach a minimum cutoff score on all PRAXIS II tests pertinent to their major to achieve legal teaching certification in the state of South Dakota in addition to required coursework in all areas for which a state exam is available. Because of this South Dakota legislation which aligns South Dakota with the No Child Left Behind Act of 2001, Dakota Wesleyan education majors will have to pass these examinations before they will be allowed to student teach, graduate from DWU, and before they can become certified teachers. See doe.sd.gov/oatq/praxis/scores_at_a_glance.asp for a list of what passing scores are for the different PRAXIS tests.

Teacher candidates must submit passing PRAXIS scores as a prerequisite to student teaching. They can be submitted at any time during their tenure at DWU; however, they must be submitted at least by Oct. 31 to student teach during the following spring semester and by April 30 to student teach during the following fall semester. No teacher candidate will be allowed to student teach without submission of passing scores. Testing dates and locations may be found in the education office. Students deciding against submitting the necessary passing scores may appeal to the Education Policies and Curriculum Committee and request a specialized, nonteaching degree, with receipt of a waiver indicating full knowledge of lack of teaching certification due to this omission of passing test scores. Students still must meet all DWU graduation requirements to receive this specialized degree.

As a result of this certification procedure, Dakota Wesleyan University requires passage of the PRAXIS tests in the teaching candidate's content and pedagogical areas as a graduation requirement.

Student Teaching Placement

Placement for student teaching is at the discretion of the department chair of the education department. Due to financial and human resource constraints, the education department's policy is placement within one hour (60 miles) of the DWU campus. Individual exceptions to this will be made by the department chair on a case-by-case basis. The department chair's decision will be final. The teacher candidate will need to write a letter to the department chair indicating the reason why he/she is requesting a placement in a school that is outside the one hour (60 mile) distance from DWU.

If a teacher candidate requests a placement outside the one hour (60 mile) distance from DWU, a professor from an education department at another university will need to provide the supervision of the student teaching experience, as the DWU Education Department will not be providing the supervision. If a professor from an education department at another university agrees to provide the supervision, the teacher candidate will be required to pay all the costs involved with having that person supervise his/her student teaching experience. In the event that a professor from an education department at another university cannot

supervise the student teaching experience, the placement request will be denied and the teacher candidate will need to request another placement that is within the one hour (60 mile) distance of DWU.

Criteria for Admission to Student Teaching

A candidate must notify the education department of his/her intention to teach for the following semester. A teacher candidate must meet the following criteria before receiving approval to student teach from the Teacher Education Committee:

- Full admission status in the teacher education program;
- Submission of the student teaching application;
- Approval of the department chair in the areas of specialization;
- A cumulative GPA of 2.6 is required in the teaching major and courses required for certification. A cumulative GPA of 2.6 is also required in all coursework;
- Recommendations of the chairs of the department of education and the teaching major(s);
- Successful completion of an observation or field experience before student teaching. Successful completion includes a grade of C or better and the recommendation of the cooperating teacher to continue in preparation for a career in teaching;
- Successful completion of course requirements, with no grade below C in the major(s) and courses required for certification;
- Demonstration of desirable personal characteristics requisite to teaching;
- For transfer and readmitted students, completion of 14 semester hours from the DWU education department before student teaching (may be waived by department chair upon written request by teacher candidate); and
- The candidate must provide proof that he/she has a comprehensive liability insurance plan before he/she will be allowed to begin student teaching.

Education department faculty will review the teacher candidate's education department file, academic record and portfolio. An applicant who is rejected for student teaching placement may submit an appeal for review by the Appeals Board.

Professional Development Competency

A measure of excellence in education is the refreshment of ideas, ideals and fraternity found in joining and actively participating in professional organizations. To encourage and stimulate this professional attribute, DWU education majors must join a professional organization annually and attend two meetings each year. Education majors are required to attend one conference (local, regional, national) and to be active on one committee during their time at DWU. This requirement takes effect upon admittance into the teacher education program and is documented in the education major's file in the DWU education department.

Service Component of Education

To achieve the goal of serving regional school districts and communities, all EDU-prefixed classes include a service task as part of the general requirements for the course. These service opportunities will be documented in the teacher candidate's professional portfolio.

Dakota Wesleyan University Future Teachers Organization (DWUFTO)

Teacher candidates taking any course that requires contact with K-12 students must show proof of a comprehensive liability plan. Teacher candidates who do not currently have a liability plan may join the DWU FTO, which offers a \$1 million liability insurance program. The DWU FTO is also an active organization on campus that provides opportunities for future teachers to be involved in local, state and national education events.

Certification

Questions regarding the PRAXIS tests can be found at: doe.sd.gov/oatq/praxis/index.asp Requirements for teaching certificates vary from state to state. The elementary and secondary teacher programs at Dakota Wesleyan University are designed to meet current academic requirements for certification in South Dakota. Applications for certificates are filed with the certification officer for DWU who recommends certification to the state. A teacher candidate must receive credit in the appropriate EDU 470, EDU 472 or EDU 474 course and pass the minimum acceptable score on the appropriate PRAXIS II series tests. See doe.sd.gov/oatq/praxis/scores_at_a_glance.asp for minimum scores and appropriate tests.

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

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

*The federal No Child Left Behind Act of 2001 (NCLB) signed into federal legislation requires that each state attempt to have 100 percent of teachers reach "highly qualified" status and plan assessments to determine that status. South Dakota began using a state licensure examination on July 1, 2005. South Dakota uses the PRAXIS II series examination published by the Educational Testing Service. Find out more about these requirements by accessing www.doe.sd.gov/ for state of South Dakota requirements or www.ets.org/praxis to learn more about the PRAXIS II examination.

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

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

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

Elementary Education Program

The elementary education program at Dakota Wesleyan University requires:

1. Completion of all K-8 elementary education program courses. Teacher candidates must have a grade of C or higher for successful completion of all courses listed in the program. EDU 470, EDU 472 and EDU 474 are taken Credit/No Credit;
2. Completion of graduation requirements, including General Education courses and at least 126 total hours;
3. Meet or exceed minimum scores on appropriate PRAXIS II tests before student teaching; and
4. Completion of electronic portfolio and exit interview.

Teacher candidates completing the elementary education program are not required to complete a minor as stated in "Graduation Requirements for Bachelor of Arts."

Elementary Education Courses

EDU 201	Foundations of Education	3
EDU 216	Technology for Teachers I	1
EDU 224	Children's Literature	3
EDU 252	Music, Movement and Art	3
EDU 311	Educational Psychology	3
EDU 316	Technology for Teachers II	1
EDU 324	Literacy in the Content Area	3
EDU 330	Curriculum Standards and Assessment	3
EDU 335	American Indian Education	3
EDU 342	Social Studies Methods	3
EDU 343	Science Methods	3
EDU 344	Mathematics Methods	3
EDU 365	Classroom Management for the K-12 Educator	3
EDU 387	Evidence-Based Reading	3
EDU 410	Human Relations/Multiculturalism	3
EDU 412	Meeting the Needs of the Adolescent Learner	3
EDU 416	Technology for Teachers III	1
EDU 472	Elementary School Student Teaching	14
EDU 475	Seminar	2

BIO 101	General Biology	4
HLT 232	Health Education	3
MTH 150	Mathematics for the Elementary Teacher	3
PHS 101	Physical Science: Chemistry, Earth and Space	3
PSY 237	Developmental Psychology	3
SPD 206	Teaching Students with Exceptionalities in the General Classroom	3
	Electives*	9
	Subtotal	<u>89</u>

*Electives

CTH 210	Interpersonal Communication	3
ENG 312	Advanced Expository Writing	3
ENG 342	English Grammar	3

Additional electives available in consultation with the chair of the education department.

General Education support courses are listed under the five foundational pillars for the College of Leadership and Public Service. The pillars can be found in the Academic Programs section of the catalog.

5-8 Middle Level Education Endorsement

Students wishing to add the middle level endorsement for South Dakota certification are required to complete eight semester hours of coursework in education or pass the PRAXIS test in middle level education.

1. Completion of an elementary education program.
2. Completion of eight semester hours of courses as follows:

EDU 387	Evidence-Based Reading	3
EDU 412	Meeting the Needs of the Adolescent Learner	3
PSY 337	Adolescent Psychology	3

These courses are part of the elementary education program, thus all elementary majors are 5-8 middle level endorsed. Teaching candidates will need to submit passing specific content area PRAXIS tests to teach that subject area in a middle school.

Secondary Education Program

The secondary education program at Dakota Wesleyan University requires:

1. A specific discipline education program for 7-12 teaching (English, history, mathematics or biology).
2. Completion of graduation requirements for the Bachelor of Arts degree; and
3. Meeting or exceeding passing scores on appropriate PRAXIS series exams. This includes the content area PRAXIS test, as well as the PRAXIS II (7-12 Principles of Learning and Teaching) test.

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

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

Courses necessary for completion of 7-12 education programs are listed in the discipline sections of the catalog. Dakota Wesleyan University offers education programs that satisfy the academic requirements for secondary teacher certification by the South Dakota Department of Education. Teacher candidates gain certification by completing a particular program area and passing the PRAXIS test for that subject.

Dakota Wesleyan offers the following content programs:

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

Each discipline may recommend coursework for endorsements to help the teacher candidate meet or exceed the minimum score on the PRAXIS exam. Contact the department chair of that discipline for suggestions. The state requirements for each are listed on the South Dakota Department of Education website www.doe.sd.gov/ or www.ets.org/praxis to learn more about the PRAXIS II examination.

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

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

Endorsements for the Secondary Education Program

Any teacher candidate who has received a teaching certificate in South Dakota may choose to take and pass additional PRAXIS content tests in order to be endorsed in other teaching content areas.

Special Education Program

Purpose

The purpose of the special education program at Dakota Wesleyan University is to prepare educators to embrace diversity among learners. The program is designed to increase knowledge and skills to assess needs, plan programs and monitor progress of students with exceptionalities. The DWU Education Department believes future educators will be better able to meet the needs of today's classrooms when their degree work has been enhanced by a major in elementary education or certification at the secondary level and a special education major. However, an individual may major in only special education. The coursework in the special education major along with passing scores on the required PRAXIS II tests meet the South Dakota Department of Education requirements for K-12 special education certification.

Objectives

Graduates of the special education major should:

- value and respect the rights and privileges of all individuals in the home, school and community;
- advance society's knowledge about individuals with disabilities;
- prepare to be a dynamic and contributing team member within diverse educational communities;
- recognize the need for continuous personal growth through professional organizations and the examination of current research and practice;
- be competent in the integration of effective pedagogy for the various styles of learning and the unique needs of individuals;
- create positive learning environments for all students in inclusive classrooms; and
- make decisions based on the laws, policies and procedures established at local, state and federal levels.

Admission into Special Education Program

Before students may take the entry level class SPD 206, they must meet the requirements to be accepted into the education program, and must be accepted into the education program. Please refer to the Acceptance into the Teacher Education Program section of the catalog that lists the requirements to be accepted into the program.

Special Education Program K-12

The special education program at Dakota Wesleyan University requires:

1. Completion of all K-12 Special Education program courses. Teacher candidates must receive a grade of a C or higher for successful completion of all the courses listed in the program. SPD 470 is taken for Credit/No Credit;
2. Completion of graduation requirements, including General Education courses and at least 126 total hours;
3. Submission of passing scores on the Praxis tests before student teaching; and
4. Completion of an electronic portfolio and exit interview.

Teacher candidates pursuing a K-12 special education degree are not required to pursue a minor.

K-12 Special Education Courses

EDU 201	Foundations of Education	3
EDU 216	Technology for Teachers I	1
EDU 311	Educational Psychology	3
EDU 316	Technology for Teachers II	1
EDU 324	Literacy in the Content Area	3
EDU 330	Curriculum Standards and Assessment	3
EDU 335	American Indian Education	3
EDU 344	Mathematics Methods	3
EDU 365	Classroom Management for the K-12 Educator	3
EDU 387	Evidence-Based Reading	3
EDU 410	Human Relations/Multiculturalism	3
EDU 412	Meeting the Needs of the Adolescent Learner	3
EDU 416	Technology for Teachers III	1
EDU 475	Seminar	2
SPD 206	Teaching Students with Exceptionalities in the General Classroom	3
SPD 310	Developing and Adapting Curriculum for Individuals with Exceptionalities	3
SPD 311	Students with High Incidence Disabilities	3
SPD 312	Students with Low Incidence Disabilities	3
SPD 315	Administering Tests and Assessing Behavior of Individuals with Exceptionalities	3
SPD 320	Communication, Collaboration and Consultation and Special Education Law	3
SPD 325	Management Techniques for Individuals with Exceptionalities	3
SPD 470	Student Teaching in Special Education	14
BIO 101	General Biology	4
MTH 150	Mathematics for the Elementary Teacher	3
PHS 101	Physical Science: Chemistry, Earth and Space	3
PSY 237	Developmental Psychology	3
	Electives*	6
	Subtotal	<u>86</u>

*Electives

CTH 210	Interpersonal Communication	3
ENG 312	Advanced Expository Writing	3
ENG 342	English Grammar	3

Additional electives available in consultation with the chair of the education department.

General Education support courses are listed under the five foundational pillars for the College of Leadership and Public Service. The pillars can be found in the Academic Programs section of the catalog.

Special Education Endorsements for Teacher Certification

Three levels of endorsements:

- K-12 Special Education Endorsement
- 7-12 Special Education Endorsement
- K-8 Special Education Endorsement

A special education endorsement requires:

1. Teacher certification and one year of general classroom teaching, or special education paraprofessional experience, or special education certification and one year of special education teaching experience;

2. The passage of the state special education teacher licensing examination; and
3. A minimum of a three semester-hour special education practicum under the supervision of a certified special education teacher and university supervisor at each level of endorsement.

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

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

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

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

SPD 206	Teaching Students with Exceptionalities in the General Classroom	3
SPD 310/510	Developing and Adapting Curriculum for Individuals with Exceptionalities	3
SPD 311/511	Students with High Incidence Disabilities	3
SPD 312/512	Students with Low Incident Disabilities	3
SPD 315/515	Administering Tests and Assessing Behavior of Individuals with Exceptionalities	3
SPD 320/520	Communication, Collaboration, and Consultation and Special Education Law	3
SPD 325/525	Management Techniques for Individuals with Exceptionalities	3
SPD 452/552	Special Education Practicum K-8	3
SPD 454/554	Special Education Practicum 7-12	3
SPD 456/556	Special Education Practicum K-12	4

A special education endorsement requires passing the state special education teacher licensing examination, and a minimum of a three semester hour special education practicum at the K-8 level, or the 7-12 level. If you are seeking a K-12 endorsement, the requirement is a four credit practicum, with two credits being completed at the elementary level and two credits completed at the secondary level.

Course Descriptions

Early Childhood Education (ECE)

320 Birth to Age 8 Curriculum **3 hours** **TBA**
 Students will study early childhood and kindergarten policies and related issues in the development of an early childhood and kindergarten curriculum.

330 Socio-emotional Development of Young Children **3 hours** **TBA**
 This course includes the study of the five areas that promote the personal and social development of children, including relationships with others and personal experiences.

450 Early Childhood and Kindergarten Practicum **3 hours** **TBA**

Students completing the kindergarten endorsement are assigned to a school district and supervised by a certified kindergarten teacher. Students also spend time assigned to a preschool setting. Required practicum hours: 45 hours for each semester credit hour.

Prerequisites: ECE 320 and ECE 330.

Course Descriptions

Education (EDU)

201 Foundations of Education **3 hours** **F,S**

This course is an investigation of contemporary education in America and assists teacher candidates in determining their career path, with a special emphasis on the tools and skills necessary to become an effective teacher. Observation experience in a school setting is required. This course is required for elementary education, special education and secondary education teacher candidates and is taken as the first in the sequence of education courses. EDU 201 is a prerequisite for all other education courses.

Prerequisites:

1. Completion of at least three General Education courses;
2. An accumulated GPA of at least 2.6 (no rounding up); and
3. Proof of liability insurance or DWUFTO membership.

Admittance to this course constitutes application to the teacher education program.

216 Technology for Teachers I **1 hour** **S**

This course provides a foundation for integrating technology into the classroom with instructional activities and tools. Developing a mindset for enhancing classroom instruction with technology through exploration and application is a primary goal in addition to recognizing standards, ethics and human issues related to the use of technology in the classroom. May be taken at the same time as EDU 201, but not before.

224 Children's Literature **3 hours** **F**

This course includes the study of a variety of genres including multicultural literature for children. Teacher candidates will explore ways of sharing literature and will investigate and apply effective strategies for integrating children's literature into the general classroom. Experiential teaching in the real classroom will provide extended opportunities to develop skills.

252 Music, Movement and Art **3 hours** **F**

This course is designed to prepare teacher candidates to integrate art, music and movement into daily classroom instruction. Upon completion of the coursework, all teacher candidates will be able to successfully use music, movement and art in all subject areas and classroom settings throughout the school year.

290/390/490 Rapid Educational Development Initiative (REDI) **1-3 hours** **F,S**

Classroom settings will provide an environment for application for teacher candidates showing exceptional teaching skills. Teacher candidates will be matched with a teacher either in Mitchell or a surrounding community and will replace and connect coursework tasks with relevant real classroom episodes. Teacher candidates may take the course each semester as an honors education program.

Prerequisites: EDU 201, application and approval of department chair, and at least sophomore status.

299 Selected Topics – Basic **1-3 hours** **TBA**

Prerequisite: EDU 201.

311 Educational Psychology **3 hours** **F,S**

This course integrates psychological theories into the field of education. Teacher candidates will identify teacher characteristics and behaviors as they affect the learner and the relationship of motivation to learning and understand the significance of these theories through application and research. Student portfolios are evaluated for the second time in this course.

Prerequisites: EDU 201. Nonteaching majors must have consent of instructor.

- 316 Technology for Teachers II** **1 hour** **F,S**
 This course continues and expands on materials introduced in EDU 216. Teacher candidates will construct lesson plans and present lessons integrating a variety of technology applications. Experiential teaching in the real classroom will provide extended opportunities to develop skills.
 Prerequisites: EDU 201, EDU 216.
- 324 Literacy in the Content Area** **3 hours** **S**
 This course provides the K-12 teacher candidate with a balance of theory and application regarding the skills needed to teach reading and writing in the content areas. Teacher candidates will investigate, develop and apply strategies using a variety of scientifically researched reading, writing, listening and speaking methods to meet the literacy needs of all students. This course is part of the spring block experience. Courses include EDU 324, EDU 344 and EDU 365.
 Prerequisite: EDU 201.
 Corequisites: Must be taken with EDU 344 and EDU 365.
- 330 Curriculum Standards and Assessment** **3 hours** **F**
 This course will focus on the various forms of assessment, including measurement and evaluation, and the connection to local, state and national standards in all of the disciplines. Teacher candidates will evaluate observed classrooms and apply strategies to meet various standards in a field experience. This course is part of the fall block experience. Courses include EDU 330, EDU 342 and EDU 343.
 Prerequisite: EDU 201.
 Corequisites: Must be taken with EDU 342 and EDU 343.
- 335 American Indian Education** **3 hours** **Su**
 This course is designed for prospective and experienced teachers. Teacher candidates will learn about the rich American Indian culture in South Dakota and its impact on the education of American Indian students. The study includes an examination of skills necessary for the effective teaching of American Indian children. The course is designed to meet the South Dakota certification requirement in American Indian studies and is required of all teacher education candidates.
 General Education: Cultural and Global Awareness
- 342 Social Studies Methods** **3 hours** **F**
 This course is a survey of social studies education in the United States, looking at methodology and practices for students in the elementary and middle levels. It includes organization of the social studies curriculum and available materials, and modification of the curriculum for students with unique needs. A field experience in an elementary or middle school classroom is required. This course is part of the fall block experience. Courses include EDU 330, EDU 342 and EDU 343.
 Prerequisite: EDU 201.
 Corequisites: This course must be taken with EDU 330 and EDU 343.
- 343 Science Methods** **3 hours** **F**
 This course is a survey of basic scientific skills to be mastered by students at K-8 levels and an awareness of the methodologies of teaching science concepts, including modification of the curriculum for the exceptional student. Teacher candidates are assigned to classrooms for fieldwork. This course is part of the fall block experience. Courses include: EDU 330, EDU 342 and EDU 343.
 Prerequisites: EDU 201, BIO 101 and PHS 101.
 Corequisites: This course must be taken with EDU 330 and EDU 342.
- 344 Mathematics Methods** **3 hours** **S**
 This course is a survey of the contemporary mathematical process to be mastered by students at K-8 levels and an awareness of the problem-solving methodologies of teaching concepts, including modification of the curriculum for the exceptional student. Teacher candidates are assigned to classrooms for fieldwork. This course is part of the spring block experience. Courses include EDU 324, EDU 344 and EDU 365.
 Prerequisites: EDU 201 and MTH 150.
 Corequisites: This course must be taken with EDU 324 and EDU 365.
- 356 Secondary Teaching Methods** **3 hours** **F**
 This course covers the methods of teaching secondary education, and considers all the aspects and responsibilities that come with the job, including the decision-making process, establishing a classroom climate conducive to learning, motivating students, classroom management, linking curriculum and

instruction, planning the instruction, instructional techniques and methods for promoting learning. A constructivist approach to teaching and learning is emphasized. A field experience is required.
Prerequisite: EDU 201.

365 Classroom Management for the K-12 Educator **3 hours** **S**

This course will provide a foundation for classroom management strategies. Research-based methods of classroom management will be identified and applied in interactive settings. A field experience is required. This course is part of the spring block experience. Courses include EDU 324, EDU 344 and EDU 365.
Prerequisite: EDU 201.
Corequisites: This course must be taken with EDU 324 and EDU 344.

387 Evidence-Based Reading **3 hours** **F**

This course builds the K-8 teacher candidate's knowledge of evidence-based instructional practices that promote all components of reading acquisition. An investigation of reading diagnosis and prescription provides the teacher candidate with skills needed to identify reading levels and determine appropriate interventions for the exceptional student.
Prerequisite: EDU 201.

410 Human Relations/Multiculturalism **3 hours** **F,S**

This course provides the teacher candidate with knowledge in the areas of multiculturalism and human relations. The teacher candidate will understand the impact of a changing society on the educational institution, through service learning, various sources, interpersonal communication and research. Some field experience will be required.
Prerequisite: EDU 201 or permission of the professor if the student is not an education major.

412 Meeting the Needs of the Adolescent Learner **3 hours** **F,S**

The course will help prepare the candidate to teach at the middle level. The course will develop an understanding of the middle school concept and the instructional strategies that support that concept. Fieldwork at the middle school level is required.
Prerequisite: EDU 201.

416 Technology for Teachers III **1 hours** **S**

This course is the culminating experience in the technology for teachers series. Teacher candidates will study current technology with a focus on Web 2.0. Teacher candidates will collaborate with a classroom teacher in order to integrate various Web 2.0 applications. The teacher candidate will demonstrate technology skills in a formal lesson presentation.
Prerequisite: EDU 201.
Corequisite: This class may be taken at the same time as EDU 316.

460 Independent Study in Education **1-3 hours** **F,S**

Teacher candidates can select projects for intensive study.
Prerequisite: EDU 201 and consent of instructor and chair of the education department.

470 K-12 Student Teaching **14 hours** **F,S**

Teacher candidates are assigned to a school district and supervised by a certified teacher at the elementary level (K-8) and at secondary level (7-12) for 70 days (14 full weeks). The student teaching will be divided in half at each level. During this period they will fulfill obligations and responsibilities similar to those of the cooperating teacher. This course is part of the professional semester and is taken with a two-credit seminar, which is part of the 16 hours for degree candidates. Teacher candidates also meet during the professional semester for seminar requirements. This course is offered Credit/No Credit only. The DWU Student Teacher Handbook and seminar syllabus serve as the course syllabus.
Prerequisites: Completion of all coursework required for graduation, 2.6 GPA, acceptance from the education department faculty, submission of passing PRAXIS II examinations scores for the required tests and approval for student teaching placement.
Corequisite: EDU 475.

472 K-8 Student Teaching **14 hours** **Fall, Spring**

Teacher candidates are assigned to a school district and supervised by a certified teacher at the elementary level and/or middle school/junior high level for 70 days (14 full weeks). During this period they will fulfill obligations and responsibilities similar to those of the cooperating teacher. This course is part of the

professional semester and is taken along with a two-credit seminar, which is part of the 16 hours for degree candidates. Teacher candidates also meet during the professional semester for seminar requirements. This course is offered Credit/No Credit only. The DWU Student Teacher Handbook and seminar syllabus serve as the course syllabus.

Prerequisites: Completion of all coursework required for graduation, 2.6 GPA, acceptance from the Education Department faculty, submission of passing PRAXIS II examinations scores for the required tests, and approval for student teaching placement.

Corequisite: EDU 475.

474 7-12 Student Teaching **14 hours** **Fall, Spring**

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

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

Corequisite: EDU 475.

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

The teacher candidate is required to take this seminar during their student teaching experience. Candidates will research the following topics during this seminar: classroom climate, instructional pedagogy, assessment, resume writing, and interviewing skills. Teacher candidates are required to complete their electronic portfolio and an action research project during the seminar. Attendance is required in order to successfully complete the student teaching experience. Class dates will require the teacher candidate to be on campus before the beginning of each semester.

499 Selected Topics – Advanced **1-3 hours** **TBA**

Prerequisite: EDU 201.

Course Descriptions

Special Education (SPD)

206 Teaching Students with Exceptionalities in the General Classroom **3 hours** **F,S**

This course is designed to familiarize students with requirements of the Individuals with Disabilities Education Act, curriculum development and modification for inclusion of teacher candidates with exceptionalities in the regular classroom, and techniques for providing a positive learning environment for all students, regardless of ability level. Areas of exceptionalities studied include physical impairments, impaired sensory or motor functions, health impairments, learning disabilities, mental disabilities, giftedness, and behavioral or emotional disabilities. This class examines major trends and issues in special education, with emphases on collaboration and inclusion, service delivery models, roles of general and special class teachers, individual education programs, and family and community involvement. This course addresses the needs of the individual with exceptionalities from birth through adulthood. Teacher candidates' professional electronic portfolios are evaluated for the first time in this course.

Prerequisites: EDU 201 and acceptance into the education program.

300 Field Experience in Special Education **1-3 hours** **TBA**

This course provides practical experiences in classroom settings in order to become familiar with teaching strategies, instructional models and classroom management systems. It is required concurrently with the methods course in the teaching major. Required classroom hours: 45 hours for each semester credit hour.

310/510 Developing and Adapting Curriculum for Individuals with Exceptionalities **3 hours** **TBA**

This course addresses instructional strategies, materials and equipment, and assistive technology devices needed to provide a positive learning environment for students with disabilities. Teacher candidates in this course will develop, implement and evaluate a variety of instructional approaches for students with disabilities. Teacher candidates will demonstrate ability to select, adapt and use both commercial and

teacher-made media and instructional materials, and evaluate and adapt the learning environment to provide students with disabilities an appropriate education in the least restrictive environment.
Prerequisites: EDU 201 and SPD 206.

311/511 Students with High Incidence Disabilities **3 hours** **TBA**
This course serves as an introduction to the field of specific mild learning disabilities. Theoretical approaches to the field are considered. Emphasis is on the neurological, psychodynamic and behavioral approaches. Assessment techniques to aid diagnosis are presented. Various treatment methods are compared. Teacher candidates are given an opportunity to work with children with learning problems. Teacher candidates will use alternative technologies in class presentations and will demonstrate appropriate teaching methodology. Legal issues will be presented concerning meeting the needs of all students, including the development of the Individualized Education Plan (IEP), assessment of students with disabilities and transition of the student from school to work.
Prerequisites: EDU 201 and SPD 206.

312/512 Students with Low Incidence Disabilities **3 hours** **TBA**
This course serves as an introduction to and a detailed investigation of educational, psychological and sociological concerns of people with developmental disabilities. Teacher candidates will review the history of developmental disabilities, and the various learning theories as they apply to children and adults with mental retardation and developmental disabilities. Legal issues will be presented concerning meeting the needs of people with severe disabilities, including writing the Individualized Education Plan (IEP), creating optimal services and transition from school to work.
Prerequisites: EDU 201 and SPD 206.

315/515 Administering Tests and Assessing Behavior of Individuals with Exceptionalities **3 hours** **TBA**
This course addresses screening, assessment and evaluation of individuals with disabilities from birth through age 21. Teacher candidates in this course will develop, select, administer and interpret formal and informal instruments and strategies used to determine the level of individual student performance in academic, cognitive, communicative, social, emotional, behavioral, psychomotor, prevocational/vocational and independent living skills areas. Teacher candidates will have practice in using evaluation and other information to determine whether an individual has a disability and requires special education or related services, and also to develop an appropriate individual education program. Standards of ethics and protocol for observation and assessment will be integrated throughout this course.
Prerequisites: EDU 201 and SPD 206.

320/520 Communication, Collaboration and Consultation and Special Education Law **3 hours** **TBA**
Teacher candidates will be familiar with the placement committee process, including roles and responsibilities of required members. Teacher candidates will develop skills to communicate effectively and work collaboratively as a member of a multidisciplinary team. The importance of the parent/family and the professional partnership will be emphasized. This course encompasses a life-span perspective, requiring the teacher candidate to be knowledgeable of the early intervention service system, rehabilitation service system and other interagency systems, as well as transition planning. Teacher candidates will review federal and state special education laws, including the impact of the No Child Left Behind Act of 2001, on special education services.
Prerequisites: EDU 201 and SPD 206.

325/525 Management Techniques for Individuals with Exceptionalities **3 hours** **TBA**
The focus of this course is to develop and design positive behavioral interventions, strategies and supports that represent current and best practices for individual and whole classroom management. Teacher candidates will familiarize themselves with etiology and characteristics of individuals with behavioral and/or emotional challenges. Teacher candidates will practice techniques for effective observation, assessment and evaluation of students with behavioral challenges. Focus will be on creating classrooms where learning is optimized through peaceful, respectful interactions between students and teachers, as well as among students.
Prerequisites: EDU 201 and SPD 206.

- 328 Special Education at the Early Childhood and Kindergarten Level** **3 hours** **TBA**
 This course will focus on effective strategies of instruction and intervention, and curricular approaches to use in meeting the needs of preschool- and kindergarten-aged children with exceptional learning needs. Teacher candidates will learn to integrate the best practices of early childhood education with the best practices of special education. Developmentally appropriate practice recommended by the leading professional organizations in the fields of early childhood education and special education will serve as guidelines for this course.
- 450/550 Early Childhood and Special Education Practicum** **2-4 hours** **TBA**
 Teacher candidates completing the special education birth through preschool endorsement are assigned to an early childhood special education setting and supervised by a certified early childhood special education teacher. Required classroom hours: 45 hours for each semester credit hour.
 Prerequisites: EDU 201 and SPD 206.
- 452/552 Special Education Practicum K-8** **2-4 hours** **TBA**
 Students completing the special education K-8 endorsement are assigned to a secondary school setting and supervised by a certified special education teacher. Required classroom hours: 45 hours for each semester hour. The state of South Dakota requires a grade of at least a C to pass.
- 454/554 Special Education Practicum 7-12** **2-4 hours** **TBA**
 Students completing the special education 7-12 endorsement are assigned to a secondary school setting and supervised by a certified special education teacher. Required classroom hours: 45 hours for each semester hour. The state of South Dakota requires a grade of at least a C to pass.
- 456/556 Special Education Practicum K-12** **4 hours** **TBA**
 Students completing the special education K-12 endorsement are assigned to an elementary school setting and a secondary school setting, and supervised by a certified special education teacher at each level. The State of South Dakota states that two credits of the practicum must be done at the elementary level and two credits of it must be done at the secondary level. Required classroom hours: 45 hours for each semester credit hour. The state of South Dakota requires a grade of at least a C to pass.
- 470 Student Teaching in Special Education** **14 hours** **F,S**
 Teacher candidates will student teach for 70 actual school days, under the supervision of a certified special education teacher. The student teacher will be assigned to an elementary placement for 35 days and secondary placement for 35 days. This course is part of the professional semester and is taken with a two-credit seminar, which is part of the 16 hours for degree candidates. Teacher candidates also meet during the professional semester for seminar requirements. This course is offered Credit/No Credit only. The DWU Student Teacher Handbook and seminar syllabus serve as the course syllabus.
 Prerequisites: Completion of all coursework required for graduation, 2.6 GPA submission of passing scores on required PRAXIS tests, acceptance from the education department faculty and approval for student teaching placement.

English (ENG)

College of Arts and Humanities

www.dwu.edu/english

The department of English offers programs and courses in language, literature and writing, all of which are considered indispensable in liberal arts education. The program includes majors and minors in secondary education, creative writing, journalism and English. Graduates in secondary education and journalism are ready to embark upon careers in their respective field. Majors and minors in creative writing and English often go on to graduate school, though many find employment in a wide range of fields. The department also teaches a large number of courses in General Education, helping students meet requirements in literature and written communication. Majors and minors acquire greater proficiency, but all students in English courses study the expression of thoughts and the interpretation of texts, while developing an appreciation of language and its infinite variety.

For students who wish to pursue a customized English degree program, see American Studies.

Basic Writing Assessment

Students demonstrate proficiency in written communication with a grade of C or above in ENG 111 and by passing the Basic English Proficiency exam.

All new students intending to pursue a degree at DWU will be required to take a writing placement assessment at the time they are admitted. Transfer students, however, with a grade of C or above in a basic freshman composition course from a regionally accredited institution, or any writing course meeting the General Education writing requirement, will be exempt from the placement test.

Placement in a writing course will be based on the student's ability to write an essay by developing a thesis statement and providing specific support as proof.

On the basis of the placement assessment, a student will enroll in either ENG 102 or ENG 111.

Basic English Proficiency Exam

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

Major

A student needs to complete 36 hours of courses selected in consultation with the department for a major in English.

Emphasis in Creative Writing

ENG 201	Introduction to Literature	3
ENG 202	Creative Writing	3
ENG 205, 206	British Literature I, II or	
ENG 221, 222	American Literature I, II or	
ENG 227, 228	Literature of European Civilization I, II (choice of two of the above classes)	6
ENG 225	American Cinema	3
ENG 312	Advanced Expository Writing	3
ENG 341	The English Language	3
ENG 422	The British Novel or	
ENG 424	The American Novel	3
ENG 460	Independent Study	3
	Electives (upper level)	9
	Total	<u>36</u>

Emphasis in Journalism

ENG 211/311	Journalism	3
ENG 312	Advanced Expository Writing	3
ENG 413	Mass Media Law	3
ENG 450	Practicum in Journalism	3
CTH 210	Interpersonal Communication	3
CTH 365	Interviewing	3
ENT 225	Entrepreneurial Leadership I	2
GDS 205	Photography Foundations	3
GDS 311	Type and Image	3
MTM 247	Web Page Design	3
MTM 345	Desktop Publishing	3
MTM 347	Video I	3
	Total	<u>35</u>

English Education

Students interested in teacher certification in language arts-English must complete the following program. These courses specifically enable the teacher to teach 7-12 language arts-English after passing the appropriate tests. Students may add to their certificate many other content-related endorsements by passing other endorsement tests. For further clarification, see Education.

ENG 201	Introduction to Literature or	
ENG 202	Creative Writing	3
ENG 205	British Literature I or	
ENG 206	British Literature II	3
ENG 221	American Literature I or	
ENG 222	American Literature II	3
ENG 225	American Cinema or	
ENG 227	Literature of European Civilization I or	
ENG 228	Literature of European Civilization II	3
ENG 312	Advanced Expository Writing	3
ENG 313	Great Plains Literature or	
ENG 314	American Multiethnic Literature	3
ENG 315	Women Writers	3
ENG 323	Shakespeare	3
ENG 327	English Methods	3
ENG 341	The English Language	3
ENG 342	English Grammar	3
ENG 422	The British Novel or	
ENG 424	The American Novel	3
CTH 101	Fundamentals of Speech Communication	3
CTH 202/302	Oral Interpretation	3
EDU 201	Foundations of Education	3
EDU 216	Technology for Teachers I	1
EDU 311	Educational Psychology	3
EDU 316	Technology for Teachers II	1
EDU 324	Literacy in the Content Area	3
EDU 330	Curriculum Standards and Assessment	3
EDU 335	American Indian Education	3
EDU 356	Secondary Teaching Methods	3
EDU 365	Classroom Management for the K-12 Educator	3
EDU 410	Human Relations/Multiculturalism	3
EDU 412	Meeting the Needs of the Adolescent Learner	3
EDU 416	Technology for Teachers III	1
EDU 474	7-12 Student Teaching	14
EDU 475	Seminar	2
SPD 206	Teaching Students with Exceptionalities in the General Classroom	3
	Total	<u>91</u>

Minor

A student needs to complete 24 hours of courses selected in consultation with the department for a minor in English.

Emphasis in Creative Writing

ENG 202	Creative Writing	3
ENG 205, 206	British Literature I, II or	
ENG 221, 222	American Literature I, II or	
ENG 227, 228	Literature of European Civilization I, II	6
ENG 225	American Cinema	3
ENG 312	Advanced Expository Writing	3
ENG 341	The English Language	3
ENG 422	The British Novel or	
ENG 424	The American Novel	3
ENG 460	Independent Study	3
	Total	<u>24</u>

Emphasis in Journalism

ENG 211/311	Journalism	3
ENG 225	American Cinema	3
ENG 312	Advanced Expository Writing	3
ENG 341	The English Language	3
ENG 450	Practicum in Journalism	3
CTH 365	Interviewing	3
GDS 205	Photography Foundations or	
GDS 311	Type and Image	3
POL 153	U.S. Government	3
	Total	<u>24</u>

Journalism majors and minors must work on the staff of the *Phreno Cosmian* during their program.

Course Descriptions

101 College Reading Skills 3 hours F,S

This course assists students in learning and applying the essential reading and study skills necessary for academic success at the postsecondary level.
Developmental

102 Introduction to Writing 3 hours F,S

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

107 College Reading and Writing 3 hours S

This course is a continuation and reinforces the skills learned in ENG 101 and ENG 102. Students may take this course in conjunction with ENG 111.
Developmental

111 Expository Writing 3 hours F,S

For this course, students will write at least two drafts each of four 3-5 page papers, preparing for the more extensive research assignment. For this assignment students will learn research methods, practice Modern Language Association (MLA) documentation protocols and execute a 7-10 page argumentative research paper. Students will also engage in peer editing on all writing. Students who receive a C- or below must retake the class the following semester.

Prerequisite: Placement by examination or successful completion of ENG 102.

General Education: Effective Expression – Written

201 Introduction to Literature	3 hours	F
This course introduces students to the fundamentals of literary study, including critical terms, focusing on contemporary world literature, with equal proportions of Western and non-Western work. Students will discuss fiction, poetry and drama by internationally known authors. General Education: Cultural and Global Awareness		
202 Creative Writing	3 hours	F11
This course provides a workshop environment that combines creative writing and criticism. Students work in the three major genres: poetry, fiction and drama. Selections of students' work are offered to our literary journal, <i>Prairie Winds</i> , and to the Agnes Hyde Writing Contest. General Education: Effective Expression – Artistic Appreciation		
205 British Literature I	3 hours	F10
The first of two surveys concentrating on poetry, drama and fiction from the British Isles, this course begins with poetry written in Old English and extends through the 18th century. General Education: Effective Expression – Literary Analysis		
206 British Literature II	3 hours	S11
The second of two surveys concentrating on poetry, drama and fiction from the British Isles, this course begins with the Romantics and extends through the contemporary period. General Education: Effective Expression – Literary Analysis		
211/311 Journalism	3 hours	F
This course is an introduction to the basics of journalism, including reporting, writing, editing, interviewing, researching and media ethics.		
221 American Literature I	3 hours	F11
This historical survey of prose and poetry of America covers the Puritan era to the American Renaissance, concentrating on major movements and authors. General Education: Effective Expression – Literary Analysis		
222 American Literature II	3 hours	S12
This historical survey of prose and poetry of America extends from Whitman to modern authors, concentrating on major movements and authors. General Education: Effective Expression – Literary Analysis		
225 American Cinema	3 hours	F10
As a historical survey of the American movie industry, this course begins with the great studios of early Hollywood, the films they produced and the filmmakers who directed them. It concludes with the filmmakers and films of the present generation.		
227 Literature of European Civilization I	3 hours	F10
This is the first of two courses that provides a historical survey of the prose and poetry of Western Europe, from biblical texts and the literature of the ancient Greeks and Romans to the present day, concentrating on major works and authors. General Education: Effective Expression – Literary Analysis		
228 Literature of European Civilization II	3 hours	S11
This is the second of two courses that provides a historical survey of the prose and poetry of Western Europe, from biblical texts and the literature of the ancient Greeks and Romans to the present day, concentrating on major works and authors. General Education: Effective Expression – Literary Analysis		
275 Field Experience	1-3 hours	S
299 Selected Topics – Basic	1-3 hours	TBA

- 307 Advanced Writing** **3 hours** **F**
 The course is a continuation and reinforces the skills learned in ENG 111. It covers the basics of informative research writing, including unifying and organizing varied types of writing, formatting and documenting researched writing, and revising and polishing of writing skills. It should be taken to satisfy the Basic English Proficiency requirement for graduation. This course will be assigned if students are unsuccessful in the BEP three times.
- 312 Advanced Expository Writing** **3 hours** **S**
 This course concentrates on the conception and execution of an extended research project. This course prepares students for upper-level college writing and professional writing outside the college environment. Prerequisite: ENG 111.
- 313 Great Plains Literature** **3 hours** **F11**
 Students will discover a variety of literature about the Great Plains, including the Dakotas, Minnesota, Nebraska and Iowa, with an emphasis on how this literature is both regional and universal in scope. This literature includes fiction and nonfiction works by regional writers.
- 314 American Multiethnic Literature** **3 hours** **S12**
 Focusing on the cultural diversity in American literature, students will experience readings in African American, Asian American, Hispanic American and American Indian literature, among others. General Education: Effective Expression – Literary Analysis
- 315 Women Writers** **3 hours** **S11**
 This course examines the development of 20th century women’s novels and stories by exploring the various roles that women assign their characters. The focus of this course is how women writers represent individual identity in balance with defining women’s identity as mothers, daughters, orphans, wives and lovers. This course includes a variety of works in English (British, Irish, American and Canadian) by women writers and introduces critical approaches to interpreting works by women writers. General Education: Cultural and Global Awareness
- 323 Shakespeare** **3 hours** **S12**
 Introducing the life and works of Shakespeare, this course concentrates on the plays, emphasizing the development of central themes, the use of different genres, the decisions involved in production and the cultural background of the Renaissance.
- 327 English Methods** **3 hours** **TBA**
 This course prepares students intending to teach English in secondary schools. Students will develop ideas for lessons, practice presentations and units in language, literature and composition. Prerequisites: EDU 201 and SPD 206. Corequisites: EDU 300 and EDU 330.
- 341 The English Language** **3 hours** **S11**
 Students will study the development of the language through history, including varieties of English throughout the world. The course includes contemporary American dialects, current linguistic theory and implications for teaching.
- 342 English Grammar** **3 hours** **S**
 This course reviews grammatical principles used in writing. It is useful for students intending to teach or improve their language skills.
- 390 Seventeenth-Century British Literature** **3 hours** **TBA**
 Students will study the Jacobean period, including poetry by Shakespeare, Jonson, Donne, Herbert and Herrick, and the Restoration, including poetry by Dryden, Milton and Marvell. Both periods are also represented by drama; the instructor will select other works. This course is for English majors only and will be offered as needed.
- 395 Victorian Literature** **3 hours** **F11**
 Students will study the period’s exceptionally rich and varied literature, with readings to include essays by Mill, Ruskin, Pater, Arnold and Huxley; poetry by Tennyson, Browning and Hopkins; and fiction by Carroll, Eliot and Trollope. The instructor will select readings by other authors.

413 Mass Media Law **3 hours** **S12**

This course provides an overview of the moral and legal responsibilities of the journalist, concentrating on issues of freedom of the press, confidentiality, invasion of privacy, copyright and libel. This course is for journalism and graphic design majors only.

Prerequisites: Major or minor in journalism and consent of instructor.

422 The British Novel **3 hours** **S12**

Students will study major works written between the beginning of the 18th century and the end of the 20th century. This course includes novels by women, Irish authors and other minorities.

424 The American Novel **3 hours** **S11**

This course includes readings in selected American novels from the early 19th century to the present, emphasizing important and influential works and authors.

450 Practicum in Journalism **1-3 hours** **S**

Students can complete this supervised course in journalism either as an activity or as an individual study program. Individualized assignments will be drawn up at the beginning of each semester. Possible studies include writing for or editing the *Phreno Cosmian*, the student newspaper. A student may take up to six hours of the sequence toward a journalism major or minor. Only six hours will apply toward a traditional English major or minor.

460 Independent Study **1-3 hours** **F,S**

This course offers an opportunity to read extensively, to write critical essays, to develop a journalism portfolio, or to concentrate on creative writing.

Prerequisite: Consent of instructor.

499 Selected Topics – Advanced **1-3 hours** **TBA**

Students will focus on a theme, genre, historical period, author, group of authors or some other specialized topic chosen by the instructor. Topics vary from year to year; students may select the course more than once for credit.

Entrepreneurial Leadership (ENT)

College of Leadership and Public Service

www.dwu.edu/kelley

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

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

Major

Business Administration (Entrepreneurial Leadership Emphasis)

Students majoring in business may choose an entrepreneurial leadership emphasis. Students interested in this emphasis should consult the section "Business Administration and Economics" for an outline of required courses for this option.

Minor

Graduates with a minor in entrepreneurial leadership will be prepared to articulate their ideas effectively and to consider the ethical implications of the ideas they are proposing. They will know how to prepare and present business plans and grant proposals, and will understand the basic technical skills needed to function as an entrepreneurial leader in any organization.

Students will be encouraged to participate in entrepreneurial activities in various segments of campus life, the community and region.

Students seeking a minor in entrepreneurial leadership must complete the following courses:

ENT 225	Entrepreneurial Leadership I	2
ENT 325	Entrepreneurial Leadership II	2
ENT 347	Finance for Entrepreneurs	3
ENT 425	Entrepreneurial Leadership III	2
BUS 150	Survey of Accounting	2
BUS 160	Survey of Law	2
BUS 220	Concepts and Practices of Management	3
BUS 371	Marketing	3
BUS 381	Business Ethics and Social Policy	3
ECO 130	Survey of Economics	2
	Total	<u>24</u>

Course Descriptions

225 Entrepreneurial Leadership I

2 hours

F,S

Students are introduced to principles and characteristics of entrepreneurial leadership. Students explore their own orientation toward entrepreneurship, including innovation, curiosity and risk. Students are also introduced to key dimensions of entrepreneurial behavior, including opportunity assessment, mission development, strategic planning, market analysis, resource mobilization, financial management and social accountability. Entrepreneurship is considered in a variety of for-profit, nonprofit and public enterprise settings.

275 Entrepreneurial Leadership Field Experience

1-3 hours

F,S

This is a guided experience to offer students the opportunity to develop leadership. Students will develop; teamwork and communication skills through learning, practicing and teaching the principles of free enterprise. This course emphasizes experiential acquisition of leadership skills through self-directed

projects and participation in regional and national competitions. The projects are aimed at increasing citizen awareness and understanding of business and economic issues. This course is intended for the student who plans to obtain a minor in entrepreneurial leadership and/or emphasis area in entrepreneurship. It is also recommended for students from any discipline who are interested in project development, the development of teaching skills or the enhancement of communication and planning skills.

Prerequisite: Consent of instructor.

299 Selected Topics - Basic	1-3 hours	TBA
325 Entrepreneurial Leadership II	2 hours	S
Students explore in more depth the various dimensions of entrepreneurial leadership introduced in ENT 225. Prerequisite: ENT 225.		
347 Finance for Entrepreneurs	3 hours	S
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. Prerequisites: BUS 150 or BUS 251, and ENT 225.		
425 Entrepreneurial Leadership III	2 hours	S
This is a capstone seminar which integrates prior coursework relating to entrepreneurial leadership through the preparation and presentation of a business plan for a new or enhanced organization or enterprise. Prerequisites: ENT 325 or consent of instructor.		
450 Internship	3 hours	F,S
Students will design their internship in consultation with the director of the Kelley Center. They will be expected to be entrepreneurial in developing their internship. Prerequisites: ENT 425.		
460 Independent Study	1-3 hours	F,S
Students will select a project for intensive study and research. Prerequisite: Consent of instructor.		
499 Selected Topics – Advanced	1-3 hours	TBA

Fine Arts

College of Arts and Humanities

The study of the fine arts provides students with the opportunity to pursue a quality, interdisciplinary, professional undergraduate program in the arts. It provides, within the framework of a number of interdisciplinary programs, specific concentrations for students whose primary interest is art, theatre and music. Most importantly, students pursuing degrees in the fine arts gain a broad understanding of the scope of the arts and their contribution to modern society. An appreciation and understanding of the fine arts contributes to the aesthetic dimensions of leadership, service and stewardship within an increasingly diverse cultural environment.

Minor

Choose two courses each from three of the disciplines below for 18 credits plus one additional elective from the disciplines for a total of 21 credits.

DRM 131	Introduction to Theatre	3
DRM	Elective	3
ENG 201	Introduction to Literature	3
ENG 202	Creative Writing	3
ENG 323	Shakespeare	3
GDS101	Introduction to Basic Design	3
GDS	Elective	3
MUS 215	Music Theory II	3
MUS 250	World Music or	
MUS 311	Music History I or	
MUS 312	Music History II	3
MUS 330	Vocal Literature and Pedagogy	3
	Elective	3

General Studies

The general studies program is designed to provide a broad liberal arts preparation for students seeking an Associate of Arts degree. The interdisciplinary approach associated with this program is designed to prepare students to participate in improving their leadership, service and stewardship skills in a variety of career and community environments.

Associate of Arts Degree

General Education courses

Civic Values and Engagement	3
Critical and Collaborative Thinking - Cognitive Analysis	3
Cultural and Global Awareness	3
Critical and Collaborative Thinking - Historical Thinking and Analysis	3
Learn Strong I	1
Effective Expression - Literary Analysis or Artistic Appreciation	3
Effective Expression - Oral (CTH 101)	3
Personal Growth and Maturity	3
Critical and Collaborative Thinking - Quantitative Reasoning	3
Critical and Collaborative Thinking - Science Technology and Human Experience	3
Effective Expression - Written (ENG 111)	3
Electives*	33
Total	<u>64</u>

*to be selected with approval of the student's adviser to provide for one or more concentrations

Geography (GEO)

College of Leadership and Public Service

As a bridge between the social and the physical sciences, geography is the study of how and why things are distributed over the earth. It is a synthesizing and integrating discipline that reflects traditional concerns with the spatial distribution of human, natural and manmade resources. In particular, geography at Dakota Wesleyan University focuses on locational relationships and their influence on issues of leadership, service and stewardship.

Course Descriptions

204 U.S. Geography **3 hours** **S**

Students will study various regions, states and territories of the United States. This introductory course examines locations; political, economic and cultural patterns; and the physical environment of the area.

205 World Geography **3 hours** **F**

Students will study various regions and nations of the world. This introductory course examines locations; political, economic and cultural patterns; and the relationship of physical environment to culture.

299 Selected Topics – Basic **1-3 hours** **TBA**

499 Selected Topics – Advanced **1-3 hours** **TBA**

Graphic Design (GDS)

College of Arts and Humanities

www.dwu.edu/gds

The primary mission of the Dakota Wesleyan University Graphic Design Department is to integrate a university liberal arts education with professional training so students are prepared to enter the graphic design field. The curriculum emphasizes craftsmanship, problem-solving skills, design theory, history and methodology. Graphic design instruction pairs technological skills with creativity, both critical elements of this rapidly evolving industry.

Graphic design also contributes to the liberal education of all students by providing classes in art appreciation, and studio art and design. Exposure to design, photography, typography, technology, business and written communication as well as critical and analytical thinking complement many other fields of study.

Major

GDS 101	Introduction to Basic Design	3
GDS 120	Art Appreciation	3
GDS 205	Photography Foundations	3
GDS 207	Printmaking I	3
GDS 215	Typography I	3
GDS 305	Color Theory Design	3
GDS 311	Type and Image	3
GDS 370	Graphic Design History	3
GDS 456	Graphic Design Portfolio	3
ENG 211	Introduction to Journalism	3
ENG 342	English Grammar	3
ENG 413	Mass Media Law	3
ENT 225	Entrepreneurial Leadership I	2
MTM 202	Computer Graphics	3
MTM 247	Web Page Design	3
MTM 345	Desktop Publishing	3
	Total	<u>47</u>

Minor

GDS 101	Introduction to Basic Design	3
GDS 215	Typography I	3
GDS 305	Color Theory Design	3
ENG 211	Introduction to Journalism	3
MTM 202	Computer Graphics	3
MTM 345	Desktop Publishing	3
	Total	<u>18</u>

Course Descriptions

101 Introduction to Basic Design

3 hours

F10

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

120 Art Appreciation

3 hours

S11

This is an introductory lecture course focusing on the theoretical, cultural and historic aspects of visual art. Emphasis is on the development of visual and aesthetic awareness.

General Education: Effective Expression – Artistic Appreciation

205 Photography Foundations	3 hours	F
<p>This foundation course combines photography history, criticism and aesthetic sensitivity with studio application. Skills emphasized include basic operation of a digital camera, composition, exposure, file formats and basic image enhancement. An examination of photography history, influential photographers, criticism and analysis of various works is also included. The studio portion of this course requires extended hours. Students are required to supply their own digital cameras. General Education: Effective Expression – Artistic Appreciation</p>		
207 Printmaking I	3 hours	S
<p>This studio course introduces methods of drawing/design and printmaking. Students develop design ideas, which then are translated to the print environment through the use of both traditional materials and computer-generated designs. The basic techniques of screen-printing as a graphic design medium are emphasized. Students are expected to develop highly original works. Professional presentation skills, time management and craftsmanship are emphasized. Prerequisites: GDS 101, MTM 202.</p>		
215 Typography I	3 hours	S
<p>This foundation course introduces typography as both an art form and visual communication tool. Through lectures, demonstrations and studio work, students gain an understanding of the history of type, technological influences, letterform anatomy, type classification and measurements systems, and the interaction between form and meaning. Issues of legibility and communicative clarity and hierarchy are also addressed. Students explore the relationship between type as type and type as image as it is related to visual communications, and produce original solutions to problems concerning the organization of textual information. The course emphasizes execution, professional presentation skills, time management and craftsmanship. Prerequisites: GDS 101, MTM 202.</p>		
299 Selected Topics – Basic	1-3 hours	TBA
305 Color Theory Design	3 hours	F
<p>This course provides an introduction to color theory. Students learn key terms and the basics of color physics and the physiology of visual perception. Students become familiar with theories of color relationships as they apply to graphic design. The psychological effect of colors, along with symbolism and cultural associations are addressed. Professional presentation skills and craftsmanship are emphasized. Computer skills are crucial. Prerequisites: GDS 101, MTM 202, GDS 215.</p>		
311 Type and Image	3 hours	S
<p>This course expands basic techniques and concepts explored in GDS 205 and GDS 215. Students combine words, pictures and other graphic elements in an effort to construct a visual communication, which carries resonance. Focus is placed on creating, processing and combining photographic images with type in a unified, dynamic composition. Students exercise skills in processing and manipulation of type and image through the use of industry standard software. Learning how to evaluate compositions for communicative effectiveness and aesthetic appeal along with archiving and outputting work is also emphasized. Students are required to supply their own SLR digital camera. This is a studio course requiring extended hours. Computer skills are crucial. Prerequisites: GDS 205, GDS 215.</p>		
370 Graphic Design History	3 hours	F
<p>This survey course investigates and analyzes major trends, artworks, periods, styles and artists relevant to the history of graphic design. Through lectures, videos, discussions, presentations and research, students are exposed to the idea of communication and design as it has evolved from pictographs painted on cave walls to contemporary design and technological innovations.</p>		
450 Internship	1-3 hours	F,S
<p>Students may pursue internships in art with the consent of the chair of the department. Prerequisite: Consent of department chair.</p>		

456 Graphic Design Portfolio**3 hours****S**

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

Prerequisite: Senior standing and an art major/minor with consent of department chair.

460 Independent Study**1-3 hours****F,S**

Students may independently study areas of art not covered by regular offerings.

Prerequisite: Junior or senior standing and an art major/minor with consent of department chair.

499 Selected Topics – Advanced**1-3 hours****TBA**

Prerequisite: Junior or senior standing and an art major/minor with consent of department chair.

Health (HLT)

College of Healthcare, Fitness and Sciences

Our society has placed an increased importance on safety, healthy living and personal fitness. The health courses offered are designed to provide assistance in the departments of athletic training, education, nursing, and sport, exercise and wellness. These courses are supplemental and are used to meet certain requirements by these specific departments as well as those seeking an endorsement or minor in coaching.

Course Descriptions

210 First Aid and CPR

2 hours

S

This course is designed to teach standard first aid and CPR procedures specified by the American Red Cross. Credit is earned only upon successful completion of the course and First Aid/CPR certification.

232 Health Education

3 hours

F,S

This course involves the study of attainable goals for school, personal and community health, and provides an emphasis on wellness for all ages.

300 Community Health and Chronic Disease

3 hours

S

This course explores and examines health problems in current society. Topics range from cardiovascular disease to holistic healthcare. Time will be allotted for selected topics that the course participants feel are pertinent.

310 Professional Rescuer Skills

2 hours

F,S

This course is designed to teach the student professional rescuer CPR, first aid and AED skills and procedures specified by the American Red Cross. Credit is granted only upon successful completion of the course, or by verified certification from an approved agency and successful completion of a challenge test of skills evaluated by a faculty member certified by an approved agency to provide training.

History (HIS)

College of Arts and Humanities

www.dwu.edu/history

History seeks to understand how people lived in the past and how their experiences and institutions shaped their world and our own. History is also a way of thinking; by reflecting on the past and exploring historical problems, we deepen our understanding of the human condition. Our history majors raise historical questions, examine historical documents and share their ideas with peers and the larger community. As an intellectual discipline, history teaches us to read critically, think analytically, communicate effectively and examine issues of learning, leadership, faith and service.

Major

HIS 101	World History I	3
HIS 102	World History II	3
HIS 201	U.S. History I	3
HIS 202	U.S. History II	3
HIS 401	Historical Research and Writing	3
HIS	Electives (at least 12 hours upper level)	15
	Total	<u>30</u>

Minor

HIS 101	World History I	3
HIS 102	World History II	3
HIS 201	U.S. History I or	
HIS 202	U.S. History II	3
HIS	Electives (at least six hours upper level)	9
	Total	<u>18</u>

History Education

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

HIS 101	World History I	3
HIS 102	World History II	3
HIS 201	U.S. History I	3
HIS 202	U.S. History II	3
HIS 330	History of South Dakota	3
HIS 401	Historical Research and Writing	3
HIS	Electives (at least nine hours upper level)	12
EDU 201	Foundations of Education	3
EDU 216	Technology for Teachers I	1
EDU 311	Educational Psychology	3
EDU 316	Technology for Teachers II	1
EDU 324	Literacy in the Content Area	3
EDU 330	Curriculum Standards and Assessment	3
EDU 335	American Indian Education	3
EDU 342	Social Studies Content and Methods	2
EDU 356	Secondary Teaching Methods	3
EDU 365	Classroom Management for the K-12 Educator	3
EDU 410	Human Relations/Multiculturalism	3
EDU 412	Meeting the Needs of the Adolescent Learner	3
EDU 416	Technology for Teachers III	1
EDU 474	7-12 Student Teaching	14
EDU 475	Seminar	2
SPD 206	Teaching Students with Exceptionalities in the General Classroom	3
	Total	<u>81</u>

Pre-law

The Association of American Law Schools (AALS) does not prescribe certain courses or extracurricular activities for students planning to study law, because of the wide range of relevant pre-law preparation. Law schools seek in their students accomplishment in understanding, the capacity to think for themselves and the ability to express their thoughts with clarity and force.

When applying this philosophy to specific course areas, the AALS includes the following disciplines and comments. This list is not meant to exclude other areas.

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

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

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

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

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

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

Science and engineering – “The traditional vigor of the training provided and the precision demanded in these fields guarantee that these students will have engaged in critical thinking before arrival at law school. However, students with science concentrations should be sure to select courses that will expose them to the broad range of skills, particularly communication skills, that are essential ingredients in law study.”

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

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

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

Nearly all schools of law in the United States require applicants to take a standardized Law School Admission Test. This test is administered on several specific dates each year.

Students interested in law as a profession should contact the pre-law adviser for counsel.

American Studies Program

The American Studies Program offers an interdisciplinary major or minor for students who wish to study outside the box and pursue a customized degree program. See American Studies.

Course Descriptions

101 World History I **3 hours** **F**

This course is the first half of a general survey of the development of civilizations from ancient times to the present, including discussion of the nature of history, the political and cultural advancement of civilizations and their interactions. HIS 101 covers the time period to approximately 1600 A.D.

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

102 World History II **3 hours** **S**

This course is the second half of a general survey of the development of civilizations from ancient times to the present, including discussion of the nature of history, the political and cultural advancement of civilizations and their interactions. HIS 102 covers the time period since approximately 1600 A.D.

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

201 U.S. History I **3 hours** **F**

This course is the first half of a study of U.S. history from the colonial period to the present. Special emphasis is given to problem-solving techniques using historical case studies. HIS 201 covers the time period to approximately 1877.

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

202 U.S. History II **3 hours** **S**

This course is the second half of a study of U.S. history from the colonial period to the present. HIS 202 covers the time period since approximately 1877.

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

275 Field Experience **1-2 hours** **TBA**

299 Selected Topics – Basic **1-3 hours** **TBA**

301 American Colonial History **3 hours** **F10**

This course comparatively explores the colonial experience in North America. The colonial histories of the Spanish, French, British, Dutch and Russians will be examined. The course will focus on the political, social, economic and cultural interactions of American Indians, Europeans and Africans. Students will gain a greater appreciation and understanding of America's diverse colonial roots.

302 America Since 1945 **3 hours** **S11**

This course examines the historical evolution of the modern United States. Students will explore the political, social, economic and cultural history of the United States from 1945 to the present. Themes of special consideration include the growth of government, major social reform movements, and the domestic impacts of international conflict and global change.

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

310 History of the British Empire **3 hours** **TBA**

This course explores the origins, rise and fall of the British Empire, covering nearly the entire globe from the 16th century into the 20th century. The course examines the political, social, economic and cultural dimensions of the British imperial experience. The history of British imperialism will be considered from the perspective of the colonizer and the colonized and in ways that improve our understanding of the modern world.

311 Europe Since World War I **3 hours** **S12**

This course explores political, economic, and social developments in 20th-century Europe and Russia. Major topics will include World War I, the Russian Revolution, fascism and authoritarianism, World War II, the Cold War, and the European Union.

313 Latin American History **3 hours** **S12**

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

330 History of South Dakota	3 hours	F11
This course is a survey of the history of South Dakota. Topics include geography, early explorations, American Indian life, and the political, economic and cultural developments after white settlement. HIS 330 is required for all history education majors.		
337 African American History	3 hours	TBA
This course traces the history of the African American experience from 1607 to the present. Topics include slavery and slave life, free blacks in the antebellum period, the effects of Reconstruction and the white supremacy movement, black leaders of the 19th and 20th centuries, the Civil Rights movement, and blacks' political and economic progress.		
339 American Indian History to 1890	3 hours	F10
This course surveys the history and culture of American Indians to 1890. The course begins with an examination of the diverse peoples of Native America before European contact and concludes with the military and cultural conflicts between western American Indian nations and the United States. The course will focus on the history of American Indian nations and their experiences and relationships with the United States during this period.		
340 American Indian History Since 1890	3 hours	S11
This course surveys the history and culture of American Indians since the 1880s. The course begins with an examination of American Indian responses to the assimilationist programs of the United States government in the late 19th century and concludes with an exploration of contemporary issues facing American Indians today. The course will focus on the history of American Indian nations and their experiences and relationships with the United States during this period.		
351 American Foreign Policy (Refer to POL 351)	3 hours	F11
385 African History	3 hours	TBA
Students will examine the history of sub-Saharan Africa from prehistoric times to the present. Though the course is arranged chronologically, special emphasis is placed upon the themes of Islam in Africa, African slavery and the slave trade, the colonial period, the South African experience, and political and economic challenges.		
386 Asian History	3 hours	S11
This course is a survey of Asian history from ancient times to the present with an emphasis on China, India and Japan. Students will explore cross-cultural currents and the countries' institutional and social evolutions. Studies of Asian religions, dynastic change, imperial growth and nationalism serve as frameworks for assessing modern historical problems.		
401 Historical Research and Writing	3 hours	S
In this capstone course, students will practice the art and craft of historical writing. A research project is required. Required for all history majors and for students who plan to teach. Prerequisites: Junior or senior standing or consent of the instructor.		
450 Practicum or Internship	1-3 hours	F,S
Students may develop internships in consultation with the instructor in such areas as museums, historical societies and archives.		
460 Independent Study	1-3 hours	F,S
On an individual basis, students may arrange research with the instructor. The instructor must approve the topics for study. Prerequisites: Junior or senior standing and a history major/minor or consent of instructor.		
499 Selected Topics – Advanced	1-3 hours	F,S
The department of history routinely offers these courses in response to student interests and to provide historical perspective on contemporary issues. Past selected topics courses have included the Civil War, World War I, World War II, the Korean and Vietnam wars, American environmental history, sports in America, and American economic history.		

Honors (HON)

The DWU Honors Program is a four-year honors program that provides highly motivated students with experiences designed to expand their personal and professional horizons by developing their interpersonal and intellectual excellence to become leaders within the DWU learning community. The university offers research opportunities and other special programs to members of the Honors program. Students should consult with their adviser about enrollment in the Honors program.

Mission

The Honors Program is designed for the creative and academically committed student who wants an intense intellectual challenge and is prepared to invest the effort required to successfully complete the program. Through unique courses and meaningful projects, this student enters into multiple opportunities for personal growth and professional development, service and leadership. The honor student hones the intellect to use this talent toward the responsible advancement of human knowledge and strives toward mastery of the self, while serving others.

Goals

The successful Honors student will demonstrate collaborative skills, leadership skills, provide service to others, evaluate his or her intellectual, emotional, and spiritual growth, and create examples of effective expression.

Program Participation Requirements

To participate in the Honors Program, a student must maintain a minimum GPA of 3.5 each semester. A student who wants to participate in the program but does not meet the GPA requirement is encouraged to petition the Research and Scholarship Committee for an exception.

Participants must complete nine HON credits. Before a student begins an Honors Program course, he or she will be required to outline learning goals and objectives that he or she hopes to achieve, and propose a plan to the Research and Scholarship Committee that will make the achievement of these goals possible. At the end of the course, the student will submit a reflective essay in which he or she describes, or shows modification of, these goals and outcomes. In this reflection, the student will demonstrate the ways in which these goals and outcomes were achieved. Additionally, students are encouraged, but not required, to submit artifacts from the course that reflect personal growth and maturity, leadership skills, collaborative skills, and/or service to others. The reflective essays and artifacts become part of the program participant's portfolio and may be used for program assessment.

An incoming freshman who has an ACT score of 25 or higher and is interested in participating in the program will be able to enroll in Honors courses. An ACT score of 25 or higher is not required for students interested in participating in the program who have completed at least one year of college and have maintained a minimum GPA of 3.5 each semester or have petitioned the Research and Scholarship Committee for an exception to the GPA requirement.

Culminating Requirements

The student, who successfully met the participation requirements, will complete a portfolio and a senior project, which will be presented to members of the faculty.

Students who complete all requirements of the Honors Program and have earned at least a 3.5 cumulative GPA will be recognized in the Commencement program.

Course Descriptions

101-401 Honors Topics

3 hours

TBA

Human Services (HMS)

College of Leadership and Public Service

www.dwu.edu/hms

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

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

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

Major

Prerequisites: CTH 210, PSY 237 and SOC 152.

HMS 225	Introduction to Human Services	3
HMS 270	Human Services Practice	3
HMS 300	Alcohol Use and Abuse	3
HMS 370	Theory and Practice of Counseling	3
HMS 400	Group Counseling	3
HMS 470	Professional Semester	12
HMS	Elective	3
BUS 220	Concepts and Practices of Management	3
SOC 312	Methods of Social Research	3
	Total	<u>36</u>

Minor

Prerequisites: CTH 210, PSY 237 and SOC 152.

HMS 225	Introduction to Human Services	3
HMS 270	Human Services Practice	3
HMS 370	Theory and Practice of Counseling	3
HMS	Electives*	<u>12</u>
	Total	21

*Suggested Electives for Minor

HMS 245	Drug Use and Abuse	3
HMS 320	Victimology	3
HMS 330	Child Welfare	3
HMS 340	Policies and Legalities of Public Welfare	3
HMS 400	Group Counseling	3
HMS 430	Ethics in Human Service Practice	3
HMS 451	Family Counseling	3
PSY 337	Adolescent Psychology	3

Specialization: Chemical Dependency

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

HMS/CRJ 245	Drug Use and Abuse	3
HMS 300	Alcohol Use and Abuse	3
HMS 370/770	Theory and Practice of Counseling	3
HMS 400	Group Counseling	3
HMS 430	Ethics in Human Service Practice	3
HMS 320	Victimology	3
PSY 337	Adolescent Psychology	3
SOC 317	Minority Groups	3

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

Course Descriptions

152 Introduction to Sociology (Refer to SOC 152)	3 hours	F,S
210 Interpersonal Communication (Refer to CTH 210)	3 hours	F
220 Concepts and Practices of Management (Refer to BUS 220)	3 hours	F,S
225 Introduction to Human Services This course explores human service delivery systems, including public welfare, public mental health programs and private practices. Students will identify needs, problems, eligible consumers, and the process of service and delivery. The class examines rural service delivery systems and agency settings to familiarize students with the application process. Prerequisites: SOC 152 and sophomore status.	3 hours	F
237 Developmental Psychology (Refer to PSY 237)	3 hours	F,S
245 Drug Use and Abuse This course is an introduction to the physical, psychological and social effects of drug use and abuse in American society. This course is designed to assist students in making value choices relative to their own use of legal and illegal drugs.	3 hours	F
270 Human Services Practice This course teaches an integrated approach to basic helping, interviewing and counseling skills in human service settings using a case management approach. Students will learn communication skills, listening skills, case management skills, and current ethical and professional issues. Prerequisites: CTH 210 and sophomore status.	3 hours	S
275 Field Experience/Internship	1-2	TBA
299 Selected Topics – Basic	1-3 hours	TBA
300 Alcohol Use and Abuse This course is a study of the psycho/social aspects of addiction. Study will include symptoms, causes and available treatment approaches. This course serves as an introduction to alcohol and related drug abuse. Students will explore historical, theoretical and current perspectives of alcoholism.	3 hours	S
312 Methods of Social Research (Refer to SOC 312)	3 hours	F
317 Minority Groups (Refer to SOC 317)	3 hours	S
320 Victimology Victimology is the scientific study of crime victims, focusing on the physical, emotional and financial impact on victims, communities and the larger society.	3 hours	S11
330 Child Welfare This course explains the social services provided for children. The physical, intellectual, social and emotional needs of children are considered in the context of the institutions established by society on behalf of children.	3 hours	TBA

337 Adolescent Psychology (Refer to PSY 337)	3 hours	F,S
340 Policies and Legalities of Public Welfare This course is designed to familiarize students with the operation of the legislative process (federal, state and tribal) and the legal system (state and federal) as it relates to the role of the human service worker.	3 hours	TBA
350 Adjustment to Aging (Refer to SOC 350)	3 hours	TBA
359 Community (Refer to SOC 359)	3 hours	TBA
370/770 Theory and Practice of Counseling This course examines counseling theories, techniques, differences and similarities in counseling and interviewing. Students will discuss the ethical responsibilities of a counselor. Prerequisite: PSY 237. Corequisite: CTH 210.	3 hours	F
400/700 Group Counseling Students will learn counseling theories and techniques related to operational practices in group counseling, including group structure, processes and dynamics.	3 hours	S11
430 Ethics in Human Service Practice This course examines professional and ethical issues that most affect the practice of human services, counseling, chemical dependency treatment and related helping professions.	3 hours	S12
443 Abnormal Psychology (Refer to PSY 443)	3 hours	S
450 Internship	1-4 hours	TBA
451/751 Family Counseling Students will study the theories and techniques of working with families in human service settings. The class explores the dynamics of healthy and dysfunctional families.	3 hours	S12
460 Independent Study Students may arrange research on an individual basis with the instructor. Students must have junior or senior status. The instructor and department chair must approve topics.	1-3 hours	F,S
470 Professional Semester Placement of up to 40 hours per week during the professional semester will provide experience in a human service agency under professional administration and educational supervision designed to prepare the student for professional practice. This course is for human services majors only. This course is offered Credit/No Credit only. Prerequisites: HMS 370 and consent of department chair.	1-16 hours	F,S,SU
499 Selected Topics – Advanced	1-3 hours	TBA

Language (LAN)

College of Arts and Humanities

www.edu.edu/english/languages.htm

This program allows students to acquire proficiency in languages other than English. The study of language is traditional in a liberal arts education, as it builds vocabulary, improves understanding of grammar, and exposes students to other ways of living and thinking. A minor in language is recommended for students intending to teach or go to graduate school.

Minor

For a minor in foreign language, a student needs to complete at least 18 hours of courses (20 hours for a Spanish minor) selected in consultation with the department. A student may concentrate in French, German, Spanish, Italian or language in general. Courses in other languages, such as Greek, Japanese, and Latin, may be offered on request, depending on students' interest and instructors' availability.

Course Descriptions

101 Beginning Spanish for Non-native Speakers **4 hours** **F**

This beginning course is designed to develop skills in listening, speaking, reading and writing in Spanish for students whose first language was not Spanish.

102 Beginning Spanish II **4 hours** **S**

This continuation of LAN 101 is designed to develop skills in listening, speaking, reading and writing in Spanish.

Prerequisite: LAN 101 or consent of instructor.

105 Conversational German I **3 hours** **F10**

This beginning course is designed to develop skills in listening, speaking, reading and writing in German.

General Education: Cultural and Global Awareness

106 Conversational German II **3 hours** **S11**

This continuation of LAN 105 is designed to develop skills in listening, speaking, reading and writing in German.

Prerequisite: LAN 105.

115 Conversational Italian I **3 hours** **TBA**

This beginning course is designed to develop skills in listening, speaking, reading and writing in Italian.

General Education: Cultural and Global Awareness

116 Conversational Italian II **3 hours** **TBA**

This continuation of LAN 115 is designed to develop skills in listening, speaking, reading and writing in Italian.

Prerequisite: LAN 115.

201 Intermediate Spanish I **3 hours** **F**

This course is a review and continuation of skills acquired in LAN 102. Emphasis is on cultural aspects of Hispanic life and literature.

Prerequisite: LAN 102 or consent of instructor.

202 Intermediate Spanish II **3 hours** **S**

This course is a further review and continuation of skills acquired in LAN 201. Emphasis is on cultural aspects of Hispanic life and literature.

Prerequisite: LAN 201 or consent of instructor.

205 Intermediate German I **3 hours** **TBA**

This course is a review and continuation of skills acquired in LAN 106. Emphasis is on cultural aspects of German, Austrian and Swiss life and literature.

Prerequisite: LAN 106 or equivalent.

206 Intermediate German II	3 hours	TBA
This course is a further review and continuation of skills acquired in LAN 205. Emphasis is on cultural aspects of German, Austrian and Swiss life and literature. Prerequisite: LAN 205 or consent of instructor.		
215 Intermediate Italian I	3 hours	TBA
This course is a further review and continuation of skills acquired in LAN 116 and is taught primarily in Italian. Prerequisite: LAN 116 or consent of instructor.		
216 Intermediate Italian II	3 hours	TBA
This course is a further review and continuation of skills acquired in LAN 215 and is taught primarily in Italian. Prerequisite: LAN 215 or consent of instructor.		
299 Selected Topics – Basic	1-3 hours	TBA
301 Spanish Conversation and Composition I	3 hours	TBA
Students will further develop linguistic proficiency through Spanish conversation and composition. Focus will be on daily life and literary works. Prerequisite: LAN 202.		
302 Spanish Conversation and Composition II	3 hours	TBA
This course is a continuation of Spanish composition and conversation skills with focus on daily life and literary works. Prerequisite: LAN 301.		
305 German Composition and Conversation I	3 hours	TBA
Students will continue to develop German composition and conversation skills focusing on daily life and readings in literature. Prerequisite: LAN 205 or taken concurrently with LAN 205.		
306 German Composition and Conversation II	3 hours	TBA
This course is a further development of German composition and conversation skills focusing on daily life and readings in literature. Prerequisite: LAN 206 or taken concurrently with LAN 206.		
329 Methods of Foreign Language	3 hours	TBA
Students will learn techniques for teaching the language, its sound system, its grammar and its vocabulary; learn suggestions for teaching culture; develop supplementary materials and lesson plans; and practice teaching the language. Students seeking teacher certification must take this course in addition to the minimum language hours required. Corequisites: EDU 300 and EDU 330.		
341 The English Language (Refer to ENG 341)	3 hours	S11
460 Independent Study	1-3 hours	F,S
499 Selected Topics – Advanced	1-3 hours	TBA

Leadership and Public Service (PSL)

College of Leadership and Public Service

www.dwu.edu/psl

The leadership and public service program is the academic component of the George and Eleanor McGovern Library and Center for Leadership and Public Service. The goals of the PSL program are five-fold:

- to introduce students to public service fields and careers and to place students in workplace environments where they might develop and apply critical-thinking and problem-solving skills, develop their leadership potential and contribute to the common good through service;
- to explore the concept of the "common good" and other social values associated with the public domain, and to examine and apply ethical analysis of public policy and professional practice in public service;
- to help students explore, from a multidisciplinary perspective, compelling social, political, economic and other cultural issues that confront contemporary society;
- to develop in students the skills and perspectives relevant to problem solving in the public service sector; and
- to use effective oral and written communication in practical public service settings, including communication skills related to political activity, marketing and fundraising, and human relations.

Major

PSL 210	Introduction to Leadership and Public Service	3
PSL 310	Public Service: Policy Communications	3
PSL 320	Ethics and Public Policy	3
PSL 350	Public Service: Policy Formation and Analysis	3
PSL 400	Leadership and Public Service Seminar	3
PSL 450	Internship	3
SOC 312	Methods of Social Research	3
	Policy Concentration	9
	Content Area Electives	9
	Total	<u>39</u>

The research project for PSL 400 and the internship experience in PSL 499 must relate to at least one of the student's supporting concentrations. The nine hours of content area electives must be approved by the director of the academic program.

The major must include at least 21 upper level hours in the 39 hours required for the major.

Policy Concentrations

For the major, nine hours must be taken from one of the following tracks: policy analysis, policy communication or policy formation.

Policy Communication

BUS 315	Leadership and Communication	3
CTH 128-428/ 129-429^	Forensics	3
CTH 202/302#	Oral Interpretation	3
CTH 225/325	Introduction to Mass Communication	3
CTH 370	Advanced Persuasive Speaking	3
DRM 131	Introduction to Theatre	3
DRM 203	Acting I	3
ENG 211/311	Journalism	3
GDS 205*	Photography Foundations	3
MTM 247	Web Page Design	3
MTM 347	Video I	3

^Three or more hours of forensics may be counted as one course for the major/minor.

#CTH 302 may be used in the minor only if DRM 203 is also part of concentration.

*Photography may be used only if journalism is also part of the concentration.

Policy Analysis

ECO 231	Principles of Macroeconomics	3
MTH 200	Statistical Methods I	3
MTH 350	Statistical Methods II	3
PSY 435	Experimental Psychology	3

Policy Formation

BUS 321	Organizational Behavior	3
CRJ 250	American Legal System	3
CST 304	Tribal Treaties, Laws and Government	3
HMS 340	Policies and Legalities of Public Welfare	3
POL 253	State and Local Government	3
POL 351	American Foreign Policy	3
POL 353	Congress and the Presidency	3
POL 354	World Politics	3

Content Area Concentrations

Suggested content area elective concentrations are hunger and poverty, globalization, gender, healthcare, and environmental issues. These are among a wide range of issues of interest to the McGovern Center. The content area concentration does not need to be one of these. However, each student's content area concentration must be approved by the program director. Courses applied toward the policy concentration may not be double counted toward a content area concentration.

Minor

Students seeking a minor in leadership and public service must complete the following courses:

PSL 210	Introduction to Leadership and Public Service	3
PSL 400	Leadership and Public Service Seminar	3
PSL 450	Internship	3
	Electives (in a content or policy area)*	12
	Total	21

*The 12 hours of electives must be approved by the director of the academic program. Suggested concentrations are the clusters of courses recommended for the major.

Content Area Concentrations

The following concentrations are examples from specific areas of interest to the McGovern Center. The content area concentration does not need to come from one of these, however, each student's content area concentration must be approved by the program director. Courses applied toward the policy concentration may not be double counted toward a content area concentration.

Environmental Issues*

BIO 115	Environmental Science	4
BIO 302	Ecology	4
BIO 325	Principles of Wildlife Management	3
BUS 381	Business Ethics and Social Policy	3
CRJ 499	Selected Topics: Corporate and Homeland Security	1-3
ECO 232	Principles of Microeconomics	3
MTH 200	Statistical Methods I	3

*This concentration must include at least two biology courses.

Gender

ENG 315	Women Writers	3
PSY 237	Developmental Psychology	3
PSY 337	Adolescent Psychology	3
REL 240	Sexuality, Spirituality, and Loving	3
SOC 154	Marriage and the Family	3
SOC 317	Minority Groups	3
SOC 427	Introduction to Women's Studies	3

Globalization

CRJ 499	Selected Topics: Corporate and Homeland Security	1-3
ECO 336	Economics of Development	3
GEO 205	World Geography	3
HIS 313	Latin American History	3
HIS 385	African History	3
HIS 386	Asian History	3
MUS 250	World Music	3
POL 351	American Foreign Policy	3
POL 354	World Politics	3
REL 314	World Religions	3

Healthcare

BUS 345	Insurance and Risk Management	3
CRJ 499	Selected Topics: Corporate and Homeland Security	1-3
HLT 232	Health Education	3
HLT 300	Community Health and Chronic Disease	3
NUR 100	Medical Terminology	2
PHL 305	Biomedical Ethics	3
PSY 350	Adjustment to Aging	3

Hunger and Poverty

ATN 320	Human Nutrition	3
BUS 240	Personal Finance	3
CRJ 499	Selected Topics: Corporate and Homeland Security	1-3
CST 340	American Indian History to 1890	3
ECO 336	Economics of Development	3
HMS 340	Policies and Legalities of Public Welfare	3
SOC 317	Minority Groups	3
SOC 458	Seminar in Sociology	3

Course Descriptions

210 Introduction to Leadership and Public Service **3 hours** **S**

This course is an introductory survey of the environment, skills and social values of public service, defined broadly. The concept of the "common good," as well as the ethical implications of this concept, will be explored. The course will also contain a basic examination of the role of leadership within social policy change.

General Education: Civic Values and Engagement

275 Field Experience **1-2 hours** **TBA**

299 Selected Topics – Basic **1-3 hours** **TBA**

310 Public Service: Policy Communications **3 hours** **F10**

This course is a study of the various tools which are commonly used in communicating to and persuading various "publics" about policy issues.

320 Ethics and Public Policy **3 hours** **S12**

This course is a blend of ethical theories and the application of these theories within leadership and public service. Case studies will be used.

350 Public Service: Policy Formation and Analysis **3 hours** **S11**

This course is the study of how public policy is formulated and the concepts common to public policy analysis. It is structured around hands-on field experiences and service learning projects in which students actually engage in public policy formulation and analysis at the local level. Upon completion of the course students will be intimately familiar with the various tools commonly used in formulating and analyzing public policy, including various forms of cost/benefit analysis.

Prerequisite: SOC 312.

400 Leadership and Public Service Seminar	3 hours	S12
In this capstone course, the student is expected to synthesize and integrate the conceptual and theoretical knowledge and understanding as well as skills acquired in the curriculum through coursework, internships, leadership development, research and other learning activities. The emphasis is on the student's demonstrated development and competency of applied skills and understanding of the literature.		
450 Internship	3 hours	TBA
460 Independent Study	1-3 hours	F, S
499 Selected Topics – Advanced	1-3 hours	TBA

Learn Strong (LST) and Core (COR)

The Learn Strong courses are designed for the ongoing development of the student's professional electronic portfolio. The Core classes are designed to give students the opportunity to challenge themselves in an interdisciplinary class that asks them to analyze and synthesize information to see the interconnectedness of their world, past, present and future. As a liberal arts institution preparing students for an interconnected world, it is critical that students are able to see connections and create meaning from them.

Course Descriptions

Learn Strong (LST)

101 Learn Strong I: Discovery of the Self **1 hour** **F,S**

This course is designed to help freshmen adjust to college life and to introduce them to resources and opportunities available to them as well as the standards and expectations to which they will be held. Students will also explore their talents, begin their professional electronic portfolios to track their college learning experiences (in and out of the classroom), and reflect on the purpose and meaning of their lives. Credits earned during high school will not be used to exempt a student from LST 101.

General Education: Learn Strong

201 Learn Strong II: Discovery of Your World **.5 hour** **S**

This course is designed to build on the self exploration students completed in LST 101. Students will expand their global outlook through the understanding of their leadership skills and potential while discovering their place in the world. Students will explore vocations and continue to build their professional electronic portfolios.

Transfer students with 30 or more transferable credit hours will be able to move directly into LST 201.

General Education: Learn Strong

299 Selected Topics – Basic **1-3 hours** **TBA**

This course will cover areas as needed in a student life area including, but not limited to, internship preparation.

301 Learn Strong III: Discovery of Your Role **.5 hour** **F**

This course will prepare juniors to select a career path or begin applying to graduate school. Students will explore internships, discuss professional culture, practice interviewing skills and prepare graduate school applications. Students will define how they see their role in the world. Students will continue development of their professional electronic portfolio.

General Education: Learn Strong

401 Learn Strong IV: Embracing Your Responsibility **1 hour** **TBA**

This course will help students synthesize their college experiences as they make plans to graduate and enter the work force or graduate school. Leadership will be explored in terms of teamwork, ethics and values. Students will reflect on the contents of their Professional Electronic Portfolio and determine how best to create meaning in their lives once they leave DWU. Students will develop an appreciation for their gifts and reflect on their responsibility to share those gifts to better their world.

General Education: Learn Strong

499 Selected Topics – Advanced **1-3 hours** **TBA**

This course will cover areas as needed in the student life area including, but not limited to, professional skills training such as resume writing, interview skills, and professional ethics and conduct.

Course Descriptions

Core (COR)

101 Interdisciplinary Investigations I **3 hour** **TBA**

The course includes discussion of truth and meaning in a variety of contexts, including scientific truth, philosophical truth, literary truth, religious truth, and mathematical truth. For example, students will explore Greek approaches to seeking truth, as well as how the Greeks approached issues of justice, power and religion. Students will consider the scientific revolution and how Galileo, who could be considered the first modern scientist, clashed with both the philosophical and the religious truth of his day.

General Education: Core

301 Interdisciplinary Investigations II

3 hour

TBA

Students will explore a contemporary global topic from a religious, scientific, economic, social and political perspective.

General Education: Core

Bachelor of Arts in Nursing students should consult their adviser regarding COR requirements.

Transfer students should consult their academic adviser about whether previous coursework may meet COR requirements.

Mathematics (MTH)

College of Healthcare, Fitness and Sciences

www.dwu.edu/math

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

Major

MTH 200	Statistical Methods I	3
MTH 210	Calculus I	4
MTH 220	Calculus II	4
MTH 300	Linear Algebra	3
MTH 305	Calculus III	3
MTH 325	Introduction to Probability Theory	3
MTH 330	Modern Algebra or	
MTH 340	Modern Geometry	3
	Electives (MTH 250, MTH 320, MTH 330, MTH 340, MTH 350, MTH 380 or PHS 210)	<u>9</u>
	Total	32

Emphasis in Actuarial Science

MTH 200	Statistical Methods I	3
MTH 210	Calculus I	4
MTH 220	Calculus II	4
MTH 300	Linear Algebra	3
MTH 305	Calculus III	3
MTH 325	Introduction to Probability Theory	3
MTH 350	Statistical Methods II	3
BUS 344	Corporate Finance	3
ECO 231	Principles of Macroeconomics	3
ECO 232	Principles of Microeconomics	3
	Electives (MTH, BUS or ECO chosen in consultation with the department)	<u>9</u>
	Total	41

Minor

MTH 200	Statistical Methods I	3
MTH 210	Calculus I	4
MTH 220	Calculus II	4
MTH 300	Linear Algebra or	
MTH 305	Calculus III (not both)	3
MTH	Electives (MTH 250 or above)	<u>6</u>
	Total	20

Mathematics Education

Students interested in teacher certification in 7-12 mathematics must complete the following program and exceed the minimum score on the appropriate PRAXIS exam. For further clarification, see Education, speak to your adviser or speak to the education department chair.

MTH 128	Mathematics for the Sciences	2
MTH 140	College Geometry	2
MTH 200	Statistical Methods I	3
MTH 210	Calculus I	4
MTH 220	Calculus II	4
MTH 250	Discrete Mathematics	3
MTH 300	Linear Algebra	3
MTH 305	Calculus III	3

MTH 325	Introduction to Probability Theory or	
MTH 330	Modern Algebra or	
	other approved course	3
MTH 340	Modern Geometry	3
MTH 360	Mathematics Teaching Methods with Technology	1
EDU 201	Foundations of Education	3
EDU 216	Technology for Teachers I	1
EDU 311	Educational Psychology	3
EDU 316	Technology for Teachers II	1
EDU 324	Literacy in the Content Area	3
EDU 330	Curriculum Standards and Assessment	3
EDU 335	American Indian Education	3
EDU 344	Mathematics Methods	3
EDU 356	Secondary Teaching Methods	3
EDU 365	Classroom Management for the K-12 Educator	3
EDU 410	Human Relations/Multiculturalism	3
EDU 412	Meeting the Needs of the Adolescent Learner	3
EDU 416	Technology for Teachers III	1
EDU 474	7-12 Student Teaching	14
EDU 475	Seminar	2
SPD 206	Teaching Students with Exceptionalities in the General Classroom	3
	Total	<u>83</u>

Course Descriptions

115 Mathematics for the Liberal Arts 3 hours F,S

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

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

General Education: Critical and Collaborative Thinking – Quantitative Reasoning

120 Intermediate Algebra 3 hours TBA

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

Prerequisites: Math placement or consent of instructor.

Developmental

125 College Algebra 3 hours F,S

This course immerses students in algebraic methods in the context of modeling real-world phenomena, particularly those related to social issues, including hunger and poverty. Mathematical topics will include functions and graphs; solving equations; displaying and describing data; linear, exponential, logarithmic, power and quadratic functions; mathematical modeling; and probability. This course does not meet the prerequisites for biology and chemistry courses.

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

General Education: Critical and Collaborative Thinking – Quantitative Reasoning

128 Mathematics for the Sciences 2 hours S

This is a mathematics course intended for students in the sciences preparing for physics, biology or calculus. Topics will include trigonometry and its applications, vectors, and exponential and logarithmic functions.

140 College Geometry 2 hours S12

Students will learn Euclidean geometry from an intuitive point of view, including the study of perimeter and area, congruence and similarity, geometric constructions, circles, triangles, polygons and polyhedra.

Prerequisite: MTH 120 or consent of instructor.

150 Mathematics for the Elementary Teacher	3 hours	F
This course is designed expressly for the needs of elementary school teachers, including the structure of arithmetic, sets, elementary logic, number systems, relations and functions. Prerequisite: MTH 120 or other course approved by the education department.		
200 Statistical Methods I	3 hours	F,S
This course is an introduction to descriptive statistics, including graphs, sampling distributions, measures of central tendency, probability theory, hypothesis testing through nonparametric tests, confidence intervals, correlation and regression. Statistical applications, hypotheses testing and the use of statistical software for graphing is emphasized. Prerequisite: MTH 125 or consent of instructor. General Education: Critical and Collaborative Thinking – Quantitative Reasoning		
210 Calculus I	4 hours	F
This course is an introduction to differential and integral calculus. Students will learn to calculate the rates of change of functions including trigonometric, exponential and logarithmic functions and how to solve initial value and optimization problems. Students will learn the Fundamental Theorem of Calculus and integration techniques. Prerequisite: MTH 128 or math placement. General Education: Critical and Collaborative Thinking – Quantitative Reasoning		
220 Calculus II	4 hours	S
This course is a continuation of MTH 210. Students will learn more advanced integration techniques, numerical analysis techniques, parametric equations, along with Taylor polynomials and series. Prerequisite: MTH 210 or permission of instructor.		
250 Discrete Mathematics	3 hours	S11
This course introduces discrete methods of mathematical problem solving. Topics include set theory, symbolic logic, sequences and mathematical induction, basic combinatorics, probability and graph theory. Prerequisite: MTH 210.		
275 Field Experience	1-2 hours	TBA
299 Selected Topics – Basic	1-3 hours	TBA
This course covers topics in basic mathematics not normally included in freshman- and sophomore-level courses. Prerequisite: Consent of instructor.		
300 Linear Algebra	3 hours	S
This course is an introductory treatment of systems of linear equations, vectors and matrices, determinants, vector spaces, linear transformations and eigenvalues. Prerequisite: MTH 220 or consent of instructor.		
305 Calculus III	3 hours	F
This first course in multivariate calculus includes vector functions and their derivatives, plane curves, surfaces, partial derivatives and multiple integrals. Prerequisite: MTH 220.		
320 Differential Equations	3 hours	S11
This introduction to the solution of differential equations includes first order differential equations, higher-order equations, Laplace transforms and linear systems. Prerequisite: MTH 220.		
325 Introduction to Probability Theory	3 hours	S12
This course is an introduction to probability, including basic combinatorics and set theory; independence; conditional probability; random variables; specific discrete and continuous probability distributions; jointly distributed random variables; expectation; moments and moment generating functions; and various limit theorems. Prerequisite: MTH 210 or consent of instructor.		

330 Modern Algebra	3 hours	F10
This course is an introduction to algebraic systems, including groups, rings and integral domains. Prerequisite: MTH 300 or consent of instructor.		
340 Modern Geometry	3 hours	F11
This axiomatic study of various geometries includes Euclidean geometry and hyperbolic geometry. Students will also study historical and philosophical implications of the development of non-Euclidean geometries. Prerequisite: MTH 210 or consent of instructor.		
350 Statistical Methods II	3 hours	S
This project-oriented course in statistics and experimental design includes categorical analysis, multiple regression, the analysis of variance, factor analysis and other statistical techniques as appropriate. Prerequisite: MTH 200.		
360 Mathematics Teaching Methods with Technology	1 hour	F11
This course is an introduction to the texts, manuals, materials, technology and methods of teaching mathematics. It cannot be taken as a directed study. Prerequisite: EDU 201, MTH 300; pre or corequisite: EDU 356.		
380 Research Project	2-3 hours	TBA
In consultation with the instructor, students may determine a topic for research. Evaluation consists of a paper and a presentation before an audience of the student's peers. Prerequisite: Consent of instructor.		
450 Internship	1-6 hours	TBA
460 Independent Study	1-4 hours	F,S
This course allows for advanced study in selected areas for mathematics majors and minors. Prerequisite: Consent of instructor.		
499 Selected Topics – Advanced	1-3 hours	TBA
This course covers topics in advanced mathematics not normally covered in junior- and senior-level courses. Prerequisite: Consent of instructor.		

Military Science (MSL)

College of Leadership and Public Service

Army ROTC (Reserve Officers' Training Corps)

Army ROTC is one of the best leadership courses in the country and part of an ROTC cadet's college curriculum. Upon graduation from Army ROTC, cadets earn the bar of a second lieutenant in the United States Army.

In partnership with the University of South Dakota Army ROTC Program, Dakota Wesleyan University offers qualified students the opportunity to earn U.S. Army ROTC 4-Year Scholarships that cover the costs of tuition, fees, room and board, provide an allotment to pay for books, and provide a monthly stipend for spending money. Two-year scholarships are available for qualified juniors. Students in the National Guard or Reserve, and those students with previous military service are also eligible for two- or four-year scholarships.

ROTC cadets are required to earn the minor in military science, though any student is permitted to enroll in MSL 101, MSL 102, MSL 201 and MSL 202.

Minor

Students seeking a minor in military science must complete the following courses:

MSL 101	Leadership and Personal Development	1
MSL 102	Introduction to Tactical Leadership	1
MSL 201	Innovative Team Leadership	2
MSL 202	Foundations of Tactical Leadership	2
MSL 301	Adaptive Team Leadership	3
MSL 302	Leadership in Changing Environments	3
MSL 401	Developing Adaptive Leaders	4
MSL 402	Leadership in a Complex World	4
MSL 494	Leadership Development and Assessment Course	3-4
	Total	<u>23-24</u>

HIS 499 Selected Topics (in Military History)

Course Descriptions

101 Leadership and Personal Development

1 hour F

Make your first new peer group at college one committed to performing well and enjoying the experience. Increase self-confidence through team study and activities in basic drill, physical fitness, rappelling, leadership reaction course, first aid, communications and Army values. Learn fundamental concepts of leadership in a profession in both classroom and outdoor laboratory environments. This course is one hour and a required leadership lab, plus participation in a one-hour session for physical fitness twice a month. Participation in a weekend exercise is optional, but highly encouraged.
General Education: Learn Strong requirement (can replace the LST 101)

102 Introduction to Tactical Leadership

1 hour S

Learn and apply principles of effective leading. Reinforce self-confidence through participation in physically and mentally challenging exercises with upper division ROTC students. Develop communication skills to improve individual performance and group interaction. Relate organizational ethical values to the effectiveness of a leader. This course is one hour and a required leadership lab, MSL 102L, plus optional participation in a one-hour session for physical fitness twice per month. Participation in a weekend exercise is optional, but highly encouraged.
General Education: Learn Strong requirement (can replace the LST 101)

201 Innovative Team Leadership

2 hours F

Learn and apply ethics-based leadership skills that develop individual abilities and contribute to the building of effective teams of people. Develop skills in oral presentations, writing concisely, planning of events, coordination of group efforts, advanced first aid, land navigation and basic military tactics. Learn fundamentals of ROTC Leadership Assessment Program. This course is two hours and a required

leadership lab, MSL 201L, plus required participation in two one-hour sessions per month for physical fitness. Participation in a weekend exercise is optional, but highly encouraged.

202 Foundations of Tactical Leadership

2 hours

S

This is an introduction to individual and team aspects of military tactics in small unit operations. This course includes use of radio communications, making safety assessments, movement techniques, planning for team safety/security and methods of pre-execution checks. There will be practical exercises with upper division ROTC students. Learn techniques for training others as an aspect of continued leadership development. This course is two hours and a required leadership lab, MSL 202L, plus required participation in two one-hour sessions per month for physical fitness. Participation in a weekend exercise is optional, but highly encouraged.

101L, 102L, 201L, and 202L Leadership Laboratory

Open only to, and required of, students in the associated military science course. This is a series of courses with different roles for students at different levels in the program. Learn and practice basic skills. Gain insight into advanced course in order to make an informed decision whether to apply for it. Build self-confidence and team-building leadership skills that can be applied throughout life.

210 Leadership Training Course (LTC)

3 hours

SU

This is a six-week summer camp conducted at Fort Knox, Ky. The student receives pay. Travel, lodging and meal costs are defrayed by the Army. The environment is rigorous as students participate in several high-impact team-building activities. No military obligation is incurred, but only students who are seriously considering contracting for the ROTC Advanced Course should apply. Open only to students who have not taken all four of MSL leadership laboratories and who pass a physical examination (paid for by ROTC). Completion of MSL 210 qualifies a student for entry into the advanced course. Five different cycles are offered during the summer, but spaces are limited by the Army. Candidates can apply for a space any time during the school year before the summer. Credit/No Credit grade only.

275 Field Experience

1-2 hours

TBA

294 ROTC Summer Leadership Internship

4 hours

TBA

This course is an applied, monitored and supervised field-based learning experience for which the student may or may not be paid. Students gain practical experience by following a negotiated and/or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses.

301 Adaptive Team Leadership

4 hours

F

This course, taught on the University of South Dakota campus, offers a series of practical opportunities to lead small groups, receive personal assessments and encouragement, and lead again in situations of increasing complexity. It uses small unit defensive tactics and opportunities to plan and conduct training for lower division students both to develop such skills and as vehicles for practicing leading. This course is three hours and a required leadership lab, MSL 301L, plus required participation in three one-hour sessions for physical fitness each week. Participation in one weekend exercise is also required, and one or two more weekend exercises may be offered for optional participation.

302 Leadership in Changing Environments

4 hours

S

This course, taught on the University of South Dakota campus, continues methodology of MSL 301. Students will analyze tasks and prepare written or oral guidance for team members to accomplish tasks, delegate tasks and supervise, and plan for and adapt to the unexpected in organizations under stress. They will also examine and apply lessons from leadership case studies and examine importance of ethical decision-making in setting a positive climate that enhances team performance. This course is three hours and a required leadership lab, MSL 302L, plus required participation in three one-hour sessions for physical fitness each week. Participation in one weekend exercise is required; two other weekend exercises optional.

401 Developing Adaptive Leaders**2-3 hours F**

This course, taught on the University of South Dakota campus, introduces formal management skills including problem analysis, planning techniques, and the delegation and control of activities, providing an understanding of the command and staff organization used in the modern army and creating a forum for discussing professional and ethical decisions faced by commissioned officers.

Corequisite: MSL 401L.

402 Leadership in a Complex World**2-3 hours S**

This course, taught on the University of South Dakota campus, provides information for transition to active or reserve commissioned service, developing administrative controls essential in managing a military organization, introducing the management of financial and personal affairs, and allowing time for discussion and analysis of ethical decision-making.

Corequisite: MSL 402L.

450 Internship**1-4 hours TBA****494 Leadership Development and Assessment Course****3-4 hours S**

This course is an applied, monitored and supervised field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and/or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses.

301L, 302L, 401L, 402L Advanced Course Leadership Laboratories

This course is open only to students in the associated military science course. This is a series, with different roles for students at different levels in the program. The classes involve leadership responsibilities for the planning, coordination, execution and evaluation of various training and activities with Basic Course students and for the ROTC program as a whole. Students develop, practice and refine leadership skills by serving and being evaluated in a variety of responsible positions.

MultiMedia (MTM)

College of Arts and Humanities

www.dwu.edu/mtm

The multimedia department teaches software-specific solutions used in desktop publishing, Web publishing, computer graphic arts, digital photography, digital video production, interactive applications, and publishing to print, CD, DVD and the World Wide Web. The philosophy of the department is based in an artistic perspective and uses that perspective to help students discover how to expand their creative potential in the ever widening field of multimedia.

The university also has a streaming server, a dedicated computer and software, and video mixing equipment. We are positioned to offer our students courses and experiences that they will scarcely find anywhere else. In addition to offering this special mix of courses, this equipment and software will enable the university to reach to all corners of the globe via the World Wide Web. Our mix of video, computer graphics, Web design, and Web editing, combined with the Web streaming potential is a powerful combination.

All university students may take these courses in our fully equipped multimedia Mac lab which is monitored and accessible to multimedia students 24 hours a day.

As part of our program, we strive to provide each student with a real world experience before graduation. Working with businesses and nonprofit organizations in the region, our students will work on real projects and will have an authentic client-artist relationship. This special experience will help students be more productive employees or find success much earlier if they decide to freelance their talents.

Multimedia majors are encouraged to purchase an Apple® Mac laptop with Final Cut Express, Windows for Mac and Adobe® Design Premium CS4. This combination of computer and programs allows our students to work on assignments wherever and whenever they choose. When they graduate they will be able to take their "toolbox" with them to potential employers and be ready to start work immediately. Please contact the multimedia department if you have any questions about purchasing a computer or software.

Multimedia students should be prepared to work hard doing the things they love to do!

Major

MTM 202	Computer Graphics	3
MTM 247	Web Page Design	3
MTM 342	Flash Design	3
MTM 347	Video I	3
MTM 350	Introduction to 3D Animation and Modeling	3
MTM 450	Practicum	3
MTM 470	Capstone	3
MTM 475	MultiMedia Portfolio	3
GDS 101	Introduction to Graphic Design	3
GDS 205	Photography Foundations	3
	Emphasis Requirements	6
	Total	<u>36</u>

MultiMedia Video Emphasis

DWU multimedia video graduates will be prepared for a variety of professional and allied positions in media, broadcasting, video production and postproduction, computer graphics, education and business. They will learn how to produce graphics using industry standard programs such as Adobe Illustrator and Photoshop. They will know how to concept, script, shoot and edit video productions using the popular Apple Final Cut and keyframe editors like Adobe After Effects. These skills will make them valuable team members in many media businesses but also in the fields of education and business.

MTM 447	Video II	3
MTM 449	Advanced Digital Video	3

MultiMedia Graphics Emphasis

DWU multimedia graphics graduates will be prepared for a variety of professional and allied positions in media, Web design, computer graphics, publishing, education and business. Multimedia graphics majors will produce graphics using industry standard programs like Adobe's Illustrator, Photoshop, Flash and Dreamweaver. They will design and develop standard Web pages and dynamic Web pages. These skills will make them valuable team members in many media businesses but also in education and business.

MTM 325	Dynamic Web Pages	3
MTM 345	Desktop Publishing	3

Minor

Desktop Publishing

Students will be prepared to assist their colleagues in designing and producing a wide variety of printed material such as letterhead and identity products, brochures, catalogs and books.

MTM 202	Computer Graphics	3
MTM 247	Web Page Design	3
MTM 345	Desktop Publishing	3
MTM 450	Practicum	3
GDS 101	Intro to Graphic Design	3
GDS 205	Photography Foundations	3
	Total	<u>18</u>

MultiMedia

Students will be prepared to develop, prepare and present a wide variety of multimedia messages. Students will deliver messages via print, video, CDs, DVDs and on the Internet.

MTM 202	Computer Graphics	3
MTM 247	Web Page Design	3
MTM 342	Flash Design	3
MTM 347	Video I	3
MTM 350	Introduction to 3D Animation and Modeling	3
MTM 450	Practicum	3
	Total	<u>18</u>

MultiMedia in Worship

Students completing this program will be prepared to assist their colleagues in developing, preparing and presenting a wide variety of messages in many worship settings. They will have experience in graphics, desktop publishing, Web streaming, Web page design and video – including multicamera operations, editing and audio.

MTM 202	Computer Graphics	3
MTM 247	Web Page Design	3
MTM 342	Flash Design	3
MTM 345	Desktop Publishing	3
MTM 347	Video I	3
MTM 450	Practicum	3
MTM 471	Theology and Practice of Worship	3
	Total	<u>21</u>

Course Descriptions

202 Computer Graphics

3 hours F11

Building on a foundation of graphic design department courses, this course is a studio course in using the computer as an illustrating medium. Using Adobe Illustrator and Adobe Photoshop students put their graphic design training to work on the computer.

247 Web Page Design

3 hours F11

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

325 Dynamic Web Pages

3 hours S12

Building on the foundations of MTM 247, students will learn scripting to create interactive, secure, database driven dynamic Web pages.

Prerequisite: MTM 247.

342 Flash Design

3 hours F10

When one opens a Web page and the graphics are moving, in most instances, this is a Flash movie. Students in this course will learn Flash and develop FLVs and Shockwave movies that can be used in video pieces, DVDs, and Web applications. Students will also learn how to use Flash Media Encoder to prepare video for streaming on the Web.

345 Desktop Publishing

3 hours S12

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

347 Video I

3 hours F19

Students will concept, script, shoot and edit video productions using Apple Final Cut. Students will also prepare QuickTime movies for use in other programs such as iDVD, PowerPoint and on Web pages.

350 Introduction to 3-D Animation and Modeling

3 hours S11

Students will use a 3-D authoring program to develop three-dimensional animations for use in videos and on web pages.

399 Special Topics – Advanced

1-3 hours TBA

This course provides a forum in which students and instructors may pursue advanced topics not regularly covered in the multimedia curriculum. Students interested in arranging a special topics course should contact the multimedia department.

Prerequisite: Consent of instructor.

447 Video II

3 hours S11

This course provides a continuation of study of still and moving images begun in MTM 347. Students will expand their knowledge of Final Cut and learn the keyframe editor Adobe After Effects. Students will include the resultant After Effects motion graphics pieces in their videos.

Prerequisite: MTM 347.

449 Advanced Digital Video

3 hours F11

Building on procedures and techniques learned in Video I and Video II, students will design and produce several video pieces that integrate all aspects of multimedia.

Prerequisite: MTM 447.

450 Practicum

3 hrs F

This course provides students the opportunity to integrate computers and technology in a real-world environment.

Prerequisites: Completion of six MTM courses and consent of instructor.

470 Capstone

3 hrs S

This senior level course integrates developed skills and knowledge learned in the major to produce a final project in which the student showcases her/his finest work.

471 Theology and Practice of Worship

3 hrs

S12

This capstone course will include practical applications in using technology in worship. Students will produce weekly worship services using what they have learned in the courses in the minor. Students will also visit other churches in the region to research technology use and teach learned concepts.

475 MultiMedia Portfolio

3 hrs

S

In this course, the senior student selects and refines or produces the elements of a body of work and assembles a portfolio suitable for seeking employment or further study. Job-seeking skills and connecting with potential employers are major emphases.

Music (MUS)

College of Arts and Humanities

www.dwu.edu/music

A major in music is designed to prepare graduates for careers as music educators (elementary and secondary), private studio teachers and other musical genres. The major also provides required academic and performance preparations for graduate study in music. The courses in music theory and music history provide foundations based on the traditions of the past and seek to provide an understanding of practices and expanding tonal concepts of the 21st century. The performing ensembles and courses also provide opportunities for the nonmusic major to enjoy enriching interdisciplinary experiences in music.

The Dakota Wesleyan Choir, Highlanders, Praise Band and Wesleyan University/Community Band provide students various performing opportunities. Grand pianos, studio upright pianos, organs and an inventory of band instruments are available for student and faculty use. An extensive library of compact discs, tapes and LPs is available. Several computerized music composition programs are also available for student and faculty use.

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

Major

MUS 131/231/331, 232/332, 233/333	Ensemble Requirements	0-4
MUS 330	Vocal Literature and Pedagogy	3
MUS 400	Special Projects in Music*	3
	Music Core**	24-28
	Applied music in a single instrument (to include two semesters of 300 level applied music)	6
	Total	<u>36-41</u>

*may be repeated up to nine credits

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

**Music Core

The music major revolves around a common core of courses that identify and develop a significant degree of appreciation, comprehension and performance ability for each student.

Music Theory and Analysis

MUS 115	Music Theory I	3
MUS 215	Music Theory II	3
MUS 315	Music Theory III	3
MUS 355	Form and Analysis	3

Music History and Literature

MUS 250	World Music	3
MUS 311	Music History I	3
MUS 312	Music History II	3

Applied Music

Piano proficiency (typically four semesters through MUS 201)	0-4
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Conducting

MUS 350	Conducting	3
	Total	<u>24-28</u>

Minor

The music minor consists of a series of music courses that will identify and develop a significant degree of appreciation, comprehension and performance ability for each student. The following courses are required for completion of the music minor:

Music Theory and Analysis

MUS 115	Music Theory I	3
MUS 215	Music Theory II	3
MUS 315	Music Theory III	3

Ensemble Participation

Participation in DWU Choir, Highlanders or Wesleyan University/Community Band	4
Electives*	6
Total	19

*Electives

MUS 120	Introduction to Western Music	3
MUS 250	World Music	3
MUS 311	Music History I	3
MUS 312	Music History II	3
MUS 320	Writing and Arranging for Choral Ensembles	2
MUS 330	Vocal Literature and Pedagogy	3
MUS 340	Secondary Choral Methods	3
MUS 350	Conducting	3
MUS 355	Form and Analysis	3
	Applied Lessons	0-1

Music Education K-12 Vocal Program

Students interested in teacher certification in K-12 vocal music must complete the following program and exceed the minimum score on the appropriate PRAXIS exam. Exceeding the minimum score of the music education composite exam will also provide certification for the student in instrumental music. For further clarification, see Education.

MUS 102/202/ 302/402	Applied Voice (must include one semester at 400 level)	7
MUS 115	Music Theory I	3
MUS 131/231/331, 232/332, 233/333	Choral Ensembles (at least two semesters of upper level)	0-4
MUS 215	Music Theory II	3
MUS 242	Elementary Music Methods and Materials	3
MUS 250	World Music	3
MUS 311	Music History I	3
MUS 312	Music History II	3
MUS 315	Music Theory III	3
MUS 320	Writing and Arranging for Choral Ensembles	2
MUS 330	Vocal Literature and Pedagogy	3
MUS 340	Secondary Choral Methods	3
MUS 350	Conducting	3
MUS 355	Form and Analysis	3
	Piano proficiency (typically four semesters through MUS 201)	0-4
EDU 201	Foundations of Education	3
EDU 216	Technology for Teachers I	1
EDU 311	Educational Psychology	3
EDU 316	Technology for Teachers II	1
EDU 324	Literacy in the Content Area	3
EDU 330	Curriculum Standards and Assessment	3
EDU 335	American Indian Education	3
EDU 356	Secondary Teaching Methods	3
EDU 365	Classroom Management for the K-12 Educator	3
EDU 410	Human Relations/Multiculturalism	3
EDU 412	Meeting the Needs of the Adolescent Learner	3

EDU 416	Technology for Teachers III	1
EDU 470	K-12 Student Teaching	14
EDU 475	Seminar	2
SPD 206	Teaching Students with Exceptionalities in the General Classroom	3
	Total	<u>95-99</u>

Vocal music majors are required to participate in choral ensembles for a minimum of six semesters. Students in this degree program will present a recital in their junior year, approximately 30 minutes long. Students must pass a keyboard proficiency test by the end of the fifth semester.

Course Descriptions

101/201/301/401 Applied Piano **0-1 hour** **F,S**

Students will receive one half-hour lesson each week. Significant practice time is required. Participation in a student recital and semester jury is required. Students may repeat this course up to four times, and it partially fulfills requirements leading to K-12 certification in vocal music. An additional fee is required.

102/202/302/402 Applied Voice **0-1 hour** **F,S**

Students will receive one half-hour lesson each week. Significant practice time is required. Participation in a student recital and semester jury is required. Students may repeat this course up to four times, and it partially fulfills requirements leading to K-12 certification in vocal music. An additional fee is required.

103/203/202/403 Applied Organ **0-1 hour** **F,S**

Students will receive one half-hour lesson each week. Significant practice time is required. Participation in a student recital and semester jury is required. Students may repeat this course up to four times. An additional fee is required.

104/204/304/404 Applied Instrument **0-1 hour** **F,S**

Students will receive one half-hour lesson each week. Significant practice time is required. Participation in a student recital and semester jury is required. Students may repeat this course up to four times. An additional fee is required.

105 Class Voice **0-1 hour** **F,S**

Students will receive group instruction in voice.

115 Music Theory I **3 hours** **TBA**

Students will learn tonal harmony in four-part writing using diatonic triads and seventh chords in all inversions. They will analyze musical excerpts related to voice leading, chord use and nonchord tones, and develop keyboard and aural skills. Original compositions and other written projects are required. This course partially fulfills requirements leading to K-12 certification in vocal music.

120 Introduction to Western Music **3 hours** **S**

This course discusses the major trends in music from the late 17th century to the present.
General Education: Effective Expression – Artistic Appreciation

131/231/331 Ensemble **0-1 hour** **F,S**

Various performing ensembles, both vocal and instrumental, will meet. Students may take this class for credit and repeat it up to four times. It may be used to partially fulfill requirements leading to K-12 certification in vocal music.

Prerequisite: Consent of instructor.

215 Music Theory II **3 hours** **TBA**

Students will learn tonal harmony in four-part writing using chromatically altered chords, secondary dominant and leading tone chords, mode mixture, augmented sixth and Neapolitan chords, and modulation to closely related keys. Students will analyze musical excerpts related to voice leading, chromatic chord use and modulation, and continue to develop keyboard and aural skills. Original compositions and other written projects are required. This course partially fulfills requirements leading to K-12 certification in vocal music.
Prerequisite: MUS 115.

- 232/332 Dakota Wesleyan Choir** **0-1 hour** **F,S**
 Membership in the Dakota Wesleyan Choir is open by audition to all students. The choir presents two major concerts each semester, concerts off campus at schools and churches, and occasionally music for special community events. The choir performs music from the Renaissance to the 20th century. Students may take this class for credit up to four times.
- 233/333 Highlanders** **0-1 hour** **F,S**
 This is a select vocal performing ensemble, open by audition only. Students may take this class for credit and repeat it up to four times. It may be used to partially fulfill requirements leading to K-12 certification in vocal music.
 Prerequisites: Audition and consent of instructor.
- 240 Introduction to Music Education** **3 hours** **TBA**
 This course is an introduction to music teaching and the education profession. Students will consider relevant philosophies and practices; formulate instructional objectives; establish and evaluate learning experiences; and develop instructional techniques for classes, small groups and individuals. Students will develop an initial philosophy of music education and a bibliography. This course partially fulfills requirements leading to K-12 certification in vocal music.
- 242 Elementary Music Methods and Materials** **2 hours** **TBA**
 Students will learn about general methods and materials for teaching music in the elementary school. Students will consider relevant philosophies and practices; formulate instructional objectives; establish and evaluate learning experiences; and develop instructional techniques for classes, small groups and individuals. The class emphasizes basic musicianship and activities and introduces classroom instruments commonly used. Students will plan and teach sample lessons and develop a bibliography. A minimum of 15 hours of observation in elementary music classes is required. This course partially fulfills the requirements of EDU 300. This course partially fulfills requirements leading to K-12 certification in vocal music.
 Corequisite: EDU 300.
 Prerequisite: MUS 240.
- 250 World Music** **3 hours** **TBA**
 This is a general introduction to the music of the world. Significant time is required to examine and listen to various examples of music of many cultures. Written assignments, including a term paper, are required. This course partially fulfills requirements leading to K-12 certification in vocal music.
 General Education: Cultural and Global Awareness
- 275 Field Experience** **1-2 hours** **TBA**
- 311 Music History I** **3 hours** **F10**
 Students will study the historical development of music in Western Civilization from the Medieval period to the end of the Baroque. Emphasis is placed on music's cultural implications, composers, styles and performance practices. Written assignments, including two major papers, are required. This course partially fulfills requirements leading to K-12 certification in vocal music.
- 312 Music History II** **3 hours** **S11**
 Students will study the historical development of music in Western Civilization from the middle of the 18th century to the present. This course continues to place an emphasis on music's cultural implications, composers, styles and performance practices. Written assignments, including two major papers, are required. This course partially fulfills requirements leading to K-12 certification in vocal music.
 Prerequisite: MUS 311.
- 315 Music Theory III** **3 hours** **F10**
 Students will study chromatically altered chords, secondary dominant and leading tone chords, and modulation to distant keys. Students will continue to develop keyboard and aural skills. Original compositions and other written projects are required. This course partially fulfills requirements leading to K-12 certification in vocal music.
 Prerequisite: MUS 215.

320 Writing and Arranging for Choral Ensembles **2 hours** **TBA**

Students will learn basic principles of scoring, transcribing and arranging music for choral ensembles, including writing and arranging for individual voices, small ensembles and large groups. Written assignments, including one arrangement for voices and instruments, are required. This course partially fulfills requirements leading to K-12 certification in vocal music.

Prerequisite: MUS 315.

330 Vocal Literature and Pedagogy **3 hours** **S11**

This course is designed to help students gain a better understanding of the vocal mechanism, its physiology and correct use. Students will learn basic techniques of singing and methods for teaching singing. This course includes a survey of art songs and vocal literature particularly suited for secondary students. This course partially fulfills requirements leading to K-12 certification in vocal music.

Prerequisite: Consent of instructor.

340 Secondary Choral Methods **3 hours** **F10**

Students will learn methods and materials for developing comprehensive musicianship through choral music. Students will consider the changing voice, choral music repertoire and rehearsal techniques, methods for recruiting and organizing choral ensembles, budgeting, and program administration. A minimum of 30 hours of observation in secondary choral music classrooms is required. This course partially fulfills the requirements for EDU 300 and the requirements leading to K-12 certification in vocal music.

Corequisite: EDU 300.

Prerequisites: EDU 201, MUS 240 and SPD 206.

350 Conducting **3 hours** **TBA**

This is a comprehensive course in conducting. Students will learn score reading, score preparation and analysis, and conducting techniques. Preparation and performance of music for the public are required.

This course partially fulfills requirements leading to K-12 certification in vocal music.

Prerequisite: MUS 355.

355 Form and Analysis **3 hours** **S11**

Students will analyze the compositional processes and structures that comprise music. The class will discuss motive, sequence, phrase, theme, subject and counter-subject, fugue, theme with variation, binary, ternary, rondo, sonata, concerto and suite. Daily written assignments and two term papers are required.

This course partially fulfills requirements leading to K-12 certification in vocal music.

Prerequisite: MUS 315.

400 Special Projects in Music **3 hours** **F,S**

This course is offered on an individual basis. The projects will vary according to the needs and interests of the student enrolled.

Prerequisite: Consent of instructor.

450 Internship **1-4 hours** **TBA**

460 Independent Study in Music **1-3 hours** **F,S**

The course will be offered on an independent research basis. The content will vary according to the needs and interests of the student enrolled.

Nursing (NUR)

College of Healthcare, Fitness and Sciences

www.dwu.edu/nursing

The nursing department at DWU offers the following programs (each program is outlined in its own section below):

- Associate of Arts in Nursing (A.A.) - Mitchell and Huron**
- Associate of Arts in Nursing (A.A.) - LPN-RN, Sioux Falls**
- Bachelor of Arts in Nursing (B.A.N.) - RN-B.A.N. Completion Program**

Mission Statement of the Department of Nursing

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

Associate of Arts in Nursing (Mitchell and Huron)

The nursing program at DWU reflects the institution's commitment to service and leadership within the region. The associate degree nursing program provides a curriculum designed to prepare the graduate for general staff nursing positions in hospitals, long-term care facilities and other community agencies. Students accepted into the two-year nursing curriculum, available in Mitchell and Huron, can complete the required 71 credit hours in the nursing program within two years and two summer sessions. Courses for the required 25 nursing credits in the one-year LPN-RN curriculum, offered on the Southeast Technical Institute campus in Sioux Falls, are designed for licensed practical nurses (LPNs) to enhance knowledge of human health needs and nursing interventions while developing management of care skills needed by the registered nurse (RN) in the current health setting. Upon successful completion of the program and upon full payment of all money due to the university, the graduate will receive the associate of arts degree and will have satisfied the academic requirements necessary for eligibility to take the National Council Licensing Examination (NCLEX) for licensure as an RN. The A.A. nursing program was awarded continuing accreditation by the National League for Nursing Accrediting Commission (NLNAC) through 2011 and is approved by the South Dakota Board of Nursing. Information about the nursing program may be obtained from NLNAC, 3343 Peachtree Road NE, Suite 500, Atlanta GA 30326; Phone: 1-404-975-5000; Fax: 1-404-975-5020 or www.nlnac.org.

The nursing program includes nursing and non-nursing courses. Graduates of a NLNAC-accredited Associate of Arts degree nursing program may apply the hours of nursing credit earned as a minor toward a non-nursing bachelor of arts degree at Dakota Wesleyan University.

Students may have the opportunity to take online support and general education courses while completing the A.A. plan of study. Role development courses (NUR 104, NUR 204, NUR 205) are delivered online in Mitchell.

Licensed practical nurses and applicants with previous learning in nursing may be enrolled with advanced placement in the nursing curriculum. Credit for science courses taken 10 years ago or more must be validated by successful completion of a test or retaking the course. The university may waive this requirement for applicants who maintain current knowledge in the sciences by working in nursing.

Applicants who enroll with credit for previous learning must take at least the last 23 hours of nursing courses at DWU in order to graduate from the nursing program. Nursing students who enter the nursing program with credit for prior learning in nursing are required to take NUR 105 before or concurrently with the nursing course taken in the nursing program in Mitchell or Huron.

Students who are licensed practical nurses must hold and maintain active licensure in South Dakota throughout the course of study.

The Dakota Wesleyan University Department of Nursing has contracts for nursing student clinical experiences with Avera Queen of Peace Hospital/Avera Brady Health and Rehab, Mitchell; Huron Regional Medical Center, Huron; Avera St. Benedict Health Center, Parkston; Avera McKennan Hospital, Sioux Falls; Sanford Health, Sioux Falls; Veterans Administration Medical Center, Sioux Falls; Firesteel Healthcare

Center, Mitchell; Sun Quest Health Care Center, Huron; Violet Tschetter Memorial Home, Huron; Human Services Center, Yankton; Community Counseling, Huron; and other hospitals and community agencies across the state. Clinical rotations may require some travel.

Policies described in Academic Regulations and in the DWU Catalog and the DWU Student Handbook apply to nursing students; however, because of the nature of the program, additional policies regarding health requirements, class and clinical attendance, grading scale and progression are available to nursing students in the DWU A.A. 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. A candidate for licensure as a registered nurse must have the abilities and skills that enable him/her to acquire essential specialized knowledge and to use this knowledge in planning and delivering nursing care. A copy of "Abilities, Skills and Characteristics Essential for Admission and Retention in the Dakota Wesleyan University Nursing Program," included in the DWU A.A. Nursing Student Handbook, is available from the department of nursing. Nursing students are expected to verify that they have the physical, emotional and other capabilities required to function as a nursing student and as a registered nurse. Admission may be denied or revoked if a student is unable to meet these basic abilities and skills.

Nursing students are expected to adhere to the principles of the Code of Ethics for Nurses, adopted by the American Nurses Association, which communicates a standard of professional behavior throughout the nursing program. A copy of the American Nurses Association's Code of Ethics for Nurses is included in the DWU A.A. Nursing Student Handbook.

Associate of Arts in Nursing Admission Requirements (Mitchell and Huron)

Students who wish to be considered for the nursing or prenursing program must provide documentation of the following requirements:

- ACT composite score of 18 or above;
- reading placement of 11 or above, or an 18 or above in the reading portion of the ACT; and
- high school or college cumulative grade point average of 2.5 or above. Transfer students must provide documentation of earning a minimum grade of C in English composition and C- in other prerequisite courses at an accredited college or university. Science courses must be completed in the past 10 years. No support course can be repeated more than one time.

First priority for admission to the A.A. nursing program is given to applicants meeting all admission requirements by Feb. 1. Qualified applicants will be admitted on a space-available basis after Feb. 1. If there is not an available opening in the A.A. nursing program, students who have met admission requirements and been accepted will be put on a waiting list and will be notified by admissions if an opening becomes available.

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

A.A. Clinical Requirements

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

- Medical Information requirements for nursing students (including immunizations)
- Current CPR certification (adult, child, infant, AED)
- Completion of criminal background check

DWU A.A. nursing students are covered under a blanket professional liability insurance policy (\$1,000,000 per occurrence and \$5,000,000 aggregate), which only covers the student while he/she is participating in clinical learning experiences for the DWU A.A. Nursing Program.

Associate of Arts in Nursing (Mitchell and Huron)

Admitted nursing students are required to demonstrate specific nurse aide competencies or successfully complete a nurse aide course before entering NUR 101. The opportunity to demonstrate nurse aide

competencies or complete a nurse aide course is offered at Dakota Wesleyan University before classes begin in August.

Students must take nursing courses in sequence.

Fall Semester, First Year		Hours (Theory and Clinical)*
NUR 101	Promoting Adaptation: Adult Health I	6 (5, 1)*
BIO 211	Human Anatomy	4
CHM 113	Physiological Chemistry	3
LST 101	Learn Strong I: Discover of the Self	1
PSY 131	General Psychology	3

Spring Semester, First Year		
NUR 102	Promoting Adaptation: Adult Health II	7 (4, 3)*
BIO 222	Microbiology	4
BIO 312	Human Physiology	4

Summer, First Year		
NUR 103	Promoting Adaptation: Behavioral Health	3 (2.5, .5)*
NUR 104	Role Development I	1

Fall Semester, Second Year		
NUR 200	Promoting Adaptation: Adult Health III	6 (4, 2)*
NUR 201	Promoting Adaptation: Women's Health and Childbearing	3 (2.5, .5)*
NUR 204	Role Development II	1
ENG 111	Expository Writing	3
PSY 237	Developmental Psychology	3

Spring Semester, Second Year		
NUR 202	Promoting Adaptation: Child Health	3 (2.5, .5)*
NUR 203	Promoting Adaptation: Adult Health IV	6 (4, 2)*
NUR 205	Role Development III	1
CTH 101	Fundamentals of Speech Communication	3
SOC 152	Introduction to Sociology	3

Summer, Second Year		
NUR 250	Promoting Adaptation: Practicum	3 (0,3)

*Credit hours of nursing theory and clinical (i.e., NUR 101, is six credits, with five hours of theory and three hours of clinical per week). Each clinical credit in nursing courses equals three clinical hours per week.

Course Descriptions for A.A. Nursing (Mitchell and Huron)

100 Medical Terminology **2 hours (Elective)** **F,S (Online)**
 This course is the study of medical terminology. It includes the definition and use of medical terms common to many health-related professionals.

101 Promoting Adaptation: Adult Health I **6 hours (5, 1)** **F**
 This clinical course provides an introduction to the roles of an associate degree nurse and an introduction to the Roy Adaptation Model. During this course, the focus is on adult health with the emphasis on the aging population, and the student is introduced to assessment of adaptive needs, the nursing process, communication techniques, collaboration with the client/family, caring, and other foundational skills and abilities needed to fulfill the roles of the associate degree nurse. An additional fee is required.
 Prerequisite: Nurse Aide Competency.
 Prerequisites or corequisites: BIO 211 and CHM 113.

102 Promoting Adaptation; Adult Health II **7 hours (4, 3)** **S**
 This clinical course builds upon the skills and abilities of the student. The student focuses on the physical, role function, interdependence, and self-concept adaptive needs of adult/family unit as they strive to cope and adapt to stressors in an effort to progress toward and achieve health. In collaboration with the client/family, the student applies the nursing process in assisting clients as they attempt to cope with

changes in their health. The adaptive needs of the client/family unit who is experiencing surgery is included in this course. The student builds upon critical thinking skills and focuses on application of knowledge related to the nursing process, communication, and other skills and abilities related to the roles of the associate degree nurse. An additional fee is required.

Prerequisites: BIO 211, CHM 113 and NUR 101.

Prerequisite or corequisite: BIO 312.

103 Promoting Adaptation: Behavioral Health **3 hours (2.5, .5)** **SU**

This clinical course focuses on assisting and collaborating with the client/family unit to cope with adaptive needs related to behavioral health. In addition, the focus will be directed to the adaptive needs related to role function, interdependence, and self-concept as they relate to behavioral health. The student builds upon critical thinking skills and focuses on application of knowledge related to the nursing process, communication, and other skills and abilities related to the roles of the associate degree nurse. An additional fee is required.

Prerequisites: NUR 102 and PSY 131.

Prerequisite or corequisite: NUR 104; NUR 105 if student entered with prior learning.

104 Role Development I **1 hour** **SU**

This course provides an overview of the historical development of nursing as a profession. The student explores topics such as various levels of educational preparation, purpose of nursing theories, professional organizations, interventions that promote continuity of care, and opportunities for service within nursing. Students explore the National Patient Safety Goals and strategies that promote safe, cost-efficient care.

Prerequisite: NUR 102.

Prerequisite or corequisite: NUR 103; NUR 105 if student entered with prior learning.

105 Introduction to Associate Degree Nursing **1 hour** **TBA**

This course is required of individuals entering the nursing program at the university with credit for previous learning in nursing. It is designed to acquaint the student with the philosophy, purpose and objectives, conceptual framework and expected competencies of graduates of the associate degree nursing program. Students will consider and compare the four types of programs leading to nursing licensure. The course also introduces the nursing process, care plans, medication cards, departmental policies, nasogastric tubes, intravenous therapy and ethical and legal considerations. Practice in selected technical skills in the nursing lab is included, as well as a review of basic mathematics as related to medications. An additional fee is required.

190 Nursing Leadership Seminar **1 hour** **TBA**

This course provides supplemental learning opportunities for nursing students to develop attributes and competencies needed by future nurse leaders. This course will be offered in a seminar format, along with providing flexibility to each student in determining the specific focus of a course project related to developing nursing leadership skills in nursing.

200 Promoting Adaptation: Adult Health III **6 hours (4, 2)** **F**

This clinical course builds upon skills and abilities of the student. The student focuses on the physical, role function, interdependence, and self-concept adaptive needs of the adult client/family unit as they strive to cope and adapt to stressors in an effort to progress toward and achieve health. The student is provided with opportunities to design a nursing care plan in collaboration with the adult client/family. In addition, the student builds upon critical thinking skills by analyzing information from various sources as part of the decision-making and problem-solving process. The student also has the opportunity to apply skills related to facilitating transitions in care, effectively communicating with the interdisciplinary team, delegating appropriately, accurately documenting care given, and examining legal and ethical standards related to the care of the adult client/family. An additional fee is required.

Prerequisites: BIO 222, BIO 312, NUR 103 and NUR 104.

Prerequisites or corequisites: NUR 201 and NUR 204.

201 Promoting Adaptation: Women's Health and Childbearing **3 hours (2.5, .5)** **F**

This clinical course provides the student with the opportunity to assist the childbearing client/newborn/family unit in adapting to changes related to physical, role function, interdependence and self-concept adaptive needs. The student designs a nursing plan of care in collaboration with the childbearing client/family unit. In addition, students analyze information from various sources as part of their decision-making and problem-solving process. The student has the opportunity to apply skills related to facilitating transitions in care, effectively communicating with the interdisciplinary team, delegating appropriately, accurately documenting

care given, and applying legal and ethical standards of client care. Women's health and adaptive needs are also addressed in this course. An additional fee is required.

Prerequisites: BIO 222, BIO 312, NUR 103 and NUR 104.

Prerequisites or corequisites: NUR 200 and NUR 204.

202 Promoting Adaptation: Child Health **3 hours (2.5, .5)** **S**

This clinical course provides the student with the opportunity to assist the child/family unit in adapting to changes related to physical, role function, interdependence, and self-concept adaptive needs. In collaboration with the client/family, the student applies the nursing process with the focus on evaluation of client outcomes and redesigns the plan of care which effectively supports the adaptation of the child/family unit. The student focuses on evaluating his or her own decision making and problem solving in light of professional standards. An additional fee is required.

Prerequisites: BIO 222, BIO 312, NUR 200, NUR 201 and NUR 204.

Prerequisites or corequisites: NUR 203, NUR 205 and PSY 237.

203 Promoting Adaptation: Adult Health IV **6 hours (4, 2)** **S**

This clinical course provides an opportunity for the student to continue to build previous knowledge, skills and abilities. The student focuses on the physical, role function, interdependence and self-concept adaptive needs of the adult client/family unit as they strive to cope and adapt to stressors in an effort to progress toward and achieve health. The nurse's role in emergency and mass casualty client situations is also explored. In collaboration with the client/family, the student evaluates client outcomes and redesigns the plan of care which effectively supports client/family adaptation. In addition, the student continues to build upon his or her critical thinking skills by evaluating information and decision making in light of professional standards. The student is also provided with the opportunity to gather client data and integrate findings into his or her decision-making process. An additional fee is required.

Prerequisites: NUR 200, NUR 201 and NUR 204.

Prerequisites or corequisites: NUR 202 and NUR 205.

204 Role Development II **1 hour** **F**

This course focuses on the development of effective communication with colleagues and interdisciplinary healthcare providers. The student will explore skills and abilities related to being an effective team member, delegating effectively, and managing the care of multiple clients. The student also explores issues related to quality improvement in the workplace along with the role of the nurse as it relates to the political process. Finally, the student will explore effective strategies for preparing for an employment interview.

Prerequisites: NUR 102, NUR 103 and NUR 104.

Prerequisites or corequisites: NUR 200 and NUR 201.

205 Role Development III **1 hour** **S**

This course focuses on legal and ethical standards and how they are applied in nursing practice and used by the nurse in evaluating his or her decision-making process. The student examines practices which facilitate the continuity of care and enhance client/family transitions in care. In addition, the student explores strategies that promote personal balance and reduce stress. The student is provided with the opportunity to reflect on the meaning of caring and service and the impact they have had on his or her values and beliefs. The student is guided through the NCLEX-RN preparation process.

Prerequisites: NUR 200, NUR 201 and NUR 204.

Prerequisites or corequisites: NUR 202 and NUR 203.

250 Promoting Adaptation: Practicum **3 hours (0,3)** **SU**

This clinical course assists the student in transitioning from the academic setting into nursing practice. Students have the opportunity to demonstrate the roles of the associate degree nurse and achievement of the DWU Nursing Program learning outcomes through a one-to-one preceptored clinical experience with a registered nurse. An additional fee is required, and this course is offered Credit/No Credit only.

Prerequisites: All required nursing and non-nursing courses; all requirements for graduation are to be completed before beginning coursework for NUR 250.

Associate of Arts in Nursing – LPN-RN (Sioux Falls)

DWU offers a one-year (August-May) LPN-RN curriculum on the campus of Southeast Technical Institute, Sioux Falls. Because this curriculum is designed to build on the firm foundation of nursing skills mastered by the licensed practical nurse (LPN), the goal is to move the student's knowledge of human health needs and nursing interventions to a deeper level. In addition, within this one academic year, the program content is designed to develop leadership and management of care skills needed by the registered nurse (RN) in the current healthcare practice setting. Health assessment and data analysis, which result in an individualized care plan for the client, anchor all aspects of the LPN-RN curriculum. Role development, taught in both semesters, guides the LPN student in the transition from LPN to RN. Students who are licensed practical nurses must hold and maintain active licensure in South Dakota throughout the course of study. Upon successful completion of the program and upon full payment of all money due to the university, the graduate will receive the Associate of Arts degree and will have satisfied the academic requirements necessary for eligibility to take the NCLEX for licensure as an RN.

Nursing classes will be scheduled on Thursdays and Fridays in addition to some Wednesdays. Classes will meet at Southeast Technical Institute in Sioux Falls. Clinical rotations will be scheduled by nursing faculty members when clinical sites are available for specific nursing courses. Clinical rotations may require some travel by students.

Students have the opportunity to complete online learning activities in the LPN-RN program. Role development courses (NUR 206 and NUR 207) are delivered online in the Sioux Falls program.

LPN-RN Admission Requirements (Sioux Falls)

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

- Copy of current licensure as an LPN in South Dakota; one year of work experience as an LPN is recommended before beginning the LPN-RN curriculum.
- Cumulative grade point average of 2.5 or above in college, university, vocational and technical school coursework. No support course can be repeated more than one time. Send an official copy of all college transcripts. If coursework is still in progress, attach a current transcript that documents all of the courses in progress from that institution.
- ACT composite score of 18 or above; or Nurse Entrance Test (NET) composite score of 65 percent or above.
- An 18 or above in the reading portion of the ACT; or a 60 percent or above composite reading score of the NET. If one of these two are not met, a reading placement of 11 or above.
- Employer verification of employment as LPN for minimum of six months. Those students who are practicing LPNs at the time of application review will receive higher priority for acceptance.
- Nursing supervisor/manager letter of reference including nursing skill and care competencies, working relationships with healthcare team members, communication skills, professional conduct and appearance, and attendance.
- Prerequisite courses are required to be completed or successfully challenged.

First priority for admission to the LPN-RN Nursing Program is given to applicants meeting all admission requirements by Oct. 1. Qualified applicants will be admitted on a space-available basis after Oct. 1. If there is not an available opening for the LPN-RN Nursing Program, students who have met admission requirements and have been accepted will be put on a waiting list and will be notified by admissions if an opening becomes available.

An admission appeal process exists for students who do not meet the above requirements but have extenuating circumstances. Address written requests of appeal to the Nursing Admissions Committee and mail to Dakota Wesleyan University, Attn: Admissions, 1200 West University Avenue, Mitchell, SD 57301.

LPN-RN Clinical Requirements

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

- Medical Information requirements for nursing students (including immunizations)
- Current CPR certification (adult, child, infant, AED)
- Completion of criminal background check

DWU LPN-RN Program students are covered under a blanket professional liability insurance policy (\$1,000,000 per occurrence and \$5,000,000 aggregate), which only covers the student while he/she is participating in clinical learning experiences for the DWU LPN-RN Program. It does not cover the student at any other time in which he/she is practicing nursing.

LPN-RN Transfer Credits

Licensed practical nurses are admitted to the nursing program with 16 transfer credits for nursing coursework completed in the LPN program. The LPN-RN student is allowed to challenge four non-nursing courses (physiology, microbiology, sociology and general psychology). To graduate with an A.A. in nursing at Dakota Wesleyan University, the LPN-RN nursing student in Sioux Falls is required to successfully complete 25 credits in the nursing curriculum.

Prerequisites

Prerequisite courses are required to be completed or successfully challenged before beginning the one-year nursing (August-May) curriculum in Sioux Falls. Prerequisite courses include human anatomy, human physiology, physiological chemistry, microbiology, general psychology, developmental psychology, expository writing (English composition), introduction to sociology and speech. Transfer students must provide documentation of earning a minimum grade of “C” in expository writing and C- in other prerequisite courses at an accredited college or university. Science courses must be completed in the past 10 years. No support course can be repeated more than one time.

LPN-RN One-Year Plan of Study

Nursing courses in the LPN-RN curriculum progress from concepts included in the current third and fourth levels of the associate degree nursing program. The third and fourth levels include more complex needs of clients, including specialty populations of obstetric, pediatric and mental health clients and multiple system involvement. Concepts of management of care, prioritization, delegation, and healthcare delivery trends are also included in third and fourth levels of the nursing program. At the completion of the program, students complete the practicum, a clinical course planned to assist the nursing student to transition into the role of the associate degree nurse with increased ease and assurance.

Fall Semester		Hours (theory, seminar, clinical)*	
NUR 206	RN Role Development and Care Management I		1
NUR 208	Nursing Care and Management of the Obstetric Client	2 (1.5, .25, .25)	
NUR 212	Nursing Care and Management of the Medical-Surgical Client I	7(5.5, .5, 1)	
NUR 213	Nursing Care and Management of the Mental Health/Illness Client	2 (1.5, .25, .25)	
			<u>12</u>
Spring Semester			
NUR 207	RN Role Development and Care Management II		1
NUR 209	Nursing Care and Management of the Pediatric Client	2 (1.5, .25, .25)	
NUR 214	Nursing Care and Management of the Medical-Surgical Client II	7 (5.5, .5, 1)	
NUR 250	Practicum in Nursing Process (May/June)	3 (0,3)	
			<u>13</u>

*Theory hours (one credit hour = one contact hour/week x 15 weeks); seminar hours (one credit hour = two contact hours/week x 15 weeks); clinical hours (one credit hour = three contact hours/week x 15 weeks)

Course Descriptions for A.A. – LPN-RN (Sioux Falls)

206 RN Role Development and Care Management I 1 hour F

The focus of this nonclinical course is to prepare the associate degree graduate for a career in the profession of nursing. It will build upon the nursing knowledge base of the LPN with regard to legal responsibilities in the workplace. Students will learn about present and future trends in nursing. In this course, students will focus on the RN roles of provider of care, manager of care and member in the profession of nursing. Opportunities are available for students to analyze self-behaviors that reflect the values and professional identity of the registered nurse.

207 RN Role Development and Care Management II 1 hour S

This nonclinical course builds upon the information and skill developed in NUR 206. Virtual and actual experiences will be given to the students for the purpose of challenging them to use critical thinking and interpersonal management techniques to solve nursing care problems common in modern healthcare settings. They will also be challenged to develop in the roles of nursing leader and client advocate.

accommodates their learning style and personal attributes by reading, "Is Online Learning for You?" on the DWU nursing program website www.dwu.edu/nursing/ba/online.htm. Enrollment for each online nursing course is limited to 20 students in order to enhance teacher/student interaction.

The majority of the non-nursing coursework is offered face-to-face at DWU, and if the student is unable to complete a non-nursing course in a face-to-face format, the student may transfer an equivalent online course from another accredited university. The student should consult the DWU registrar for information related to transferring coursework.

The RN-B.A.N. completion program includes 20 credits of online nursing courses. Core nursing courses 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. Students also complete a nursing course elective. The elective nursing courses focus on integration of faith and health; more in-depth exploration of pathophysiology; and care of the client who has a chronic illness. RN students will have the opportunity to apply and synthesize nursing content through participation in clinical experiences, which may be completed with clinical preceptors, near their own communities.

The RN-B.A.N. completion program has been granted full approval by the South Dakota Board of Nursing.

Admission into the RN-B.A.N. Completion Program is competitive. Course size for all online nursing courses is limited to 20 students in order to enhance student/teacher interaction. No applicant is barred from the RN-BAN completion program because of sex, race, creed, color, marital status or national origin. A Nursing Admission Committee selects applicants deemed to be best qualified to succeed in the RN-B.A.N. completion program. Initial consideration of applications for fall semester admission into the RN-B.A.N. completion program will begin on Feb. 1. Application materials received after Feb. 1 will be considered on a space-available basis.

If there is not an available opening for the RN-B.A.N. completion program, students who have met admission requirements and have been accepted will be put on a waiting list and will be notified by the RN-B.A.N. completion program director if an opening becomes available.

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

RN-B.A.N. Completion Program Admission Requirements

- Current RN licensure from the state of residence
- Meet all requirements for admission to DWU
- Received an associate degree or diploma from an accredited higher education institution
- A cumulative GPA of 2.5 for previous college work
- Completion of Application for Admission to DWU, RN-B.A.N. completion program

RN-B.A.N. Completion Program Clinical Requirements

These requirements must be met before students can participate in clinical experiences.

- Verification of immunizations
- Current CPR certification (adult, child, infant, AED)
- Completion of criminal background check

DWU RN-B.A.N. completion program students are covered under a blanket professional liability insurance policy (\$1,000,000 per occurrence and \$5,000,000 aggregate), which only covers the student while he/she is participating in clinical learning experiences for the DWU RN-B.A.N. completion program. It 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.

RN-B.A.N. Transfer Credits

Students are allowed to transfer up to 40 credits of approved nursing coursework from an accredited university or college associate degree nursing program. A grade of C or better is required for all nursing courses being considered for transfer credit.

Students may transfer non-nursing coursework from accredited universities and colleges. However, 30 of the last 40 credits must be earned at DWU. Exceptions will be considered on a case-by-case basis. A grade of C- or higher must be earned in all non-nursing courses being considered for transfer credit, except for transfer credit for ENG 111 Expository Writing, which must be a C or higher. Science courses must have been completed in the past 10 years. The university may waive this requirement for applicants who have maintained current knowledge by practicing in nursing.

Diploma program nursing and non-nursing coursework will be completed on a course-by-course basis. Criteria that may be used to award appropriate credit are comparison of course competencies and objectives and credentials of faculty who taught the course work.

Credit for learning may be granted for nursing and related non-nursing coursework. Credit for learning is accepted toward the hours required for graduation if the experience produced learning outcomes similar to those approved for the regular academic credit at DWU and upon acceptance and approval of documentation which details the learning experience. Credit for learning may be granted only with the approval of the RN-B.A.N. program director, the faculty adviser, and the dean of the College of Healthcare, Fitness and Sciences. The cost for each semester hour of credit for learning is payable to the business office. See further policies related to nontraditional credits in the Academic Regulations section of this catalog.

RN students who have graduated from an associate degree nursing program that has less than 40 credits of nursing coursework, have passed the NCLEX RN, but do not meet the requirements for granting nursing credit through Credit for Learning, will not be required to take additional nursing coursework to equal 40 credits. However, the student will be required to take, along with the required general education and support course credits, additional credits to equal 127 credits for graduation.

Required core nursing courses in addition to credits of nursing transferred from associate or diploma program. (Will accept up to 40 credits of nursing from A.A. or diploma program. See transfer credit policy in RN-B.A.N. Completion Program Student Handbook)

NUR 300	Pharmacology	3
NUR 301	Introduction to Baccalaureate Nursing	1
NUR 302	Health Assessment and Promotion	3
NUR 303	Nursing Research	3
NUR 304	Leadership for the Baccalaureate Nurse I	2
NUR 400	Family, Community and Populations	3
NUR 401	Leadership for the Baccalaureate Nurse II	2
	Elective*	3
	Total	<u>20</u>

*Students are required to take all core courses and may choose from the nursing course electives listed below to fulfill three credits. Nursing electives are offered on a rotating basis. Students should work with their adviser to integrate the nursing elective into their plan of study.

Nursing Electives

NUR 305	Family, Community Perspective: Coping with Chronic Illness	3
NUR 306	Integration of Faith and Health	3
NUR 307	Pathophysiology for Nursing	3

General Education and support courses that are required and to be completed during associate or diploma program and during the RN-B.A.N. completion program.

General Education Requirements:

PSY 131	General Psychology <i>Critical and Collaborative Thinking - Cognitive Analysis</i>	3
CHM 150	General Chemistry I <i>Critical and Collaborative Thinking - Science Technology and Human Experience</i>	4
BIO 312	Human Physiology <i>Critical and Collaborative Thinking - Science Technology and Human Experience</i>	4
ENG 111	Expository Writing <i>Effective Expression- Written</i>	3

CTH 101	Fundamentals of Speech Communication	3
	<i>Effective Expression - Oral</i>	
MTH 125	College Algebra	3
	<i>Critical and Collaborative Thinking - Quantitative Reasoning</i>	
SOC 152	Introduction to Sociology	3
	<i>Cultural and Global Awareness</i>	
	<i>Critical and Collaborative Thinking - Historical Thinking and Analysis*</i>	3
	<i>Personal Growth and Maturity*</i>	3
	<i>Effective Expression - Artistic Expression or Literary Expression*</i>	3
	<i>Civic Values and Engagement - Ethical Standards and Contemporary Life*</i>	3
COR 101	Core Course I or Substitution	3
COR 301	Core Course II or Substitution	3
LST 101	Learn Strong I	1
LST 201	Learn Strong II	.5
LST 301	Learn Strong III	.5
LST 401	Learn Strong IV	1
	Total General Education Credits	<u>44</u>

*See General Education courses

Support Courses

BIO 211	Human Anatomy	4
BIO 222	Microbiology	4
CHM 113	Physiological Chemistry	3
HLT 300	Community Health and Chronic Disease	3
MTH 200	Statistical Methods I	3
PSY 237	Developmental Psychology	3
Elective	Open Elective*	3
	Total	<u>23</u>

Total General Education Credits =	44
Total Support Course Credits =	23
Total Associate or Diploma Credits =	40
Total RN-B.A.N. Completion Program Nursing Credits =	<u>20</u>
Total Hours Required for Graduation =	127

Course Descriptions for Bachelor of Arts Nursing

300 Pharmacology **3 hours** **F**
 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.
 Prerequisites and/or corequisite: NUR 301 or by permission.

301 Introduction to Baccalaureate Nursing **1 hour** **F**
 This course provides a comparison of pathways for entry into nursing practice, an introduction to the baccalaureate nurse roles, and an overview of the content themes that are integrated throughout the DWU, RN-B.A.N. completion program. Roy's Adaptation Model of Nursing will be analyzed as a framework for nursing practice.
 Prerequisite: Acceptance into the RN-B.A.N. completion program.

302 Health Assessment and Promotion **3 hours (2,1)** **F**
 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 301.

- 303 Nursing Research** **3 hours** **F**
 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: MTH 200.
 Prerequisite and/or corequisite: NUR 301.
- 304 Leadership for the Baccalaureate Nurse I** **2 hours** **F**
 This course explores leadership and management principles which empower others in various healthcare situations and organizations. Students explore the impact of critical thinking elements on effective decision making in the practice of nursing, and apply critical thinking in leading others through change, financial management and strategic planning.
 Prerequisite and/or corequisite: NUR 301.
- 305 Family, Community Perspective: Coping with Chronic Illness** **3 hours** **S**
 This course focuses on enhancing the adaptive capabilities of families and communities in relation to chronic illness. Students will utilize The Roy Adaptation Model to enhance understanding of the impact of chronic illness and the issues related to adaptation to such illness.
 Prerequisite: NUR 301 and by permission.
- 306 Integration of Faith and Health** **3 hours** **S**
 This course focuses on the impact of faith and spirituality on healing and health. Students explore the roles and functions of the faith community nurse/parish nurse.
 Prerequisite: NUR 301 and by permission.
- 307 Pathophysiology for Nursing** **3 hours** **SU**
 This course explores the person's physiological adaptive modes and the adaptive responses that occur during illness.
 Prerequisite: BIO 211, BIO 312, NUR 301 or by permission.
- 400 Family, Community and Populations** **3 hours (1,2)** **S**
 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 301, NUR 302.
 Prerequisite and/or concurrent: HLT 300.
- 401 Leadership for the Baccalaureate Nurse II** **2 hours (1:1)** **S**
 This course provides a capstone 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 capstone project in which the roles of the baccalaureate nurse are synthesized.
 Prerequisite: NUR 300, NUR 301, NUR 302, NUR 303, NUR 304.
 Prerequisite and/or corequisite: NUR 400, NUR elective.

Physical Education (PED)

College of Healthcare, Fitness and Sciences

Minor

Coaching

The minor is intended for those who are interesting in coaching as a secondary or part-time career. This minor would also equip an individual to serve as an assistant coach or coach of youth sports in a recreational setting.

The state of South Dakota requires PED 211 and a theory of coaching course in the individual's chosen sport for certification as a head coach. Those seeking employment a coach outside of South Dakota should contact that state's athletic association as each state will have requirements that may or may not be established within this minor.

PED 211	Care and Prevention of Athletic Injuries	2
PED 240	Methods of Free Weights and Conditioning	3
PED 335-343	Theory of Coaching	2
PED 360	Rules of Officiating	2
PED 362	Psychological Dynamics of Sport	3
PED 450	Coaching Practicum	3
HLT 210	First Aid and CPR	2
	Elective*	3
	Total	20

*Electives PED 315, PED 410, ATN 305, ATN 320 or should be selected with approval of the academic adviser to provide for one or more areas of concentration.

Course Descriptions

099-118 Fitness and Lifetime Sports

1 hour/section

The philosophy of the fitness and lifetime sports program is to teach the fundamentals, skills and physiological dynamics of fitness and lifetime sports with the goal of fostering within each student a long-lasting interest and lifetime participation. Students may not enroll in more than two fitness and lifetime sports courses per semester. PED 118 is not repeatable for academic credit and is offered Credit/No Credit only.

PED 099	Fishing	S
PED 101	Racquetball and Golf	F
PED 102	Badminton and Archery	F
PED 103	Softball and Volleyball	S
PED 104	Weight and Aerobic Training	F
PED 105	Tennis and Bowling	F
PED 106	Pickleball and Basketball	S
PED 107	Cybex Training	S
PED 112	Intermediate Golf	S
PED 117	Social Dance	S
PED 118	Varsity Sport	F,S

107 Cybex Training

1 hour

S

This course meets twice a week for a full semester and addresses the basic principles and uses of the Cybex progressive weight training system. Students will become knowledgeable in the requisite principles necessary to guide them through their workouts, proper function and use of each machine, and the muscles involved. A system of record keeping will allow the students to programmatically monitor their progress in the use of the Cybex equipment.

120 Wellness and Lifetime Fitness

1 hour

F,S

The focus of this course is a positive, healthy lifestyle designed to enhance one's current quality of life, while providing the basis for enhanced quality and quantity of life in the future. The class discusses proper exercise programs, healthful nutrition, stress management techniques and avoidance of high-risk health behaviors in order to reduce the risks of acute and chronic health problems.

130 Individual and Team Sports	2 hours	S
This course involves preparatory training in skill development and motor performance of a variety of individual, dual and team sports, games, and recreational activities.		
211 Care and Prevention of Athletic Injuries	2 hours	S
This course is designed to improve the professional competency of people who work with athletic teams. Appropriate instructional methods and effective healthcare for athletes based upon sound physiological and psychological principles are the foundations of the course. Students will practice the skills of injury recognition, evaluation and taping, and will discuss the principles of therapeutic modalities.		
240 Methods of Free Weights and Conditioning (Refer to SPX 240)	3 hours	S
265 Adaptive Physical Education	2 hours	S
This course focuses on the accommodations and/or modifications necessary for individuals with exceptionalities to participate safely and successfully in traditional physical education courses. This course addresses the needs of individuals with exceptionalities – physical, emotional and/or cognitive. Prerequisite: SPD 206.		
275 Field Experience	2 hours	TBA
310 Motor Learning and Control (Refer to SPX 310)	3 hours	S
315 Kinesiology (Refer to SPX 315)	3 hours	S
320 Exercise in Selected Populations (Refer to SPX 320)	3 hours	TBA
335 Theory of Coaching Football	2 hours	F
This is a course in the theory and application of coaching football, including the fundamentals of the game, practice organization, game management, team cohesion, competitive strategies and leadership dynamics. Prerequisite: Consent of department chair.		
336 Theory of Coaching Volleyball	2 hours	F
This is a course in the theory and application of coaching volleyball, including the fundamentals of the game, practice organization, game management, team cohesion, competitive strategies and leadership dynamics. Prerequisite: Consent of department chair.		
337 Theory of Coaching Basketball	2 hours	F
This is a course in the theory and application of coaching basketball, including the fundamentals of the game, practice organization, game management, team cohesion and leadership dynamics. Prerequisite: Consent of department chair.		
338 Theory of Coaching Cross Country/Track and Field	2 hours	S
This is a course in the theory and application of coaching cross country/track and field, including the fundamentals of each event, organization of training regimen, meet management, team cohesion, competitive strategies and leadership dynamics. Prerequisite: Consent of department chair.		
339 Theory of Coaching Baseball	2 hours	S
This is a course in the theory of coaching baseball, including the fundamentals of the game, practice organization, game management, team cohesion, competitive strategies and leadership fundamentals. Prerequisite: Consent of department chair.		
340 Theory of Coaching Wrestling	2 hours	S
This is a course in the theory and application of coaching wrestling, including the fundamentals of the sport, practice organization, meet management, team cohesion, competitive strategies and leadership dynamics. Prerequisite: Consent of department chair.		

341 Theory of Coaching Softball	2 hours	S,F
This is a course in the theory and application of coaching softball, including the fundamentals of the game, practice organization, game management, team cohesion, competitive strategies and leadership dynamics. Prerequisite: Consent of department chair.		
342 Theory of Coaching Soccer	2 hours	TBA
This is a course in the theory and application of coaching soccer, including the fundamentals of the game, practice organization, game management, team cohesion, competitive strategies and leadership dynamics. Prerequisite: Consent of department chair.		
343 Theory of Coaching Golf	2 hours	TBA
This is a course in the theory and application of coaching golf, including the fundamentals of the game, practice organization, game management, team cohesion, competitive strategies and leadership dynamics. Prerequisite: Consent of department chair.		
360 Rules of Officiating	2 hours	F
This course focuses on the knowledge and application of the rules, mechanics, rotations, communicative systems and etiquette for the sports of football, basketball, cross country/track and field, baseball, softball, volleyball, and wrestling.		
362 Psychological Dynamics of Sport (Refer to SPX 362)	3 hours	F
401 Methods of Teaching Physical Education	3 hours	F,S
This course focuses on the theory and practice of effective curriculum and lesson planning, scope and sequence of activities, classroom management and adaptive activities. Prerequisites or corequisites: EDU 300 and EDU 330 for all K-12 program majors.		
410 Physiology of Exercise (Refer to SPX 410)	3 hours	F
450 Coaching Practicum	2 hours	F,S
This course is designed to provide practical, applied and guided experiences for students pursuing a career in coaching. A minimum of 90 clock hours is required. This course allows students to become actively involved with coaches. Prerequisites: Satisfactory completion of a coaching theory course and consent of instructor.		
460 Independent Study	1-3 hours	F,S
This course requires individualized research, specialized study or scholarly writing in the field of physical education. Prerequisite: Consent of instructor.		
499 Selected Topics – Advanced	1-3 hours	TBA

Political Science (POL)

College of Leadership and Public Service

www.dwu.edu/history

Political science is the study of human behavior as it relates to government and politics. Dakota Wesleyan University offers a minor in political science as well as a series of basic courses in political science that meet General Education requirements, provide electives in the social sciences, and support majors in leadership and public service. Courses in political science frequently focus on leadership issues. Students interested in a closely related major should examine the Leadership and Public Service (PSL) major. PSL courses may be applied toward the POL minor.

Minor

POL 153	U.S. Government	3
POL 253	State and Local Government	3
POL 354	World Politics	3
	Electives* (selected in consultation with the chair of the leadership and public service or political science department)	9
	Total	18

*Electives

POL 351	American Foreign Policy	3
POL 352	Political Thought	3
POL 353	Congress and the Presidency	3
POL 450	Internships	1-16
POL 460	Independent Study	3
CST 304	Tribal Treaties, Laws and Government	3
SOC 312	Methods of Social Research	3

Possible electives may also include PSL courses.

Course Descriptions

153 U.S. Government	3 hours	F
This course is an introductory survey of principles, organization, processes and functions of government and politics in the United States. General Education: Civic Values and Engagement		
253 State and Local Government	3 hours	TBA
Students will analyze the legal status, powers, functions, intergovernmental relations and political problems of state and local government, and federalism. The course places special emphasis on the criminal justice system and state legislature.		
275 Field Experience	1-3 hours	TBA
299 Selected Topics – Basic	1-3 hours	TBA
312 Methods of Social Research (Refer to SOC 312)	3 hours	F
351 American Foreign Policy	3 hours	F10
This course examines the history of U.S. foreign affairs since World War I, and the institutions, political forces and emerging issues shaping current foreign policy. Particular topics will be emphasized, including the foreign policy record of recent presidents, Chinese-American relations and the international goals of the United States in the wake of the terrorist attacks of Sept. 11. General Education: Critical and Collaborative Thinking – Historical Thinking and Analysis		
352 Political Thought	3 hours	TBA
This course is a survey of the leading western philosophers from Plato to present authorities concerning their political ideas and the impact of these ideas.		

353 Congress and the Presidency	3 hours	F10
Students will examine the foundations, forces, processes, relationships and issues shaping the legislative and executive branches of the national government. The course combines an overview of Congress and the presidency with a deeper analysis of the culture and operations of these institutions.		
354 World Politics	3 hours	TBA
Students will examine the political systems and foreign policies of various nations, as well as the political philosophies affecting their political systems.		
450 Internships	1-16 hours	F,S
460 Independent Study	3 hours	F,S
499 Selected Topics – Advanced	3 hours	TBA

Preprofessional – Allied Health

College of Healthcare, Fitness and Sciences

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

Medical and Allied Health

This program is designed for students who wish to pursue careers in allied health areas including, but not limited to: pre-medical, physical therapy, occupational therapy, physician assistant, chiropractic, dentistry, optometry and pharmacology. Students in health-related occupations, including dentistry and medicine, should obtain catalogs from the schools where they intend to complete their professional programs. The faculty adviser will aid students in scheduling the courses from the university's curriculum that fit most closely with the requirements of the professional schools. In the event that a student has not decided where he/she will finish, a suggested curriculum is offered below that meets most of the requirements of standard professional schools. Each student is ultimately responsible for ensuring that his/her program of study at DWU satisfies the requirements for the professional school(s) he/she wishes to attend.

All professional programs have different prerequisite courses for admittance. You are encouraged to research these program prerequisite criteria early in your college career (during second year) to create a plan of study.

Minor

Allied Health

All students should select a major, normally athletic training, biology or biochemistry. Although these are not the only majors allowed to pursue an allied health graduate degree, these are the most common at DWU.

Allied Health Core

Biology – two courses with labs	8
Chemistry – 150 or higher	8
PSY 443 Abnormal Psychology	3
Electives*	6

Students should take courses outside their selected major. University regulations state that no course may count for both a major and a minor.

*Electives:

ATN 297	Pharmacology in Athletic Training	2
ATN 298	Medical Aspects in Athletic Training	3
ATN 320	Human Nutrition	3
ATN 330	Pathology and Evaluation of Injury I	3
ATN 335	Pathology and Evaluation of Injury II	3
ATN 390	Therapeutic Modalities	3
ATN 395	Therapeutic Exercise	3
ATN 455	Administration in Athletic Training	2
BIO 315	Genetics	4
BIO/CHM 335	Introduction to Biochemistry	3
BIO 344	Immunology	4
BIO 346	Introduction to Molecular and Cell Biology	4
CHM 331/332	Organic Chemistry I and II	4
MTH 200	Statistical Methods I	3
NUR 100	Medical Terminology	2
PHS 210/220	General Physics I and II	4
PHS 260/270	University Physics I and II	4
SPX 315	Kinesiology	3
SPX 410	Physiology of Exercise	3
	Nursing (see nursing section of the catalog)	

Other Programs

Additional preprofessional programs can be found in the following catalog sections:

Pre-engineering - Chemistry, Physics, Astronomy

Pre-theology - Religion and Philosophy

Pre-law – History

Psychology (PSY)

College of Leadership and Public Service

www.dwu.edu/psych

Psychology is the study of human and nonhuman organisms in a variety of settings. At Dakota Wesleyan University, psychology majors will explore human consciousness, behavior and systems with scientific-mindedness. A minor in psychology is also available. The psychology department seeks to develop the scientist-practitioner who is compassionate, curious and responsible.

Major

PSY 131	General Psychology	3
PSY 202	History of Psychology	3
PSY 237	Developmental Psychology	3
PSY 332	Social Psychology	3
PSY 333	Cognitive Psychology	3
PSY 381	Psychology of Personality	3
PSY 435	Experimental Psychology	3
PSY 443	Abnormal Psychology	3
PSY 482	Senior Thesis	6
PSY	Elective	3
MTH 200	Statistical Methods I	3
	Total	<u>36</u>

Minor

PSY 131	General Psychology	3
PSY 202	History of Psychology	3
PSY 333	Cognitive Psychology	3
PSY 443	Abnormal Psychology	3
PSY	Elective (select one from the following: PSY 237, PSY 337, PSY 350)	3
PSY	Elective (select one from the following: PSY 321, PSY 370, PSY 381)	3
	Total	<u>18</u>

Course Descriptions

125 Methods in Social Science Practice **1 hour** **F**

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

131 General Psychology **3 hours** **F,S**

This overview of the discipline explores human and animal behavior and consciousness. The diversity within the discipline is reflected in the range of subjects presented, including motivation, emotion, perception, sensation, learning, intelligence and personality.

General Education: Critical and Collaborative Thinking - Cognitive Analysis

202 History of Psychology **3 hours** **F**

This course is a study of the major people, movements and events in the evolution of the discipline. This course attempts to make connections between historical and current developments within the field.

237 Developmental Psychology **3 hours** **F,S**

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

General Education: Critical and Collaborative Thinking - Cognitive Analysis

260 Applied Psychology	3 hours	TBA
This course provides students with a firsthand experience in the practical uses of psychology. Students will learn the basic principles of psychology and their limitations using library research, self-reflection and group work.		
299 Selected Topics – Basic	1-3 hours	TBA
311 Educational Psychology (Refer to EDU 311)	3 hours	F,S
312 Methods of Social Research (Refer to SOC 312)	3 hours	F
321 Organizational Behavior	3 hours	F
This course is a study of organizational behavior from an individual and institutional perspective, with particular focus on the management of human resources and related issues.		
332 Social Psychology (Refer to SOC 332)	3 hours	F
333 Cognitive Psychology	3 hours	F
This course is a study of the mental processes involved as a person acquires and uses knowledge. Students will explore historical and philosophical issues, including process models, information theory, artificial intelligence, visual and auditory cognition, psycholinguistics, memory, attention, problem solving and concept formation. Prerequisites: PSY 131 and PSY 237.		
337 Adolescent Psychology	3 hours	F,S
This course is an in-depth study of the patterns of change occurring during early and late adolescence and youth. Students will explore the impact of adolescence on personal, peer, family, school and community relationships. Prerequisite: EDU 201, PSY 131 or PSY 237.		
350 Adjustment to Aging (Refer to SOC 350)	3 hours	TBA
362 Psychological Dynamics of Sport (Refer to SPX 362)	3 hours	F
370/770 Theory and Practice of Counseling (Refer to HMS 370/770)	3 hours	F
380 Learning and Memory	3 hours	TBA
Students will study the principles and applications of learning theory and learning processes, along with research related to memory and retrieval. Prerequisite: PSY 333.		
381 Psychology of Personality	3 hours	S
This course is a study of the major approaches to the field of personality development, including trait, biological, psychoanalytic, humanistic, behavioral and cognitive research paradigms.		
400/700 Group Counseling (Refer to HMS 400/700)	3 hours	S11
435 Experimental Psychology	3 hours	TBA
Students will study scientific methodology in general and the experimental method in particular. They will explore classical and contemporary studies in basic and applied psychology. Prerequisites: MTH 200 and PSY 131.		

443 Abnormal Psychology	3 hours	S
This course is a study of the dynamics of abnormal personality development and behavior, including a comprehensive study of the origin, symptoms and treatment of psychological disorders. Students will be exposed to the diverse aspects of clinical psychology. Prerequisite: Six credit hours of psychology courses.		
445 Physiological Psychology	3 hours	TBA
Students will study the physical nature of the brain and its relationship to psychology.		
450 Practicum/Internship	1-12 hours	F,S
This course is for juniors and seniors. Students will be placed in a position that will allow them exposure to and appropriate participation in an institution or professional practice associated with the field of psychology. Prerequisites: Consent of instructor and chair of the department of psychology.		
460 Independent Study	1-3 hours	F,S
Students will select a project for intensive study. Prerequisites: Consent of instructor and chair of the department of psychology.		
482 Senior Thesis	3-6 hours	F,S
This course involves a yearlong research project planned and carried out by the student with guidance from a faculty member. It is an opportunity to exercise the methodological skills and to synthesize the knowledge gained in coursework through the student's program. The student must provide the structure. Prerequisite: 12 credit hours in psychology courses.		
499 Selected Topics – Advanced	1-3 hours	TBA

Religion (REL) and Philosophy (PHL)

College of Arts and Humanities

www.dwu.edu/religion

The study of religion and philosophy stresses the historical, ethical, spiritual, cultural and logical bases of a society's system of beliefs. At Dakota Wesleyan University, the programs in religion and philosophy reflect our commitment to value-based education and our tradition as a church-related college. Courses within these programs examine and encourage the moral and ethical aspects of leadership and service as they prepare students for further study in seminary, careers and lives of responsible stewardship.

Major

PHL 101	Philosophy of Life	3
PHL 220	Introduction to Ethical Issues or	
PHL 305	Biomedical Ethics or	
PHL 381	Business Ethics and Social Policy	3
REL 201	Introduction to the Bible or	
REL 210	Understanding the Old Testament or	
REL 215	The Life and Teachings of Jesus or	
REL 216	The Life and Letters of Paul	3
REL 314	World Religions	3
REL/PHL	Electives	18
	Total	<u>30</u>

Minor

PHL 101	Philosophy of Life	3
PHL 220	Introduction to Ethical Issues or	
PHL 305	Biomedical Ethics or	
PHL 381	Business Ethics and Social Policy	3
REL 201	Introduction to the Bible or	
REL 210	Understanding the Old Testament or	
REL 215	The Life and Teachings of Jesus or	
REL 216	The Life and Letters of Paul	3
REL 314	World Religions	3
REL/PHL	Elective	3
	Total	<u>15</u>

Other Programs

Pre-theology

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

English

Literature, writing, speech and related studies 9

History

Ancient, modern, European and American 6

Philosophy

Historical development, content and methods 6

Natural Sciences

Physical chemistry or biology 6

Social Sciences

Psychology, sociology, economics, political science and education 18

Foreign Language

Some seminaries require biblical language; a modern language is also considered desirable 6 of each language

Religion

Basic knowledge of the Bible with introduction to the major religions of the world

9

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

For certain nontraditional students with significant experience and ability, an accelerated 3-3 Program is available in which the first year of seminary counts as the senior year at DWU. This program links Dakota Wesleyan and Sioux Falls Seminary (SFS) in a cooperative effort to provide an accelerated program of training for certain students heading for the ministry. It provides nontraditional students of unusual background and ability the opportunity to specialize their focus and shorten the time of their training. It is called the 3-3 Program because it involves three years of study at each institution.

3-3 Program Criteria for Admittance

The program is intended for students who:

1. are nontraditional, mature students who have been out of higher education at least five years, who have been in the workforce and are perhaps choosing ministry as a second career;
2. have considerable experience from participation in, or working in, various phases of the life of the church;
3. are committed to entering a church-related career; and
4. have a minimum 3.5 GPA in previous educational background.

3-3 Program Requirements

In the three years at DWU, students must:

1. be accepted by SFS for pre-enrollment in the 3-3 Program;
2. meet DWU competency skill requirements;
3. meet all General Education requirements (42 hours);
4. meet requirements for a minor;
5. establish senior status by earning 94 credit hours; and
6. maintain a minimum 3.5 GPA.

Dakota Wesleyan University will accept the first year of courses at SFS as the senior year of study at DWU and as the completion of a religion and philosophy major. At the end of that year the student will graduate from DWU with a Bachelor of Arts degree.

Individualized Majors and Minors

The religion and philosophy department provides opportunities for special interdisciplinary programs that help prepare students to work in other church-related areas.

Course Descriptions

Religion (REL)

101 Philosophy of Life

(Refer to PHL 101)

3 hours

F,S

201 Introduction to the Bible

3 hours

F

This course is an introductory user's guide to the Bible, including basic selected content, historical background of people and writing, theories of interpretation, introduction to resources and application to current issues.

General Education: Personal Growth and Maturity

210 Understanding the Old Testament

3 hours

TBA

Students explore the basic teachings of the Hebrew Scriptures as represented in the teachings, prophets and poetry of the Old Testament. This course gives attention to the Old Testament's meaning in its own historical setting, as well as its connections to the New Testament and Christianity.

215 The Life and Teachings of Jesus

3 hours

S

This course examines the Gospels in their historical setting and contemporary significance, and is aimed at understanding what we know about Jesus and the lifestyle he lived and taught.

General Education: Personal Growth and Maturity

- 216 The Life and Letters of Paul** **3 hours** **F11**
 This course examines Paul's life and letters in the context of the growth and problems of the early churches.
 General Education: Personal Growth and Maturity
- 225 Introduction to Religious Beliefs** **3 hours** **TBA**
 This course is an introduction to what various religious thinkers and groups have suggested people could understand about the central topics of religious life. Topics include what people can believe about God, the purpose of life, suffering, afterlife, faith, Scripture, Jesus and other prophets, other religions, heaven and hell, angels, and the universe.
 General Education: Personal Growth and Maturity
- 240 Sexuality, Spirituality and Loving** **3 hours** **F**
 A study of the ethics of sexuality and the values associated with our physical existence, this course examines the basic physiology of human reproduction and discusses emotional and ethical issues surrounding sexual relationships. The course also gives attention to diverse beliefs about spirituality and sexuality in Judaism, Christianity and their Scriptures.
 General Education: Civic Values and Engagement
- 275 Field Experience** **3 hours** **F,S,SU**
 This is an opportunity for guided experience in local or area churches to explore and become acquainted with various phases of church work. Students can take REL 275 or REL 450 as part of a regular semester's program, as a full-time internship during a summer or as a full professional semester. Only three hours may count toward a major.
- 299 Selected Topics – Basic** **1-3 hours** **TBA**
- 314 World Religions** **3 hours** **F,S**
 This course is a comparative survey of the major religious systems of the world, both Eastern and Western, with emphasis on those religions currently in practice.
 General Education: Cultural and Global Awareness
- 315 American Religions** **3 hours** **TBA**
 This course is a study of religious groups in America, both historical and contemporary, including a survey of traditional denominations and their beliefs, as well as newer movements and cults.
- 330 Hellenistic Greek I** **3 hours** **TBA**
 This course is the first half of a study of the Koine form of the Greek language, which was used in the Hellenistic world and in the New Testament. The two-semester sequence will provide a basic reading knowledge of the New Testament, the Septuagint and other early Greek literature. This course is offered directed study and does not count toward a religion and philosophy major or minor.
- 331 Hellenistic Greek II** **3 hours** **TBA**
 This course is the second half of a study of the Koine form of the Greek language. This course is offered directed study and does not count toward a religion and philosophy major or minor.
- 360 Death, Dying and Life after Death** **3 hours** **F10**
 The course explores the biological process of dying, the various meanings that cultures attach to death and what different world religions teach about life after death. The course gives attention to near-death experiences, the process of grieving and the biblical concepts of immortality of the soul, resurrection of the body and eternal life.
 General Education: Personal Growth and Maturity
- 380 Classics in Christian Thought** **3 hours** **TBA**
 This survey of the great thinkers in the history of Christian thought examines crucial issues and theological ideas. These will serve as an introduction to the theological task of learning how to talk about God. Designed to acquaint students with the Christian heritage, this course also provides a basis for critically assessing the many theological claims in our world today.

390 Contemporary Christian Thought **3 hours** **S11**
 This course is an exploration of the thought of contemporary theologians and movements. The objective is to understand the variety of positions and attempt to understand and better communicate religious ideas to people in our own time. Key religious beliefs and issues will be the focus, with opportunity for discussion and development of the student's personal understanding.

415 Theology of John Wesley **3 hours** **TBA**
 A survey of the history and theology of the United Methodist tradition, this course begins with John Wesley and the rise of early Methodism, and ends with contemporary thinking and issues in the United Methodist Church.

450 Practicum **3 hours** **F,S,SU**

460 Independent Study **1-3 hours** **F,S**
 Students complete individual work in religious topics.

461 Travel Seminar **1-3 hours** **TBA**
 The seminar provides credit for travel on mission trips or visits to important sacred places. The course includes background reading and evaluative reports.
 General Education: Cultural and Global Awareness

499 Selected Topics – Advanced **1-3 hours** **TBA**

Course Descriptions

Philosophy (PHL)

101 Philosophy of Life **3 hours** **F,S**
 An introduction to the realms of philosophy and religion, this course consists of an examination of values for living and of the variety of systems of meaning that humans have constructed for themselves in answering life's important questions.
 General Education: Personal Growth and Maturity

212 Introduction to Critical Thinking **3 hours** **F,S**
 This survey examines the methods of logical thinking and the rules for preciseness and certainty through deductive and inductive reasoning. The course emphasizes practical applications for recognizing common fallacies, propaganda and advertising techniques.
 General Education: Critical and Collaborative Thinking - Cognitive Analysis

220 Introduction to Ethical Issues **3 hours** **F,S**
 This course examines ethical decision making in the context of contemporary issues that are a part of our personal and social life, such as lying, sexual morality, capital punishment, war and euthanasia.
 General Education: Civic Values and Engagement

305 Biomedical Ethics **3 hours** **S12**
 An examination of the ethical questions that arise in connection with selected biomedical issues, PHL 305 explores issues such as abortion, genetic engineering and euthanasia. This course is particularly useful for healthcare personnel, those interested in ministry or social work, and others with a general interest in these areas.
 General Education: Civic Values and Engagement

310 Great Philosophers of the Western World **3 hours** **TBA**
 This course surveys the ideas in Western history that have helped shape the modern mind through an examination of the great writings of these thinkers in their historical contexts.

352 Political Thought **3 hours** **S12**
 (Refer to POL 352)

381 Business Ethics and Social Policy **3 hours** **S**
 (Refer to BUS 381)

460 Independent Study Students complete individual work in philosophy.	3 hours	F,S
499 Selected Topics – Advanced	1-3 hours	TBA

Sociology (SOC)

College of Arts and Humanities

Sociology is the study of human behavior in groups and institutions – family, religion, economics, government and education. It examines issues and topics such as wealth and poverty, deviant behavior, criminal justice, values, self-identity, social change, ethnic groups, war and peace, and the effects of social groups upon individual behavior and thought. This program is designed to provide basic skills and knowledge needed by professions that involve working with people; to prepare students for graduate study in the field of sociology; and to help students become competent participants in community and other societal activities.

Minor

SOC 152	Introduction to Sociology	3
SOC 312	Methods of Social Research	3
SOC 411	Social Theory	3
SOC	Electives (at least three hours upper level)	9
	Total	18

Students who have a major in behavioral sciences must take six more hours in sociology for the sociology minor because courses may not be used in more than one major or minor, or for both a major and a minor.

Course Descriptions

152 Introduction to Sociology **3 hours** **F,S**

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

General Education: Cultural and Global Awareness

154 Marriage and the Family **3 hours** **F**

This course is an introduction to the sociological study of marriage and family relations in the United States and other cultures. Students will approach topics such as kinship, courtship, parenting, sexuality, gender issues, marital life, divorce and post marital adjustment sociologically, historically and comparatively.

General Education: Personal Growth and Maturity

200 Statistical Methods I **1-3 hours** **F,S**

(Refer to MTH 200)

210 Introduction to Criminal Justice **3 hours** **F**

(Refer to CRJ 210)

227/427 Introduction to Women’s Studies **3 hours** **F10**

Students will examine the ways that society views women and the social and historical conditions that have shaped women’s lives. The course includes a look at women in the contexts of self, family relationships and society at large.

General Education: Cultural and Global Awareness

258 Criminology **3 hours** **F10**

(Refer to CRJ 258)

299 Selected Topics – Basic **1-3 hours** **TBA**

312 Methods of Social Research **3 hours** **F**

This course is an introduction to the research process as applied to social and psychological subjects. Students will study problem formulation, research design, instrument design, project administration, data analysis and interpretation, report writing and issues in research. A research project is required. Students interested in obtaining a social work license in South Dakota or graduate study in sociology need this course.

317 Minority Groups	3 hours	S
This course is a sociological investigation of minority/majority group relations and discriminatory practices; social-psychological analysis of individual prejudicial attitudes; historical and cultural study of specific minority groups, such as American Indians, African Americans, Hispanic Americans, Asian Americans and women; and religious, ethnic and racial groups in the United States and other countries. General Education: Cultural and Global Awareness		
321 Organizational Behavior	3 hours	F
Students will study organizational behavior from an individual and institutional perspective, with particular focus on the management of human resources and related issues.		
332 Social Psychology	3 hours	F
Students will study individual attitudes, self-development and behavior as effected by group interaction. Attention is given to socio-biology, symbolic interactionism, Freudian psychology and experimental social psychology.		
350 Adjustment to Aging	3 hours	TBA
This course includes a multidisciplinary approach, incorporating psychological, sociological, physiological and human service perspectives on aging.		
357 Corrections (Refer to CRJ 357)	3 hours	S11
359 Community	3 hours	TBA
Students will analyze social structure, culture, institutions, change, settlement patterns, geography, ecology and demography of rural and urban communities.		
411 Social Theory	3 hours	F10
Students in this seminar class will study selected issues and theorists, past and present, in the field of social theory.		
458 Seminar in Sociology	3 hours	TBA
This reading course includes works of scholars in the fields of sociology, social philosophy, political thought, world literature, economics and religion. Student input and discussion comprises a major part of class time.		

Sport, Exercise and Wellness (SPX)

College of Healthcare, Fitness and Sciences

The sport, exercise and wellness major is designed as a general studies program in exercise and sports studies. It is intended for those interested in strength and conditioning and prepares students toward the goal of becoming a nationally certified strength and conditioning specialist and/or personal trainer. It is not intended for those who plan to be employed in K-12 education. Students majoring in sport, exercise and wellness must also complete a minor and/or a second major to fulfill DWU graduation requirements. Individuals interested in fitness club management should consult with the business department or Kelley Center for a minor which will assist in the development of skills in finance and management.

Major

SPX 140	Introduction to Sports, Exercise and Wellness	2
SPX 240	Methods of Free Weights and Conditioning	3
SPX 310	Motor Learning and Control	3
SPX 315	Kinesiology	3
SPX 320	Exercise in Selected Populations	3
SPX 345	Organization and Administration of Physical Education	3
SPX 362	Psychological Dynamics of Sport	3
SPX 410	Physiology of Exercise	3
SPX 450	Internship	6-12
ATN 305	Evaluation and Prescription of Health and Fitness Program	3
ATN 320	Human Nutrition	3
BIO 211	Human Anatomy	4
BIO 312	Human Physiology	4
HLT 210	First Aid and CPR	2
MTH 200	Statistical Methods I	3
	Electives*	
	Total	<u>48-54</u>

*Encouraged electives include SOC 350 Adjustment to Aging and SPM 367 Sports Law.

Course Descriptions

140 Introduction to Sports, Exercise and Wellness	2 hours	F
This is an introductory course for physical education majors, involving the principles, philosophy and history of physical education as a basis for examination of current practices within the discipline and the profession.		
240 Methods of Free Weights and Conditioning	3 hours	S
This course studies the various methods and techniques used in free-weight training and conditioning. The focus of study will be targeted toward sport-specific exercises, progression of exercise, methods of determining strength, lifting and spotting techniques, and plyometric exercise. Prerequisite: BIO 211 or consent of instructor.		
275 Field Experience	1-2 hours	TBA
310 Motor Learning and Control	3 hours	F
This course investigates the principles of human performance and acquisition of motor skills. Attention is principally devoted to learning theories, reinforcement, transfer, massed and distributed practice schedules, closed and open skills, motivation, feedback, stimulation, motor control systems and retention of motor skills. Recent research evidence is presented in all topical areas.		
315 Kinesiology	3 hours	S
This course examines the kinesiological, anatomical and mechanical concepts requisite to critical assessment, description and qualitative analysis of human exercises, sport and locomotive activities. Two lectures, one laboratory per week. Prerequisite: BIO 211.		

320 Exercise in Selected Populations	3 hours	S12
This advanced course will explore and identify the characteristics and values of demographic data and discuss the rationale for providing fitness activity services. It will specifically discuss the indications, contraindications and precautions associated with exercise evaluations and prescription in nontraditional populations: in persons with pregnancy, metabolic syndromes, geriatrics, immuno-compromised, cancer and other related conditions.		
345 Organization and Administration of Physical Education	3 hours	S
This course includes the principles, practices, methods, and procedures of health and physical education on both the elementary and secondary school levels. Emphasis is placed on the coordination of instructional, athletic and intramural programs.		
362 Psychological Dynamics of Sport	3 hours	S
This course investigates the psychological constructs and concepts that relate to and help explain the phenomena of sport performance. The course principally devotes attention to theories of goal setting, attribution, stress and stress management, cognitive coping strategies, psychological rehabilitation of the injured athlete and self-confidence. Recent research evidence is presented in all topical areas.		
410 Physiology of Exercise	3 hours	F
This course investigates the physiological adjustments of the human organism to exercise, including neuromuscular, metabolic and cardiorespiratory changes that occur with acute and chronic exercise, and the influence of such variables as nutrition, drugs, environment, gender, age, training and body weight. Prerequisite: BIO 122.		
450 Internship	6-12 hours	F,S

Sports Management (SPM)

College of Leadership and Public Service

www.dwu.edu/spm

The sports management program is one of the university's best examples of interdisciplinary cooperation. The program prepares students for a wide variety of sports-related positions, employing several innovative combinations of courses from sports management and business. The coursework provides both a comprehensive theoretical background and a range of practical experiences that are designed to enable graduates to provide leadership in today's increasingly sophisticated amateur and professional athletic and wellness programs.

The sport and fitness industry is one of the top three industries in almost every state. As the field has evolved into an integral component of American culture, the role of leaders has become increasingly complex. Effective leaders need to be grounded in a comprehensive awareness of sport – its historical and cultural development, its sociological and psychological foundations, its role in the American economy, and its business characteristics.

Graduates of the program are well positioned to pursue a variety of career opportunities in sports and fitness-related enterprises, or to pursue further education at the graduate level. Graduate study is not a requirement for entry into many careers; however, access to and progress within specialized careers is generally enhanced by completion of graduate level academic work in business, law or sports management.

Major

The major can be pursued with one of four emphases: marketing and sports information emphasis, human resource management emphasis, financial management emphasis, or an individualized emphasis. Each emphasis has three components: the sports management core, the business core, and an emphasis composed of 18 credit hours. A minor is not required with the sports management major.

Students interested in preparing for a career in the field of fitness should consult the Sport, Exercise and Wellness section of the catalog.

Sports Management Core

SPM 114	Introduction to Sports Management	3
SPM 241	Sport and Society	3
SPM 347	Sport Finance	3
SPM 367	Sports Law	3
SPM 375	Sports Marketing and Sales Promotion	3
SPM 450	Internship	3
SPX 362	Psychological Dynamics of Sport	3
	Total	<u>21</u>

Business Core

BUS 101	Introduction to Business	3
BUS 150	Survey of Accounting	2
BUS 160	Survey of Law	2
BUS 220	Concepts and Practices of Management	3
BUS 371	Marketing	3
ECO 130	Survey of Economics	2
ENT 225	Entrepreneurial Leadership I	2
	Elective	3
	Total	<u>20</u>

Emphasis Options

Sports management majors choose one of the following emphases to complete the major.

Emphasis in Marketing and Sports Information

Six courses from the following, selected in consultation with the director of the sports management program

MTM 247	Web Page Design	3
MTM 345	Desktop Publishing	3
	Electives*	12
	Total	<u>18</u>

*Electives		
BUS 372	Salesmanship and Sales Management	3
BUS 373	Advertising	3
BUS 374	Retailing	3
CTH 325	Introduction to Mass Communication	3
CTH 370	Advanced Persuasive Speaking	3
ENG 211	Journalism	3
GDS 205	Photography Foundations	3
GDS 311	Type and Image	3
MTM 447	Video II	3
SOC 312	Methods of Social Research	3
	Other course with approval	

Emphasis in Human Resource Management

Six courses from the following, selected in consultation with the director of the sports management program

BUS 315	Leadership and Communication	3
BUS 322	Human Resource Management	3
	Electives*	12
	Total	<u>18</u>

*Electives		
ATN 455	Research and Administration in Athletic Training	3
BUS 323	Management of Computer Systems and Networks	3
BUS 356	Operations Management and Cost Analysis	3
BUS 366	Employment Law	3
BUS 381	Business Ethics and Social Policy	3
CTH 210	Interpersonal Communication	3
CTH 365	Interviewing	3
POL 253	State and Local Government	3
SOC 312	Methods of Social Research	3
SPX 345	Organization and Administration of Physical Education	3
	Other course with approval	

Emphasis in Finance

Six courses from the following, selected in consultation with the director of the sports management program

BUS 251	Principles of Accounting I	3
BUS 342	Investments	3
	Electives*	12
	Total	<u>18</u>

*Electives		
BUS 252	Principles of Accounting II	3
BUS 240	Personal Finance	3
BUS 305	Computerized Accounting Applications	3
BUS 344	Corporate Finance	3
BUS 345	Insurance and Risk Management	3
BUS 349	Taxation I	3
BUS 350	Taxation II	3
BUS 353	Intermediate Accounting I	3
BUS 354	Intermediate Accounting II	3
BUS 355	Cost Accounting	3
BUS 356	Operations Management and Cost Analysis	3
ECO 231	Principles of Macroeconomics	3
ECO 232	Principles of Microeconomics	3
	Other course with approval	

Individualized Emphasis

The student in consultation with the director of the sports management program will determine six courses totaling 18 or more credits that will form a coherent package designed to enhance the student's ability to pursue a specific career goal.

Minor

Students seeking a minor in sports management must complete the following courses:

SPM 114	Introduction to Sports Management	3
SPM 241	Sport and Society	3
SPM 347	Sport Finance	3
SPM 367	Sports Law	3
SPM 375	Sports Marketing and Sales Promotion	3
SPM 450	Internship	3
SPX 362	Psychological Dynamics of Sport	3
	Total	<u>21</u>

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

Course Descriptions

114 Introduction to Sports Management

3 hours F

This course introduces students to the sports industry, the wide range of career opportunities involving sport and the economic impact of sports in America. It includes theoretical and applied foundations of sports management and an increased awareness of career opportunities in the sports industry. Topical areas include a history of the profession, the need for management and organizational skills, current trends and future issues.

241 Sport and Society

3 hours F10

This course is designed to introduce students from a variety of specialty areas to the relationship between sport and society, the influence of sport upon the individual and an understanding of individual cognitions, emotions and behaviors of sport participants.

275 Field Experience

1-2 hours TBA

347 Sport Finance

3 hours S

Students are introduced to key concepts and tools needed by managers of sports enterprises 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.

367 Sports Law

3 hours TBA

This course examines a variety of sport situations that help students appreciate the legal and ethical dilemmas facing those who participate in and manage the sport enterprise. Students will gain understanding of a wide range of legal principles applicable to the role of the sport manager. A major focus of this course is the review of judicial opinions on legal issues that frequently arise in cases involving organized sport.

375 Sport Marketing and Sales Promotion

3 hours TBA

This course is an analysis of the relationship among sport promotions, sales management and public relations strategies the sport manager uses. Students develop promotional strategies and applied exercises associated with real-life sport organizations in an effort to enhance the public relations and sales management efforts of the organization.

450 Internship

1-12 hours F,S

Students will complete supervised work experience in amateur or professional sport agencies and community sport organizations. Students assume leadership roles in various job-related activities and perform tasks in support of the organization under an experienced supervisor and faculty adviser. Prerequisite: Consent of department chair.

460 Independent Study

1-4 hours F,S

The focus of this experience is on individualized research, observation, fieldwork and/or specialized study in the field of sports management. Independent study is arranged individually between student and faculty adviser according to department guidelines.

Prerequisite: Consent of department chair.

482 Seminar in Sports Management

3 hours S

This course is intended as a senior integrative experience for sports management majors. It involves a comprehensive analysis of an operating sports enterprise.

499 Selected Topics – Advanced

1-3 hours TBA

Experimental courses of interest to faculty and students are offered under this course number and title. This course may be repeated for credit for different selected topics.

Theatre (DRM)

College of Arts and Humanities

www.dwu.edu/theatre

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

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

Dramatic Productions

Auditions for all productions presented by the DWU theatre department are not just reserved for theatre students but are open to all full-time and part-time students at Dakota Wesleyan, as well as DWU staff, faculty and area residents. Casting decisions rest solely with the director of that play. The merit of each individual will be considered in relationship to the part or parts for which the individual has auditioned, as well as their availability for rehearsals and performances. Merit might include a combination of any of the following: previous experience, vocal ability, acting ability, physical stature and/or other characteristics germane to the particular part. Upon accepting a part, the actor is responsible for being at all specified rehearsals and productions.

Major

DRM 111	Theatre Activity I	1
DRM 121	Technical Theatre	3
DRM 131	Introduction to Theatre	3
DRM 132	Auditioning	3
DRM 161	History of Theatre and Drama: Greek to Renaissance	3
DRM 188	Stage Management and Production Team Communication	3
DRM 203	Acting I	3
DRM 211	Theatre Activity II	1
DRM 213	Scene Design	3
DRM 232	Acting II	3
DRM 261	History of Theatre and Drama: Restoration to the "isms"	3
DRM 301	Costume and Makeup	3
DRM 305	Acting for the Camera	3
DRM 311	Theatre Activity III	1
DRM 335	Directing	3
DRM 361	History of Theatre and Drama: Contemporary Theatre	3
DRM 369	World Culture in Film	3
DRM 388	Stage Combat: Unarmed	3
DRM 409	Acting Period Styles	3
DRM 436	Directing II	3
DRM 450	Practicum or Internship in Theatre	3
DRM 488	Stage Combat: Armed	3
DRM 495	Field Study in Professional Theatre	3
ENG 323	Shakespeare	3
	Electives*	9
	Total	<u>75</u>

*Electives

Three outside courses (nine credits) from the following:

DRM 299	Special Topics	3
ART 206	Drawing I	3
ART 330	Art History I	3

ART 340	Art History II	3
ENG 202	Creative Writing	3
ENG 205	British Literature I	3
ENG 206	British Literature II	3
ENG 225	American Cinema	3
GDS 101	Introduction to Basic Design	3
MTM 347	Video I	3
MTM 447	Video II	3
PSL 210	Intro to Leadership	3

Minor

DRM 121	Technical Theatre	3
DRM 131	Introduction to Theatre	3
DRM 203	Acting I	3
DRM 301	Costume and Makeup	3
DRM 335	Directing I	3
DRM 388	Stage Combat: Unarmed	3
	Total	<u>18</u>

Course Descriptions

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

111/211/311/411 Theatre Activity (one credit each semester for three semesters) 1 hour F,S

Students will complete an individual project in acting, directing, makeup design, stagecraft, lighting, playwriting, props, sound, costumes or publicity for a theatre production.
Prerequisite: Consent of instructor.

121 Technical Theatre 3 hours S12

This is a hands-on course which will introduce students to the terminology, equipment, materials and techniques used in theatre for the purpose of the construction and painting of theatrical sets and scenery.

131 Introduction to Theatre 3 hours F

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

General Education: Effective Expression – Artistic Appreciation

132 Auditioning 3 hours S14

This class will investigate the theory and practice of quality actor auditioning for all forms of theatrical productions, professional and amateur, as well as auditions for local television markets.

161 History of Theatre and Drama: Greek to Renaissance 3 hours S11

Students are exposed to the rich history of theatre through the examination of Western drama and theatre production through the Renaissance. Emphasis on Hellenic and Hellenistic periods, the Roman Republic, medieval England and Europe, Renaissance Italy, Spain, and England. Students will study selected plays from Aeschylus to Shakespeare.

188 Stage Management and Production Team Communication 3 hours F13

This course offers the theatre student the vital study of the principles and systems of stage management and production team communication needed for theatre today, with particular emphasis placed upon developing effective organizational tools and communication techniques. Practical application of stage management and production team communication skills will be demonstrated in DWU theatre productions.

- 203 Acting I** **3 hours** **F12**
 This course explores the basic techniques of acting, using exercises in observation, concentration, sense recall, emotional recall and imagination as the basis of character development. Students learn how voice and body are tools for creating a role. These explorations culminate in interpretation and performance of scenes from contemporary plays.
 General Education: Effective Expression – Artistic Appreciation
- 213 Scene Design** **3 hours** **S11**
 Through this course students explore the scenic design process. Students study techniques specific to the area of theatrical scenic design. The designer's analysis, concept, initial drawings, rendering and model making are all investigated, as well as software design and applications using Vectorworks and AutoCad 2007.
- 232 Acting II** **3 hours** **F10**
 In Acting II students will be introduced to various sophisticated styles of improvisation, script analysis, scene study, techniques and practice. Extensive work on releasing tension, developing concentration, and training the actor's sensory and emotional instrument for integration into scene work will also be explored.
- 261 History of Theatre and Drama: Restoration to the "isms"** **3 hours** **S12**
 The theatre student is given the opportunity to investigate a theatre period in history by exploring drama and theatre from the Restoration period through the "isms." Emphasis will be placed on the Jacobean period, and early Realistic forms through realism and the theatre of the absurd. Emphasis will be placed on realism, naturalism, symbolism, expressionism, epic theatre, theatre of cruelty, existentialist drama and theatre of the absurd.
- 299 Selected Topics – Basic** **3 hours** **S13**
- 301 Costume and Makeup** **3 hours** **F11**
 Students investigate the varied principles of costume design, including the fundamentals of play analysis, historical research, and rendering techniques. Students will then participate in costuming an actual performance.
- 305 Acting for the Camera** **3 hours** **F11**
 Though many people might believe live theatrical acting is the same as movie and television acting, they would be wrong. In this class, students discover the huge differences in acting styles for television and movies. Students will learn television audition and commercial techniques as well as what is really needed to be a fine movie actor.
- 335 Directing** **3 hours** **F10**
 This course introduces the student to the art and craft of theatre directing. Students will delve into scripts, research and analyze them, and develop working concepts based on their analysis, research and imagination. Then through composition, movement and tempo-rhythm study, students should be able to take what they have discovered and apply these creative, communicative and performance skills, required of today's theatre director, and direct a one-act play or a DWU theatrical production.
- 361 History of Theatre and Drama: Contemporary Theatre** **3 hours** **S13**
 This course is a survey of post-theatre of the absurd drama. Emphasis is put on major standard and experimental dramatists since 1960, as well as the study of theatrical presentations of today.
- 369 World Culture in Film** **3 hours** **S12**
 This course explores the art of filmmaking from other countries and how those films can help a student discover the cultural differences within our ever-changing and shrinking world. The student explores films from such countries as Russia, Spain, Mexico, France, England, Japan and India and then compares them to American society to ascertain the differences.
- 388 Stage Combat: Unarmed** **3 hours** **S11**
 The DWU theatre student trains in unarmed and quarterstaff combat for the stage. This training includes fisticuffs, falls and rolls, work with quarterstaff, and the basic techniques of fight choreography.

- 409 Acting Period Styles** **3 hours** **F13**
 The course is designed to acquaint students with acting styles of important eras in theatre history and the special considerations inherent in performing these dramas. The course emphasizes cultural distinctions in manners, movement and vocal practice as they relate to the analysis and performance of period drama. Students learn techniques of performing Greek tragedy, Elizabethan drama, Restoration comedy, epic theatre and modern "isms" such as symbolism, expressionism, surrealism and absurdism.
- 436 Directing II** **3 hours** **F12**
 An advanced directing class that will look at complex problems in stage directing, emphasizing text analysis, communication, period styles, viewpointing and other advanced techniques as applied to the production of a one-act play or a DWU theatrical production.
- 450 Practicum or Internship in Theatre** **3 hours** **TBA**
 Students may develop a practicum or participate in an internship in an area such as radio and television broadcasting, or community, educational and professional theatre. Internships are available in directing, management, production or performance.
 Prerequisites: Consent of instructor.
- 460 Independent Study** **3 hours** **TBA**
 Advanced students may design flexible programs to meet their interests in such areas as research, education, senior production or performance.
 Prerequisite: Consent of instructor.
- 488 Stage Combat: Armed** **3 hours** **S13**
 The DWU theatre student trains in armed combat for the stage. This training includes light sword, broadsword, rapier and dagger, as well as modern stage firearms.
- 495 Field Study in Professional Theatre** **3 hours** **SU12**
 This class will travel and attend professional theatre productions either in New York, the United Kingdom or another theatre-rich, history-rich region of the world. Along with these productions students will investigate the rich history of theatre and participate in workshops hosted by professional theatre companies or individuals.
 Prerequisites: Consent of instructor.

Master of Arts – Education

College of Leadership and Public Service

With Concentrations in:

- **Curriculum and Instruction**
- **Pre K-12 Principal Certification and Degree**
- **Secondary Certification and Degree**
- **Educational Policy and Administration**

The Master of Arts program is designed to serve the region's educational communities. Students complete a minimum of 36 coursework credit hours and complete a capstone. For their capstone, students may choose to write a research thesis and defend it, take a comprehensive examination, or prepare a rigorous proposal. The DWU Master of Arts is accredited by the Higher Learning Commission/North Central Accreditation Association and is affirmed by the South Dakota Department of Education.

The mission of DWU 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 teaching, learning, scholarship and research. The graduate studies division provides guidance for development of programs in order to ensure rigorous academic preparation and leadership opportunities for professional development.

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 investigative application of identified practices.

Candidates may register at any time to begin a two-year program of study; however, it is recommended that candidates begin study in June.

Special Students

Students not working toward a degree or who do not exceed six credit hours are classified as special students. Special students are to register for classes at the registrar's office and do not need to go through the admission process.

Students with a Completed Bachelor's Degree in Education and Seeking S.D. Renewal or S.D. Certification

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

Students with a Completed Bachelor's Degree in Education and Seeking a Specific Education Endorsement

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

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

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

Graduate Student Application Procedure

1. **Complete Application Form** - Apply online or through contact with the admissions office.
2. **Graduate Application Fee** - The application fee is \$50. The fee is nonrefundable.
3. **Statement of Purpose and Philosophy** - Compose an essay that addresses the following questions: *Why are you pursuing this degree? How does this match your career professional goals? What attracted you to this particular program?*

4. **Official Transcripts** - Full acceptance requires receipt of official transcripts from all previous college work, undergraduate and graduate.
5. **Resume** - Submit a current resume
6. **References** - Three letters of recommendation.
7. **Program Acceptance** - Your application will be forwarded to the Graduate Studies Committee and Program Committee for review and acceptance in the graduate program.

All programs require an elementary statistics course, with a minimum grade of 2.7 or B-, before completing nine hours of graduate coursework.

The secondary certification and degree program requires the applicant to pass the state certification content-specific Praxis II test before full acceptance can be granted.

All students born after 1956 must provide documentation of two MMR vaccines and, if the student is carrying six or more credit hours, proof of major medical insurance.

Certain programs may require additional admittance criteria (GRE, GMAT or appropriate test scores). See Program for additional admittance requirements.

Mail your application, application fee, transcripts, resume, references, and statement of purpose and philosophy to:

Coordinator of Graduate Admissions
Dakota Wesleyan University
1200 W. University Ave.
Mitchell, SD 57301

Acceptance Criteria

Graduate students will be classified in three distinct groups:

1. Candidates (full admission)
2. Provisional candidates (with plan for full admission)
3. Special students (maximum six graduate hours)

Candidate status will be evaluated by the Graduate Studies Committee and Program Committee using the following criteria:

1. Attainment of baccalaureate or equivalent degree
2. Previous scholarship (based upon transcripts, 2.7 minimum GPA)
3. Completion of graduate application packet
4. Review and acceptance by the Graduate Studies Committee and Program Committee
5. Completion of elementary statistics course with minimum grade of 2.7 or B-

Provisional admission status:

1. Attainment of baccalaureate or equivalent degree
2. Previous scholarship (reviewed by Committee)
3. Completion and review of graduate application packet
4. After non-acceptance, a plan including timeline for completion and evaluation must be on file with the Graduate Studies Committee and Program Committee
5. Students can remain on provisional status through one term. Students may re-apply at later date, but may not continue in the graduate program until all plan requirements have been met.

Special Student Status: (Nondegree seeking)

1. Attainment of baccalaureate or equivalent degree or approval by the Graduate Studies Committee
2. Permission of the director of graduate studies
3. A special student will only be allowed enrollment in graduate courses with space available. Priority will be given to students with full acceptance and provisional status.

Denial of Admission:

1. Denial will be based upon failure to meet one or more of the above criteria for candidate or provisional admission. Students may re-apply after waiting one year.
2. Students may appeal the Graduate Studies Committee and Program Committee's decision within 10 business days of decision. Appeal should be made in writing to the provost.

Final acceptance is granted in two stages:

1. Acceptance will be granted upon recommendation by Graduate Studies Committee and Program Committee.
2. Final acceptance will be granted upon confirmation from the business office of full payment or financial arrangement of full payment.

No applicant shall be denied admission based upon sex, age, race, color, creed, national origin or handicap. The university reserves the right to deny admission or continued enrollment to any student posing unreasonable risk of harm to the health, safety, welfare, or property of the university, members of the university community, or him/herself.

Students should refer to the DWU Graduate Program Handbook, which is available in the graduate office and the education department.

Graduate students in the Master of Arts program have four concentrations from which to choose. The programs of study are as follows:

Curriculum and Instruction

This program requires a minimum of 36 coursework credit hours and a capstone. For their capstone, students may choose to write a research thesis and defend it, take a comprehensive examination, or prepare a rigorous proposal. This degree is an enhancement of previous study. It is not a degree leading to certification or administration.

Professional Opportunities

The curriculum and instruction program does not have an administrative focus and is not intended for individuals seeking administrative positions. However, the accreditation and focus of the program will enable graduates to seek higher levels of either future postgraduate work or positions requiring an in-depth background in instructional methodology.

Core Curriculum for Curriculum and Instruction

EDU 610	Advanced Human Relations/Multiculturalism	3
EDU 701	Technology Instruction and Design	3
EDU 761	Education in a Culture of Change	3
EDU 765	Curriculum and Teaching Methods	3
EDU 770	Advanced Educational Psychology	3
EDU 771	Current Trends in Assessment and Evaluation	3
EDU 775	Educational Leadership	3
EDU 779	Pre K-12 School Finance	3
EDU 790	Research: Methodology	3
SPD 701	The Diverse Classroom	3
EDU	Electives (selected in consultation with adviser)	6
	Total	<u>36</u>

Pre K-12 Principal Certification and Degree

This program requires a minimum of 36 coursework credit hours, a capstone and two Pre K-12 internships. For their capstone students may choose to write a research thesis and defend it, take a comprehensive examination, or prepare a rigorous proposal.

Prerequisite: Bachelor's degree in an education field and proof of three years teaching experience or will have completed three years by the time they are finished with the program.

Professional Opportunities

Completion of this South Dakota administration certification program and three years of teaching experience qualifies students for Pre K-12 principal positions.

Core Curriculum for Pre K-12 Principal Certification and Degree

EDU 701	Technology Instruction and Design	3
EDU 761	Education in a Culture of Change	3
EDU 765	Curriculum and Teaching Methods	3
EDU 771	Current Trends in Assessment and Evaluation	3
EDU 772	Education Law	3

EDU 773	Professional Development in Schools	3
EDU 775	Educational Leadership	3
EDU 779	Pre K-12 School Finance	3
EDU 790	Research: Methodology	3
EDU 797	Administrative Internship – Elementary	3
EDU 798	Administrative Internship – Secondary	3
SPD 701	The Diverse Classroom	3
	Total	<u>36</u>

Secondary Certification and Degree

This program requires a minimum of 37 coursework credit hours, student teaching, an electronic portfolio presentation and a capstone. For their capstone students may choose to write a research thesis and defend it, take a comprehensive examination or prepare a rigorous proposal.

Prerequisite: Before admission to the program, students must pass the state certification content exam (Praxis II) and an approved bachelor's degree related to a secondary education field in an approved major that corresponds to undergraduate 7-12 programs at Dakota Wesleyan, including biology, history, social studies, English, art, physical education or mathematics.

Professional Opportunities

The secondary certification and degree 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.

Core Curriculum for Secondary Certification and Degree

EDU 610	Advanced Human Relations/Multiculturalism	3
EDU 612	Adolescents and Middle Level Methods	3
EDU 635	American Indian History and Culture	3
EDU 671	Student Teaching Seminar	1
EDU 688	Literacy for All Students	3
EDU 701	Technology Instruction and Design	3
EDU 761	Education in a Culture of Change	3
EDU 765	Curriculum and Teaching Methods	3
EDU 770	Advanced Educational Psychology	3
EDU 771	Current Trends in Assessment and Evaluation	3
EDU 790	Research: Methodology	3
EDU 796	Student Teaching 7-12	3
SPD 701	The Diverse Classroom	3
	Total	<u>37</u>

Educational Policy and Administration

This program requires a minimum of 36 coursework credit hours and a capstone. For their capstone students may choose to write a research thesis and defend it, take a comprehensive examination or prepare a rigorous proposal.

Professional Opportunities

Students completing this program will be well positioned to become mid-level administrators in higher education institutions. Depending on their undergraduate degree, these positions could include coaching at the college level, teaching at some institutions and positions in college administration.

Core Curriculum for Educational Policy and Administration

EDU 705	Technology and Distance Education Theory	3
EDU 750	Foundations of Higher Education	3
EDU 751	Assessment and Planning	3
EDU 752	Higher Education Finance	3
EDU 753	Organization and Governance	3
EDU 754	Teaching and Learning in the College Classroom	3
EDU 756	Public Policy Issues in Higher Education	3
EDU 757	College and University Curriculum	3
EDU 790	Research: Methodology	3

EDU	Electives (selected in consultation with adviser)	9
	Total	<u>36</u>

Course Descriptions

Education (EDU)

532 Teaching English Language Learners in the General Education Classroom 3 hours

Students will develop the knowledge and skills needed to teach English language learners. During this course, participants will learn scientifically based strategies to improve the quality of instruction for the English language learner (ELL). In addition, the participant will learn practical information about acknowledging the diversity of the ELL population of students including social and emotional needs. The tone of this course is directed toward compassion and academic rigor for the ELL student within the regular classroom environment.

Prerequisite: EDU201.

610 Advanced 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 strands for human understanding as delineated by South Dakota Department of Education.

612 Adolescents and Middle Level Methods 3 hours

The course will help prepare the educator to teach at the middle level. The course will develop an understanding of the middle school concept and the instructional strategies that support that concept. Fieldwork at the middle level is required.

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. Visits to reservation school settings are required.

671 Student Teacher Seminar 1 hour

Candidates will research the following topics: classroom climate, instructional pedagogy, assessment, resume writing, 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 the teacher candidate to be on campus before the beginning of each semester.

Prerequisite: Consent of department chair.

688 Literacy for All Students 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. It also includes an in-depth study or pragmatic pedagogy for improved reading ability. An experiential practicum will be required.

699 Workshop in Education 1-3 hours

Graduate level workshops are offered in a variety of areas of educational interest.

701 Technology Instruction and Design 3 hours

This course offers integration of most current technological advances with appropriate instructional strategy. There is a special emphasis on technology as an accommodation for students and an organizational tool for teachers. A professional electronic portfolio will be developed and initiated.

705 Technology and Distance Education Theory 3 hours

This course addresses the design of the content of learning, the academic services to support distance learning, a learner's personal set of learning tools, and the evaluation and assessment of learning programs. Students present issues relevant to distance education and higher education faculty and offers insights and practical advice on how to meet the diverse needs of students in the distance education setting.

750 Foundations of Higher Education**3 hours**

This course covers the scope of higher education in American society, introduces students to the scope of higher 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 allows the faculty and student affairs personnel to conduct their work.

751 Assessment and Planning**3 hours**

This course covers the basic principles of assessment and planning strategies for educators, planners and decision makers in higher education organizations. Specifically, 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.

752 Higher Education Finance**3 hours**

This course provides an introduction to finance in higher education settings, including the economics and financing of higher education, government financing, institutional resources and expenditures, strategic planning and resource allocations, institutional financial management, and ethics in higher education finance. Readings provide a broad spectrum of information and perspectives and cover a wide range of topics in terms of content as well as time period.

753 Organization and Governance**3 hours**

This course examines the study and practice of higher education. Topics include classic organizational theory, traditional administrative and governance models, campus climate and culture, leadership analysis, management principles, institutional change and assessment, perspectives on race and gender, and critical approaches to organizational governance.

754 Teaching and Learning in the College Classroom**3 hours**

This course reviews the classic and recent research and addresses issues from diverse theoretical and philosophical perspectives including educationist, feminist, humanistic, psychological, sociological and anthropological. General models and teaching styles are addressed as is motivation. Each section includes quantitative and qualitative research areas.

756 Public Policy Issues in Higher Education**3 hours**

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

757 College and University Curriculum**3 hours**

This course serves to engage instructors, students and others in critical reflection and dialogue about curriculum, teaching and learning, and assessment issues in higher education. The readings represent theoretical and applied concerns and challenge students to bridge those concerns by discovering and enacting intersections of theory and practice.

758 Faculty and Faculty Issues in Colleges and Universities**3 hours**

This course discusses demographic trends and addresses such topics as faculty roles, obligations and career issues; the relations of the development of higher education as an institution to the development of the professional life of faculty; and how scholars approach research questions from diverse and emerging perspectives and with heterogeneous methodologies. Course includes issues that will face faculty and institutions in the future.

759 College Student Development Theory**3 hours**

This course introduces students to key student development theories by reading original works of the theorists, developing an awareness of the context in which development occurs and examining applications of theory to practice. This course will be especially useful for student affairs practitioners who work with college students and want to create programs and services to promote their learning, growth and development.

760 Independent Study in Higher Education**1-6 hours**

In consultation with the instructor, students may choose additional topics of interest to them for in-depth study.

761 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 history will focus on results of major educational changes leading to modern impacts as a result of current trends and issues.

765 Curriculum and Teaching Methods**3 hours**

This course is an intensive study of differentiated instruction in connection with the latest valid research and foundational knowledge of human learning. It will include a distinct study of delivery systems and curricular models that can affect the most dynamic positive change for individual students.

770 Advanced Educational Psychology**3 hours**

This course will examine realistic case applications regarding delivery or instruction. Special attention will be paid to the decision-making model based upon contemporary research. Study of variability in education and issues of subjective-objective-based decision making will also be reviewed.

771 Current Trends in Assessment and Evaluation**3 hours**

Students learn how to construct, validate and apply traditional tests of achievement. In addition, forms of alternative and naturalistic assessment are considered.

772 Education Law**3 hours**

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

773 Professional Development in Schools**3 hours**

This course is an investigation of strategies for building community support, developing and selecting staff, and using the strengths of staff members. It will also cover strategies for connecting curriculum to continued school achievement.

775 Educational Leadership**3 hours**

This keystone course will provide in-depth coverage of administrative and classroom organization, exploration of career-oriented possibilities within the education profession, including entrepreneur-related career paths, institutional reorganization, education advocacy and technically spurred change in professional choice. An internship or project may be required. The course will cover the administration of preschool through grade 12.

779 Pre K-12 School Finance**3 hours**

This course is a review of the field of educational finance, from both the theoretical and practical perspectives. Emphasis is placed on discerning personal educational paradigms, understanding how educational structures or bureaucracies work and change, studying current challenges to educational institutions, and arriving at ways in which teachers can provide leadership within schools.

790 Research: Methodology**3 hours**

This course will give graduate students knowledge of research methods. They will develop skills in evaluating statistical data, learn procedures for completion of a thesis and develop an understanding of the essential elements of experimental and non-experimental research studies.

795 Research**1-6 hours**

This course includes a research proposal, thesis and oral defense. See the DWU Graduate Program Handbook. This course may be repeated with permission.

Prerequisite: EDU 790.

796 Student Teaching 7-12**3 hours**

The teaching candidate 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 Student Teaching Handbook. Students will also complete a thesis during this professional semester with research focused on the field classroom.

797 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.

798 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.

799 Continuing Research

1 hour

Students will enroll in this course as they continue their thesis research. This course can be repeated for credit. Grade is CR/NC. Offered every semester.

Course Descriptions

Special Education (SPD)

701 The Diverse Classroom

3 hours

This course will examine steps in modification of the regular curriculum to meet the educational needs of individual students. It will also include consideration of designing classroom environments to accommodate all learners. Students will review current materials and equipment available for use in planning curriculum for a variety of learners. Students will study most current case law involving integration. Suggested methodology of differentiated instruction for both the K-8 and 7-12 learners will be discussed.

Academic Facilities

Campus Buildings and Facilities

- Allen Hall
- Christen Family Recreation/Wellness Center
- Dakota Discovery Museum
- Day Care
- Dayton Hall
- Department of Nursing
- Grandy House
- Hughes Science Hall
- L.B. Williams Elementary School
- McGovern Library
- Parker United Methodist Conference Center
- Physical Plant
- Prather Hall
- Psi Cottage
- Rollins Campus Center
- Sherman Center
- Smith Hall
- Student Apartments
- Visual Art Center

McGovern Library –McGovern Library, dedicated in 2006, is an elegant signature building on the Dakota Wesleyan campus. The 49,000-square-foot facility serves as a repository, a laboratory, and as a center for the development of servant leaders, effectively accommodating the needs of 21st century students. It also houses the archives of the Dakotas Conference of the United Methodist Church, the McGovern Legacy Museum, classrooms, Student Support Services, and a coffee bar.

McGovern Library holds more than 78,000 items in its collection - including books, periodicals, DVDs and curriculum sets. Available for research are more than 1,000 magazines and journals, an extensive collection of print and electronic books, and numerous online periodical indexes and full-text databases. The library is a member of the South Dakota Library Network (SDLN), and the online catalog provides access to materials in McGovern Library, as well as to more than 5.6 million items in more than 70 other South Dakota libraries.

In addition to serving as a storehouse for recorded knowledge collected, maintained and preserved in support of the educational process, the library provides reference and library instructional services. In the library, Dakota Wesleyan University offers students hands-on experience with technologies they will encounter after graduation, including 24-hour access to cutting-edge hardware and software for the production and use of media-authoring equipment.

McGovern Library not only offers enhanced opportunities for learning and research, it encourages browsing, recreational reading, intellectual curiosity, and the habit of self-education. Serving as the campus family room, McGovern library provides venues for constructive exchanges of ideas in a variety of study atmospheres that take into account different learning styles. Students and visitors alike can enjoy a beverage from the coffee bar, discuss current events in front of the fireplace or study quietly in a cozy corner.

The library is open seven days a week during the academic year. Twenty-four-hour access to many resources and services is available through the Internet. Visit the library's home page at www.dwu.edu/library to search for information and learn more about this excellent facility.

Patten-Wing Theatre – The Patten-Wing Theatre is the primary performing and educational center for the theatre program and the site for many events at the university with seating for more than 300.

Sherman Center – The Sherman Center, dedicated in 2004, is a facility designed to hold worship and musical performance events. The main floor offers moveable seating for up to 450 people and the balcony has fixed seating for 200. The building is equipped with audio visual capabilities to allow for projection to

two large screens. The Sherman Center is used for large campus events such as Opening Convocation and Baccalaureate.

Wagner Chapel – This traditional chapel is open and accessible 24 hours a day to spend quiet time in individual reflection and prayer. It provides a central campus location for smaller group worship, study groups or gatherings with seating for more than 75.

Information Technology

The information technology (IT) department supports the telecommunications, cable TV and computing infrastructure on the DWU campus including administrative, academic and residential technology systems.

Student Computer Services – Internet access and printing is provided to all students while on campus, and each student is provided a personalized e-mail account and Internet storage that is accessible whether they are on or off campus. Support for student computers, residential telephones and cable TV, and network and computer services is provided free of charge through the IT Help Desk. The Help Desk can be contacted at (605)995-2697 or e-mail helpdesk@dwu.edu.

Classroom Technology – Instructional technology equipment has been placed in most DWU classrooms on a permanent basis. The library's media services department maintains several classrooms as "smart classrooms" or "technology-equipped classrooms," with Internet/network access, multimedia projectors, and computer workstations and/or laptop connections.

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

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

Online Services – DWU is on the Web with a portal that allows students to register for classes, check their grades, pay their university bill, and participate in both hybrid and fully online classes. Within their class portals, students can contact their instructor and other students in the class, check assignments and attendance, take online tests and turn in assignments as well as participate in online chats and discussions. These services are all accessible through DWU's TigerNet at TigerNet.dwu.edu.

Student Life and Development

www.dwu.edu/campuslife

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

Under the direction of the director of student life, all programs and services are offered as a cooperative venture by students, faculty and staff. Student participation is encouraged in planning and evaluating programs and services in the Student Association Senate and through student participation in faculty/administrative committees.

Opportunities for involvement include:

- Student Association Senate;
- residence hall leadership;
- Student Ministry Council;
- Student Activities Board;
- intercollegiate athletics;
- intramural athletics;
- Multicultural Committee; and
- other organizations.

See www.dwu.edu/campuslife/organizations.htm for a complete list.

There are many support systems at DWU to assist students throughout their college careers. They range from personal to academic, including:

- health services;
- campus ministry;
- The Center for Talent Development;
- counseling services; and
- international students and multicultural affairs.

For more information about any of these services, see the DWU Student Handbook at www.dwu.edu/handbook.

Intercollegiate Athletics

As a member of the Great Plains Athletic Conference of the National Association of Intercollegiate Athletics, DWU offers the following varsity sports:

Men's baseball
Men's football
Men's wrestling
Men's and women's basketball
Men's and women's cross country
Men's and women's golf
Men's and women's soccer
Men's and women's track and field
Women's softball
Women's volleyball

More than 350 students participate in DWU intercollegiate athletics. The team nickname is the Tigers and the school colors are royal blue and white.

Great Plains Athletic Conference (GPAC)

The GPAC is an alliance of 12 private, faith-based liberal arts colleges and universities located in Iowa, Nebraska and South Dakota. Its mission is to provide an intercollegiate athletic experience for its student-

athletes, consistent with the purpose of Christian higher education. The GPAC is an affiliated conference of the NAIA.

National Association of Intercollegiate Athletics (NAIA)

The NAIA currently administers programs of intercollegiate athletics at more than 330 fully accredited colleges and universities of moderate enrollment. The fundamental tenet of the NAIA is that intercollegiate athletics is an integral part of the total educational program of the institution. As the country's oldest collegiate sports governing body, the NAIA has been a leader in addressing important issues such as racial integration, women's sports championship programs and improved academic eligibility requirements.

Champions of Character

All DWU student-athletes and their coaches take a pledge to become Champions of Character. This initiative of the NAIA brings formal emphasis to character development through respect, responsibility, integrity, servant leadership and sportsmanship. By taking the pledge, DWU athletes and coaches agree to follow a code of ethics established by the NAIA and adapted to fit DWU.

- **Respect:** Information delivered by public address announcers at Dakota Wesleyan events is neutral and information based, and a Champions of Character announcement is read at the beginning of each contest.
- **Responsibility:** DWU reports graduation rates from an IPEDs Report and lists at least two objectives to increase the university's graduation rate.
- **Integrity:** A Coaches Code and Code of Ethics are presented and signed by all athletic staff and administrators. All DWU student-athletes receive, read and sign a Champions of Character pledge. They are asked to uphold the code.
- **Servant Leadership:** Student-athletes are asked to participate in at least one community service activity.
- **Sportsmanship:** A policy of no profanity in practice and game competition is established.

Gallup StrengthsFinder®

Individuals are always stronger when they have their successes and strengths clearly in mind. To help students achieve success and an understanding of their personal talents and strengths, Dakota Wesleyan University has students complete the Gallup StrengthsFinder® inventory. Staff and faculty will work with students to help them use the results of the inventory. The insights gained from the StrengthsFinder® inventory may help students choose a career path, select extracurricular activities and develop strategies to deal with the challenges of daily life.

Campus Ministry

Campus ministry at Dakota Wesleyan University supports the university's mission and serves as a link to the United Methodist Church.

Campus ministry is open to all members of the campus community. The office, historically served by a United Methodist pastor of the Dakotas Conference of the United Methodist Church, seeks to offer an ecumenical ministry by affirming the diversity of faith experiences, understandings and backgrounds while maintaining a grounding in the biblical witness and heritage of the Christian faith. The office provides ministry opportunities for the university, often in partnership with Student Ministry Council and other aspects of campus life. The campus pastor oversees the SMC; is available to the DWU community for spiritual leadership, guidance and care; and regularly teaches courses in the religion department.

TRiO Student Support Services (SSS)

The program provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students toward the successful completion of their postsecondary education. The goal of TRiO Student Support Services is to increase the college retention and graduation rates of its participants and help students make the transition from one level of higher education to the next. This Student Support Services Project is 100 percent federally funded at \$234,234 annually.

Funded through a federal TRiO grant, SSS provides eligible baccalaureate degree-seeking students with tutoring, mentoring, counseling, disability services, multicultural activities, educational workshops, financial literacy training, career and graduate school planning, and other resources designed to enhance students' education and enable them to achieve a baccalaureate degree.

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

Tutoring services are available in most disciplines through group or individual sessions with certified tutors. For writing assistance, professionals and tutors in the TRiO Writing Center are available to assist students in all stages of the writing process.

Our peer-to-peer mentoring program offers freshmen the opportunity to be matched with a successful junior or senior student. Peer mentors help new college students acclimate to the DWU campus by providing social opportunities and educational workshops throughout the year. Peer mentors foster healthy peer relationships and create a positive learning community.

Counseling is available for short-term needs. Individual and group counseling services provided by the campus counselor include support in coping with the pressures and problems of college life, group educational sessions and individual counseling.

Specialized assistance is provided for students with physical, psychiatric, and/or learning disabilities through facilitation of appropriate resources. Documentation of the disability is required to initiate services.

Multicultural activities support education and celebration of diverse backgrounds. Adapting to a new community or environment can be a struggle, so we offer activities and programs that encourage respect, understanding and support of cultural diversity.

Academic and career advising is available to assist with goal setting and exploration. Students use career assessments and other diagnostic and learning tools to understand their strengths, motivation and abilities. Students may explore career options and research graduate school possibilities.

The resource loan program provides active participants access to a limited supply of general education text books, student development books, laptop computers and tape recorders.

Direct financial assistance through the TRiO Student Support grant scholarship may be available to currently active SSS participants who are federal Pell grant recipients and meet all requirements.

Eligibility is based on first-generation status (neither parent graduated from college with a baccalaureate degree), income level determined through federally stated guidelines, and/or a documented disability. Staff members determine eligibility through an application process. Students who are not eligible to receive services through the federal TRiO program may receive support through the Student Life Academic Achievement Assistance (AAA) program.

Student Discipline

The university aims to provide an educational environment that allows each student to develop his/her abilities to the fullest. Discipline in an educational setting is not meant to be punitive, but part of the educational process.

In cases where action by a student or group of students prevents other members of the campus community from realizing their objectives, it is the duty of the community to respond in an appropriate manner. Due process is established and followed in all cases. Students should know the policies and procedures outlined in the DWU Student Handbook.

With respect to particular personal matters, students electing to attend DWU must assume specific responsibility. In any connection with the university, the student is expected to refrain from illegal use of alcoholic beverages or drugs, gambling or any other behavior adverse to the atmosphere of the university.

Students must comply with the behavioral and residential standards of the university to graduate.

People

DWU Board of Trustees

Chair – Jack Billion, Sioux Falls, S.D.

Vice Chair – Lisa Rentschler '90, Savage, Minn.

Secretary – Nancy Theeler, Mitchell, S.D.

Deanell Backlund '70, Mitchell, S.D.

Robert Benson '67, Greenwood Village, Colo.

Jonn Byre '84, Sioux Falls, S.D.

Paul Christen '50, Huron, S.D. (Life Trustee)

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Kermit Culver, Bismarck, N.D.

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Daniel Duffy '83, Rapid City, S.D.

Gary Ebel '83, Highlands Ranch, Colo.

Kenneth Haines '64, Charlotte, N.C.

John Hartung, Indianola, Iowa

Teri Johnson, Brookings, S.D.

Leroy Ketel '59, Rapid City, S.D.

Bob Kjelden '71, Roseville, Minn.

Jeff Krall, Mitchell, S.D.

Bishop Deborah Lieder Kiesey, Mitchell, S.D. (Ex-officio)

Ron Martin '74, Tyler, Texas

Rick Melmer '79, Vermillion, S.D.

Donald Messer '63, Centennial, Colo.

Kent Millard '63, Indianapolis, Ind. (Life Trustee)

Robert Nielsen, Sioux Falls, S.D. (Life Trustee)

Betty Oldenkamp '82, Sioux Falls, S.D.

Brad Pratt '79, Mankato, Minn.

Wayne Puetz, Mitchell, S.D.

Thomas Rasmusson, Mitchell, S.D.

Michael Rogers '90, Sioux City, Iowa

Theodore Roman '56, Rapid City, S.D.

Ruedeusch, Robert, Rapid City, S.D.

Jerry Thomsen, Mitchell, S.D.

Gopal Vyas, Mitchell, S.D.

Frances Wagner '38, Sioux Falls, S.D. (Life Trustee)

Administrative Officers, Faculty and Staff

Administrators

Duffett, Robert G. President, 2000-

B.A., 1976, Bethel College; M.Div., 1980, Bethel Theological Seminary; M.Th. 1981, Princeton Theological Seminary; Ph.D., 1986, University of Iowa.

Novak, Amy C. Provost and Executive Vice President, 2003-

B.A., 1993, University of Notre Dame; M.S., 1997, Wright State University.

Blair, Neil B. Vice President for Institutional Advancement, 2008-

B.S. 1973, Morningside College; M.Div. 1980, Saint Paul School of Theology.

Essig, Lori J. Vice President for University Relations, 1999-

B.S., 1984, St. Cloud State University.

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

College Deans

Von Eye, Rochelle K. Dean of the College of Healthcare, Fitness and Sciences; 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.

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

Simmons, Donald C. Dean of the College of Leadership and Public service; Director of and Associate Professor of the McGovern Center, 2006-
B.A., 1985 University of Mississippi; M.A., 1987 University of Mississippi; Ph.D., 1992 University of Denver.

Professors Emeriti

Buchholz, Zelma F. Professor Emeritus of Nursing, 1977-
B.S.N., 1961, Hamline University; M.Ed., 1965, University of Minnesota; additional studies, Marquette University and South Dakota State University.

McGreevy, Michael J. Professor Emeritus of Criminal Justice, 2010-
B.S. South Dakota State University; B.J., University of Missouri; J.D., University of South Dakota,

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

Nielson, George E. Professor Emeritus of Sociology, 2010-
B.A., 1951, Augustana College; B.D., 1957, Gustavus Adolphus College; M.A., 1969, University of Kansas, Ph.D, 1971, University of Kansas.

Tatina, Robert E. Professor Emeritus of Biology, 1975-
B.S., 1965, Northern Illinois University; M.A., 1972, and Ph.D., 1981, Southern Illinois University.

Professors

Catalano, Michael T. Professor of Mathematics, 1992-
B.A., 1984, St. Olaf College; M.S., 1988, and Ph.D., 1992, University of Minnesota.

Ditta, Joseph M. Professor of English, 1983-
B.A., 1969, Adelphi Suffolk College, Adelphi University; M.F.A., 1971, University of Iowa; Ph.D., 1982, University of Missouri at Columbia.

Farney, Michael N. Professor of Mathematics, 1979-
B.A., 1966, University of California at Santa Cruz; M.A., 1970, California State College at San Jose; Ph.D., 1980, Nova University.

Flynn, Sean J. Professor of History, 1999-
B.A., 1985, South Dakota State University; M.A., 1988, and Ph.D., 1999, Texas Tech University.

Leonard, Gloria G. Professor of Education, 1983-
B.A., 1972, Dakota Wesleyan University; M.A., 1985, Highlands University; Ed.D., 1992, University of South Dakota.

Miller, Marv H. Professor of Religion and Philosophy, 1971-
B.A., 1958, Jamestown College; M.Div., 1961, Drew University; Th.D., 1971, Graduate Theological Union.

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.

Mullican, Tim R. Professor of Biology, 1989-
B.S., 1982, Lewis and Clark College; M.S., 1985, and D.A., 1987, Idaho State University.

Associate Professors

Nielson Boline, Pamela Associate Professor of Human Services, 1980-
B.S., 1977, and M.A., 1979, University of South Dakota.

Bork, Lori J. Associate Professor of Nursing, 2001-
A.A., 1985, Dakota Wesleyan University; B.S., 1999, South Dakota State University; M.S., 2003, South Dakota State University.

Cole, Anthony B. Associate Professor of Biochemistry, 2004-
B.S., 1990, Fort Hays State University; M.S., 1995, Kansas State University; Ph.D., 2001, University of Missouri-Columbia.

Druin, Wade D. Associate Professor of Business, 2009-
B.S. 1985, University of South Dakota; J.D. 1988, University of South Dakota.

Hoffman, Elizabeth A. Associate Professor of Nursing, 1990-
B.S.N., 1968, University of Nebraska; M.S., 1996, South Dakota State University.

Husmann, John P. Associate Professor of History, 2004-
B.A., 1996, Winona State University; M.A., 1998, and Ph.D., 2004, University of Nebraska.

Jacobson, Adele B. Associate Professor of Nursing, 2005-
B.A., 1971, Augustana College; M.S., 1995, South Dakota State University; Ed.D., 2001, University of South Dakota.

Kaemingk, Wyonne J. Associate Professor of Nursing, 1984-
A.A., 1976, and B.A., 1977, Dakota Wesleyan University; B.S., 1989, South Dakota State University; M.S., 1993, Andrews University.

Kelly, Anne M. Associate Professor of Psychology, 2000-
B.A., 1996, The Evergreen State College; M.A., 1999, and Ph.D., 2001, University of Nevada-Reno.

Kenkel, Kevin J. Associate Professor/Director of Learning Resources, 1996-
B.A., 1986, St. John's University; B.S., 1989, St. Cloud State University; M.A., 1993, University of Iowa.

Lefferts, James L. Associate Professor of Chemistry/Physics, 1987-
A.B., 1972, Bowdoin College; Ph.D., 1976, Massachusetts Institute of Technology.

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

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

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

Sprung, Randall L. Associate Professor of Behavioral Sciences, 1980-1983, 1984-
B.A., 1978, Dakota Wesleyan University; M.S.W., 1979, University of Nebraska.

Thompson, Gloria F. Administrative Chair of Department of Nursing/Associate Professor, 1990-
B.S., 1989, and M.S., 1994, South Dakota State University.

Twedt, Patricia M. Associate Professor of Nursing, 1974-
Diploma, 1965, Methodist School of Nursing; B.S., 1965, Dakota Wesleyan University; M.Ed., 1973, and
M.S., 1987, South Dakota State University; additional studies, Marquette University.

Wagner, Daniel M. Athletic Training Education Program Director/Assistant Athletic Trainer/Associate
Professor, 2001-
B.S., 1992, South Dakota State University; M.S., 1994, Indiana State University; Ed.D., 2003, University of
South Dakota.

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

Assistant Professors

Desmond, Clinton J. Assistant Professor of Music, 2010-
B.A., 1998, Valparaiso University; M.A., 2006, Illinois State University; Ph.D., 2009, Michigan State
University.

Driedger, Derek J. Assistant Professor of English, 2007-
B.A., 1999, University of North Dakota; M.A., 2001, University of North Dakota; Ph.D., 2007, University of
Nebraska.

Erpenbach, Aletha K. Assistant Professor of Nursing, 2010-
B.S., 2003, South Dakota State University.

Ford, Janice E. Assistant Professor of Nursing, 2007-
B.S., 2002, Si Tanka University; M.S.N., 2006, University of Phoenix.

Greene, Darryl L. Assistant Professor of Sports Management, 2010-
B.S., 1997, Wayne State University; M.B.A., 2004, Heidelberg College.

Gullickson, Larry L. Assistant Professor of Business and Economics, 2006-
B.S., 1967, University South Dakota; M.B.A. and M.P.A., 2005, University South Dakota; J.D., 1976,
University of South Dakota.

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

Haidle, Ruth E. Director of Graduate Studies, 2007-
B.A., 1973, Asbury College; M.A., 1974, Eastern Kentucky University; Ed.D., 1995, University of South
Dakota.

Halling, Mark A. Assistant Professor of Education, 2009-
B.S. 1986, Northern State University; M.S. 1988, Northern State University; M.S. 1993, Northern State
University; Ph.D. 2003, University of South Dakota.

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.

Langland, Laurie L. Assistant Professor/University Archivist, 2000-
B.S., 1985, University of South Dakota; J.D., 1988, University of Wisconsin-Madison; M.A., 1997, University
of Arizona.

Lubben, Joan P. Assistant Professor of Mathematics, 2009-
B.A. 1983, Rice University; M.S. 2004, University of Nebraska-Lincoln; Ph.D. 2009, University of Nebraska-
Lincoln.

McCune, Tami J. Instructor of Nursing, 2009-
A.A. 1986, Huron Regional Medical Center School of Nursing; B.A. 1992, South Dakota State University;
M.A. 2004, University of Nebraska Medical Center College of Nursing.

Miller, Daniel L., Assistant Professor of Theatre, 2007-
B.F.A., 2000 University of South Dakota; M.F.A., 2004, University of South Dakota.

Mortenson, Jack M. Assistant Professor of Multimedia, 2004-
B.A., 1975, and M.Ed., 1988, University of Sioux Falls.

Orange, Danelle J. Project Archivist, 2008-
B.A. 2006, University of Minnesota; M.L.I.S. 2008, University of Pittsburgh.

Patrick, L. Brian Assistant Professor of Biology, 2009-
B.A. 1998, University of Kansas; M.A. 2001, University of Kansas; Ph.D. 2009, Kent State University.

Pole, Rhonda E. Director of Kelley Center for Entrepreneurship, 2005-
B.A., 1993, Concordia College; M.A., 2006, Dakota Wesleyan University.

Pruitt, Renè M. Assistant Professor of Education, 2007-
B.A., 1999, Dakota Wesleyan University; M.S., 2000, Nova Southeast University; Ph.D., 2006, Capella University.

Ramsdell, Cherie L. Assistant Professor of Art, 2004-
B.A., 1984, South Dakota State University; M.A., 1996, Northern State University.

Rich, Gretchen G. Assistant Professor of English, 2005-
B.A., 1977, Yankton College; M.A., 1981, and ABD, University of South Dakota.

Sonne, Nancy L. Assistant Professor of Nursing, 2002-
B.A., 1968, South Dakota State University; A.A., 1983, Dakota Wesleyan University; B.S., 1987, and M.S., 1994, South Dakota State University.

Weins, W. Jesse Assistant Professor of Criminal Justice, 2008-
B.A., 2003, Dakota Wesleyan University; J.D., 2007, University of Nebraska College of Law.

Instructors

Christensen, Randi L. Instructor of Athletic Training, 2007-
B.S., 2002, South Dakota State University; M.S.A., 2007, Dakota Wesleyan University.

Jarding, Carena M. Instructor of Nursing, 2008-
A.A., 2000, Dakota Wesleyan University; B.S., 2008 South Dakota State University.

Jarding, Jessica F. Instructor of Nursing, 2005-
A.A., 1999, Dakota Wesleyan University; B.S., 2002, South Dakota State University.

Mohr, Kimberly J. Instructor of Nursing, 2006-
B.S.N., 1994, University of Nebraska.

Staff

Aadland, Cory M. Associate Athletic Director, 2009-

Anderson, Adam R. Head Men's/Women's Golf Coach, 2005-

Belitz, Wanda J. Coordinator of Central Services, 1997-

Belling, Patrick J. Head Track and Field, Head Cross Country Coach, 2006-

Berens, Lisa R. Payroll Specialist, 2003-

Berg, Mateya R. Admissions Counselor, 2010-

Blumer, Boyd A. Carpenter and Maintenance Technician/Adjunct Instructor, Religion, 2001-

Brown, Roderick R. Media Services Technician/Coordinator of Online Learning, 1996-

Bruns, Karen M. Head Cataloger, 1987-

Cap, Deborah R. Administrative Assistant to Development, 1992-

Christensen, Jason C. Head Women's Basketball Coach, 2010-

Cimpl, Ross C. Assistant Football Coach/Defensive Coordinator, 2010-

Day, Elizabeth J. Accounts Payable Accountant, 1983-

Duffett, Connie G. Director of Development Operations, 2008-

Erickson, Richard E. Resident Director of Dayton Hall, 2009-

Foster, Marie C. Head Softball Coach, 2007-
Gamber, Jonathan E. Custodian, 2008-
George, Emily Academic Affairs Administrative Assistant/Associate Registrar, 2006-
Gerlach, Donna K. Campus Nurse, 1999-
Goldammer, Diana K. Director of Student Life, 2006-
Gukeisen, Vickie L. Information Secretary, Development Office, 2002-
Gust, Steve J. Head Baseball Coach, 2008-
Haidle, Ruth E. Director of Graduate Studies, 2007-
Hansen, Jory D. Admissions Counselor, 2007-
Hargens, Tracy L. Administrative Assistant, Financial Aid, 2008-
Hart, Curt L. Athletic Director, 2008-
Hartley, Tina N. TRiO Student Success Adviser/Mentor Coordinator, 2005-
Herr-Valburg, Melissa M. Director of Admissions, 1994-
Hitchcock, Susie M. Administrative Assistant for Huron Nursing Department, 2007-
Hofer, Linda J. Day Care Director/Teacher, 1989-
Hoffman, Brian J. Custodian, 2010-
Hohn, Elwin W. Custodian, 2003-
Jacobson, Adele B. Associate Professor of Nursing/Administrative Chair/ RN-BAN Director, 2005-
Jarding, Katrina M. Education Administrative Assistant, 2009-
Jenks, Allen W. Maintenance Technician, 2002-
Johnson, Ricky W. Supervisor of Custodial Services, 2007-
Kenkel, Kevin J. Director of Learning Resources, 1996-
Kiner, Cindy L. Help Desk Assistant, 2007-
Klinkhammer, Patti A. Assistant Director of Admissions, 2010-
Knoell, Karen A. Registrar, 2006-
Krome, Jeanne A. Administrative Assistant, Nursing Department, 2006-
Krueger, Morgan L. Financial Aid Outreach Coordinator, 2005-
Langland, Laurie L. University Archivist/Dakotas United Methodist Conference Archivist, 2000-
Larson, Chad E. Graphic Designer, 1997-
Lazenby, Carol B. Accountant, 2009-
Lehi, Judy M. Circulation/Acquisitions Supervisor, 1989-
Lepke, Allen R. Director of Development, 2010-
Lundeen, Terry C. Resident Director of Allen Hall and Apartments, 2009-
Mayer, Linus J. Maintenance Technician, 2007-
Mellegaard, Corey L. Director of Human Resources, 2006-
Mentzel, Megan R. Admissions Counselor, 2005-
Miller, Katherine J. Director of TRiO Student Support Services, 2008-
Miskimins, Jacquelyn K. Director of Center for Talent Development, 2008-
Moore, Matthew E. Director of Information Technology, 2002-
Mulcahy, Sean F. Assistant Director of Student Life and Housing, 2010-
Murphy, Shane K. Head Men's Basketball Coach, 2010-
O'Kief, Kristy J. Director of Financial Aid, 2005-
Olson, Mari E. Public Relations Specialist, 2009-
Orange, Danelle J. Project Archivist, 2009-
Patrick, Traci A. Assistant Director of Annual Giving, 2009-
Pole, John B. Head Football Coach, 2004-
Pole, Rhonda E. Director of the Kelly Center for Entrepreneurship, 2005-
Prado, Ezequiel M. Assistant Football and Track Coach, 2010-
Rado, Leah Sports Information Director, 2010-
Roden, Lucien D. Head Women's Soccer Coach, 2007-
Rosendahl, Willem C. Systems Administrator/Programmer, 2008 -
Roth, Kathleen M. Infant/Toddler Day Care Teacher, 2006-
Rumbolz, Beverly M. Custodian, 2007-
Schoenfelder, Louis V. Director of Physical Plant, 1990-
Sedivy, Matthew D. Head Wrestling Coach, 2009-
Shoemaker, Jeremy L. Systems Administrator, 2006-
Solberg, Lori L. Director of University Services, 1994-
Stahl, Mary E. Enrollment Services Assistant, 2002-
Strand, Jody A. Registrar Administrative Assistant/Assistant Science Fair Director, 1980-
Thompson, Gloria F. Nursing AA Program Director, 1990-
Wickware-Thompson, Sara E. Campus Counselor, 2006-
Tosaya, Jeremy K. Head Men's Soccer Coach, 2008-

VanPelt, Angela J. Administrative Assistant, Student Support Services, 2006-
VerSteeg, David W. Web Master, 2000-
Vetter, Brandon J. Campus Pastor, 2006-
Viney, Eric G. Head Volleyball Coach, 2008-
Warnke, Marlene L. Athletic Department Business Manager, 1990-
Weiland, Joseph W. Custodian, 2007-
Weiss, Carol A. Accounts Receivable Accountant, 1987-
Welch, Amanda R. TRiO Success Adviser/Disability Services Coordinator, 2009-
Wentworth, Jacqueline R. Director of Alumni Relations, 2005-
Wenzel, Judith B. Administrative Coordinator to the President, 2001-
Wiese, Cara L. Enrollment Services Administrative Assistant, 2003-

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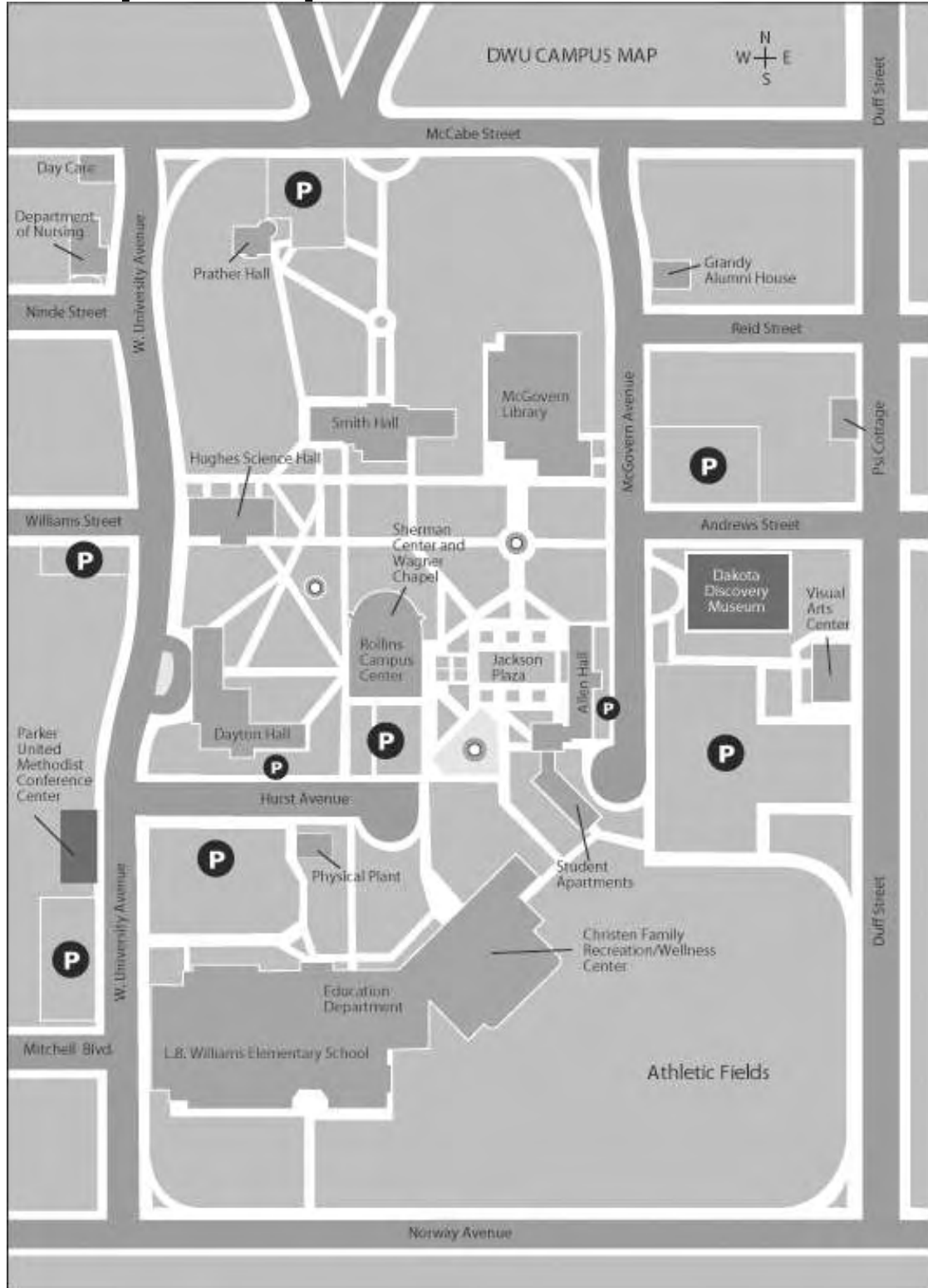
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Telephone Directory

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Academic Affairs	(605) 995-2645
Admissions.....	(605) 995-2650
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Aramark Food Service	(605) 995-2810
Athletics	(605) 995-2112
Bookstore	(605) 995-2805
Business Office	(605) 995-2693
Campus Life	(605) 995-2950
Campus Pastor	(605) 995-2919
Campus Nurse	(605) 995-2957
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Center for Talent Development.....	(605) 995-2952
Class Cancellations	(605) 995-2123
Education Department	(605) 995-2127
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Institutional Advancement.....	(605) 995-2603
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President.....	(605) 995-2601
Registrar	(605) 995-2642
Residential Life	(605) 995-2160
Security.....	(605-770-6759 after 5 p.m.) (605) 995-2160
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Switchboard	(605) 995-2600
University Relations	(605) 995-2620
Wellness Center.....	(605) 995-2856
Work Program.....	(605) 995-2952

Campus Map



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