

# UNIVERSITY *of* DUBUQUE

undergraduate catalog  
2010-12





UNIVERSITY OF DUBUQUE  
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### **2010-2012 Academic Undergraduate Catalog**

Education is a continuing and changing process. To keep pace with this process, the University of Dubuque reserves the right to make changes to this catalog from time to time without obligation or prior notice. Unless specified otherwise, such changes shall be effective when made. The content of this catalog is provided for the information of current and prospective students, and students are required to be familiar with its content.

The University of Dubuque does not unlawfully discriminate on the basis of race, color, national origin, gender, sexual orientation, handicap/disability, or age.

### **Accreditation**

The University of Dubuque is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504. Specific programs are accredited by the State of Iowa Department of Education, the Commission on Collegiate Nursing Education, and the Aviation Accreditation Board International. The University holds institutional membership with the Association of Independent Liberal Arts Colleges for Teacher Education and the Iowa Association of Colleges for Teacher Education.

## MISSION / VISION STATEMENT

### Our Mission

The University of Dubuque is a small, private university affiliated with the Presbyterian Church (U.S.A.) offering undergraduate, graduate, and theological seminary programs. The University is comprised of individuals from the region, the nation, and the world.

As a community, the University practices its Christian faith by educating students and pursuing excellence in scholarship. Therefore, the University of Dubuque is committed to:

- The Presbyterian tradition;
- Excellence in academic inquiry and professional preparation;
- Relationships which encourage intellectual, spiritual, and moral development;
- Community where diversity is appreciated and Christian love is practiced;
- Stewardship of all God's human and natural resources;
- Zeal for life-long learning and service.

### Our Vision

The University of Dubuque by the year 2015 will be...

- **Acknowledged** as one of the best small, private Christian colleges and universities;
- **Renowned** for serving the best interests of students at all stages of their lives and at different levels of professional and personal development;
- **Unified** as a community where Christian commitment, intellectual integrity, and academic excellence are the basis for learning;
- **Invigorated** by its bold integration of both liberal arts and theological education with acquisition of professional credentials required to compete and contribute in the global arena;
- **Focused** on the development of skills for critical and creative inquiry and communication, enhanced by technology;
- **Distinguished** as a dynamic and vibrant cultural center where a diversity of ideas and experiences is embraced and nurtured;
- **Energized** by a dedicated, diverse, and demonstrably competent faculty and staff well-respected in the community and in their respective fields;
- **Characterized** by financial health and fiscal prudence, with a physical environment and facilities conducive to the University's educational mission;
- **Respected** as an educational institution whose graduates make their mark through their stewardship of human and natural resources, and in service to their community.

## FROM THE PRESIDENT



Rev. Jeffrey F. Bullock, PhD  
*President*

## Welcome to the University of Dubuque!

You are part of a community of learners that brings together students from 35 states and 20 international locations on this wonderful campus. You are also joining a University family that extends across the United States and around the globe – from Chicago to Chengdu, China; from Portland to Paris; from Seattle to Singapore; from Ketchikan to Kansas City.

The University motto – “Many Gifts, One Spirit” – says it well. You come to this place with many God-given gifts. Together, our task is to help you to develop those talents, to maximize your full potential, to set you on the path of life-long learning, to seek an understanding of your life’s vocation, and to launch you into the world of professional careers. Your opportunity to study and learn at UD is a privilege that brings with it an obligation to be of service to others – family, church, community, state, and nation.

For more than 150 years, UD graduates have left this campus, worked to change the world, and have made a significant difference. I invite you to join with thousands of University of Dubuque alumni/ae in this exciting and noble Spartan tradition!

Sincerely,

# CONTENTS

Academic Calendar . . . . . 7

Letter from the  
Dean of the College . . . . . 8

Letter from the Associate Dean . . . . . 9

**DEGREES, REQUIREMENTS**

Specific Degree Requirements . . . . . 10

**CORE CURRICULUM**

The Pillars of the University  
of Dubuque Education . . . . . 11

Core Curriculum Courses . . . . . 13

World View Seminars . . . . . 14

Core Requirements . . . . . 14

**ACADEMIC POLICIES**

Majors and Minors . . . . . 17

LIFE Program . . . . . 19

Academic Calendar: January Term . . . . . 20

Classification of Students . . . . . 21

Registering . . . . . 21

Credit for Prior Learning . . . . . 24

Attendance, Course Participation  
and Performance Expectations . . . . . 25

Grades . . . . . 26

Transfer Students . . . . . 30

Academic Transcripts . . . . . 32

Graduating . . . . . 32

Family Educational Rights  
and Privacy Act (FERPA) . . . . . 33

Off-Campus Co-Curricular Disclaimer . . . . . 34

**ACADEMIC SERVICES**

Charles C. Myers Library . . . . . 35

Academic Success Center . . . . . 35  
Tutors  
Writing Center

Disability Resources . . . . . 36

Learning Lab . . . . . 36

Academic Probation Services . . . . . 36

Testing Center . . . . . 36

Bridge Program . . . . . 36

Wendt Character Initiative . . . . . 37

Scholar-Leader Program . . . . . 37

**ACADEMIC PROGRAMS AND  
COURSE DESCRIPTIONS**

- Aviation/Flight Department . . . . . 38
- Business Administration  
Department . . . . . 46
- Communication Department . . . . . 55
- Computer Graphics/Interactive  
Media Department . . . . . 59
- Computer Information  
Systems Department . . . . . 63
- Education Department . . . . . 70
- English Department . . . . . 86
- English Language Program  
for International Students . . . . . 93

- Department of Fine & Performing Arts:
  - Music . . . . . 94
  - Art . . . . . 97
  - Theatre . . . . . 98
- Military Science Department . . . . . 99
- Department of Natural and Applied Sciences:
  - Biology . . . . . 102
  - Environmental Science . . . . . 107
  - Earth Science . . . . . 112
  - Chemistry . . . . . 112
  - Mathematics . . . . . 115
  - Physics . . . . . 117
- Nursing Department . . . . . 117
- Philosophy and Religion Department . . . . . 123
- Health, Physical Education & Recreation Department . . . . . 130
- Psychology Department . . . . . 136
- Sociology and Criminal Justice Department
  - Sociology . . . . . 140
  - Gender Studies . . . . . 140
  - Criminal Justice . . . . . 143
- Liberal Studies:
  - History . . . . . 147
  - International Studies . . . . . 148
  - Foreign Language & Literature . . 148
  - Political Science . . . . . 149

**STUDENT LIFE**

- Residence Life . . . . . 150
- Safety and Security . . . . . 151
- Campus Ministry . . . . . 152
- Career and Life Services . . . . . 152
- International Students . . . . . 153
- Multicultural Affairs . . . . . 153

- Service and Leadership Development . . . 154
- Student Activities . . . . . 154
- Intercollegiate Athletics . . . . . 155
- Health Services . . . . . 156

**ADMISSION**

- Admission Requirements . . . . . 157
- Application Procedure . . . . . 157
- Admission Deposit . . . . . 157
- International Students . . . . . 157
- Transfer Students . . . . . 158

**FINANCIAL PLANNING**

- Tuition . . . . . 160
  - Special Fees, Meal Plans, Board. . . 160
- Insurance . . . . . 162
- Financial Assistance . . . . . 162
- State of Iowa Programs . . . . . 165
- Student Employment Opportunities . . . 166
- Scholarships and Award Funds:
  - University Scholarships . . . . . 166
  - University Grants . . . . . 166
  - Endowed Scholarships . . . . . 167
  - Contributed Scholarships . . . . . 173
- Presbyterian Church (USA)
- Financial Aid Programs . . . . . 175

**DIRECTORIES**

- University Faculty . . . . . 176
- Professors Emeriti . . . . . 180
- Administrative Staff . . . . . 182
- Staff . . . . . 189
- Campus Map . . . . . 191





## DIVERSITY AND CHRISTIAN LOVE AT THE UNIVERSITY OF DUBUQUE

The mission of the University of Dubuque calls us, among other things, to be a “community where diversity is appreciated and Christian love is practiced.”

We understand *diversity* to mean the ways in which individuals may differ according to ethnicity, race, age, gender, sexual orientation, disability status, socioeconomic class, religion, and perspectives on social and moral controversies, among other factors. We understand *Christian love* to mean the love modeled in the life of Jesus Christ and prioritized by his reminder that there's no other commandment greater than the commandments to love God and to love your neighbor as yourself.

As a Reformed Christian institution, UD seeks to create a culture of character and a climate in which each person is valued and respected independent of the factors listed above, a climate where diverse people interact productively and diverse convictions can be held and expressed in a spirit of ethical commitment, respectful dialogue, empathic listening, faith seeking understanding, and Christian love.

We invite every member of our community — every student, faculty member, and staff person — to contribute to this climate.

## ACADEMIC CALENDAR

	<b>Fall 2010</b>	<b>Fall 2011</b>
First Day of Classes	August 30 Monday	August 29 Monday
Labor Day	September 6 Monday	September 5 Monday
Thanksgiving Break	Nov 22-26 Mon-Fri	Nov 21-25 Mon-Fri
Last Day of Classes	December 14 Tuesday	December 13 Tuesday
Final Exams	Dec 15-17 Wed-Fri	Dec 14-16 Wed-Fri
<b>January term (J-term)</b>	<b>Jan 3-20</b>	<b>Jan 2-19</b>
	<b>Spring 2011</b>	<b>Spring 2012</b>
First Day of Classes	January 24 Monday	January 23 Monday
President's Day	February 21 Monday	February 20 Monday
Spring Break	March 14-18 Mon-Fri	March 12-16 Mon-Fri
Easter Break	April 22-24 Fri-Sun	April 6-8 Fri-Sun
Last Day of Classes	May 6 Friday	May 4 Friday
Final Exams	May 9-11 Mon-Wed	May 7-9 Mon-Wed

*Academic Calendar subject to change*



## FROM THE DEAN OF THE COLLEGE



Mark Ward, Ph.D.  
*Vice President for Academic Affairs*

Welcome!

When you live next to the Mississippi, you appreciate the value of a good bridge. Crossing the river at Dubuque used to involve a ferry boat ride in the summer or a walk across the ice in the winter – if you could cross at all. Now, sturdy bridges open up all kinds of possibilities for travel.

The UD education is designed to be a bridge to your future. It is an education grounded in a strong liberal arts core and developed through rigorous professional preparation. As a Christian university, we understand college to be about more than just a piece of paper or a high paying job. The UD experience is about building a life of meaning: discovering and developing your God-given gifts and discerning opportunities to make a difference in the world.

This journey isn't traveled alone. Faculty members offer the knowledge and experience that guides your learning. Staff members encourage your development as a whole person. Fellow students bring a diversity of experiences that will inform and inspire you in college and beyond. It is a journey of discipline and hard work, but one that that is full of rewards as well.

We are glad to have you join us. Together, let's make this the journey of a lifetime.

Sincerely,

A handwritten signature in black ink that reads "Mark Ward". The signature is written in a cursive style.

## FROM THE ASSOCIATE DEAN

Dear UD students,

On behalf of the University of Dubuque community, I wish to extend to you our warmest greetings. This is certainly an exciting time for you and we are pleased that you have chosen UD in pursuing your academic studies. You are among a very special group of people who seek to extend their education in pursuit of a college degree. Not all who take this path will succeed, but for many who do, the journey is well worth the investment of time and resources in reaching the destination.

As part of your journey, I suggest that you get actively involved in the various opportunities, both academic and social, that our University community offers. Engage in activities that fuel the mind, body and soul. Join an intramural team, attend chapel, sing in the choir, and frequent the library. Make memories and be memorable.

When you attend UD, you become a member of a unique learning community. Not only do you come to study, research, write and learn from gifted faculty, but also from each other; as faculty will learn from you. Our curriculum is designed to help you think critically, analyze, challenge, discover, and develop skills that help prepare you in your career and life goals.

When you graduate from UD, you do so with a sense of purpose and the confidence and character to take on new challenges. It is our hope that you graduate, leaving an indelible mark on us. Know that your contribution to our learning community adds value and helps shape who we are and what we can offer to future students.



Gail Hodge, Ph.D.  
*Associate Dean and Director  
of On-Line Programming*

*Gail Hodge*

## DEGREES, REQUIREMENTS

### **Undergraduate Degrees Offered:**

- Associate of Arts
- Associate of Science
- Bachelor of Arts
- Bachelor of Business Administration
- Bachelor of Science
- Bachelor of Science in Nursing

### **All Bachelor Degrees Require:**

- 120 credits of college work.
- At least 60 credits from accredited, four-year institutions.
- At least 56 credits from accredited, four-year institutions if transferring to UD with an Associate's degree (AA).
- At least 30 of the last 36 credit hours earned must be earned in residence at the University of Dubuque. On-line courses offered by UD are considered to be courses in residence, as are cross-registered courses to Clarke and Loras.
- A minimum grade point average of 2.0 for all work completed at UD.
- A minimum grade point average of 2.0 for all courses taken in a major is required unless a particular major requires a higher grade point average.
- Review departmental descriptions of majors for details.
- A grade of C or better when the minimum acceptable grade is stated to be a C (a grade of C- will not suffice).
- Completion of the UD Core Curriculum.
- A completed academic major.
- Completion of all specific degree requirements.
- Good academic standing.

### **SPECIFIC DEGREE REQUIREMENTS**

#### **Bachelor of Arts (BA)**

- A major in a department that offers the BA.

#### **Bachelor of Business Administration (BBA)**

- A major in Business Administration, Accounting, or Computer Information Systems.

#### **Bachelor of Science (BS)**

- A major in a department that offers the BS.

#### **Associate of Arts (AA)**

- A minimum of 64 credits.
- Core curriculum requirements.
- Elective credits may be concentrated into a specific area of interest if the student chooses.
- Minimum grade point average of 2.0 for all work completed.
- At least 30 of the last 36 hours must be completed in residence at the University of Dubuque.

#### **Associate of Science (AS)**

- A minimum of 64 credits.
- Core curriculum requirements.
- Elective credits are to be concentrated, as specified, in departments that offer the BS.
- Minimum grade point average of 2.0 for all work completed.
- At least 30 of the last 36 hours must be completed in residence at the University of Dubuque.

## CORE CURRICULUM

Courses of study that are taken by all students comprise what the University calls the Core Curriculum. Study in the areas that are described in the next pages provide an educational foundation upon which you will build your academic career during your time at the University of Dubuque.

### PILLARS OF THE UNIVERSITY OF DUBUQUE EDUCATION

As part of our Mission, the University of Dubuque aims to prepare students for successful, professional careers and fulfilling lives by providing them with an education that encourages their growth as whole persons. At UD, we combine professional preparation and the liberal arts to create programs that serve our students. As a Presbyterian university that values its roots in the Reformed theological tradition, we believe that every aspect of our lives should be lived in love for God, service to others and enjoyment of all that we have been given. The University of Dubuque undergraduate program fosters student development in seven areas: Scholarship, Spiritual Growth, Social Development, Professional Preparation, Aesthetic Appreciation, Global Awareness, and Stewardship. These provide the “pillars” of the students’ education. In each of the pillar areas, students take courses and participate in activities that help them learn to think critically, analytically, and synergistically; communicate effectively in writing and speaking; appreciate diverse perspectives; articulate mature viewpoints; respond ethically; and apply technology effectively.

### 1. SCHOLARSHIP

*Definition:* Knowledge and understanding in an academic major, in the liberal arts, and across multiple disciplines.

*Explanation:* Central to the University’s Reformed tradition is the love of learning. Education at the University of Dubuque helps students develop patterns of scholarship that make them effective learners throughout their lives. UD students are nurtured in the virtues of scholarship, passion for learning, understanding of causal and conceptual connections, ability to reason and communicate effectively, and the mastery of skills that enable them to explore ideas and find answers for themselves. Each graduate will have developed depth of knowledge in a particular field of study and had the opportunity to develop a world and life view based on his or her understanding of the field, the liberal arts and the values of the Judeo-Christian tradition.

### 2. SPIRITUAL GROWTH

*Definition:* Knowledge and understanding of Christianity and other global faith traditions, and development of one’s relationship to God.

*Explanation:* Sensitive to the fact that our students come from various backgrounds, including different faith perspectives, the University seeks to foster in each student an understanding of and response to the Christian faith. Through core courses required of all students, elective courses, and student activities, the UD experience is designed to encourage growth in each student’s relationship to God and in each student’s understanding of the faith perspectives of others on campus and in our diverse world. By participating in courses and activities at UD, each student has the

opportunity to consider his or her beliefs, scholarship, and life in the context of the Christian tradition.

### 3. SOCIAL DEVELOPMENT

*Definition:* Knowledge and understanding of positive patterns of individual and group wellness and responsible cultivation of community involvement and service.

*Explanation:* The University of Dubuque community nurtures its members as they develop into whole, responsible individuals. Our Presbyterian heritage encourages a positive attitude toward one's physical, psychological, and spiritual health and a life of caring for others. Learning to serve others is a key aspect of our educational experience, both in and out of the classroom. Courses, campus activities and service opportunities encourage students to consider the effects of their life choices on themselves and others. Our student life program offers many opportunities for students to grow toward mature adulthood, to develop personally and interpersonally, and to contribute to a lively community of life and learning on campus. Campus leadership opportunities prepare students to contribute to their families, religious communities, social organizations, businesses, and communities after graduation.

### 4. PROFESSIONAL PREPARATION

*Definition:* Knowledge, understanding and application within a professional area and flexibility and abilities leading to success in many fields.

*Explanation:* The Reformed theological tradition in which we have our institutional roots emphasizes that all work can be a

vocation, a calling from God. Thus the University of Dubuque seeks to prepare men and women not just for jobs, but for lives of fulfilling work and service. Through opportunities to explore a variety of interests, the UD education enables each student to discover a major field of study. Courses and internships within majors provide students with in-depth education in that field. The UD education also seeks to ensure professional success through strengthening the students' abilities to think, to solve problems, to write and communicate effectively, and to develop other transferable skills, all of which prepare students for the many career changes faced by most college graduates in today's world.

### 5. AESTHETIC APPRECIATION

*Definition:* Knowledge, understanding and appreciation of artistic interpretations and representations.

*Explanation:* By providing opportunities to study and experience the many forms of artistic expression, the University of Dubuque fosters intellectual, emotional, and spiritual development among students. In literature, the visual arts, dance, drama, and music, we not only find aesthetic pleasure, but we learn about other people's ideas, beliefs, and experiences, and we come to a deeper understanding of our own. The curriculum and various cultural programs on campus and in the community help students further their knowledge and understanding of the arts, and grow in their appreciation of the beauty of creation as it is expressed through various manifestations of human creativity.

## 6. GLOBAL AWARENESS

*Definition:* Knowledge and understanding of the cultural, social, and spiritual diversity that makes up the world community.

*Explanation:* We recognize that one cannot comprehend the full beauty of the world from the perspective of any single culture. Thus, through courses, events on campus, language learning, and international travel, a student at the University of Dubuque develops an understanding of other people and cultures. Students are helped to understand practices, ideas, and beliefs that are important to other cultures and given opportunities to experience aspects of these cultures. Our global focus points to the contributions of all cultures to the collective human wisdom and accents our responsibilities to God's larger human family.

## 7. STEWARDSHIP

*Definition:* Knowledge and understanding of and care for the health and sustainability of all of creation, including both the human and natural dimensions of our environment.

*Explanation:* The University of Dubuque seeks to produce good caretakers of God's world. Through both formal and experiential learning opportunities, the UD student develops an understanding of the basic processes that underpin ecological communities and the complex interactions of human activities on the environment. The University curriculum encourages students to integrate their knowledge and understanding of ecological processes with ethical and spiritual wisdom so that they can improve their lives and their community in ways that sustain the health of the earth.

## CORE CURRICULUM COURSES

### **CCS 101-Cross-Cultural Study in the United States (1)**

One-credit courses in Cross-Cultural Studies are offered both Fall and Spring terms. Courses may be offered in the Dubuque area or at various locations in the U.S.

### **RES 104-Introduction to Research Writing (3)**

Students will conduct introductory research and write papers in three areas: the natural sciences, the social sciences, and the humanities. Students will work closely with their professor and a reference librarian as they frame research questions, differentiate among various disciplines' research techniques, explore and analyze scholarly and professional resources, and write clear, effective papers on topics in the three disciplines. The course is offered both Fall and Spring terms. Prerequisite: ENG 101 with a minimum grade of C.

## WORLDVIEW SEMINARS

*Total credit hours: 10-12*

Four to six of these credits also satisfy General College Requirements and Major Requirements.

WorldView Seminars are a series of four courses that span a student's time at the University. In these courses, students and faculty together explore topics and paradigms that have been essential to our own and other cultures. We seek answers to crucial questions about the shape of our lives, our vocations, our values, and our religious faith. In all the WorldView Seminars, the readings and discussions, while wide-ranging, will be framed within the context of the University's Presbyterian heritage and guided by this identity. The WorldView Seminars lay the important foundations for academic excellence and Christian community that are integral to the University's Mission.

### **WorldView Seminar I: The Good Life (3)**

Students register for WorldView Seminar I: The Good Life during their first year at the University. In this interdisciplinary seminar, students and faculty explore the shaping of a "good" life, studying texts from various disciplines and time periods. This course focuses on the themes of learning, neighbor and creation.

### **WorldView Seminar II: Self and Society (3)**

Students take WorldView Seminar II: Self and Society after completion of WVS I. In this interdisciplinary experiential learning format, students and faculty address significant issues that challenge contemporary American culture. We analyze these issues and discuss how our values and faith shape our responses to them. This course focuses on the themes of citizenship, social values and vocation.

### **WorldView Seminar III:**

#### **Cross-disciplinary Course (3)**

This course may be taken during a student's Sophomore, Junior, or Senior year. For the WorldView Seminar III, students select one of the cross-listed courses at the University. These courses, based in more than one department, address cross-disciplinary issues such as bioengineering and ethics, religion and literature, the sociology of religion, social psychology, or the history of art and music. The particular seminars offered each term will vary. Note: This course may also count toward a student's General College Requirements and/or Major.

### **WorldView Seminar IV:**

#### **The Senior Seminar (1-3)**

This Seminar is taken during a student's final year at the University. Students take the Senior Seminar that is offered by their major department. In this seminar, students address moral, ethical, and faith-based questions particular to their fields. Note: This course also satisfies department requirements in a student's major. Credit hours may vary.

## CORE REQUIREMENTS

### I. WORLDVIEW SEMINARS

- **WorldView Seminar One: WVS 101 (3)**  
Taken first year
- **WorldView Seminar Two: WVS 201 (3)**  
Taken after completion of WVS I. WVS I and II are interdisciplinary courses having a common syllabus.
- **WorldView Seminar Three (3)**  
Taken any time Sophomore, Junior or Senior year. WVS III is any cross-listed course.
- **WorldView Seminar Four (1-3)**  
Taken Senior year WVS IV (The Senior Seminar) is taken in a student's major department.



## II. GENERAL COLLEGE REQUIREMENTS

### Category One:

#### General Required Courses

- **Math or Logic Course:**

(3 or 4 credits, minimum grade of C):

Select one of the following:

1. UDMA 111: Collegiate Mathematics
2. UDMA 112: Algebra
3. A higher-level math course
4. PHL 114: Logical Reasoning

- **Science Lab Course** (4 credits):

Select one of the following:

1. BIO 110: Human Biology
2. BIO 111: Biological Science
3. UDCM 105: General, Organic, and Biochemistry
4. UDCM 110: Chemistry and Society
5. UDCM 111: General Chemistry
6. ESC 115: Basic Physical Geology
7. PHY 151: General Physics

- **Speech Communication: COM 101** (3)  
(minimum grade of C)

- **Introduction to Computers: CIS 101** (3)  
or **CIS 103** (3)  
(minimum grade of C)

- **Composition and Rhetoric: ENG 101** (3)  
(minimum grade of C)

- **Introduction to Research Writing: RES 104** (3)

- **Judeo-Christian Tradition** (3 credits):

Select one of the following:

1. REL 110: Judeo-Christian Journeys
2. REL 115: Christian Beliefs
3. REL 116: History of Christianity
4. REL 220: Introduction to the Old Testament
5. REL 221: Introduction to the New Testament

- **Physical Education:**

Choose one of the following options:

1. Two courses (1 credit each), PED activity classes
2. Participation in an activity (or activities) sponsored by the UD Recreation & Wellness Program, including wellness programs, fitness classes and intramurals. Total participation must be at least 16 hours of physical activity over at least 16 weeks. Students who select this option will not receive course credit, but the fulfillment of the requirement is noted on their transcript. Attendance at the sessions is mandatory.
3. One course (1 credit) PED activity class **and** participation in an activity (or activities) sponsored by the UD Recreation & Wellness Program, including wellness programs, fitness classes and intramurals for a total of at least 8 hours over at least 8 weeks. Students will not receive credit for participation in the R&W activity, but the fulfillment of the requirement is noted on their transcript. Attendance at the sessions is mandatory.
4. Participation in ROTC Physical Training (PT) for two (2) full terms. Students will receive no course credits beyond those associated with regular MIL courses.
5. Participation in ROTC PT for one (1) term and a PED activity class or Recreation & Wellness program participation. (*see above for details*)
6. Participation in an inter-collegiate sport at UD for one full season. Students who select this option will receive no course credit but fulfillment of the requirement is noted on their transcript.

**Category Two:**

**Pillar Courses**

▪ **Social Development:**

1 course from among the following:

SOC 111      EDU 119  
SOC 112      COM 210  
PSY 110

▪ **Aesthetics:** 2 courses, 1 from Area A and 1 from Area B

**Area A:** 1 course in Literature  
ENG 112 or ENG 260

**Area B:** 1 course in Fine and Performing Arts from among the following:

ART 111      ART 368      UDMS 111  
ART 112      UDTH 115      UDMS 211  
ART 221      UDTH 220      UDMS 215  
ART 367      UDTH 224      UDMS 236

▪ **Stewardship:** 1 course from among the following:

BIO 125      BIO 264      PHL 214  
BIO 221      EVS 246      REL 214  
BIO 223      EVS 256      UDCM 119  
BIO 246

▪ **Global Awareness:** 1 course from Area A and 1 selection from Area B

**Area A:** 1 course from among the following:

REL 251      UDHS 122      UDIN 115  
REL 253      BAC 120      UDIN 215  
UDHS 121      BAC 328      UDIN 315

**Area B:** Select one of the following:

1. Foreign Language (1 college term/ 3 credit minimum)
2. Study abroad (minimum of 1 credit or certification of participation in a study abroad program)
3. Cross-Cultural Study in the United States (1 credit)  
Courses may be offered in the Dubuque area or at various locations in the US.

NOTE: Students are exempt from the Global Awareness Area B requirement if they have completed 2 years of foreign language study in high school. Students may also use CLEP credit or AP credit to satisfy this requirement.

## ACADEMIC POLICIES

The Core Curriculum makes up a significant part of the academic program of the College. This section of the Catalog describes the academic policies of the College — academic majors and minors, classifications of students, grades, and graduation.

### Academic Advising

Students are responsible for planning their own programs and meeting requirements. Each student will have an academic advisor to provide assistance in designing a program and scheduling classes to meet the objectives of the college and the student. It should be noted that while academic advisors aid students in this way, the responsibility for meeting all graduation requirements rests finally with the student. Advisors are provided to assist students in planning their academic programs. They are not authorized to change established policy of the University. Any advice that is at variance with established policy must be confirmed by the Academic Dean's office. Once a student is ready to declare a major, he or she should arrange to have an academic advisor within that field or department. Forms for changing academic advisors are available from the Registrar's Office.

### Academic Major

All students completing a bachelor's degree are required to have a departmental major; a minor is optional. An academic major should be selected no later than the end of the sophomore year. At least three courses in the major must be completed at the University of Dubuque, although some majors may require more than three courses.

- The requirements for a major are described in the departmental listings.
- For the completion of a degree, students must achieve a cumulative grade point average of 2.0 (a C average) for all credits taken at the University of Dubuque and for all credits required for the chosen academic major, unless a specific major

requires a higher GPA for credits within that major. See departmental listings for details specific to the major.

A major consists of 10 or more courses in a single academic program. Requirements may include a senior seminar, a senior thesis, an internship, and comprehensive examinations. When a major has been chosen, the student must submit a declaration of the major to the Registrar's Office.

### UNIVERSITY OF DUBUQUE Undergraduate Academic Majors

- Accounting
- Aviation Management
- Biology
- Business Administration
- Communication
- Computer Graphics/Interactive Media
- Computer Information Systems
- Computer Information Technology
- Criminal Justice
- Elementary Education
- English
- Environmental Science
- Fine and Performing Arts  
(*under development*)
- Flight Operations
- Health, Physical Education, and Recreation
- Liberal Studies (*under development*)
- Mathematics (*under development*)
- Nursing
- Philosophy
- Physical Education Teaching, K-12
- Psychology
- Religion
- Secondary Education (Biology, English, Environmental Biology, Chemistry, Mathematics, General Science)
- Sociology

### Academic Minor

A minor consists of 20 to 27 credit hours in an area of study, as described in the departmental description. When selecting a minor, students may wish to choose one

that permits an alternative to the major. If the major was chosen for its career application, then the minor may serve to expand one's perspective or to support a secondary interest. Students should declare their selection of a minor or minors with the Registrar's Office.

## **UNIVERSITY OF DUBUQUE** **Undergraduate Academic Minors**

- Aviation Management
- Biology
- Business Administration
- Chemistry
- Communication
- Computer Information Systems
- Computer Information Technology
- Criminal Justice
- English
- Environmental Science
- Flight Operations
- Gender Studies
- Marketing
- Mathematics (*under development*)
- Military Science
- Music
- Philosophy
- Psychology
- Religion
- Sociology

### **Multiple Academic Majors/Minors**

With proper planning of academic class scheduling, students may be able to complete multiple majors or minors within the minimum of 120 credits required for the undergraduate degree. To declare additional majors or minors, students are requested to fill out a declaration of major/minor card in the Registrar's Office. Upon recording the student's declared interest, the Registrar's Office will direct the student to the proper faculty person for academic advising.

### **Double Degree**

Students currently enrolled at the University of Dubuque who wish to pursue two

undergraduate degrees simultaneously (e.g. BBA in Business, BS in CIT) must satisfy the program requirements for both degrees as well as completion of a minimum of 150 credit hours.

### **Individually-Designed Major**

In consultation with the academic advisor, a student may design an interdisciplinary major. The individually planned major will combine courses from two or more majors to form a coherent design. Included in the design will be introductory level work, substantive content development, and a comprehensive, capstone project. An individually designed major must be approved by an Associate Dean for Academic Affairs and the Vice President for Academic Affairs.

### **College/Seminary Cooperative Program 3/3 Program (BA/MDiv)**

The University of Dubuque offers this unique program through which selected individuals whose vocational direction involves Seminary studies can complete the Bachelor of Arts and the Master of Divinity degrees in an accelerated fashion. The 3/3 program is geared towards the non-traditional student who has been out of high school for at least five years and who can demonstrate significant life experience, such as having a previous career or raising a family. After the completion of at least 60 credits and most of the Core curriculum and major requirements, students in this program may begin taking first-year Seminary courses. These foundational courses are listed in the term schedule with a 400-level course number in the areas of Biblical Studies (BI), History and Theology (HT), Ministry (MN), and Spiritual Formation (IN). Up to 32 credits from these approved Seminary courses will count toward the 120 credit hours required for the baccalaureate degree. Until all of the requirements for undergraduate graduation are completed, 3/3 students maintain the status of undergraduates for financial aid

and fee purposes. At the end of the term in which the student completes all of these requirements, he or she is normally admitted to the Seminary MDiv program with the Seminary courses he or she has already taken as an undergraduate student counting toward the first year of Seminary. Through this program, students are able to shorten the time required to earn both the BA and the Masters degree by up to one year. Due to a variety of individual circumstances, the time saved may be less.

### **3/3 Program Information**

- A condition of acceptance is denominational endorsement. The Seminary requires that it receives a letter from the appropriate church official acknowledging that the 3/3 program is an acceptable track for the student in question. Endorsement only opens the program to the student. It does not guarantee acceptance nor does it prejudice success in the program or in the ordination process. Once admitted, the Admission Office will encourage the student to remain in close contact with his/her denominational leadership charged with oversight of the student through the ordination process.
- Students in the 3/3 program must first apply for and be admitted to the College program and provisionally to the Seminary. Admittance into the College program does not guarantee admittance to the 3/3 program.
- Upon satisfactory fulfillment of all requirements for the Bachelor's degree, the degree will be authorized, and the student will normally be admitted to the Seminary, usually at the end of the fourth year of post-secondary study. Students in the 3/3 program may not enroll in more than 32 credits of Seminary work before completion of the Bachelor's degree. College students must be in good academic standing in order to enroll in Seminary classes.
- Students may transfer no more than two years (64 credits) of College work, and no Seminary work, to the 3/3 program. Tuition will be charged at the College rate whether courses are taken in the College program or Seminary until the requirements for the Bachelor's degree are completed. Credits earned after the completion of the Bachelor's degree will be charged at the Seminary rate.
- It is strongly recommended that students major in one of the disciplines in the Humanities or the Social Sciences.
- Persons admitted to the 3/3 program will be eligible for either College or Seminary housing, and will be welcomed in both communities.

### **3/2 Program (BA/MAR Program)**

The University of Dubuque offers an accelerated Bachelor of Arts/Master of Arts in Religion 3/2 program to qualified students. The same regulations apply as in the case of the 3/3 program, with the exception that students spend less time in the Seminary fulfilling the requirements for the MAR degree.

### **Learning Institute for Fulfillment & Engagement (LIFE)**

The University of Dubuque's Learning Institute for Fulfillment and Engagement offers accelerated degree programs for adult learners. LIFE's programs and services are available to students who are at least 23 years old and who have a minimum of three years full-time work experience. The LIFE program operates during the hours adults need them to help balance family life, career, and studies.

The LIFE Program enables adult learners to earn a bachelor's degree in as few as three years. Courses are offered on weekday evenings and/or online. Classes meet once per week for 3 hours. Students take one course per session, with 9 sessions offered year-round.

For admission requirements, advising, current program listing, and schedule of classes, students should contact the UD LIFE office at (563) 589-3781.

## **ACADEMIC CALENDAR: JANUARY TERM**

The College has revised its academic calendar, effective Fall, 2010, to a 4-1-4 format made up of two 4-month terms and a three-week January term (J-term). The J-term provides opportunities for students to accelerate their academic progress by taking a class between the Fall and Spring terms. J-term also permits students to take advantage of special interdisciplinary and experiential courses, many of which include a component of off-campus study. J-term will be fully implemented in January 2011. A full list of J-term courses will be made available during the Spring and Fall registration periods.

### **Student Requirements**

Beginning Fall term 2010, new entering students will be required to complete one three-credit J-term course in order to earn the bachelor's degree from UD. This requirement is in addition to any J-term courses that are a required part of a specific major, Bridge programming, or the Core curriculum (e.g., World View Seminar II). Transfer students with fewer than 58 credits

will be required to complete one three-credit J-term course. Students transferring 58 or more credits will not be required to complete a J-term course unless it is a requirement for their major.

### **Eligibility**

Participation in the J-term is generally limited to University of Dubuque students who are enrolled in a degree program. Students who are attending another college or who are non-degree-seeking and who wish to enroll in a UD J-term course must receive permission from the Academic Affairs Office.

### **Accelerated and Experiential Course Design**

J-term courses are held over 13 days in which students complete three credits of work. This accelerated design means that face-to-face, on-campus courses meet for at least 3 hours per day, and, considering time for engagement with course materials between class meetings, a 5-7 hour per day schedule is not unusual for one 3-credit class. Off-campus or other non-traditional formats are similarly intensive.

Experiential learning is learning through reflection on doing. The intensive schedule of J-term provides an ideal format for experiential learning, and the extended hours of engagement require the use of experiential activities in order to maintain high levels of interest. All J-term courses include substantial experiential learning components.

### **Administration**

Questions about J-term can be directed to the J-term Coordinator or the Registrar.

## CLASSIFICATION OF STUDENTS

Any currently enrolled student who has been admitted to the college and is pursuing a degree program is classified in the following way:

- 0-23 credit hours – First year
- 24-57 credit hours – Sophomore
- 58-89 credit hours – Junior
- 90 or more credit hours – Senior

Classification is based on all credit hours earned including transfer credit hours and credit by examination.

### Full-time Degree-seeking Students

Full-time degree-seeking students are those who were admitted to the University with the expectation of completing a College degree. It is possible to earn a University of Dubuque bachelor's degree in any of our regularly offered majors within eight terms, and most students who earn University of Dubuque bachelor's degrees complete them within this time. Some students choose to complete their bachelor's degree in slightly less time, and some extend the time beyond four years.

### Special

Special students include non-degree seeking and postgraduate students.

### Part-Time

Part-time students seek the degree while enrolled in fewer than 12 credits during a term.

### Unclassified Students

A student who has not fulfilled the admission requirements or is not pursuing a degree is designated as an unclassified student. A regular student will be designated unclassified if, after an absence of one term or more, the student returns to enroll without applying for readmission. Unclassified students are limited to enrolling in one course in any given academic period. Once a student has earned 12 credits as an

unclassified student, s/he must apply for admission to continue taking classes.

## REGISTERING

Registration dates for the Fall and J-term/ Spring terms are found in the Schedule of Classes, which is issued at the midpoint of each term. The Registrar's Office may be contacted to confirm registration dates. Registration will close at the end of the fifth day of classes for the Fall and Spring terms and the first day for J-term. Once registration has been completed, students are responsible to the University of Dubuque, financially and academically, until they officially change their status.

### Add/Drop Periods

Students may add classes through the fifth day of classes each term for 15-week courses with the written approval of their advisor. Students may add a class in the sixth through tenth days of classes each term for 15-week courses with the written approval of their advisor and of the faculty member teaching the class.

With the written approval of their advisor, students may drop classes through the end of the tenth day of classes each term for 15-week courses.

For half-term courses, students may add a class during the first five days of classes each term with the written approval of their advisor and of the faculty member teaching the class. With the written approval of their advisor, students may drop classes through the end of the fifth day of classes each term for 8-week classes.

For J-term courses, students may add a class through the first day of J-term, assuming space is available. Students may drop a J-term course no later than the end of the second day of the J-term. Written approval of advisor is preferred but the Registrar's signature may substitute for the advisor during J-term.



### **Prerequisites**

Students must meet all stated prerequisites for a given course before registering for that course. A student may not register for a course without the proper prerequisites (unless the instructor has given written permission). Students without proper prerequisites may be asked to withdraw from the class. The student must then take the proper action and withdraw from the course.

### **Academic Course Numbers**

Undergraduate-level courses are numbered at the 100, 200, 300, and 400 levels. This course numbering system provides a general structure to guide students in course selection. The 100-level courses are geared for First-year students, the 200-level for Sophomores, and the 300- and 400-levels for students with Junior and Senior standing.

### **Hour Load**

The normal academic schedule is 15 to 16 credits a term. A full-time load, however, is defined as being any combination of 12 credits or more of day, evening or extension classes. A charge is made for each credit over 16. Exceptions to the charge for more than 16 credits are made only for credits earned in music performance, drama performance, study tours, and ROTC courses.

Any UD student wishing to receive more than 19 credits in a given term, at this institution or any other institution, must present a written petition for approval to the Office of the Academic Affairs prior to registration for that term. Ordinarily, no student will be allowed to take more than 21 credits.

### **Cross-Registration**

University of Dubuque students may take courses at Clarke College or Loras College on a space-available basis if they are not

offered by the University of Dubuque.

Core curriculum requirements in disciplines taught at UD may not be met through cross registration. Courses in a student's major taken on another campus must meet the specifications of the major department at the University of Dubuque. A student must have a cross-registration form (available in the Registrar's Office) signed by the Registrar.

### **Audit of Courses**

Students wishing to enroll in courses without earning college credit should register as auditors. Refer to the Add/Drop Period policy on page 21 for details regarding registration deadlines and requirements. Tuition is charged at a reduced rate per credit hour as shown in the section on Financial Planning. Completion of a special audit card is required in addition to the registration card. An audit course will not count in the number of total hours attempted. The auditor is not responsible for course requirements such as papers and examinations. The grade assigned at the end of the term shall be AU (audit).

Students who are enrolled in a credit-bearing course may not change their status from credit-bearing to an audit status after the close of the tenth day of classes each term. Audited courses are included on a student's transcript.

### **Enrollment Confirmation**

Upon successful registration, the student will receive a schedule confirming the classes selected, the credit load, the class meeting times, and the room assignments. Students who have financial obligations will not be able to register until the Student Accounts Office informs the Registrar's Office that the issue has been resolved and it is permissible for the student to register.

**Withdrawal from Courses**

A student may withdraw from a 15-week course through Friday of the week following midterm. The midterm date is published in the College calendar. The regulations are: 1) through the tenth day of classes, the course will be deleted from the student's record; 2) after the tenth day of classes and through the Friday of the week following midterm, a grade of "W" will be recorded. Withdrawal from J-term or summer courses and others that do not meet for the entire term must be accomplished by the proportionate date.

**Independent Research Course**

Independent research courses may be taken in the area of the student's major. These courses are offered to students with Junior and Senior standing only and are limited to six hours in a department. A Learning Contract is required of all independent research courses. Learning Contracts must be approved by the department head and the Academic Dean and must be submitted at time of registration. Learning Contracts are available in the Registrar's Office. Independent research courses may not be used to satisfy Core curriculum requirements and are offered at the discretion of the instructor.

**Tutorial Courses**

Some of the courses offered by the college may be taken tutorially, by degree candidates only, if there are extenuating circumstances. Approval by the Academic Affairs Office is required. The student should confer with the professor for specific guidelines required for a course taken tutorially. Learning Contracts must be approved by the department head and the Academic Dean and must be submitted at the time of registration. Learning Contracts are available in the Registrar's Office.

**Internships**

Many academic programs provide an opportunity for out-of-class learning through work place and community service internships. The internships, offered to students at the Junior and Senior levels, are designed to enrich the chosen academic major. Students are required to consult with their Faculty Advisor at least 30 days prior to the start of an internship to discuss and complete all required paperwork including: syllabus and assignments; student review; learning agreement; and hold harmless agreement.

**Reserve Officers Training Corps**

The Reserve Officers Training Corps program (ROTC), which may lead to a commission in the military services, is available at the University of Dubuque. Students may earn academic credit while completing the program.

**Post-Graduation Additional Majors**

Upon application to the Office of the Registrar, a graduate of the college may have a notation added on the permanent record indicating the post-graduation completion of the requirements for an additional major. A maximum of 15 transfer credits may be used to fulfill these requirements. To qualify, students must meet the major requirements stated in the catalog in effect at the time of their graduation. If the major is not completed until after ten years following the date of graduation, the catalog requirements at the time of completion will apply.

**Withdrawal from School**

Any student withdrawing from school, whether full-time or part-time, must secure permission from the Office of Student Life. In the case of official withdrawal from school, a grade of "W" will be recorded for each course in which the student is enrolled,

provided the withdrawal takes place no later than the last day of classes. Students leaving the College before the end of the term without officially withdrawing will have their work evaluated on the same basis as other students, and appropriate grades will be assigned by their instructors. Because withdrawal from courses may affect financial aid, a student should consult with the financial aid office prior to withdrawal from courses.

## **CREDIT FOR PRIOR LEARNING**

In some cases, students may receive University of Dubuque credits for demonstrating that they have already achieved certain learning outcomes that are the focus of UD coursework.

### **Advanced Placement**

College credit is awarded to those students entering the University of Dubuque from high school who present proper evidence of having taken college level Advanced Placement (AP) examinations in one or more subjects with the College Entrance Examination Board, provided the scores are sufficiently high. Students are required to present the Registrar official AP score reports prior to enrolling for their first term of attendance at the University of Dubuque. An AP score of 3 or higher will earn credits in accordance with the credit value of the equivalent University course.

### **College-Level Examination Program (CLEP)**

The primary local site for the administration of the computer-based College Level Examination Program (CLEP) is Northeast Iowa Community College (NICC). This program allows students to earn college credit by attaining a minimum level of proficiency on designated CLEP exams. Credits may not be earned through CLEP examinations that duplicate college

credit previously earned. Under special circumstances, the University of Dubuque also administers CLEP examinations. For information on the subject areas of exams offered, the exam fees, and examination appointment, contact NICC at (563) 557-8271, or the Academic Success Center in the Charles Myers Library.

### **Credit by Examination**

If appropriate, a student may seek to earn "credit by examination" for specific UD courses by passing a special examination prepared by the instructor of a course. For additional information and to apply for testing, the head of the department should be contacted. A student pursuing this option is not permitted to attend the regular course sessions prior to taking the examination. Permission of the instructor must be obtained and a fee paid before such an examination is administered.

### **Credit for Non-Collegiate Educational Experiences (Armed Services)**

College credit may be granted to veterans for service schools attended. Recommendations of the Guide to the Evaluation of Educational Experiences in the Armed Forces, prepared by the American Council on Education, will be used to determine if credit will be allowed. For further information concerning financial benefits and credits for service schools, contact the Registrar's Office, (563) 589-3178.

### **Portfolio of Experiential Learning**

The portfolio program, administered by the Vice President and Associate Dean for Academic Affairs, is for those whose prior experiential learning cannot be evaluated by any of the methods discussed previously. Students prepare a portfolio explaining and documenting how they achieved specific learning outcomes that are the focus of UD coursework. The portfolio is assessed for

possible credit by faculty in the academic department petitioned.

To be eligible, candidates must be admitted students and have earned a minimum of 15 credits at an accredited college or university, at least six of which must have been taken as a UD student.

The maximum number of credits able to be earned via portfolio is 20% of the total number of credits required for the departmental major. A fee equal to 20% of the current undergraduate per-credit-hour tuition will be charged.

Students interested in this option should apply to the relevant department.

## **ATTENDANCE, COURSE PARTICIPATION, AND PERFORMANCE EXPECTATIONS**

Because the University of Dubuque is a learning community, the University expects students to:

- Attend all class sessions and other required activities
- Meet all deadlines
- Prepare adequately for each class session using appropriate study strategies
- Have and use all textbooks and required materials
- Do their own work
- Listen actively and carefully in class, including following all directions
- Participate in class activities and discussions
- Write and speak effectively and appropriately

Faculty members establish specific attendance policies for each course they teach. Students will be informed of the policies by the instructor at the beginning of the term. The student is responsible for making up all work missed.

## **Administrative Withdrawal**

Students who fail regularly to attend classes as required by the instructor may be withdrawn by the instructor. To withdraw a student, the instructor sends a Notice of Withdrawal to the student and the Registrar no later than the end of the 13th week of the term for 15-week courses. The student has seven calendar days to appeal the notice at a meeting with the instructor. If the notice is not canceled by the instructor within those seven days, the student will be withdrawn by the Registrar as of the date the faculty member initiated the withdrawal process. The Registrar will notify the student, the student's advisor, and the instructor of the withdrawal.

For J-term or summer courses and courses that do not meet the entire term, instructors may send a Notice of Withdrawal through the conclusion of the tenth day of the term. The student has two (2) days to respond to the notice. If unresponsive, the student's withdrawal will be processed on the third day after receiving the notice.

## **Varsity Athletics Attendance Policy**

The University of Dubuque recognizes the important contributions that athletics make to student learning. Student-athletes participating in an athletic event will be excused from classes provided that they have an acceptable attendance record in the class. It is the responsibility of the student to notify the instructor in advance of any absences and to make up all class work missed.

## GRADES

Final grades are recorded on a transcript of record located in the Registrar's Office. The following system of grading is used in reporting the quality of student work:

Letter Grade	Grade Points	Comments
A	4.00	Superior
A-	3.67	
B+	3.33	
B	3.00	
B-	2.67	
C+	2.33	Average
C	2.00	
C-	1.67	
D+	1.33	
D	1.00	Failing
D-	0.67	
F	0.00	

### Other Grades

P	Pass (Credit)
I	Incomplete
W	Withdrawal
AU	Audit
CR/NC	Credit/No Credit
IP	In Progress

### Pass/Fail Grading

Students may elect to take certain courses on a Pass/Fail basis. To be eligible, a student must:

- have earned at least 24 hours of college credit;
- have a cumulative grade-point average of 2.0 or better; and
- file the proper declaration with the Registrar, signed by the instructor of the course and the student's academic advisor no later than the tenth day of class.

No more than 24 credits taken under this grading system may be applied to the total credits required for graduation. A student must be enrolled for a minimum of 12 credits on the traditional grading system and may not select more than one course per term on the Pass/Fail system. All sessions of Summer School together are considered as one academic term for purposes of P/F credit.

The courses chosen may not be in the student's major area and may not be used to satisfy the core curriculum or skills requirements (except for PED activity courses). In addition, students intending to enter teacher education as undergraduates or to continue study in graduate or professional schools should consult their advisors regarding any special requirements relating to those programs that might further limit their choices of this option.

The grade submitted by the instructor at the end of the course shall either be Pass or Fail.

### Credit Grade (CR)

The grade of credit (CR) has no grade-point value and therefore no effect on the calculation of a student's grade point average. The CR signifies the completion of credits toward graduation with no grade point value attached to the credits. A grade of NC indicates no credit was earned in a class.

### Change of Grade

The only acceptable reason for a change of grade (except for "I") after it has been recorded by the Registrar is that the faculty member made an error in determining or recording the grade. To change a grade, the faculty member must complete a change-of-grade request form indicating the cause of the error and must submit that form to an Academic Dean. If the request is approved, that office will forward it to the Registrar, who will record the change of grade.

### **Final Grade Appeal**

Students may appeal final grades from classes at the 400-level or below if they believe 1) there has been a violation, misapplication or non-application of a University rule or policy, or 2) there has been a violation, misapplication or non-application of a specific course's rule or policy according to its syllabus.

Since appeals involve questions of judgment, recommended action that a grade be revised in the student's favor will not be made unless there is clear evidence that the original grade was based on inaccurate, prejudiced or capricious judgment, or was inconsistent with official University policy or the policies set forth in the syllabus for the course. Students shall have protection against inaccurate, prejudiced or capricious academic evaluation through the publication of clear course objectives, grading procedures, and evaluation methods. At all levels of this final grade appeal process, students will provide written documentation (e.g. copies of assignment instructions, rubrics, syllabi, graded papers, graded tests, other graded assignments, etc.) to substantiate the appeal.

The complete Final Grade Appeal Process is available on the shared G drive of the University's computer network which is accessible to all faculty. Students who wish to appeal a final grade should obtain a complete copy of the policy and procedures from a faculty member or the Registrar's office.

The process specifies informal procedures and formal procedures that culminate, when necessary, in a final grade appeal hearing before a Final Grade Appeal Committee appointed by the Associate Dean for Academic Affairs. Deadline for initiating a final grade appeal is 25 class days into the next 15-week term.

### **Incomplete Grades**

A grade of incomplete (I) may be assigned in a course when a student, because of circumstances beyond his or her control, is unable to complete the required work by the end of the grading period. Prior to the end of the grading period, the instructor will fill out a Request for an Incomplete Grade (RIG) form, specifying the deadline for completion of the work. This form is forwarded to the Registrar's Office, and an "I" is recorded on the student's academic record. When the course work is completed, as outlined on the RIG form, the instructor will assign a final grade and report it to the Registrar by the conclusion of the following term (fall/spring). An extension for an Incomplete must be approved by the Associate Dean for Academic Affairs. The Registrar will monitor RIG forms on file each term and notify instructors on deadlines to submit final grades. If neither a grade (after deadline) nor an extension has been received, the default grade (from the RIG form) will be recorded for the course. If no default grade is recorded on the RIG form, a grade of F will be recorded. Any additional expense incurred with an "I" is the student's responsibility. Students may not graduate with incomplete grades on their academic record.

### **Repeating a Course**

A student who has earned a C minus or less in any course may elect to take that course again to attempt to improve the grade. Students may also take courses on a refresher basis, if they wish to repeat courses for which they already have college credit. Course repeats, when a passing grade has been previously earned, may not be used to meet the minimum credit completion requirements. After a course is repeated, the credits and grade points already on the student's record for that course shall no longer be used to count toward total credits earned or cumulative GPA, and the results of the most recent attempt shall stand as official.

**Grade Point Average**

The grade point average (GPA) is a quantitative index of a student’s scholarly achievement. The GPA is determined by dividing the total number of grade points by the total hours for which the grade points were assigned. Courses in which grades of I, P, W, CR, AU, or IP have been assigned are not included in computing the GPA. A grade of F is included in the computation.

**UD GPA**

UD GPA will be used in determining scholarships (when based on GPA after matriculation at UD), academic standing, eligibility for graduation, and athletics. UD GPA will include only those credits earned at UD and those earned through cross registration at Clarke and Loras Colleges.

**Scholastic Honors**

Full-time students who earn a term GPA of 3.5 or above are named to the Dean’s List. Part-time students are eligible for the same honors after they have accumulated credits at intervals of 15, 30, 45, 60, 75, 90, 105, and 120 credits.

**Alpha Chi**

The University selects students for membership in the Iowa Zeta chapter of Alpha Chi, a national honor society that promotes and honors academic excellence and exemplary character. Each Spring, no more than 10% of the junior and senior classes are invited to join the society. This high distinction recognizes these students’ outstanding achievements.

**Student Recognition**

Students who excel in academic and extracurricular activities on campus may be named to the national publication Who’s Who Among Students in American Colleges and Universities by the faculty and professional staff.

**Satisfactory Academic Progress**

Students must maintain at least the required minimum grade-point average and earn at least the required minimum credit hours per term to remain in “good standing,” according to the criteria outlined in the table “Minimum Standards for Full-Time Students” below. The college reserves the right at any time to suspend any student who is not making satisfactory academic

**Minimum Standards for Full-Time Students**

Term	Minimum Grade Point Average Good Standing	Minimum Grade Point Average Probation	Minimum Credit Hours Required
1	1.600	1.000-1.599	12
2	1.800	1.600-1.799	24
3	1.900	1.800-1.899	36
4	2.000	1.900-1.999	48
5	2.000	1.900-1.999	60
6	2.000	1.900-1.999	72
7	2.000	1.900-1.999	84
8	2.000	1.900-1.999	96
9	2.000	1.900-1.999	108
10	2.000	1.900-1.999	120



progress toward a degree. Extracurricular activity organizations may require participants to have a higher cumulative GPA than specified in the table. Transfer students will be evaluated according to University of Dubuque standards after their matriculation at UD. A full-time student (registered for 12 credit hours or more) must earn 12 credit hours in the first term in residence. Full-time students beyond their first term at UD must progress according to the credit hour listings in the table. Students who do not earn the minimum credit hours will be placed on progress notation. Progress notation will be recorded on the student's transcript.

### **Participation in University-Sponsored Activities**

Students on academic probation and/or progress notation may be enrolled for academic credit in courses which give public performances, but are not eligible to represent the university in public performances or participate in recognized university activities.

### **Suspension**

Students who do not achieve the minimum grade points listed on page 28 will be placed on academic probation or may be suspended at the close of the term in which the GPA's were earned. Academic standing will be determined by the University of Dubuque GPA. Students on academic probation who do not do satisfactory work towards removing themselves from academic probation during the next term in which they are enrolled are subject to suspension or dismissal. Students who do not successfully complete at least one-half of the hours attempted in a term are subject to suspension. Students academically suspended from the University of Dubuque or any other institution are not eligible to apply for re-admission until either a Fall or a Spring term has passed. A student desiring re-admission should contact the Admission Office.

### **Spring Probation/Suspension Policy**

All students placed on academic suspension or probation (academic and/or progress) at the end of the Spring term will have their academic records reviewed the following August to determine if any academic credits received for summer coursework, either in residency or elsewhere, will affect their academic standing. It is the responsibility of the student to notify the Registrar of any summer coursework taken by August 15. If the additional academic credit from summer coursework, when included in the calculation of the cumulative GPA, restores the student to academic "good standing," the suspension or probation will be removed. A student whose GPA remains unchanged, or whose GPA does not rise to the level of academic "good standing" prior to the beginning of the first term following his/her suspension, will not be eligible to apply for readmission until either a Fall or Spring term has passed.

### **Appeal**

A student suspended from the institution has the right to appeal. The information provided in that appeal is the basis for decision from the Academic Standing and Admission Committee. Students who are readmitted after suspension and fail to do satisfactory work toward achieving good standing may be dismissed from the University and will not normally be allowed to re-enter at a later date.

### **Re-admission Process**

A student who wants to return to the University of Dubuque following an academic suspension should request an application for re-admission from the Admission Office. Applications should be submitted one month prior to the term for which the student wants to re-enroll, but the period between suspension and re-admission must include one Fall or Spring term.

A student must submit a written evaluation of his/her time away. In the

evaluation, the student must demonstrate a strong commitment to improving his/her past academic record. In addition, a student who has been suspended and wishes to apply for re-admission must meet the criteria found in his/her letter of suspension from the University. The criteria normally include successfully taking courses elsewhere and/or receiving counseling/study skills assistance for an extended period of time.

Academic probation, progress notation, suspension, and dismissal will be recorded on the student's transcript.

Financial aid may be reinstated upon the student's re-admission to the University. For one term after re-admission, students will be considered to be making satisfactory progress for aid purposes, although they may initially be below the minimum expectations described previously.

### **Academic Dishonesty Policy**

Academic dishonesty is defined in the Values Violations (Integrity) section of the Student Handbook (see <http://www.dbq.edu/studentlife/pdf/UDStudentHandbook.pdf>)

A determination of academic dishonesty typically results in the imposition of progressive sanctions; specifically: First offense — A grade of zero points or no credit for the quiz, test, examination or work. Second offense — A grade of F or No Credit for the course and may not participate in co-curricular activities. Third offense — In addition to a course grade of F or No Credit, the student is subject to dismissal from the University.

Academic dishonesty offenses are subject to appeal by the accused student. Faculty and students should consult the full policy for details.

### **Student's Right to Petition**

In any disagreement over the interpretation of academic regulations or the existence of extenuating circumstances which might justify special consideration, the student

may file a petition with the Office of the Associate Dean. In cases involving a grievance against a professor or a disciplinary action, the procedures set forth in the Student Handbook are to be followed.

## **TRANSFER STUDENTS**

The progress of transfer students will be evaluated on a case-by-case basis. After the Registrar has evaluated transfer credit hours, the student will develop an academic plan with the faculty advisor. This plan then represents the maximum number of terms of aid permitted to the student and progress toward a degree will be evaluated accordingly.

Transfer students, at the time of matriculation to UD, will enter with a class standing in accordance with the number of credits earned and accepted by the University of Dubuque for prior education at other institutions.

### **Course Equivalency Approval for Current University of Dubuque Students**

Prior approval by the Registrar is required for courses taken at other institutions, including courses at Clarke College and Loras College, if the student wishes to transfer the course back to UD to fulfill a graduation requirement. Students are encouraged to consult with the Registrar on questions regarding transfer equivalency of courses. If the graduation requirement is part of the major or minor, approval of the department head is also required. Course Equivalency forms are available in the Registrar's office.

### **Transferring Credits**

The University of Dubuque will accept all courses passed at an accredited bachelor's degree-granting institution, provided the overall grade average for those courses is 2.0 or better. If the student's cumulative grade point average (GPA) at the institution

from which the credits are transferred is less than 2.0, the University will accept all credit for courses in which grades earned were C or better. Transfer students should note that courses deemed equivalent to the skills courses of the UD Core Curriculum will not transfer to the University of Dubuque with a grade of less than C, independent of the cumulative grade point average for all transferring credits:

- CIS 101-Introduction to Computers **or**  
CIS 103-Computer Applications in Business
- COM 101-Speech Communication
- ENG 101-Composition and Rhetoric
- UDMA 111-Collegiate Math **or**  
UDMA 112-Algebra **or**  
UDMA 250-Calculus **or**  
PHL 114-Logical Reasoning

If a chosen academic major does not count grades of less than a C in courses taken to fulfill major requirements, it may be necessary to repeat a course or courses.

Students should be aware that a minimum cumulative grade point average (GPA) of 2.00 for all credits taken as well as a minimum grade point average (GPA) of 2.00 for credits in an academic major is required for graduation. **Exceptions** include the Elementary Education and Nursing majors. Consult department listings for specific details on GPA requirements of all majors.

Students transferring to the University of Dubuque from either Clarke or Loras Colleges will have their course work from their former institution evaluated on the same basis as any other transfer student. Cross-registered courses taken at Clarke or Loras Colleges after the student has matriculated at the University of Dubuque are considered work in residence at UD.

Transfer students must earn at least 60 credits from an accredited bachelor's degree-granting institution. At least 30 of the last 36 credit hours earned must be earned in residence at the University of Dubuque. The only exception is if transferring to UD with

an AA degree, then 56 credits are required.

A student academically dismissed from another college is ineligible for regular admission for two terms immediately following the dismissal. Summer school may be counted as one term. If admitted, the student will be placed on academic probation. An admitted student who was on academic probation at another college shall begin on academic probation at UD.

### **Second Baccalaureate Degree**

The requirements for students who already hold a baccalaureate degree from an accredited institution and who wish to pursue an additional baccalaureate degree at the University of Dubuque are as follows:

- Upon submission of an official transcript of previously completed credits/degrees, all University of Dubuque Core Curriculum requirements will be satisfied with the exception of the Judeo-Christian Tradition requirement.
- The completion of an academic major not previously completed at another accredited institution.
- A minimum of 30 credit hours must be completed in residence at the University of Dubuque.
- No more than 6 of the final 36 credits prior to degree completion may be taken outside of the University of Dubuque.
- An overall grade point average of 2.00 for all credits completed at the University of Dubuque is required unless the selected major requires a higher overall GPA.
- A GPA of 2.00 for all credits applicable to the academic major is required unless the major selected requires a higher GPA for that program.
- The student must be in good academic standing at the University of Dubuque at the time of degree completion.
- A minimum of 150 undergraduate hours (from the University of Dubuque and other institutions) is required.

Students enrolling for the second degree will have their previous course work evaluated to determine the number of credits needed. Transfer students, at the time of matriculation to UD, will enter with a class standing in accordance with the number of credits earned and accepted by the University of Dubuque for prior education at other institutions (see Classification of Students, pg. 21).

## ACADEMIC TRANSCRIPTS

Upon written request, with the signature of the individual, students may obtain official copies of their permanent academic records from the Registrar's Office. In compliance with the Family Educational Rights and Privacy Act of 1974, transcripts cannot be released when requested by telephone. Requests for official transcripts should be accompanied by \$5 for each copy desired. Official transcripts will be provided free of charge to students applying for admission to the University of Dubuque Theological Seminary. With a written request, students may secure unofficial copies of their permanent record for no charge.

## GRADUATING

### Application for Degree

A student intending to graduate from the University must apply for their degree by submitting a completed Graduation Application form according to the application deadlines.

Application deadlines are as follows:

- For May graduates      December 1
- For August      "      June 1
- For December      "      June 1

Graduation Application forms are available at and should be returned to the Registrar's Office. A commencement ceremony is held only in May.

## May Commencement Participation Policy

Students in any one of the three following categories may participate in the May commencement ceremony:

- Students who, with the successful completion of the courses scheduled for a Spring term, will have completed all degree requirements at the conclusion of the Spring term.
- Students who at the completion of a Spring term will be no more than eight credits short of completing all degree requirements and who have met with the Registrar to plan completion of the outstanding credits by the end of the next Fall term.
- Students who completed all degree requirements in a previous August or December and did not previously participate in a commencement ceremony.
- Students majoring in Education who have completed all course and program requirements, all incomplete grades, and who have only to complete student teaching and Senior Seminar in the following Fall term may participate in the May ceremony.

## Change in Degree Requirements

A graduating student may choose the academic requirements of a catalog for ten years following the last year printed on the catalog cover, provided the student was enrolled at the University during the time of that catalog. For example, a student attending the University during 2008 may follow the provisions of the 2007-09 catalog through August of 2019. If the student remains enrolled for a term in 2011, the student may elect to follow the 2010-12 catalog in place of a previous edition and will have until August of 2022 to follow the provisions of that catalog. If a student re-enrolls after a ten year absence, the student must follow the provisions of the catalog current at the time of re-admission.

All postgraduate students returning for certification purposes will have their course work and experience evaluated on an individual basis according to the certification requirements of the college catalog current with their return.

### **Attendance at Commencement**

Students receiving their diploma in May are expected to attend the Commencement ceremony.

### **Graduation Honors**

Scholastic honors awarded at graduation for bachelor degrees are cum laude, magna cum laude, and summa cum laude. Such honors are based on the cumulative grade point average:

- Cum laude is awarded to those who earn a cumulative average of at least 3.5
- Magna cum laude at least 3.75
- Summa cum laude at least 3.9

### **Confidentiality of Student Records**

The University follows the general policy of not releasing personal student information to outside agencies without the expressed written consent of the student. The University will make periodic evaluations of the information placed in student records to assure that only information related to the specific purpose of the educational program be collected and maintained. A student's record shall be construed as containing the academic record, the health record (not including counseling files), the placement files (unless a waiver of right to see references has been signed), along with any record of official University response to disciplinary or academic problems.

### **Duplicate Diploma Policy**

A duplicate diploma may be issued upon request. A written request must be made to the Registrar indicating the reason for a duplicate diploma. The duplicate diploma shall show the date of the original diploma

and be marked duplicate. The duplicate will have the signatures of the current University officials and the current format and size. The fee will be one-half the current fee for graduation to be paid prior to the ordering of the duplicate.

### **Student Life**

The University of Dubuque Student Handbook and Planner contains detailed information that supplements the content of this catalog. Please refer to the Student Handbook for information and policies about College and Seminary.

- Community Values
- Student Life
- Housing
- Residential and Commuter Student
- Services
- Motor Vehicle Policies
- Technology
- Sexual Harassment Policy
- Emergency Procedures
- Judicial Procedures

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Pursuant to the Family Educational Rights and Privacy Act (FERPA), Part 99 of Title 34 of the Code of Federal Regulations the University provides the following notice regarding students' education records and personally identifiable information.

To the extent provided by law, students may inspect their education records by contacting the Registrar's Office. Students may also seek amendment of their education records if they are inaccurate, misleading, or otherwise believed to be in violation of the student's privacy rights. Students must request an amendment to their education record in writing to the Registrar's Office. The University will respond within a reasonable time to a student request and

if the University decides not to amend the student's record the student may request a hearing pursuant to the Code of Federal Regulations 34 CFR 99.21.

The University may not disclose information that personally identifies a student or one of their family members, or makes either the student or one of their family members easily traceable, unless the student consents to such disclosure or the situation calling for disclosure is permitted without consent under FERPA (See FERPA and the Code of Federal Regulations 34 CFR 99.31 for a list of permitted disclosures). In cases where disclosure of personally identifiable information is subject to University discretion under FERPA the University reserves the right to make such disclosures.

A student may file a complaint with the Department of Education concerning alleged violations by the University of the student's rights under FERPA and Part 99 of Title 34 of the Code of Federal Regulations. Students desiring to file a complaint with the Department of Education should refer to the Code of Federal Regulations, 34 CFR 99.63 and 99.64, for the applicable procedures.

The University has a policy of disclosing education records, which may include personally identifiable information, to University officials and faculty members that have a legitimate educational interest in such information. University officials or faculty members have a legitimate educational interest in accessing or reviewing a student's educational records, if the faculty or staff member is:

- performing a task that is specified in his/her position description or contract;
- performing a task related to a student's education or to student discipline;
- providing a service or benefit related to the student or student's family;

- maintaining safety and security on campus, or
- otherwise pursuing a legitimate business interest of the University.

A "university official," for the purposes of this section, is any employee of the University who must access or review educational records of students in order to efficiently and effectively perform any part of her/his employment duties or responsibilities and any employee or agent of the University authorized by the President to perform duties or take action on the behalf of the University that requires access to student educational records.

### **OFF-CAMPUS CO-CURRICULAR DISCLAIMER**

Students and faculty at the University of Dubuque are encouraged to take advantage of the diversity of educational opportunities and experiences available within the vicinity of the University. Students will be encouraged to attend campus events and, from time to time, to engage in off-campus activities that supplement on-campus instruction and activities. Students will often be required to provide their own transportation to and from off-campus activities and events that occur in the tri-state area. The University of Dubuque will generally provide assistance with transportation upon request by a student, but assumes no obligation to do so. Students are required, as a condition of their enrollment, to assume all risk and liability associated with their transportation to and from, and attendance at, off-campus experiences whether for required or voluntary activities.

## ACADEMIC SERVICES

### Charles C. Myers Library

The Charles C. Myers Library is an integral part of student learning at the University of Dubuque, providing students with a high quality collection and a staff dedicated to teaching them how to find, evaluate and use those resources. The beautiful building is a center for learning on campus, encouraging group and individual study and offering the newest databases, books, journals, and technology. Sylvia's Common Ground Coffee Shop, located on the first floor, is a popular destination for study breaks, lunch, and fellowship. The library also co-sponsors cultural events and exhibits that celebrate our heritage and broaden our perspective.

During the academic year, the library is open 106.5 hours per week, with reference help available Monday through Thursday from 8:00 am – 11:00 pm and Sunday from 6:00 pm to 11:00 pm. The building houses a large and small computer lab and there are network drops and wireless access throughout.

The collection consists of over 183,500 volumes, with over 24,000 online journals and an extensive DVD collection with a focus on popular and international films. Interlibrary loan service brings the resources of the world to students. Articles unavailable at the library are often emailed to students from other libraries within 24 hours.

### Academic Success Center

The Academic Success Center (ASC) at the University of Dubuque is located on the second floor in the Charles C. Myers Library. The goal of the ASC is to empower students and to connect them with the resources necessary to achieve both academic and personal goals. The ASC is equipped with computers, an assortment of software, textbooks, reference books, TextAloud, a high speed duplex scanner, books in alternative formats, Reading Pens and audio book players. You can reach the ASC at (563) 589-3262 or you can contact the ASC Director at (563) 589-3570.

### Tutors

The ASC provides both professional and peer tutoring services for students from 9:00 a.m. – 9:00 p.m. Monday through Thursday, and 9:00 a.m. – 5:00 p.m. on Fridays. The professional staff includes a full-time director, three full-time tutors and part-time tutors. In addition, the center provides peer tutors in a variety of subject areas. All tutoring services are free to the University of Dubuque students. Students can drop in to the center to receive assistance, but if requesting assistance in a specific subject area (e.g., anatomy and physiology or aviation) then it is best to call the center at (563) 589-3262 to arrange for a tutoring session.

### Writing Center

The Writing Center, located within the ASC, has writing tutors who can help students explore ideas for paper topics, improve writing skills, review grammar, and gain confidence in their proofreading ability. Students meet with a tutor one-on-one to discuss writing and assignments. Students can drop in to receive assistance from peer tutors, or make an appointment with a professional tutor. All services are free of charge for UD students. Writing Center tutors are available during regular ASC hours. For more information, contact the Writing Center Director at (563) 589-3742.

### Disability Services

The University of Dubuque provides accommodations to students with documented disabilities when requested by the student. The accommodations provided to students are specific to each individual. Accommodations most often provided include textbooks in alternative format, copies of notes, and alternative testing. Students requesting accommodations are required to provide a copy of their current disability documentation to the ASC Director. After reviewing the diagnostician's recommendations and meeting with the ASC



Director to verify requested accommodations, the student will receive their Verification of Individual Student Accommodations (VISA) forms. Students will provide a copy of these forms to each professor upon requesting the accommodations.

### **Disability Resources**

The ASC provides a number of disability accommodations for students with both physical and learning disabilities. The University is able to scan text books for individuals who have visual or learning disabilities so that the text book can be read aloud to the student. The University also provides audio book players for students when it is possible to obtain text books through publishers or Readings for the Blind and Dyslexic. Students who need large print or print enhancement can use ZoomText, while students with learning disabilities or literacy difficulties can utilize reading pens that highlight individual words using a small scanner to make both electronic and paper-based text accessible. The ASC also provides disability accommodations such as extended time for testing, quiet location for testing, tests read aloud or a scribe for testing.

### **Learning Lab**

The goal of the University of Dubuque's Learning Lab is to enhance the academic career of the participating students by assisting them in becoming independent and accomplished learners. This goal is achieved by reinforcing classroom teaching, tutoring services, on-line remediation programs, and monitoring of academic progress.

### **Academic Probation Services**

The goal of placing a student on academic probation is to allow the student an opportunity to remedy academic problems. Students on academic probation need to practice strategies of academic excellence

throughout the term in order to reach a grade point average of 2.0, which is required for graduation at the University of Dubuque.

Once placed on academic probation, students are notified by the Registrar's Office of their probation status, and they are then directed to the ASC for tutoring. Tutors will work with the students on such issues as time management, prioritization of tasks, and effective study strategies while also providing academic assistance in specific subject areas.

### **Testing Center**

The ASC serves as an alternative testing center for faculty and students of the University. ASC staff members are available to proctor examinations for University of Dubuque students, as well as providing testing accommodations, upon request. Students requesting disability accommodations must provide a copy of the Verification of Individualized Student Accommodations to the testing proctor.

## **BRIDGE PROGRAM**

The University of Dubuque wants all students to be successful in reaching their full potential and achieving their academic goals. The Bridge Program enables new students to "bridge the gaps" that may exist between their preparation for college and the expectations of their professors. The program brings together many areas of campus life to assist students who have the desire to learn and succeed. The program includes a Summer Bridge experience, Reading & Study Skills classes, mandatory study labs, and individualized tutoring. For additional information about the program, contact the Academic Success Center or the Bridge Program Director.

## WENDT CHARACTER INITIATIVE

The Lester G. Wendt and Michael Lester Wendt Character Initiative at the University of Dubuque was established in March 2004. Implementation of the Initiative began with the 2004-2005 academic year.

Funding for the Initiative is made possible by a generous memorial gift from the son and daughter-in-law of the late Lester G. Wendt and the parents of Michael Lester Wendt. In so doing, the donors wished to advance those principles of living and working exemplified by Lester and Michael that informed their concerns for lives of purpose and character.

Thus, consistent with the University's stated Mission and Values and its Reformed Christian heritage, the overarching goal of the Initiative is to enhance character formation throughout the campus among students, faculty, staff, and other constituents in a manner that enhances a shared culture of character incorporating the virtues of truthfulness, honesty, fairness, and The Golden Rule.

The Wendt Center for Character Education has responsibility for oversight of the total Initiative. Other components of the Initiative include Faculty Support, Wendt Character Scholarships, Michael Lester Wendt Lecture Series, Wendt Library Collection, and Dubuque Opportunity Scholars.

## SCHOLAR-LEADER PROGRAM

All UD students are invited to participate in the Scholar-Leader Program. This program is designed for students who are committed to excellence. The program consists of enhanced opportunities to learn critical thinking, effective communication, servant leadership, and global awareness. In order to continue involvement in this program, students are expected to maintain a 3.25 GPA in their major, to successfully complete enhanced coursework, to undergo special assessment, and to complete a capstone project during their senior year. In addition to self-nominations, students are invited into the program by professors, faculty advisors, and the Dean of Admission. Additional information is available from one of the co-directors of the Scholar-Leader program.

## ACADEMIC PROGRAMS

### AVIATION/FLIGHT DEPARTMENT (AVI/FLI)

The Aviation Programs provide students with the academic and professional tools needed to achieve success in the constantly changing aviation industry. The mission of the Aviation Department is to provide students with the professional skills that allow for success in all segments of the Aviation Industry while enhancing their critical thinking and decision making skills. The Aviation Department supports the University of Dubuque mission by establishing excellence in professional preparation, fostering a zeal for life-long learning, focusing on the development of professional skills enhanced by technology and integrated with safety practices, and characterized by fiscal prudence with quality equipment and facilities.

The major fields of study for the Bachelor of Science (BS) degrees are Aviation Management and Flight Operations (Professional Aeronautics). An important feature of our programs is the integration of a strong aviation-based, business and technology emphasis with a liberal arts foundation. All programs also provide sufficient electives for students to pursue certain individual specializations for career objectives within the field. All programs also include opportunities for internships with national and local companies; these include airlines, corporate flight departments, aircraft charter firms, airport authorities, and others.

#### Aviation Management

The BS in Aviation Management prepares students for a career in any aspect of business and for managerial roles in the aviation industry. Students have the opportunity to explore and learn the management and operation of domestic and international airlines, modern airports, corporate aviation, and fixed-base operators (FBO's.) The learning outcomes for the Aviation Management degree are:

- an understanding of the impact of aviation and technology in a global/societal context;
- an ability to apply the techniques, skills; and modern aviation management tools to perform business related tasks;
- an ability to function on a multi-disciplinary management team which includes technical and management issues;
- an ability to apply knowledge of mathematics and science to ensure safe and efficient operations;
- an ability to accurately analyze and interpret data, and design experiments for a variety of problems;
- an understanding of professional and ethical responsibility;
- an ability to communicate with agency representatives, superiors, subordinates, and peers with precision and clarity;
- recognition of the need for the ability to engage in lifelong learning, and
- knowledge of contemporary aviation industry issues.

#### Professional Aeronautics

The BS in Flight Operations is centered on a Pilot Training School certified under 14 CFR 141, and prepares students for FAA certification (licensing) and ratings. A flight-training program is available to majors and non-majors. The Flight Operations Program includes courses from primary flight through multi-engine, commercial pilot with instrument rating, each supported by an appropriate ground school. Flight students are required to obtain FAA Medical Certificate, Class I, II, or III at least 30 days prior to desired enrollment date. U.S. citizens must have a certified copy of their birth certificate or a passport before beginning training. Non-U.S. citizens need to contact the Flight Center 4 weeks prior to the start of school for compliance with Transportation Security Agency rules and procedures. The learning outcomes for the Flight Operation program are:

- an understanding of the impact of aviation and technology in a global/societal context,
- an ability to apply the techniques, skills, and modern aviation tools to perform aviation related tasks,
- an ability to function on a multi-disciplinary team and operate as a crew member in an aircraft cockpit,
- an ability to apply knowledge of mathematics, science and aerodynamic principles to ensure safe and efficient flight operations,
- an ability to accurately analyze and interpret data from a variety of sources,
- an understanding of professional and ethical responsibility,
- an ability to communicate with agency representatives, superiors, subordinates, and peers with precision and clarity,
- recognition of the need for the ability to engage in lifelong learning, and
- knowledge of contemporary aviation industry issues.

Previous flight experience may be accepted. Experiential credits can be granted for specific flight operations courses on the basis of flight-related experience and training acquired prior to enrollment at the University of Dubuque. Students desiring credit must provide documentation to the Chair of the Aviation Department during the first week of the term upon enrollment. If the student has attended a FAA approved flight school, a transcript of all flight training must be provided. Once a student has enrolled at the University of Dubuque, all subsequent flight training must be completed in residence at the University's Flight Operations Center. Only those FAA Flight Certificates and ratings awarded as the result of flight training received at the University of Dubuque will be recorded on the student's transcript. All flight training courses may begin and end at any time during the academic year and may not coincide with the beginning

and ending dates of the published term schedule. Therefore, students who begin a flight course should consult with the Flight Operations Center for estimated completion date.

The **Aviation Management major** includes a core set of courses and a selection of a concentration in Aviation Support Services or Airline Operations. Students may request a curriculum modification to incorporate an internship opportunity or to gain an expertise in a more focused segment of the aviation industry.

The core courses include:

- AVI 130-Aviation History (3) **or**  
AVI 131-Basic Ground School (6)
- AVI 233-Air Transportation (3)
- AVI 341-Aviation Law (3)
- AVI 346-Airline Management (3)
- AVI 349-Aviation Safety & Accident Investigation (3)
- BAC 120-Principles of Macroeconomics (3)
- BAC 160-Principles of Microeconomics (3)
- BAC 201-Principles of Management (3)
- BAC 241-Principles of Financial Accounting (3)
- BAC 242-Principles of Managerial Accounting (3)
- BAC 304-Human Capital (3)
- BAC 336-Business Statistics (3) **or**  
UDMA 150-Analysis of Functions and Trigonometry (4)

For a minimum of 36 credits, students are also required to complete one of two concentrations.

The **Aviation Support Services** concentration requires:

- AVI 337-Airport Management (3)
- AVI 348-Fixed-Base Operations (3)
- BAC 280-Principles of Marketing (3)

The core courses and this concentration result in a minimum of 45 credits.

The **Airline Operations** concentration requires:

- BAC 300-Principles of Finance (3)
- AVI 445-International Airline Management and Operation (3)

The core courses and this concentration result in a minimum of 42 term credit hours.

The **Aviation Management minor** consists of 24 credits, including:

- AVI 130-Aviation History (3) **or**  
AVI 131-Basic Ground School (6)
- AVI 233-Air Transportation (3)
- AVI 337-Airport Management (3),  
AVI 346-Airline Management (3), **or**  
AVI 348-Fixed Base Operations (3)
- AVI 349-Aviation Safety and Accident Investigation (3)
- BAC 120-Principles of Macroeconomics (3) **or**  
BAC 160-Principles of Microeconomics (3)
- BAC 201-Principles of Management (3)
- BAC 241-Principles of Financial Accounting (3)
- BAC 280-Principles of Marketing (3) **or**  
BAC 304-Human Capital (3)

Internship opportunities with aviation companies are available nationally and in the Dubuque area for majors with Junior or Senior standing. A maximum of 12 credit hours can be used toward graduation.

The **Flight Operations (Professional Aeronautics) major** includes a set of core courses and an area of concentration (focus). Students may request a curriculum modification to incorporate an internship opportunity or to gain an expertise in a more focused segment of the aviation industry.

The core includes:

- AVI 131-Basic Ground School (6)
- AVI 145-Safety and Ethics in Aviation (1)
- AVI 231-Instrument Ground School (4)
- AVI 232-Advanced Ground School (3)
- AVI 233-Air Transportation (3)
- AVI 349-Aviation Safety and Accident Investigation (3)
- AVI 401-Applied Aerodynamics (3)
- AVI 434-Human Factors (3)
- AVI 435-Ground School – Multi-Engine (2)
- AVI 447- Crew Resource Management & Advanced Systems (3)
- ESC 214-Meteorology (3)
- FLI 131-Flight Training I (3)
- FLI 132-Flight Training – Cross Country (2)
- FLI 231-Flight Training – Instrument (3)
- FLI 232-Flight Training – Commercial Maneuvers (2)
- FLI 334-Flight Training – Complex/High Performance Aircraft (2)
- FLI 435 – Flight Training – Multi-Engine (2)
- UDMA 150-Analysis of Functions & Trigonometry (4)

The core courses result in a minimum of 52 credits. Additionally, students must also complete one of two areas of concentration. These concentrations are Corporate Pilot or Airline Operations.

The **Corporate Pilot** concentration requires:

- AVI 344-Corporate Aviation (3)
- AVI 348-Fixed-Base Operations (3)

This concentration and the core courses result in a total of 58 credits.

The **Airline Operations** concentration requires:

- PHY 115-Conceptual Physics & Lab (4) **or** PHY 151-General Physics & Lab (4)
- AVI 332-Ground School – ATP/Airline Dispatcher/Flight Engineer (3)
- AVI 346-Airline Management (3)

This concentration and the core result in a total of 62 credits.

### The **Flight Operations minor**

will result in a private pilot certificate (license) with instrument rating. These 20 credits include:

- AVI 131-Basic Ground School (6)
- AVI 145-Safety and Ethics in Aviation (1)
- AVI 231-Ground School – Instrument (4)
- FLI 131-Flight Training I (3)
- FLI 231-Flight Training – Instrument (3)
- AVI 233 Air Transportation (3)

Flight Operations internship opportunities with aviation companies are available in the Dubuque area and nationally for majors with Junior or Senior standing. A maximum of 12 credit hours can be used toward graduation.

## AVIATION COURSE DESCRIPTIONS

### **AVI 130-Aviation History** (3)

Familiarization with the beginnings of aviation: the events, the aircraft, and the people that enabled the fledgling industry to develop into what it is today.  
(Cross-listed with UDHS 130)

### **AVI 131-Basic Ground School** (6)

An introduction to private pilot flight operations including basic aircraft control, flight theory, national airspace system, radio navigation, aircraft performance,

meteorology, cross-country operations, and human physiology. At the successful completion of this course, the student will have gained the aeronautical knowledge to take the FAA Private Pilot written examination. Prerequisite: UDMA 030, 040, or 112 must be taken concurrently.

### **AVI 145-Safety and Ethics in Aviation** (1)

Designed to acquaint the beginning aviation student with a set of policies, procedures, rules, and laws that affect the student's potential success in the aviation industry. A variety of topics will be presented to address safe, professional and ethical conduct necessary for success in the aviation industry. This course is designed for the student without an instrument rating and must be taken the first term of flight training.

### **AVI 201-Principles of Navigation** (3)

An introduction to basic navigation for flight operations students. Covers navigation techniques and equipment used by pilots in all kinds of aircraft, from the basics of dead reckoning and VOR navigation to the most recent developments in satellite navigation. Prerequisite: FLI 131

### **AVI 231-Ground School – Instrument** (4)

Theory and operation of flight instruments: instrument approach systems, airways systems, control systems, and communications; instrument navigation and approach procedures. Preparation for FAA Instrument written examination. Prerequisite: AVI 131

### **AVI 232-Ground School – Advanced** (3)

Theory of flight, advanced flight maneuvers, air navigation, systems, meteorology, and other subjects in preparation for the FAA Commercial Pilot written examination. Prerequisites: AVI 231, FLI 131

**AVI 233-Air Transportation (3)**

The study of the air transportation industry from development to present day. A historical overview is studied and the course includes contemporary discussion of federal legislation, financial characteristics, classification of air carriers, organizational structure and function of the following organizations: Department of Transportation, Federal Aviation Administration, National Transportation Safety Board, and professional organizations representing the air transportation industry. Sectors of the industry — aerospace, general aviation, commercial airlines, and air cargo — will be studied providing a basic foundation of information on which future studies and career decisions can be based. Prerequisite: AVI 130 or AVI 131 or consent of instructor

**AVI 234-ATC Procedures and the National Airspace System (3)**

This course addresses the interaction of Air Traffic control procedures with other components (e.g., navigation systems, communication, regulations, and personnel) with emphasis on the national airspace system. A brief history and discussion of the current and future developments affecting ATC and NAS will also be a major part of this course. Prerequisite: AVI 231

**AVI 236-Introduction to Advanced Powerplants (3)**

An overview of turbocharged and gas turbine engines, with emphasis on turboprop operations. Prerequisite: AVI 131

**AVI 237-Helicopter Operations (3)**

Introduction to helicopter aerodynamics, theory of flight, maintenance and operational considerations for business as well as scheduled airline service.

**AVI 301-Aviation Regulations (3)**

A survey of actual case histories and FAA officials' opinions. Explains FARs part 1, 61,

91, 141, 121, 135, and NTSB 830. Past historical and legislation events, acts, and treaties will be examined. Prerequisites: AVI 231

**AVI 305-Avionics Systems (3)**

Designed to present the theory of operation and utilization of various types of avionics equipment. Explains avionics equipment and systems from the simple magnetic compass to the most advanced integrated flight management systems. Prerequisite: FLI 131

**AVI 306-Aircraft Systems and Components (3)**

Defines and describes aircraft systems. Oil, fuel, hydraulic and pneumatic systems are explained. A system by system approach to understanding basic electrical principles as well as the theory components and practical applications of typical turboprop and turbo jet aircraft. Prerequisite: FLI 131

**AVI 332-Ground School – ATP/Airline Dispatcher**

Weather theory including high altitude phenomena. Aircraft systems including jet systems. Use of performance data for high performance aircraft. Study of FARs part 61, 91, 121 in preparation for the ATP or airline dispatcher license written examination. Prerequisite: AVI 232

**AVI 337-Airport Management (3)**

The major functions of airport management: organization, zoning, adequacy, financing, revenues and expenses, evaluation and safety. A study of the airport master plan; federal, state, and local agencies; and the socioeconomic effect on the community. Prerequisite: AVI 233 or consent of the instructor

**AVI 341-Aviation Law (3)**

A study of laws, regulations, aviation activities, and the liability arising out of the operation and/or ownership of aircraft, airports, and repair stations. Basic principles

of tort law and risk management as related to aviation operations/organizations are covered. Prerequisite: AVI 233

**AVI 344-Corporate Aviation (3)**

A study of corporate Aviation departments and functions, to include executive transportation, aircraft selection, maintenance, compensation, and public relations. Prerequisite: AVI 233

**AVI 346-Airline Management (3)**

A study of scheduled air carrier and commuter organization and functions, to include passenger service, air cargo personnel management, labor relations, sales, finance, and public relations. Prerequisite: AVI 233

**AVI 347-Aviation Logistics (3)**

Study of maintenance management and logistic management principles as well as problems associated with actual physical distribution. Prerequisite: AVI 346 or AVI 348

**AVI 348-Fixed-Base Operations (3)**

A study of fixed-base operations, to include organization and functions of flight operations, airfield services, maintenance activities, and flight training programs. Explores the relationships among the fixed-base operator, the airport authority and the community, and the regulations governing the fixed-base operations. Students tour local fixed-base operations and study contemporary problems through case studies. Prerequisite: AVI 233

**AVI 349-Aviation Safety and Accident Investigation (3)**

An introduction to aviation safety through the study of aircraft accidents. Designed to provide the basic principles of accident investigations, how accident reports are used in accident prevention, and methods for implementing strong aviation safety programs. Prerequisite: AVI 131 or AVI 233

**AVI 385, 386, 387, 485, 486, 487 – Aviation Internship (Arranged)**

An Aviation internship formally integrates a student's academic studies in aviation with on-the-job work experience. Student may apply up to 12 AVI internship credit hours toward the major.

**AVI 391, 392, 491, 492-Independent Study (1-3)**

For majors in the department with Junior or Senior standing. Maximum of 6 credit hours.

**AVI 401-Applied Aerodynamics (3)**

Principles of aerodynamic forces, aircraft performance and limitations, and longitudinal, lateral and directional stability and control. Low speed and high-speed aerodynamics with related transport design characteristics. Prerequisite: UDMA 150, and PHY151 or consent of the instructor (Cross-listed with PHY 401)

**AVI 430-CFI – Fundamentals of Instruction (2)**

This course prepares advanced aviation students seeking a certified flight instructor rating for the FAA knowledge test on the Fundamentals of Instruction. The student will have an understanding of the learning process, develop the ability to organize teaching materials, prepare lesson plans, use instructional aids and acquire other teaching skills. Prerequisite: AVI 232

**AVI 431-CFI – Aeronautical Knowledge (3)**

Provides advanced aviation students with the aeronautical knowledge required to teach aviation-related material and prepares them to take the Certified Flight Instructor FAA written examination. Prerequisites: AVI 430, FLI 232 or consent of the instructor



**AVI 432-Ground School – CFI, Instrument (2)**

Designed for the CFI who wishes to be certified to conduct instrument flight instruction. Preparation for FAA CFI-instrument written examination. Prerequisite: AVI 430 or consent of the instructor

**AVI 433-Scheduling (3)**

Introduces basic scheduling theory for aircraft, crews, and service support, as well as various techniques and concepts for use in the air transportation industry. Prerequisite: UDMA 112

**AVI 434-Human Factors (3)**

The study of human interface with the airplane and the operational environment. Crew coordination and decision making will be explored through case studies. The objective of the course is to prepare flight students to respond appropriately in critical safety of flight situations. Prerequisite: FLI 231

**AVI 435-Ground School – Multi-Engine (2)**

This course is designed to provide the multi-engine pilot candidate with the skills and aeronautical knowledge necessary to operate multi-engine aircraft safely under normal and emergency conditions. Emphasis will be placed on systems operations, limitations under normal and emergency conditions, use of flight instruments and instrument navigation systems on typical multi-engine general aviation aircraft and on the Piper Seminole in particular. Prerequisite: AVI 131, FLI 231 or consent of the instructor.

**AVI 436-Maintenance Management (3)**

The study of maintenance management principles to include aircraft scheduling, maintenance techniques, quality control, inventory management, and training. Prerequisite: AVI 346 or AVI 348

**AVI 439-Modeling and Simulation (3)**

Introduces the concept of modeling and simulation as it relates to air transportation

problems. Use of a basic simulation language with practical exercises. Prerequisite: UDMA 112

**AVI 445-International Airline Management and Operation (3)**

Study of the origin, growth, and development of international air transportation. The characteristics of international air carriers and their role in serving national and international needs are examined. Particular attention paid to the economics and competitive strategies of international airlines, profitability, regulatory evolution, airport congestion, and the conflicting interests of the many parties involved. Review of the functions of ICAO, IATA, and DOT. Prerequisite: AVI 346 or consent of the instructor

**AVI 447-Crew Resource Management and Advanced Systems (3)**

Provides the student with advanced crew procedures to include flight above 25,000 feet, advanced navigation, advanced systems, and advanced weather avoidance systems training. Designed to prepare the commercial pilot for corporate or regional airline environments. Prerequisite: FLI 231 and AVI 232 or consent of the instructor

**AVI 449-Aviation Safety Program Development (3)**

Student develops safety programs designed for a wide variety of companies in the aviation industry. Emphasis is placed on OSHA, maintenance, flight, and support operations for companies performing in the aviation industry. Prerequisite: AVI 349

**AVI 495-Senior Seminar (3)**

WorldView IV, Aviation Senior Seminar provides a structure that allows students to define themselves, their abilities, and their beliefs while addressing moral, ethical, and faith-based questions particular to current issues in aviation. Students will survey regulatory, operational, financial, marketing, and labor relation issues in the

aviation industry identifying ethical and moral dilemmas discovered through their research. Individual studies and presentations will afford each student the opportunity to discuss, debate, and defend their opinions on current issues in the aviation industry, based on religious, ethical, and moral beliefs and teachings.

**AVI 496-Washington Seminar – Aviation Policy (3)**

Provides opportunities for students to visit Washington D.C. and interact with government agencies, industry associations, and other interest groups involved in establishing aviation policy. Students will be required to do advance reading, attend all programmed events, and prepare a course paper summarizing the Washington experience. Prerequisite: Junior standing

**FLIGHT COURSE DESCRIPTIONS**

**FLI 131-Flight Training I (3)**

Preflight operations: starting, taxiing, takeoffs, and landings, airport traffic patterns, simulated emergencies, use of radio for communication, maneuvering at minimum controllable airspeed, stalls from all normally anticipated flight altitudes, and primary instruments. Introduction to advanced precision maneuvers. Preparation for the private pilot license

**FLI 132-Flight Training – Commercial Cross-Country (2)**

Advanced navigation procedures and cross-country flying, day and night flying. Designed to meet aeronautical experience requirements for a commercial pilot license. Prerequisite: FLI 131

**FLI 231-Flight Training – Instrument (3)**

Instruction in operation of aircraft solely by reference to instruments. Instrument pilot techniques and maneuvers in preparation

for the FAA instrument examination.

Prerequisite: FLI 131

**FLI 232-Flight Training – Commercial Maneuvers (2)**

Advanced maneuvers, power turns, spirals, chandelles, lazy eights, and other precision maneuvers in preparation for the FAA Commercial Pilot Flight examination.

Prerequisites: FLI 132 and FLI 334

**FLI 235-Fixed-Wing Transition (Private Pilot) (2)**

Designed to permit military and commercial helicopter pilots to obtain an airplane (fixed-wing) category rating. The course is designed to allow maximum application of the student's powered flight experience and obtain the airplane category rating in the minimum amount of time. The course consists of a minimum of 20 flight credit hours. Prerequisite: Must possess current Private Pilot Rotary-Wing rating or better

**FLI 334-Flight Training – Complex/High Performance Aircraft (2)**

Instruction in the operation of an aircraft with retractable landing gear, controllable pitch propeller and flaps, engine horsepower rating greater than 200. Required for commercial pilot certification. Prerequisite: FLI 131

**FLI 337-Fixed-Wing Transition (Commercial/Instrument) (3)**

The purpose of this course is to permit military and other persons with helicopter commercial instrument ratings who have achieved a Private Pilot Airplane rating to upgrade that license to Commercial Instrument, Airplane, in the minimum required flight hours. Prerequisites: Current Commercial License, Rotary-Wing category; Helicopter Class Rating with instrument privileges, and a Private Pilot Airplane, Single Engine Land rating.

**FLI 338-Fixed-Wing Transition (Instrument) (1)**

The purpose of this course is to permit military or other pilots with Private or Commercial Rotary-Wing Instrument ratings to obtain an Airplane Instrument rating. This course permits maximum application of power flight experience to meet FAR requirements and obtain the rating in the minimum of flight hours. Prerequisites: An Airplane Category Rating as well as a Helicopter Instrument Rating

**FLI 340-Currency and Refresher (1)**

A course for licensed pilots who need to stay current. Five hours of solo and/or dual flight training to improve proficiency on the private, commercial and instrument level. May be taken more than once. Prerequisites: Pilot's license and department approval

**FLI 431-Flight Training-Certified – Flight Instructor Airplane (CFI-A) (2)**

Flight qualification for flight instruction, maneuver analysis, evaluation and instructional techniques in preparation for FAA, CFI Flight examination. Prerequisite: FLI 232 or department approval

**FLI 432-Flight Training – CFI Instrument (1)**

Flight qualification for conducting instrument flight instruction. Preparation for FAA, CFI Instrument Flight examination. Prerequisite: FLI 431 or department approval

**FLI 433-Flight Training – CFI, Multi-Engine (1)**

Flight qualification for conducting multi-engine flight instruction with emphasis upon fundamentals. Preparation for FAA, CFI, Multi-Engine Flight examination. Prerequisites: FLI 432 and FLI 435 or department approval

**FLI 435-Flight Training – Multi-Engine (2)**

Flight qualification in system and operation of multi-engine aircraft. Performance, flight techniques, systems management, night and emergency operation. Preparation for Multi-Engine Flight examination. Prerequisites: AVI 435 and FLI 232 or department approval

**BUSINESS ADMINISTRATION DEPARTMENT (BAC)**

The University of Dubuque's Business Department Mission is to offer educational opportunities that build practical, applied, and integrated learning experiences through the undergraduate programs in business and accounting. These programs offer foundation coursework in business and when integrated with the University's Core Curriculum develop personal character, high ethical standards, a world-view that investigates faith and values, and a portfolio of applied tools required to function effectively in today's global environment.

The Business Administration program provides an ethical perspective that combines competencies in accounting, economics, management, marketing, and finance with applied skills such as team building, collaboration, and understanding appropriate social behaviors that lead to future success. Business Administration students learn how to manage time, creatively solve problems, improve productivity, and better serve customers. In addition, students develop strong written and oral communication as well as technological skills necessary to effectively compete in today's workforce.

The Business Department offers a Bachelor of Business Administration degree with a major in Business Administration and a major in Accounting. A student must take 30 credits within the business core competencies, 18-24 credits in the major, and 6 internship credits. In some situations, upon approval of the Head of the Business

Department and the Instructor of the research project, the internship requirement may be replaced by at least 3 credits of an undergraduate research project in business.

**Specific requirements within the department core:**

- UDMA 111 or 112 or higher
- WVS IV – BAC 475-Administrative Policy Seminar

For the baccalaureate degree, the following courses, comprising the core competencies of the business department are required of all students pursuing either the Accounting major or the Business Administration major.

**Business Core Competencies**

- BAC 120-Principles of Macroeconomics (Global Awareness Pillar course) (3)
- BAC 160-Principles of Microeconomics (3)
- BAC 201-Principles of Management (3)
- BAC 241-Principles of Financial Accounting (3)
- BAC 242-Principles of Managerial Accounting (3)
- BAC 280-Principles of Marketing (3)
- BAC 300-Principles of Finance (3)
- BAC 340-Effective Communication in Business (WVS III course) (3)
- BAC 421-Business Law(3)
- BAC 475-Administrative Policy Seminar (WVS IV course) (3)

The **Accounting major** prepares students desiring to pursue any aspect of accounting, whether it be private or public accounting, with the potential of obtaining credentials as a Certified Public Accountant or as a Certified Management Accountant.

For the Accounting major, the following courses are required: Business Core Competencies courses, 6 internship credits, plus 24 credits from the following course list, including 3 accounting elective credits of a BAC 200 or higher course approved by the Advisor.

- BAC 341-Intermediate Accounting I (3)
- BAC 342-Intermediate Accounting II (3)
- BAC 346-Accounting Information Systems (3)
- BAC 351-Cost Accounting I (3)
- BAC 405-Applied Accounting Research (3)
- BAC 441-Federal Taxation (3)
- BAC 446-Auditing (3)
- Three accounting elective credits (3)

Note: Required courses and electives taken to satisfy a major or minor may not be applied as elective credit toward a second major or minor.

The **Business Administration major** offers concentrations in the following areas:

- **General Business** — concentration in general business for students desiring broad-based understanding of both for- and not-for profit enterprises as well as those who may wish to own their own business
- **Human Resource Management** — concentration for students who wish to focus on the development and growth in the human side of enterprise
- **Marketing** — concentration for students who want to focus on how goods and services are offered to consumers or other organizations who use them

Students must pick only one of the 3 business concentrations. Each contains 18 credits with business electives being any BAC 200 or higher course approved by the Advisor.

For the **General Business** concentration, the following courses are required: Business Core Competencies courses, 6 internship credits, plus 18 credits from the following course list, including 6 business elective credits of BAC 200 or higher courses approved by the Advisor.

- BAC 220-Contemporary Economics (3)
- BAC 304-Human Capital (3)
- BAC 336-Business Statistics (3)
- Either: BAC 262-Personal Financial Stewardship (3) **or** BAC 320-Risk and Operations Management (3)
- Six BAC elective credits (6)

For the **Human Resource Management** concentration, the following courses are required: Business Core Competencies courses, 6 internship credits, plus 18 credits from the following course list, including 6 business elective credits of BAC 200 or higher courses approved by the Advisor.

- BAC 304-Human Capital (3)
- BAC 324-Leadership & Motivation (3)
- BAC 328-Global Business Practices (3)
- BAC 332-Negotiation & Conflict Resolution (3)
- Six BAC elective credits (6)

For the **Marketing** concentration, the following courses are required: Business Core Competencies courses, 6 internship credits, plus 18 credits from the following course list including 3 business elective credits of BAC 200 or higher courses approved by the Advisor.

- BAC 308-Advertising (3)
- BAC 312-Customer Resource Management (3)
- BAC 328-Global Business Practices (3)
- BAC 338-Marketing Research (3)
- BAC 339-Consumer Behavior (3)
- Three BAC elective credits (3)

### **Minor in Business**

A minor in Business Administration requires 24 credits as follows:

6 required courses:

- BAC 120-Principles of Macroeconomics (3)
- BAC 201-Principles of Management (3)
- BAC 241-Principles of Financial Accounting (3)
- BAC 262-Personal Financial Stewardship (3)
- BAC 280-Principles of Marketing (3)
- BAC 300-Principles of Finance (3)

2 of the following courses:

- BAC 160-Principles of Microeconomics (3)
- BAC 242-Principles of Managerial Accounting (3)
- BAC 340-Effective Communication in Business (3)
- BAC 360-Social Behavior & Interpersonal Relations in Business (3)
- BAC 421-Business Law (3)

### **Minor in Marketing**

The mission of the minor in Marketing is to enhance other majors at the University of Dubuque and to develop a sound understanding of marketing principles.

This minor, with its specific concentration, differs significantly from the Business minor in which students receive a broad overview of business. The minor offers the student an option to further optimize career opportunities. The Marketing minor's goals focus on technical competency and ethical professional behavior. The minor in Marketing requires 21 credits from the following course list including 3 business elective credits of BAC 200 or higher courses approved by the Advisor.

- BAC 280-Principles of Marketing (3)
- BAC 308-Advertising (3)
- BAC 312-Customer Resource Management (3)
- BAC 328-Global Business Practices (3)
- BAC 338-Marketing Research (3)
- BAC 339-Consumer Behavior (3)
- Three BAC elective credits (3)

Note: Required courses and electives taken to satisfy a major or minor may not be applied as elective credit toward a second major or minor.

## BUSINESS COURSE DESCRIPTIONS

### **BAC 100-Introduction to Business (3)**

This course is a survey of all aspects of business including both national and global perspectives of economics, accounting, finance, marketing, and human capital as they are integrated in both for- and non-profit organizations. In addition, differences between sole proprietorship, partnership, and incorporation forms of business are analyzed. Prerequisite: none

### **BAC 120-Principles of Macroeconomics (3)**

This is a course in basic macroeconomic theory which is the study of the global and national economies as opposed to the study of the behavior of individuals or organizations. Topics in this class include issues such as international governmental policies, global allocation of resources, unemployment, the Federal Reserve, international perspectives of economic thought and governmental policies. Prerequisite: none

### **BAC 160-Principles of Microeconomics (3)**

This is an introductory course in microeconomics which is the study of the behavior of individuals and organizations. This course will focus on the overall topic of market exchanges and why people,

organizations, governments, and nations work the way they do. Prerequisite: none

### **BAC 201-Principles of Management (3)**

This course is designed to prepare students to study management processes and to identify the skills necessary to develop and achieve organizational goals. This is a basic course in the organizing activities of people in groups. The emphasis is on organizational behavior, including the study of interpersonal behavior, motivation, group dynamics, and the methods of coordination, design, change, and adaptation within an organization. Included in this class is the study of contemporary leadership and its impact upon micro and macro organizational issues. Prerequisite: none

### **BAC 205-Web Publishing (3)**

This course introduces students to fundamentals of web design and the development of web sites, along with instruction on how to use various software tools necessary to achieve web publishing. Students will be taught HTML from a ground-up approach and will move into more advanced topics of DHTML and JavaScript. Students will also learn how the web is used as a marketing tool and will be required to write a marketing plan and construct a product website. Prerequisite: CIS 101 or CIS 103. It is highly recommended for students to take CIS 202 (Cross-listed with CIS 205)

### **BAC 220-Contemporary Economics (3)**

This course is a study of economic causes and solutions to common problems such as pollution and discrimination. This class will be a highly applied look at economics and economic explanations of common world events. Prerequisites: BAC 160; and UDMA 111 or UDMA 112

**BAC 241-Principles of Financial Accounting (3)**

This course is a study of the fundamentals of financial reporting. Students learn how to use various types of accounting information found in financial statements and annual reports. The role of ratio analysis in assessing the financial health of an organization is emphasized. Students use computer spreadsheet software to perform increasingly challenging accounting analyses. Prerequisites: CIS 101 or CIS 103; and UDMA 111 or UDMA 112

**BAC 242-Principles of Managerial Accounting (3)**

This course is a study of the managerial uses of accounting information. Students learn how managers use tools such as cost-volume-profit analysis and break-even analysis to control a business entity. The role of budgeting and variance analysis is emphasized. Students use computer software to prepare increasingly challenging managerial accounting spreadsheets. Prerequisite: BAC 241

**BAC 252-Students in Free Enterprise (1)**

Students enrolled in SIFE will prepare business plans and projects for regional and national competition with students representing other colleges and universities. Students should enroll in this course consecutively in Fall and Spring terms. A maximum of four credit hours can be taken towards the bachelor's degree.

**BAC 262-Personal Financial Stewardship (3)**

This course is designed to make students better financial stewards in their personal and professional environments. The details of tax forms and exemptions, charitable donations, financial planning, and financial markets will be explored. Additionally issues regarding compensation, tax deferred accounts, and insurance options will be covered as well as credit options, how to

finance major purchases and budgeting. Prerequisite: UDMA111 or UDMA112

**BAC 280-Principles of Marketing (3)**

Study of concepts and principles in the delivery of goods and services to consumers in business-to-business and business-to-consumer settings. Focuses on the four-P's of marketing: Products, Price, Place, and Promotion. Concepts are applied by students to their personal buying behaviors as well as by developing a marketing plan for a product. Prerequisite: none

**BAC 300-Principles of Finance (3)**

This course emphasizes financial decision-making. An emphasis on the analysis of the sources and use of funds, fundamental valuation concepts, short and long term financing and working capital management and the application thereof. Additionally the foundations of capital markets and investing will be discussed. Analysis is accomplished through the use of ratio analysis and statistical calculation and applied to relevant accounting concepts and principles. Prerequisites: UDMA 111 or UDMA 112; BAC 120, BAC 160, and BAC 241

**BAC 304-Human Capital (3)**

A survey of managerial practices with respect to the management of the human resource function and an introduction to the topic of human resource management as an occupational choice. Major areas of inquiry include recruitment and selection, training and development, compensation and benefits administration, and work force integration and maintenance. Prerequisite: BAC 201

**BAC 308-Advertising (3)**

A study of advertising and its use in marketing programs. Topics to be covered include advertising in the world of business, developing advertising strategy, selecting media, managing advertising activities

and budgeting and profitability of those advertising activities. Emphasis is placed on the social and ethical aspects of advertising in society. Prerequisite: BAC 280

**BAC 312-Customer Resource Management (3)**

A survey of practices with respect to the management of the customer related data a company collects as well as the use of this data to develop a competitive advantage in the business world and serve an organization's customers better. Prerequisite: BAC 280

**BAC 316-E-Commerce (3)**

Study of the concepts and principles in the delivery of goods and services to consumers in a web environment. E-Commerce will focus on the promotion of products using the Internet to enhance business viability, through the use of the E-Commerce distribution channel, and penetration of customer markets throughout the world. Co-requisite: BAC 280

**BAC 320-Risk & Operations Management (3)**

This course is designed to provide students with a working understanding of operations management, decision-making strategies and the processes employed to determine risk in operations. This course will address management problems we observe in firms such as capacity constraints, quality assurance, inventory control, mitigating risk and scheduling. Prerequisites: BAC 120, BAC 300; and UDMA 111 or UDMA 112

**BAC 324-Leadership & Motivation (3)**

Applies organizational behavior theories as well as applied concepts and skills to leading and motivating individuals and groups in organizational environments. Integrates classical and contemporary models of leadership and motivation as well as ethical issues found in current leadership and motivational applications. Prerequisite: BAC 201

**BAC 328-Global Business Practices (3)**

This course introduces students to concepts, tools, and technologies involved in an overview of the business environment from a global perspective. Business models for global expansion of business will be integrated into the class. Problems of organizing, financing, and operating a multinational enterprise will be explored. Prerequisites: BAC 201 and BAC 280

**BAC 330-Financial Statement Analysis (3)**

This course emphasizes techniques for analyzing financial statements, with an emphasis on practical applications and interpretations of the balance sheet, income statement, and statement of cash flows. Information and analysis is of interest to investors, lenders, and employees. Analysis is accomplished through the use of ratio analysis, common size analysis, and the understanding of relevant finance and accounting concepts and principles. Prerequisite: BAC 300

**BAC 332-Negotiation & Conflict Management (3)**

This course exposes students to the theory and skills used in all phases of the negotiation process including applications in multi-party negotiations, buyer-seller transactions, and the resolution of disputes. Included in this course are the development of negotiation strategies as well as simulated negotiations in a variety of contexts, including one-on-one; multi-party, cross-cultural, and team negotiations. Prerequisite: BAC 201

**BAC 336-Business Statistics (3)**

This course is designed to provide the student with an understanding of the use of quantitative information in the management of individuals and organizations. The objective is to expose the student to various data and statistical analysis and forecasting techniques currently used in business



environments. Prerequisites: CIS 101 or CIS 103; and UDMA 111 or UDMA 112

**BAC 338-Marketing Research (3)**

A study of the formal research techniques as they apply to marketing. Methodological considerations associated with marketing research are explored. Topics covered include sample selection, questionnaire design, data collection, ethics in marketing and preparation of reports. Prerequisite: BAC 280

**BAC 339-Consumer Behavior (3)**

A study of how individuals make decisions to spend their available resources. This course focuses on what consumers buy, why they buy, when they buy, and how they use products and services. Prerequisite: BAC 280

**BAC 340-Effective Communication in Business (3)**

Provides direction in the fundamental forms and styles for common types of business reports and correspondence. Emphasis throughout the course is given to written, verbal, nonverbal, graphical, electronic, and perceptual differences within the global business structure. Students study cultural differences and practice how to communicate effectively by using these differences positively to achieve a pre-determined business/professional goal. Prerequisites: ENG 101 and COM 101. (Cross-listed with ENG 340)

**BAC 341-Intermediate Accounting I (3)**

This course is the first in a two-course sequence and is the first course at the professional level for all students choosing any concentration in accounting. Emphasis is placed on the study of generally accepted accounting principles in the preparation of financial statements for external use. Students develop an increased understanding of the issues involved in correctly valuing and disclosing financial information that is useful for decision-

making. The course builds on the basic accounting concepts introduced in BAC 241. Students use computer spreadsheet software to build sophisticated accounting models. Prerequisite: BAC 241

**BAC 342-Intermediate Accounting II (3)**

This course continues the two-course sequence that is begun in BAC 341. Students continue to develop a working understanding of generally accepted accounting principles, particularly as they relate to topics such as accounting for leases, income taxes, pensions, and earnings per share. Students continue to use computer spreadsheet software to build sophisticated accounting models. Prerequisite: BAC 341

**BAC 346-Accounting Information Systems (3)**

This course is a comprehensive introduction to computers in business, particularly for accounting applications. It explores accounting information systems (AIS) within the framework of business processes, including the customer order and account management business process, the procurement and human resource business process, and the production business process. The course also addresses systems development issues as well as electronic commerce and security, ERP (Enterprise Resource Planning), paperless accounting systems, and disaster planning. Prerequisite: BAC 241 (Cross-listed with CIS 346)

**BAC 351-Cost Accounting I (3)**

This course is a study of the fundamentals involved in the determination of the cost of a manufactured item. Emphasis is placed on the calculation and application of job order and processing costing. Students learn the principles of standard costs and budgeting and investigate how management uses accounting information for decision-making and control. Prerequisite: BAC 242

**BAC 352-Cost Accounting II (3)**

This course is a study of the fundamentals involved in the determination of the cost of a production item or service. Emphasis is placed on the calculation and application of job order and process costing. Students learn the principles of standard costs and budgeting and investigate how management uses accounting information for decision-making and control. Prerequisite: BAC 351

**BAC 350-Stewardship of Environmental Resources (3)**

Environmental problems, while not new, have taken on a more significant role in business decisions and corporate planning in the past two decades. This course is designed to provide an analysis of the economic causes as well as solutions to common environmental problems. Prerequisite: BAC 160; and UDMA 111 or UDMA 112

**BAC 357, 358, 359-Topics****BAC 360-Social Behavior & Interpersonal Relations in Business (3)**

This course is designed to prepare students to enter the job market and who wish to pursue an internship experience or an undergraduate research project in business during their fourth year. Emphasis is on interpersonal relationships and responsibilities in both the workplace as well as in the community. Social behavior issues include: community service, workplace and community behavior, job search and interviewing behavior, and preparation for eventual careers in the workplace and global community. Prerequisite: BAC 201

**BAC 370-Controllership (3)**

Examines the controllership position as it currently exists in contemporary organizations. Course will focus on the interrelationship between the various functions filled by the controller, including accounting, strategic planning, performance measurement, management and motivation, and control. This course will seek to develop strong analytical, team, and communication skills through team analysis of business cases, in-class presentations, tour(s) of area corporations, practitioner guest-lecturers discussing current controllership issues, and a professionally written term project. Prerequisite: BAC 351

**BAC 375-Modern Financial Institutions (3)**

A study of modern banking practices including central bank policy, macroeconomic influences on banking and international banking issues including exchange rates and banking structure. Prerequisites: BAC 120; and UDMA 111 or UDMA 112

**BAC 405-Applied Accounting Research (3)**

Focuses on the methods used and resources available for conducting applied professional research in accounting. Designed to train students to clearly identify the accounting problem, analyze it, understand the relevant accounting or tax theory involved in the issue, and develop a solution using existing professional literature. Students are exposed to FARS (Financial Accounting Research System), an electronic tax database, and the Internet to conduct professional research. Course encourages the development of critical thinking and problem solving skills, which form the basis for lifelong learning. This is accomplished through team analysis of cases, two team research cases, and one individual research project. Prerequisites: BAC 441 and BAC 446

**BAC 415-Health Care Economics (3)**

This course examines why health care is so expensive and what, if anything, can be done about it. It examines such common explanations as moral hazard behavior, adverse selection and monopolistic pricing with asymmetric information. Throughout the class, we will ask if health care is different. Prerequisites: BAC 160; and UDMA 111 or UDMA 112

**BAC 421-Business Law (3)**

Explores the legal, ethical, and social responsibility as well as selected regulatory issues of business. Includes a study of legal principles governing business transactions as well as the study of administrative law and contracts. Also explores ethical aspects of preparing contracts and the social impact that organizations and their products or services can have on society. Prerequisite: 7th term standing or consent of the Instructor

**BAC 425-Information Systems Auditing (3)**

Examines the methods and techniques used to audit an accounting information system (AIS) as well as the internal controls that need to be incorporated into the design of an AIS. Special attention is paid to CAATTs (Computer Assisted Audit Tools and Techniques) and BEASTs (Beneficial Electronic Audit Support Tools). Computer control issues are dealt with extensively, along with their impact on both operational efficiency and the auditor's attest responsibility. The course will include use of a CAATT software to enable the student to gain a true understanding of how an audit is conducted in reality. A comprehensive course project gives student teams an opportunity to undertake aspects of an information systems audit in cooperating organizations. Prerequisites: BAC 446 and CIS 404

**BAC 430-Advanced Accounting (3)**

This course is a study of advanced financial accounting topics. Emphasis is placed on business combinations, consolidations, partnership, government and non-profit accounting. Students learn the principles necessary to account for investments in other corporations and in preparation of consolidated financial statements. As a result of this course, students will be able to apply principles of accounting for partnerships, state and local government entities, as well as private not-for-profit organizations.

**BAC 441-Federal Taxation (3)**

This course provides a broad overview of federal income tax by introducing the basics of tax law and the types of taxpayers. Emphasis is placed on development of skills of tax planning and tax research as well as upon the calculation of taxable income and deductions. Students are introduced to a tax preparation software package. Prerequisite: BAC 242

**BAC 442-Advanced Federal Taxation (3)**

This course provides a more in depth overview of federal income tax than BAC 440. Emphasis is placed on development of skills of tax planning for partnerships and corporations. Prerequisites: BAC 441

**BAC 446-Auditing (3)**

This course is a study of the theory, procedures, and techniques of independent and internal auditing, including internal control review, statistical methods, audit programs, and the audit report. Discusses risk and materiality as they relate to audit planning and evaluation, internal controls, sampling techniques, and fraud. Includes an introduction to compilations and reviews. Prerequisite: BAC 342

**BAC 465-Advanced Accounting Information Systems (3)**

This course completes the sequence of required coursework for the Accounting Information Systems (AIS) track. It focuses on the design and control of complex accounting information systems, data and knowledge management, information quality management, the data warehouse, and an overview of assurance services. Course includes hands-on, project-oriented approach to developing a working knowledge and skills in designing accounting systems. Prerequisite: BAC 346

**BAC 475-Administrative Policy Seminar (3)**

The capstone course for business administration students majoring in business or accounting brings the application of business sub-disciplines — marketing, accounting, finance, management, as well as strategic decision and policy making — together in the context of how people integrate their faith with their work. Emphasis is on a comprehensive applied business simulation case study as well as moral, ethical, and faith-based interactions in business environments. Students should take this course during their last term of study. Prerequisites: Senior standing and Business or Accounting major

**BAC 485, 486, 487-Internship in Business (3-9)**

Paid or volunteer work experience with a for-profit or non-profit organization conducted in conjunction with a faculty facilitator. Prerequisite: 6th, 7th or 8th term standing. It is also recommended for the student to take BAC 360. Please see internship details on page 23.

**BAC 491, 492, 493-Undergraduate Research in Business (3-6)**

Guided student research in business administration; application of analytical or research techniques to business problems. Prerequisite: 6th, 7th or 8th term standing; and approval by Head of Business Department and the Instructor

**COMMUNICATION DEPARTMENT (COM)****Departmental Mission & Philosophy**

Communication plays an increasingly important role in personal, family, and professional success. The mission of the Communication Department at the University of Dubuque is to develop students' theory-based insights and communication competencies necessary to think critically and communicate well. The department directly serves the University's mission to foster 1) excellence in academic inquiry and professional preparation; 2) relationships which encourage intellectual and spiritual and moral development; 3) a community where diversity is appreciated and Christian love is practiced; and 4) a zeal for life-long learning and service. In addition to providing students with the opportunity to pursue a B.A. in Communication, the Communication Department serves the larger University of Dubuque community by supporting the core curriculum. The Speech Communication course, COM 101, prepares students to succeed in making oral presentations in courses throughout their time at the university. It provides them with necessary skills to succeed in whatever career they elect to pursue in the future.

The major and minor in Communication reflect these commitments to the mission of the university through a multi-faceted program of study that begins by developing theory-based interpersonal, intercultural, organizational, and public speaking communication. These competencies are linked to development of basic media literacy skills relevant to emerging communication technologies. Advanced coursework in the department permits students to develop competence in concentrated areas of Persuasion Studies, Organizational Communication, and Professional Communication Studies. Students who choose to major or minor in Communication will develop knowledge and skills vital to

their success in a variety of personal and professional settings. Majors complete their course of study by exploring the history and practices of the discipline, by concentrating on career development, and exploring ethical and character issues as they relate to practices in communication related work.

### **Departmental Teaching Objectives**

Upon completion of the Communication major at the University of Dubuque, the graduate of the Communication program will be:

- a capable public speaker,
- a skilled analyst of and participant in interpersonal and small group communication events,
- a cosmopolitan communicator in intercultural encounters and multicultural communities,
- a capable analyst of and participant in organizational communication,
- a sophisticated producer of persuasive messages in face-to-face and mediated contexts,
- a skilled producer of probative arguments,
- a sophisticated consumer and critic of persuasive messages,
- a media literate consumer and critic of mass and individually mediated communication, and
- an articulate member of the communication discipline.

### **Major Requirements**

A major in Communication consists of 36 credit hours. Twenty-one credit hours include six core courses, a Senior Seminar and an Internship. In addition, a minimum of 15 credit hours of elective Communication (COM) courses are required.

### **Minor Requirements**

A minor in Communication consists of 24 credit hours. This includes 15 required credit hours and a minimum of 9 credit hours of elective Communication (COM) courses..

### **Core Courses in Communication for Majors and Minors**

- COM 101-Speech Communication (3)
- COM 104-Communication Studies & Careers (1)
- COM 108-Managing Digital Identities (2)
- COM 210-Interpersonal Communication (3)
- COM 250-Introduction to Mass Media (3)
- COM 320-Intercultural Communication (3)

### **Additional Core Course for Majors**

- COM 385, 386, 387, 485, 486, or 487-Communication Internship (3)
- COM 495-Senior Seminar (3)

### **Elective Courses in Communication include:**

- COM 310-Organizational Communication (3)
- COM 318-Public Relations (3)
- COM 325-Argument and Persuasion (3)
- COM 335-Contemporary Public Address (3)
- COM 345-Rhetorical Criticism (3)
- COM 354-Language and Social Identity (3)
- COM 357, 358, 359-Special Topics (3)
- COM 391, 392, 393, 491, 492, 493-Independent Reading/Research (cv)
- COM 418-Advanced Public Relations (3)

### **Internships**

Students pursuing a major in Communication must participate in an internship as part of their required coursework. Internships may only be pursued once the student has completed more than 60 credits of university coursework (i.e., achieved junior status). This may occur as early as the summer immediately following the student's sophomore year. Students will coordinate internships with the communication faculty member tasked with assisting students and with Career Services in the Office of Student Life.

The Department of Communication offers the BA degree.

## COMMUNICATION COURSE DESCRIPTIONS

### **COM 101-Speech Communication (3)**

Exposes students to the fundamental concepts and skills needed for success in a variety of communication situations. Students demonstrate competence through oral presentations, quizzes and written tests. Students learn to make effective informative and persuasive presentations before groups.

### **COM 104-Communication Studies and Careers (1)**

Introduces students to core knowledge in the discipline of communication and to core communication competencies expected of all graduates in the areas of interpersonal, intercultural, and large group (public and mass-mediated) communication. In addition, students begin exploration of communication ethics, vocation, and career pathways. Subjects/competencies include awareness of the basic communication process, verbal and nonverbal communication, listening, message development and organization, effective expression, audience analysis, and analysis of messages.

### **COM 108-Managing Digital Identities (2)**

Introduces students to how identity is performed on the personal, relational and social levels in modern electronic forums. Students will analyze the impact of identity construction and management on the relationship between communicators and culture, and evaluate the ethical communicative choices specific to digital contexts.

### **COM 210-Interpersonal Communication (3)**

Students learn about the processes of human communication through observing and understanding basic communication patterns. In active learning situations, students practice making communication choices that enrich personal and professional relationships. Through engagement with

readings, lectures, class discussions, class exercises, tests, and presentations students discover ways to become more effective interpersonal communicators.

### **COM 250-Introduction to Mass Media (3)**

A survey course examining the intersection between mass media and popular culture as found in books, newspapers, magazines, radio, film, television and other electronic media. The course examines professional careers in news, public relations and advertising. Through engagement with readings, lectures, class discussions, class exercises, tests, and presentations of their ideas, students apply various theories of communication to evaluate products of mass media. Prerequisite: COM 101

### **COM 310-Organizational Communication (3)**

In this upper division survey course, students examine organizational communication practice through the study of relevant theory, research, and applications for contemporary organizational problems. The course draws heavily on the case study approach to turn organizational theory into problem-solving application. Students demonstrate competence through case analysis, class discussion, and individual presentations. Prerequisite: COM 101 and COM 104

### **COM 318-Public Relations (3)**

Students examine the field of public relations from its historical beginnings to its present expressions as a form of directed communication between an organization and its publics. Students will be able to identify the guiding principles of this profession and gain experience in how to apply them in an actual PR campaign situation. Competence will be determined through examinations and small group assignments. Prerequisites: COM 101, COM 104 and COM 250

### **COM 320-Intercultural Communication (3)**

Explores theories of communication and culture, as well as examining how culture is

evident in languages, behaviors, rituals, and worldviews. Additionally, this course explores communication practices and attitudes that enhance communication between members of different cultures and co-cultures. Students learn to examine and describe their own cultural heritage and to communicate mindfully with members of another culture. Prerequisite: COM 101, COM 104 and COM 210

**COM 325-Argumentation and Persuasion (3)**

Examines argument and persuasion in contemporary American civic practice from the perspectives of both practitioner and consumer. Models of public discourse are analyzed, elements of effective argumentation are explored, and contexts for persuasion are examined. Through readings, lectures, class discussions, class debates, position papers and oral presentations students become able critics of argument and efforts to influence consumers. Prerequisite: COM 101 and COM 104

**COM 335-Contemporary Public Address (3)**

Provides a historical and critical study of the principal speakers and speeches of the 2nd half of the 20th century and the beginning of the 21st century. Students read and view some of the major political, social, and religious speeches of American cultural life. Through readings, class discussion and written critiques, students use rhetorical theory to analyze these speeches and become discerning critics of civic discourse. Prerequisite: COM 101 and COM 104, Junior/Senior standing strongly recommended.

**COM 345-Rhetorical Criticism (3)**

Introduces students to a range of methods critics employ to determine how texts work rhetorically, such as: classical/rationalistic criticism (neo-Aristotelian, argument), dramatic/pentadic criticism, cluster criticism, generic criticism, metaphoric criticism, narrative criticism, and socio-political/psychosocial criticism (ideological

criticism, feminist criticism, and post-modern criticism). Students explore how the practice of rhetorical criticism fosters understanding of how various public communications contribute to (or detract from) the good of their societies. Students will engage a critical analysis of one or more texts as a focus of the semester's work. Pre-requisite: COM 101 and COM 104

**COM 354-Language and Social Identity (3)**

Introduces accounts of the nature of language and its relation to our histories, identities, choices, and social relations. Readings, class activities, and discussions primarily explore how linguistic markers of such socio-cultural categories as gender, ethnicity, nationality, locality, disability, and class express people's identities and influence their communication. Secondly, the course explores how strategic language choices may persuade us and sustain or reshape social structures. Students enhance their ability to interact successfully with people different from themselves and to make informed choices regarding institutional, local, and national language policies. (Cross-listed with ENG 354)

**COM 357, 358, 359-Special Topics (3)**

Special topics courses will regularly be offered. These topics may change to reflect the interests of students and faculty.

**COM 385, 386, 387, 485, 486, 487-Internship (CV)**

Please see internship details on page 23.

**COM 391, 392, 393, 491, 492, 493-Independent Reading/Research (CV)**

**COM 418-Advanced Public Relations (3)**

Analyzes public relations management through case study methodology, examination, and small group assignment. Utilizing the guiding principles and ethics of this profession, students gain practical management experience through conducting actual research, planning, communicating, and evaluating a client's public relations campaign. Prerequisite: COM 250 & COM 318

### **COM 495-Communication Senior Seminar (3)**

This capstone course permits Communication students to focus their work in Communication studies by exploring the history and practices of the discipline, by concentrating on career development, exploring ethical and character issues as they relate to practices of work in communication fields of employment, and by producing a significant analytic paper that reports on current research in a field of Communication studies. This course is taken by Communication majors during the Spring term of the student's Senior year.

### **COMPUTER GRAPHICS/ INTERACTIVE MEDIA (CGR)**

The Computer Graphics/Interactive Media program prepares students to work as professionals in fields of digital design, 3D animation, and gaming. Through coursework, internships, and personal exploration, students are prepared to respond to the changing environment of these industries within the larger context of design, communication and IT. The skills taught in these courses encompass craft at a technical level, yet also include elements of design, drawing, critical thinking, creativity, daring, ethics, collaboration and a fundamental awareness of art theory and art history.

At its core, the BS degree in Computer Graphics is about making computer-mediated images, regardless of where they might be, on paper, on the internet, or animated in various formats. With a strong professional focus, the CGIM program begins with the development of graphic and digital design skills. Building on that foundation, students may specialize in one of three areas: digital design (print media and web development), animation (2D and 3D for web, video and gaming), and gaming (casual and serious). Throughout the program, students are engaged in all aspects of digital production and design, from

concept development and production design to completion of finished projects.

The Department's mission flows directly from the University's mission to:

- foster excellence in academic inquiry and professional preparation;
- create relationships which encourage intellectual, spiritual, and moral development;
- establish a community where diversity is appreciated and Christian love is practiced;
- provide a zeal for life-long learning and service.

Our Computer Graphics Labs offer students ready access to high-end, industry-standard hardware, software and peripheral devices. The Department annually participates in the ADDY competition, a regional design show hosted by the American Advertising Federation highlighting best of breed in all areas of CG.

While in the program, students:

- create print media for University events throughout the year;
- create websites for nonprofit organizations in the greater Dubuque area and nationally;
- serve in an advisory capacity for various graphic design organizations in Iowa, Illinois and the region;
- assist University groups and clubs in visual communication across campus;
- exhibit web design/development, print media, and 2D/3D animation work in regional and national shows.

Every Spring, CGIM students create 3 galleries of state-of-the-art fine arts for The Edge show.

The CGIM Department accomplishes its mission through a commitment to the highest possible standards of quality in teaching, production, advising and service



to the students, the University and the community. The CGIM major blends liberal arts, technology and art.

Career opportunities include 2D/3D animator, 3D rigger, 3D modeler, web designer, storyboard and concept designer, graphic designer, copy and design editor, art director, architectural illustrator, video game designer, teacher, demo artist for the information and entertainment industries, educational organizations, commercial production houses and multimedia studios. While we train some students for a future in corporate computer graphics, some students prefer to start their own design firms.

**Computer Graphics/Interactive Media major:** 69 credits

**Required Courses:** 21 credits

- ART 111-Survey of World Art I (3)
- ART 112-Survey of World Art II (3) **or**  
ART 368-International Art and Culture (3)
- CGR 130-Computer Graphics Design (3)
- CGR 131-Desktop Publishing (3)
- CGR 231-Web Publishing (3)
- CGR 331-3D Animation (3)
- CGR 495-Senior Seminar (3)

**Non-CGR required courses** (choose two): 6 credits

- BAC 100-Introduction to Business (3)
- BAC 280-Principles of Marketing (3)
- BAC 308-Advertising (3)

**Non-CGR Electives** (choose two): 6 credits

- COM 250-Introduction to Mass Media (3)
- COM 310-Organizational Communication (3)
- COM 320-Intercultural Communication (3)
- COM 354-Language and Social Identity (3)

**CGR Electives** (choose 12): 36 credits

- ART 121-2D Design and Composition (3)
- ART 221-Drawing Fundamentals (3)
- ART 368-International Art and Culture (3)
- CIS 202-Introduction to Computer Information Systems (3)
- CIS 303-Networking I (3)
- CIS 331-Visual Basic Programming (3)
- CIS 332-Database Systems (3)
- CIS 378-Java Programming (3)
- CGR 141-Multimedia Authoring (3)
- CGR 240-Digital Illustration (3)
- CGR 241-2D Animation (3)
- CGR 332-Advanced Web Design (3)
- CGR 333-Advanced 2D Animation (3)
- CGR 334-Advanced 3D Animation (3)
- CGR 335-Video Post Production (3)
- CGR 357, 358, 359-Special Topics (3)
- CGR 385, 386, 387, 485, 486, 487-Internship (1-3)
- CGR 391, 392, 393, 491, 492, 493-Independent Study (1-3)
- CGR 497, 498-Team Project in CGIM (3)
- Additional courses in CGIM

**COMPUTER GRAPHICS COURSE DESCRIPTIONS**

**CGR 130-Computer Graphics Design** (3)

A required introductory course in the CGIM major focusing on the relationships between design and technology. Using various hardware configurations and software applications, the student develops the ability to create and compose visual content that communicates ideas in an effective manner. The course incorporates basic elements and principles of design theory and practical graphic design using traditional hand and computer technology. Students will study such concepts as layout, balance, weight, typography, and organization of imagery. Color theory, digital imaging basics and aesthetics will also be discussed. This course will focus on five application areas in computer graphics: paint systems, desktop publishing, 2D and 3D animation, and Web design.

**CGR 131-Desktop Publishing (3)**

Focuses on the techniques and production issues involved in creating various types of print materials using text and imagery. The major software used will be Quark Xpress, Adobe Photoshop, Adobe Illustrator, and Adobe InDesign, but the principles involved transfer to other DTP programs. Projects will include single page event announcements, tri-fold brochures, various ads, logo designs, business campaigns, and other. Prerequisite: CGR 130 or permission of instructor

**CGR 141-Multimedia Authoring (3)**

Focuses on interactivity on CD media using text, imagery, animation and sound. Students create interactive projects and then write them to CDs. The major software used will be Macromedia Director, Adobe Photoshop, Adobe Illustrator and others. The CD projects will be complete in all aspects including installation code and jewel case artwork. This is an outcomes-oriented course with interactive projects based upon local and corporate projects. Prerequisite: CGR 130 or permission of the instructor

**CGR 231-Web Publishing (3)**

Focuses on the Internet with an emphasis on its history, and on various techniques and production issues involved in Web site production using text, imagery, animation and sound. Students will create Web sites in HTML and DHTML, and then host them on external servers. The major software used will be Adobe's Creative Suite, Dreamweaver, Photoshop, and others. The work involved in this course will transfer to other Web publishing courses. This is an outcomes-oriented course with several Web projects. Prerequisite: CGR 130 or permission of the instructor

**CGR 240-Digital Illustration (3)**

This course explores the role of the designer as the graphic illustrator, with focus on the fundamentals of designing with imagery, the relationship between verbal and

visual communication, and proficiency in illustration fundamentals and vocabulary. Students in this class will develop vector drawing abilities through a variety of skill based assignments and the execution of technical renderings, portraits, multiple-point perspective for architectural renderings, page-layout and typography. Prerequisite: CGR 130 or permission of the instructor

**CGR 241-2D Animation (3)**

Focuses on issues involving 2D animation including cell animation, rotoscoping, stop motion animation, Web (gif) animation, and video input/output. Students will work on storyboarding, color theory, titling, filters and plugins, rotoscoping, stop motion techniques, and compositing to create 2D animation. Projects are recorded to video and CD. The major software used will be Adobe After Effects, Adobe Premiere, Adobe Photoshop, and others. The projects will be complete in all aspects including artwork on video and CD. This is an outcomes-oriented course with local and corporate projects. Prerequisite: CGR 130 or permission of the instructor

**CGR 331-3D Animation (3)**

Examination of various issues involved in creating 3D animation. Emphasis will include planning a project, storyboarding, lighting (volumetric lighting), texture-mapping, morphing, and camera issues. Sound will be an important component of the class. Review of the history of 3D computer animation. Students create animation using 3D Max, Photoshop, and other software packages. Work is recorded to VHS and CD. This is an outcomes-oriented course with the focus on production of 3D animation projects. Prerequisites: CGR 130 and CGR 241, or permission of the instructor

**CGR 332-Advanced Web Design (3)**

Treatment of advanced Internet issues such as CSS, javascript, DHTML, XML, real video/audio server side, server/client issues, fly animation, and other issues. This is an

outcomes-oriented course with several Web projects. Prerequisites: CGR 130 and CGR 231 or permission of the instructor

**CGR 333-Advanced 2D Animation (3)**

Focus on advanced issues involving 2D animation for CD and video output. This is an outcomes-oriented course with local and corporate projects. Prerequisite: CGR 241 or permission of the instructor

**CGR 334-Advanced 3D Animation (3)**

Focus on advanced issues involved in creating 3D animation for CD and video output. This is an outcomes-oriented course with the focus on production of 3D animation projects. Prerequisite: CGR 331 or permission of the instructor

**CGR 335-Video Post Production (3)**

Study of video and film editing techniques in analog and digital production environments. This is a production course designed to teach video editing and audio recording for multimedia and video integration techniques. Course includes in-depth use of video and audio recording equipment and peripherals, as well as recording editing and camera techniques. Projects will be in VHS, SVHS and digital format. Prerequisite: CGR 241, CGR 331 or permission of the instructor

**CGR 357, 358, 359-Special Topics in Computer Graphics/Interactive Media (3)**

Specific sub-disciplines within the framework of Computer Graphics and Interactive Media are examined in depth. The topic to be covered will be announced each time the course is offered. May be taken twice. Prerequisites: Junior or Senior standing and permission of the instructor

**CGR 385, 386, 387, 485, 486, 487-Internship (1-3)**

Experience and training in field related to computer graphics/ interactive media under the supervision of a working professional. The course enables the student to integrate classroom preparation with workplace applications. The student must contribute a

block of time each week of the term equal to twice the number of credit hours included in the internship. Maximum of 12 credit hours may be earned and applied to the Computer Graphics/Interactive Media major. Prerequisites: Junior or Senior standing and permission of the department. Please see internship details on page 23.

**CGR 391, 392, 393, 491, 492, 493-Independent Study (1-3)**

Individual examination of a selected topic or area of production through intensive work under the guidance of a supervising faculty member in the CGIM department. Student will present narrative for approval. Prerequisite: Junior or Senior standing

**CGR 495-Senior Seminar in Computer Graphics/Interactive Media (3)**

Issues involved in computer graphics: the marketplace, job strategies, resumes, Web resumes, and the latest in 2D-3D Web-desktop software. The student will organize an exhibit in the gallery as part of this course. The student will be in charge of all aspects of the exhibit, which is usually a group show with other students. This course gives the student the opportunity to focus on a particular area in Computer Graphics/ Interactive Media before graduation. Prerequisite: Senior standing or permission of the instructor

**CGR 497, 498-Team Project in Computer Graphics/Interactive Media (3)**

This will be an in-depth offering on a specialized topic such as: advanced internet issues, JAVA, IK, character animation, CAD, architectural flybys, forensic animation video, 2D, 3D, prepress, digital photography, and others. This course gives the faculty and student the opportunity to focus in depth on a particular area in Computer Graphics/ Interactive Media. May be repeated for credit four times. Prerequisites: CGR 130 and an additional CGR course, or permission of the instructor

## COMPUTER INFORMATION SYSTEMS DEPARTMENT (CIS)

The mission of the Computer Information Systems Department at the University of Dubuque is to prepare students with the technical competencies and the management organizational skills necessary to serve in various capacities in the evolving and growing technology industry.

The programs stress technical skill development in computer programming, database management systems, networking and security, systems analysis and design, and project management. In addition, students gain an understanding of the role of information technology in businesses and other organizations and how to deploy information technology to increase efficiency, enhance effectiveness, and gain a competitive advantage.

CIS coursework responds to recommendations from business community leaders and alumni. Students work in high-tech learning environments that utilize current hardware and software systems. Students have the opportunity to participate in internships with local businesses.

The CIS program prepares graduates for positions as computer programmers, systems analysts, database specialists, web developers, network administrators, project managers, and security and information technology specialist within organizational functional areas. CIS graduates will also gain knowledge in business areas such as accounting and finance.

### Programs in CIS include:

- Bachelor of Business Administration in Computer Information Systems
- Bachelor of Science in Computer Information System
- Bachelor of Science in Computer Information Technology

- Minor in Computer Information Systems
- Minor in Computer Information Technology

### Bachelor of Business Administration in Computer Information Systems

Minimum of 69 credit hours as follows:

#### Core Courses:

- BAC 120-Principles of Macroeconomics (3)
- BAC 160-Principles of Microeconomics (3)
- BAC 201-Principles of Management (3)
- BAC 241-Principles of Financial Accounting (3)
- BAC 242-Principles of Managerial Accounting (3)
- BAC 280-Principles of Marketing (3)
- BAC 300-Principles of Finance (3)
- BAC 336-Business Statistics (3)
- BAC 340-Effective Communication in Business (3)
- CIS 103-Computer Applications in Business (3)
- CIS 202-Introduction to Computer Information Systems (3)
- CIS 205 Web Publishing (3)
- CIS 215 Programming I (3)
- CIS 303-Networking I (3)
- CIS 315-Programming II (3)
- CIS 332-Database Systems I (3)
- CIS 338-Security I (3)
- CIS 404-Systems Analysis and Design (3)
- CIS 405-Project Management (3)
- CIS 471-Information Technology Management (3)
- CIS 495-Information Policy (3)

**plus** 6 elective credits of CIS courses, numbered 200 and higher.

### **Bachelor of Science in Computer Information Systems**

Minimum of 62 credit hours as follows:

#### **Core Courses:**

- BAC 100-Introduction to Business (3)
- BAC 201-Principles of Management (3)
- BAC 241-Principles of Financial Accounting (3)
- BAC 242-Principles of Managerial Accounting (3)
- BAC 336-Business Statistics (3)
- CIS 103-Computer Applications in Business (3)
- CIS 202-Introduction to Computer Information Systems (3)
- CIS 215-Programming I (3)
- CIS 303-Networking I (3)
- CIS 332-Database Systems (3)
- CIS 371-C++ Programming (3) **or**  
CIS 331-Visual Basic Programming (3)
- CIS 404-Systems Analysis and Design (3)
- CIS 405-Project Management (3)
- CIS 471-Information Technology Management (3)
- CIS 495-Information Policy (3)
- UDMA 150-Analysis of Functions & Trigonometry (4)
- UDMA 250-Calculus (4) or department approved alternative

**plus** 9 elective credits of CIS courses, numbered 200 and higher.

### **Bachelor of Science in Computer Information Technology**

Minimum of 70 credit hours as follows:

#### **Core Courses:**

- BAC 201-Principles of Management (3)
- BAC 241-Principles of Financial Accounting (3)
- BAC 242-Principles of Managerial Accounting (3)

- BAC 336-Business Statistics (3)
- BAC 340-Effective Communication in Business (3)
- CIS 103-Computer Applications in Business (3)
- CIS 202-Introduction to Computer Information Systems (3)
- CIS 205-Web Publishing (3)
- CIS 215-Programming I (3)
- CIS 315-Programming II (3)
- CIS 303-Networking I (3)
- CIS 332-Database Systems I (3)
- CIS 338-Security I (3)
- CIS 403-Networking II (3)
- CIS 404-Systems Analysis and Design (3)
- CIS 405-Project Management (3)
- CIS 438-Security II (3)
- CIS 471-Information Technology Management (3)
- CIS 495-Information Policy (3)
- UDMA 150-Analysis of Functions & Trigonometry (4)

**plus** 9 elective credits of CIS courses, numbered 200 and higher.

### **Minor in Computer Information Systems**

Minimum of 27 credit hours as follows:

#### **Core Courses:**

- CIS 101-Introduction to Computers (3) **or**  
CIS 103-Computer Applications in Business (3)
- CIS 202-Introduction to Computer Information Systems (3)
- CIS 205-Web Publishing (3)
- CIS 215-Programming I (3)
- CIS 315-Programming II (3)
- CIS 332-Database Systems (3)
- CIS 404-Systems Analysis and Design (3)
- CIS 405-Project Management (3)

**plus** 3 elective credits of CIS courses, numbered 200 and higher.

## Minor in Computer Information Technology

Minimum of 27 credit hours as follows:

### Core Courses:

- CIS 103-Computer Applications in Business (3)
- CIS 202-Introduction to Computer Information Systems (3)
- CIS 215-Programming I (3)
- CIS 303-Networking I (3)
- CIS 332-Database Systems I (3)
- CIS 338-Security I (3)
- CIS 404-Systems Analysis and Design (3)
- CIS 405-Project Management (3)

**plus** 3 elective credits of CIS courses, numbered 200 and higher.

## COMPUTER INFORMATION SYSTEMS COURSE DESCRIPTIONS

### CIS 101-Introduction to Computers (3)

Introduction to basic computer concepts. Topics include computer networks, the Internet and the World Wide Web, systems software, applications software, and computer hardware. Hands-on lab experience with word processing, electronic spreadsheets, and presentation software. This course satisfies the University of Dubuque computer literacy requirement.

### CIS 103-Computer Applications in Business (3)

This course will satisfy the Core curriculum technology requirement and may be taken instead of CIS 101. Students will learn how to use various software programs as they are applied in a business environment. Topics will include e-mail, Internet skills, ethical uses and abuses of technology, word processing, spreadsheets, database systems, graphical presentation applications, and software

integration. The course will utilize lecture and lab formats.

### CIS 202-Introduction to Computer Information Systems (3)

Provides an introductory survey of computer information systems that support business operations and managerial decision making and provide strategic advantage. Topics include information technology, the development and management of systems, global issues, and electronic commerce. Prerequisite: CIS 101, or CIS 103, or departmental approval.

### CIS 205-Web Publishing (3)

This course introduces students to the fundamentals of web design and the development of web sites, along with instruction on how to use various software tools necessary to achieve web publishing. Students will be taught HTML from a ground up approach and will move into more advanced topics of DHTML and JavaScript. Students will also learn how the web is used as a marketing tool and will be required to write a marketing plan and construct a product website. Prerequisite: CIS 101 or CIS 103. It is highly recommended for students to take CIS 202 (Cross-listed with BAC 205)

### CIS 207-PC Internals (1)

This course introduces a series of PC features and functionality that will provide a platform for subsequent CIS courses such as CIS 202. The course introduces topics such as troubleshooting hardware devices, upgrading system memory, replacing hard disks and other hardware topics. Students will learn troubleshooting strategies and how to identify and replace internal components of a computer. Some fundamentals of the Windows® operating system, such as the Registry and Task Manager will be addressed as well as an introduction to command line processing. Students will learn to use diagnostic programs such as MSConfig,

IPConfig and the Registry Editor program. Students will learn to use the Task Manager for operational analysis and control.

**CIS 208-Windows® Internals (1)**

This course exposes the student to the Microsoft® Windows® operating system. Topics will include the Windows® startup and shutdown processes, the internals of executable processes, memory management, the Registry, services and file system formats. Students will learn how to troubleshoot Windows® startup and shutdown problems, how to diagnose device driver malfunctions and how to tune Windows® for improved performance, including configuring services.

**CIS 209-Introduction to Programming (1)**

This course introduces students to beginning programming concepts. Using a graphical programming environment, such as Alice, this course permits students to learn about objects and methods in a fun and exciting way. Students will also learn to program 3D graphics using a drag-&-drop method in an integrated development environment.

Prerequisite: CIS 101 or CIS 103

**CIS 215-Programming I (3)**

This course covers the basics of programming structure and design. Students will learn to create, compile, and run working programs, use selection structures, repetition structures, invocation structures, exception handling and IO; methods, arrays, objects and classes; strings, using GUI programming. Prerequisite: CIS 101 or 103 and UDMA 112

**CIS 303-Networking I (3)**

Basic concepts of data communication and networks. Topics include network architectures and topologies; network hardware, applications software, and operating systems; and implementation of client/server computing. Students will learn what networks are and why they are helpful. Basic network concepts in the

following areas will be covered; installing network hardware and operating systems, communicating over networks, accessing networks, and basic troubleshooting.

Prerequisite: CIS 202

**CIS 305-Web Programming (3)**

This is an introductory course to Web application development. Course materials will cover the fundamentals of application design and development. Through classroom instruction and laboratory assignments designed around real world applications, students will learn elementary techniques using current technologies such as PHP and JavaScript. Prerequisite: CIS 205 or departmental approval

**CIS 315-Programming II (3)**

This course builds from Programming I by covering topics on object-oriented modeling, data structures, database programming with the web, distributed computing and networking, and threads. Prerequisite: CIS 215 with a grade of C or better.

**CIS 331-Visual Basic Programming (3)**

Introduction to structured programming and problem solving using Visual Basic. Development of Windows-based applications. Algorithm design, good programming practices, and concepts related to microcomputer usage and operation. Prerequisites: CIS 202 and UDMA 112 or departmental approval

**CIS 332-Database Systems (3)**

Basic concepts of database design, implementation, and management. Coverage of hierarchical, network, relational, and object-oriented database implementations. Additional topics include entity-relationship modeling, normalization, integrity and security, transaction management, and distributed database systems. Prerequisite: CIS 215 or departmental approval

**CIS 338 Principles of Information Security (3)**

This course provides students with information security knowledge and skills to prepare for their future roles as business decision-makers. This is a fast-paced course in principles of computer and information technology designed to present a balance of the managerial and the technical aspects of the discipline and address elements of the CISSP (Certified Information Systems Security Professional) certification throughout. The course treats information security within a real-world context, and offers extensive opportunities for hands-on work. Prerequisite: CIS 202

**CIS 341-COBOL Programming (3)**

Structured programming for business-oriented applications with COBOL. File and table organization and processing, interactive programming techniques, and report generation. Prerequisite: CIS 202 and UDMA 112 or departmental approval

**CIS 346-Accounting Information Systems (3)**

This course is a comprehensive introduction to computers in business, particularly for accounting applications. It explores accounting information systems (AIS) within the framework of business processes, including the customer order and account management business process, the procurement and human resource business process, and the production business process. The course also addresses systems development issues as well as electronic commerce and security, ERP (Enterprise Resource Planning), paperless accounting systems, and disaster planning. Prerequisite: BAC 241 (Cross-listed with BAC 346)

**CIS 353-Introduction to Instructional Design Programming (3)**

This course introduces students to Computer Based Training (CBT) programming software. Through class presentations, laboratory

assignments, and critiquing sessions, students will learn elementary to advanced techniques in developing interactive CBT programs including decision making models, animation, and quizzing with varied feedback responses/tracking. Students will be required to design their own learning tutorial, create assets and acquire content for incorporation into their program. Students will learn about on-line and CD-Rom distribution methods. Students will then package their authored piece and burn a CD-Rom containing the final program. Prerequisite: CIS 202 or departmental approval

**CIS 357, 358, 359-Special Topics in Computer Information Systems (1-3)**

Study of selected topics in Computer Information Systems. Courses vary to reflect current interests or new developments in Computer Information Systems. Prerequisites: CIS 202, or departmental approval

**CIS 371-C++ Programming (3)**

Structured programming and problem solving with C++. Topics include development of Windows-based applications, data structures, algorithm design, and object-oriented programming concepts. Prerequisite: CIS 202 or departmental approval

**CIS 372-Advanced C++ Programming (3)**

Continuation of concepts learned in CIS371. Topics include advanced algorithm design and object-oriented programming concepts. Prerequisite: CIS 371

**CIS 378-Java Programming (3)**

Starts with a programming review of variables, constants, data types, arithmetic statements, numeric type conversion, comments, and reserved words for Java. Control statements are covered for selection statements; if, if...else, and switch; and



for loop statements; while, do, and for. Methods, classes, and objects, as well as arrays and strings are used. Applets with HTML are covered and, if time permits, graphics programming will be presented. Prerequisite: CIS 202

### **CIS 403-Networking II**

This course provides advanced study in the areas of networking and telecommunication in the corporate/business environment. Focus will be on skills needed by today's computer information technology administrator and(or) engineer. Students will learn how to design, develop, and support networks in current client/serve environments. Network architecture and administration issues will be highlighted and experienced through the use of LAN/WAN environment. Additional topics will include the Intra-Internet, data transmission, network security, and telephony. Prerequisite: CIS 303

### **CIS 404-Systems Analysis and Design (3)**

Topics include problem and opportunity recognition, information requirements analysis, data gathering techniques, data and process modeling tools and techniques, the project life cycle, project management, automated tools, and the future of systems analysis and design. Prerequisites: Junior or Senior standing and completion of at least 9 credit hours of CIS courses including CIS 103, CIS 215, and CIS 332 or departmental approval

### **CIS 405-Project Management (3)**

The capstone course for the CIS major. Designed to prepare students for managing information systems projects in today's business world. Project adoption, planning, scheduling, implementation, and assessment are major topics. Laboratories emphasize real-life project management experience using various project management tools. Prerequisites: Senior standing and

completion of at least 9 credit hours of CIS courses including CIS 215, CIS 332, and CIS 404 or departmental approval

### **CIS 434-Database Systems II (3)**

Covers advanced topics including; relational database, normalization, creation, searching and sorting algorithms, file organization and indexing, Object Oriented Design (OOD), selection of file organization, Enhanced Entity-Relationship, Open Database Connectivity (ODBC), mobile and wireless databases, Object Oriented, distributed DBMS, replication, Web driven and DBMS, globalization and internationalization, dynamic database systems, Java Database Connectivity (JDBC), Servlets, JavaServer Pages, business Intelligence, data warehousing and data mining, OLAP, hybrid database, decision support database tools, multimedia, audio, intelligent agents, Dot. NET database, semi-structured data and XML, use of current and emerging advance visual programming languages and Visual Studio.Net systems. Moral and ethical issues are also covered. Prerequisite: CIS 332 (with a grade of C or better)

### **CIS 438-Security II (3)**

Security II continues from principles taught in Security I and provides a detailed introduction to problems (weaknesses & targets) concerning Internet and Intranet information security. Topics include; risk analysis, computer crimes, human factors and technical failures, attacks on accounts, passwords & Internet protocol, misuse of design and programming errors, weaknesses in common operating systems, WWW targets, viruses, detection of attacks and intrusions and ethical issues. Elements of the CISSP (Certified Information Systems Security Professional) certification are addressed throughout the course. Prerequisite: CIS 338 or departmental approval

**CIS 471-Information Technology Management (3)**

Provides advanced CIS students with the perspective of the role that information technology provides; solutions to business problems and, opportunities for companies by increasing productivity and quality, and enabling business process reengineering. The focus is on managing information resources, new technologies, and communications networks as business solutions. Prerequisites: CIS 202

**CIS 478-Cold Fusion Applications (3)**

This is an introductory course to web-based applications using Cold Fusion. Course materials will cover the fundamentals of application design and development. Assignments designed around real world applications will lay the foundation required for building advanced applications. Prerequisite: CIS 202 and CIS 205

**CIS 385, 386, 387, 485, 486, 487-Internship (3)**

This course enables a student to obtain practical experience in business or industry. Students learn the application and integration of topics studied in the CIS major. Prerequisites: CIS Major or Minor with a minimum 3.0 GPA and departmental approval. Please see internship details on page 23.

**CIS 391, 392, 393, 491, 492, 493-Independent Study (3)**

Individual examination of a selected topic through intensive study (reading/research), or participation in an activity outside the classroom under the guidance of a supervising faculty member in the department. Prerequisites: Junior or Senior standing, student must be a CIS Major or Minor, and completion of at least 9 credit hours of CIS courses

**CIS 495-Information Policy (3)**

This course satisfies the World View 4 requirement for CIS majors. Students will discuss moral, ethical, and faith-based questions applicable to the field of Information Systems. Students will study the issues, research the parameters identifying the various stakeholders' attributes and responsibilities, then discuss and formulate their own stand on the issues. Major topics include policy formation and ethics in information systems. Subtopics will include federal regulations (such as Telecommunications Act, HIPPA, and FERPA), identify theft, copyright law, digital divide implications, reliability and liability of systems, privacy, and workplace issues. Prerequisites: Senior standing and completion of at least 9 credit hours of CIS courses. This is the senior cap course.

## EDUCATION (EDU)

### Education Department Mission

The mission of the Teacher Education Department is to prepare qualified, caring and effective teachers. This mission both supports and reflects the mission of the University of Dubuque to foster: 1) excellence in academic inquiry and professional preparation; 2) community where diversity is appreciated and Christian love is practiced; 3) relationships which encourage intellectual, spiritual and moral development; 4) stewardship of God's human and natural resources; and 5) a zeal for life-long learning and service. The Teacher Education Department strives to serve the larger university community by:

- representing UD in area schools
- providing book fairs for the campus community
- sponsoring story hours for university faculty, students, and families

The Education Department provides the training and experience needed to qualify students to teach in public and private schools through a competency-based program. The Teacher Education program at the University of Dubuque is centered around a theoretical knowledge base that combines with a liberal arts Core curriculum, specialty content area expertise, and a professional core of education-related courses to develop qualified, effective and caring teachers. The elementary and secondary education majors and the attending endorsement areas help the student develop a sound philosophy of education, a comprehensive understanding of curriculum, methodologies that will meet the diverse needs of children, assessment strategies to improve student learning, reflective practices through a variety of courses and school-based experiences in actual classroom settings.

The Teacher Education Program seeks to improve the quality of education in America by producing teachers who have demonstrated competency in the skills necessary for effective teaching through a well-designed program of study.

The goals of the program were developed from the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, the Iowa Standards for Teacher Preparation Programs, and Enhancing Professional Practice: A Framework for Teaching (Danielson, 1996). Students must demonstrate competency in each of the following goals to graduate and become a licensed teacher in Iowa:

1. Understanding of the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and ability to create learning experiences that make the subject meaningful for students.
2. Understanding of how students learn and develop and can provide learning opportunities that support their intellectual, social and personal development.
3. Understanding of how students differ in their approaches to learning and can create instructional opportunities that are adapted to diverse learners.
4. Understanding of and ability to use a variety of instructional strategies to encourage student development of critical thinking, problem solving and performance skills.
5. Ability to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
6. Use knowledge of effective verbal, nonverbal, and medial communication techniques to foster inquiry, collaboration and supportive interaction in the classroom.
7. Ability to plan instruction based on subject matters, students, the community, and curriculum goals.

8. Understanding of and the ability to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
9. Ability to be a reflective practitioner who evaluates the effects of his/her choices and actions on students, parents, and other professionals in the learning community and who seeks opportunities to grow professionally.
10. Ability to foster relationships with school colleagues, parents, and agencies to support students' learning and well-being.
11. Ability to utilize technology related to instruction.
12. Exhibit professional dispositions.

### **Assessment of Student Competencies**

Utilization of the Iowa standards, INTASC Standards and Danielson's Framework for Teaching (1996) has allowed the Teacher Education Program to assess student performance in areas characteristic of effective teaching. Students are assessed on their competencies throughout the program using numerous assessment strategies in course work and field experiences. At the end of the student teaching term, students must demonstrate that they have met all the goals of the program by submitting and presenting their final program portfolio and by their successful performance on the student teaching rubric.

Teacher Education programs are offered in elementary teaching (grades K-6) and secondary teaching (grades 7-12) and physical education (grades K-12). Programs in elementary education require a major in elementary education and one teaching endorsement or two 12 hour specialization areas; secondary programs require a teaching major in a subject area. Elementary education majors may obtain teaching endorsements (K-8) in the following areas: special education (Instructional Strategist I), reading, science, math, English/ language arts, coaching, physical education,

health, social sciences, and middle school. An early childhood endorsement is also available. Secondary majors may obtain a teaching endorsement in general science, biology, environmental biology, chemistry, English, coaching or middle school. Physical education majors receive a K-12 physical education endorsement and may obtain a K-12 health endorsement, and coaching. All students who complete the University of Dubuque's Teacher Education Program are eligible to apply for an Iowa Initial Teacher License. Teaching Licensure is governed by State of Iowa regulations. When changes occur, the requirements mandated by the State of Iowa Department of Education take precedence over a published college catalog.

### **Admission to Teacher Education**

Admission to Teacher Education is a formal process, representing the initial step towards becoming eligible for recommendation for an Iowa teaching license. All application materials are available from the Teacher Education Department Secretary, 307 Smith Hall. Program information, policies, procedures, and standards are found in the Teacher Education Handbook under Education Department on the UD website or in Smith 307. Applicants should note that admission to Teacher Education does not guarantee subsequent approval for Student Teaching. Approval for Student Teaching is a process separate from admission to Teacher Education.

### **ADMISSION CRITERIA**

- Pass CAAP test and submit a copy of the scores with application
- Earn a GPA of 2.75 or higher with a grade of C or higher in all coursework
- Submit application (yellow form)
- Submit formal essay\*
- Complete at least 10 hours of school-based experience
- Submit a current copy of the University transcript
- Obtain an average of 2.0 on the Teacher Education Professional Dispositions Form

### **CAAP EXAM**

The Iowa Department of Education requires satisfactory completion of a basic skills test to be admitted to a teacher preparation program in Iowa. UD has selected the CAAP test for admission to our program. Students must achieve a total cumulative score of 175 on this test with a minimum score of 55 on the reading and math tests, 60 on the writing test and a 3.25 on the essay. The Praxis I test will be accepted for admission to the program for students who plan to teach in a state that requires the Praxis I for licensure or if a student has previously taken Praxis I and the scores meet the following criteria: a combined score of 522 with no single score lower than 170 on each test in reading, writing, and math.

### **\* FORMAL ESSAY**

As a measure of the applicant's ability to express him/herself in writing, a formal essay will be required. Essays will be evaluated using the Teacher Education Writing Assessment Rubric. This essay must:

- Be composed clearly and correctly.
- Contain a statement requesting admission to Teacher Education.
- Be at least 4 pages in length.
- Include factors influencing his/her decision to become a teacher.
- Include the topics of diverse learners, dispositions of effective teachers, and theories of learning.
- Include an explanation of previous teaching and related instructional experiences and the specific age groups involved.
- Include a description of individual skills, abilities, and life experiences which showcase his/her potential to become an effective teacher.

### **ACTIONS BY SCREENING COMMITTEE**

The Screening Committee reviews all admission applications. Students will be

notified in writing regarding their admission status. If there are any questions or concerns, contact (563) 589-3232.

### **Retention in Teacher Education**

A student accepted into the Teacher Education Program is expected to exhibit a level of professionalism so as to reflect the mission and goals of the Teacher Education Program. A student's progress is continually monitored for retention in the Program based upon his/her ability to meet specified criteria which include: 1) Earning a grade of C or higher in a professional education class; 2) Maintaining a minimum cumulative grade point average of 2.75; 3) Demonstrating the ability or potential to work effectively in an educational setting; 4) Successful demonstration of the competencies required in the Program.

### **Student Teaching**

Student teaching, the culminating experience for the Education student, should take place the term before graduation. During the academic year prior to the term a student expects to student teach, an Application to Obtain Approval for Student Teaching must be completed and submitted to the Teacher Education Office by the announced deadline (typically the first week in March). Final approval for student teaching is based on the Teacher Education faculty's review of each student's:

- A grade of C or higher in all coursework
- A minimum cumulative GPA of 2.75 has been achieved
- Obtain an average of 2.0 on the Teacher Education Professional Dispositions Form
- All required school-based experiences have been successfully completed and documented
- Submission of a program portfolio for evaluation of your competency in the program standards. Deadline for Fall student teachers is April 1st and Spring student teachers is September 1st

The University of Dubuque's Student Teaching Handbook provides a complete description of all policies and procedures related to student teaching. Copies of the Student Teaching Handbook are made available to students at the beginning of the student teaching term.

### **Iowa Licensure**

To be eligible for an Iowa teaching license, each Education student must meet the competency requirements set by the Teacher Education Program and be recommended by the University of Dubuque Licensure Officer. Requirements for licensure include:

1. A minimum cumulative GPA of 2.75;
2. A grade of C or higher in all courses: core curriculum, content and Teacher Education Courses;
3. Completion of the University's core curriculum including biology and an additional physical science and a U.S. history or American government with a grade of C or higher in every course;
4. Demonstrated competency in the program goals through the portfolio and student teaching rubric;
5. State of Iowa Application for Licensure and fingerprint cards with the required fees to the Licensure Officer;
6. Baccalaureate degree; and
7. Recommendation of the Licensure Officer.
8. An Iowa qualifying score on a Praxis II test for all Elementary Education majors. The State of Iowa qualifying score is 151 for the 0011 test and 142 for 0014 test.

**Note:** The State of Iowa may refuse to issue a teaching license to any individual who has had a teaching license revoked in Iowa or another state, omitting or falsifying information on the licensure application and/or who has been convicted of a felony or certain other crimes. The University of

Dubuque cannot guarantee that a student will be eligible to receive a teaching license if any of these aforementioned circumstances apply.

### **Degrees**

The University of Dubuque grants the Bachelor of Science degree to Education majors. A final, official transcript through the degree-granting institution must verify attainment of all course, program, and graduation requirements before recommendation for licensure can be made. Recommendation for licensure is made on the basis of the program currently filed and approved by the State of Iowa Board of Educational Examiners. It is important to note that programs on file with the State of Iowa Board of Educational Examiners have authority over any Teacher Education Program which may be described or listed in the University of Dubuque catalog. Each Education student is responsible for knowing, understanding, and fulfilling all program requirements.

### **Curriculum Requirements**

Teacher Education curriculum requirements are established in four categories.

1. General Education
2. Professional Education
3. Content Core
4. Professional Term

#### **1. GENERAL EDUCATION**

The General Education courses form a curricular foundation that is academically challenging and educationally rich. Teacher Education majors must complete the core curriculum requirement of the University of Dubuque in addition to meeting the liberal arts requirement of the program. To meet the program requirements in liberal arts, students must take a biological science and a physical science course, a U.S. history or U.S. government course, and an art or

music course under the Aesthetics Pillar of the UD core. (NOTE: Environmental Science courses do not fulfill the Biology requirements.)

## 2. PROFESSIONAL EDUCATION CORE

The Professional Education Core includes the courses which must be completed by every Education student to meet the core competency requirements of the Teacher Education Program. These courses are open to students while completing the application process for admittance to Teacher Education. Students must demonstrate competency of the specified core components designated within the course: student learning, diversity of learners, instructional planning, instructional strategies, learning environments/classroom management, communication, assessment, reflection, foundation and professional development, collaboration, ethics and relationships, and technology for successful completion of the course.

## 3. CONTENT CORE

The content core courses contain crucial content for various endorsement areas. These courses are open only to students formally admitted to Teacher Education. These courses may be taken in any order unless pre-requisites apply. Designated core competencies for each course must be successfully met before a student teaching assignment is given.

Note: A 3.0 GPA is required for an independent study in Education courses.

## 4. PROFESSIONAL TERM

This is the capstone experience for Education majors. All coursework in the general education, the professional education core, and the content core in all endorsement areas must be completed, and admission to Teacher Education and approval for student teaching must be obtained to participate in student teaching. Student teaching is a 16

week assignment for one endorsement or 2 eight week assignments for two or more endorsements. Detailed information on the student teaching term is found in the Student Teacher Handbook.

## ELEMENTARY & READING MAJOR CURRICULUM REQUIREMENTS

### ELEMENTARY EDUCATION MAJOR –

Combination of Elementary Education, K-6 (Endorsement 102) and Reading, K-8 (Endorsement 148) – 70 hours

#### Professional Core

- EDU 100-Introduction to Education (2) (Field exp. 20 hours)
- EDU 119-Human Relations Skills for Teachers (3)
- EDU 200-Foundations of Education (3)
- EDU 202-Intro to Exceptional Children/ Youth, K-12 (3) (Field exp. 10 hrs)
- EDU 240-Learning and Teaching Processes (3)
- EDU 246-General Science for Education (3)
- EDU 302-Curriculum & Instruction in Reading (3) (Field exp. 8 hrs)
- EDU 303-Reading and Writing in the Content Areas, K-12 (3)
- EDU 306-Children's Literature (3)
- EDU 308-Foundations of Reading & Literacy (3) (Field exp. 10 hrs)
- EDU 310-Assessment of Regular/ Exceptional Learners, K-12 (2)
- EDU 352-Technology in Education (2)
- PED 330-Methods of Elementary Physical Education (2) (Field exp. 6 hrs)
- HEA 330-Methods of Elementary Health (2)

#### Content Core

- EDU 307-Corrective & Remedial Reading, K-12 (3) (pre-requisite EDU 302) (Field exp. 6 hrs)\*
- EDU 311-Reading Assessment/Diagnosis (3) (Tutoring Practicum 20 hours)\*

- EDU 331-Integrating Language Arts/Social Studies (6) (School-Based Practicum experience 36 hours)\*
- EDU 346-Integrating Mathematics/Science (6) (School-Based Practicum experience 36 hours)\*

### Professional Term

- EDU 432-Student Teaching in the Elementary School (12)\*
- EDU 495-Education Leadership Seminar (3)\*

\*Can only be taken after admission to Teacher Education

Students in the combined Elementary Education/Reading major receive two endorsements. Students may elect to receive additional endorsements. Professional Education Core courses in an endorsement or specialization area may be taken while completing the admission requirements to the Teacher Education Program. Content core courses in an endorsement area may only be taken after admission to Teacher Education.

### K-8 Endorsements

#### Early Childhood/Pre-K

(Endorsement 103) – 42 hours

- EDU 220 Foundations of Early Childhood (3)
- EDU 225 Early Childhood Development (3)
- EDU 227 Infant Toddler Care and Education (3)
- EDU 232 Curriculum and Activities I (3)
- EDU 233 Early Childhood Practicum I (1)
- EDU 320 Early Childhood Guidance (3)
- EDU 321 Early Childhood Administration (3)
- EDU 323 Child Health and Nutrition (3)
- EDU 332 Curriculum and Activities II (3)
- EDU 334 Early Childhood Practicum II (1)
- EDU 308 Foundations of Literacy (3) (Part of Elementary Education Major)
- EDU 422 Student Teaching Pre-Kindergarten (6)

- EDU 432 Student Teaching Kindergarten (6) (Part of Elementary Education Major)
- HEA 100 First Aid (1)

#### Reading, K-8

(Endorsement 148) – 30 hours

- EDU 302-Curriculum & Instruction in Reading (3)
- EDU 303-Reading & Writing in the Content Areas (3)
- EDU 306-Children's Literature (3)
- EDU 307-Corrective & Remedial Reading, K-12 (3)
- EDU 308-Foundations of Reading & Literacy (3)
- EDU 311-Reading Assessment/Diagnosis (3)
- COM 354-Language and Social Identity (3)
- RES 104-Research Writing (3)
- EDU 331-Integrating Language Arts & Social Studies Practicum (6)

#### English/Language Arts K-8

(Endorsement 119) – 27 hours

- EDU 306-Children's Literature (3)

#### *Oral Communication (3)*

- COM 101-Speech Communication (3)

#### *Written Communication (3)*

(Choose 1 from the following courses)

- RES 104-Introduction to Research Writing (3)
- ENG 350-Advanced Composition (3)
- ENG 352-Fiction Writing (3)

#### *Language Development (6)*

- EDU 308-Foundations of Reading & Literacy (3)
- ENG 230-Modern Grammar (3)

#### *Reading (6)*

- EDU 302-Curriculum and Instruction in Reading (3)
- EDU 303-Reading and Writing in the Content Areas (3)



*Communication (3)*

- UDTH 220-Storytelling & Performing Literature (3) or
- UDTH 224-Creative Drama & Improvisation(3)

*American Literature (3)*

- ENG 321-American Literature Survey I (3)  
**or**
- ENG 325-Selected U.S. Writers (3)

**Science, Basic K-8**

(Endorsement 150) – 28 hours

*Physical Science (14)*

- EDU 246-General Science for Education (3)
- UDCM 111-General Chemistry I (4)
- UDCM 110-Chemistry & Society (4) **or**  
UDCM 119-Chemistry & the Environment (3)
- PHY 151-General Physics I (4)

*Biology (7)*

- BIO 111-Biological Science (4)
- PED 200-Human Anatomy & Kinesiology (3)

*Earth Science (7)*

- ESC 115-Basic Physical Geology (4)
- ESC 214-Meteorology (3)

**Mathematics, K-8**

(Endorsement 142) – 25 hours

- UDMA 111-Collegiate Math (4)
- UDMA 112-Algebra (4)
- UDMA 150-Analysis of Functions and Trigonometry (4)
- UDMA 250-Calculus with Analytic Geometry (4)
- CIS 215-Programming I (3)
- CIS 315-Programming II (3)
- EVS 230-Intro to Statistics (3)

**Social Sciences/Social Studies, K-8**

(Endorsement 164) – 24 hours

- UDHS 121-World Civilization I (3)
- UDHS 122-World Civilization II (3)
- UDHS 211-U.S. History to 1865 (3) or
- UDHS 212-U.S. History From 1865 (3)
- SOC 112-Contemporary Social Problems (3)
- UDPO 120-American National Government (3)
- PSY 110-Introduction to Psychology (3)
- UDIN 115-World Geography (3)
- UDIN 215-Global Perspectives (3)

**Physical Education, K-8**

(Endorsement 146)

- Requirements listed in HPER section of catalog

**Health Endorsement, K-8**

(Endorsement 137)

- Requirements listed in HPER section of catalog

**Instructional Strategist I: Mild and Moderate, K-8**

(Endorsement 260) – 21 hours

- EDU 202-Intro to Exceptional Children/ Youth, K-12 (3) (Field exp. 10 hrs)\*\*
- EDU 204-Characteristics of Learners with Disabilities, K-12 (3)
- EDU 206-Assessment, Diagnosis & Evaluation of Mild/Moderate Disabilities, K-12 (3)
- EDU 207-Methods & Strategies of Mild/ Moderate Disabilities, K-12 (3) (Field exp. 15 hrs)
- EDU 307-Corrective & Remedial Reading, K-12 (3)\*\*
- EDU 363-Managing Behavior & Social Skills, K-12 (3) (Field exp. 15 hrs)
- EDU 365-Communication and Collaborative Partnerships, K-12 (3)
- EDU 370-Special Education Practicum (2)
- EDU 490-Student Teaching in Special Education (6)

\*\*Part of Elementary Curriculum

**Middle School**

(Endorsement – 182) – 33 or 36 hours

- PSY 223-Adolescent Development (3)
- EDU 360-Middle School Methods (3)
- EDU 303-Reading & Writing in the Content Areas (3)
- UDHS 211-U.S. History to 1865 (3) **or** UDHS-212-U.S. History Since 1865 (3)
- UDHS 121-World Civilization I (3) **or** UDHS 122-World Civilization II (3)
- UDPO 120-American National Government (3)
- UDIN 115-World Geography (3)
- UDMA 111-Collegiate Math (4)
- UDMA 112-Algebra (4)
- UDMA 150-Analysis of Functions and Trigonometry (4)
- BIO 111-Biological Science (4)
- ESC 115-Basic Physical Geology (4)
- UDCM 111-General Chemistry I (4) **or** PHY 151-General Physics I (4)
- ENG 101-Composition & Rhetoric (3) **or** RES 104 Research Writing (3)
- ENG 230-Modern Grammar (3)
- COM 101-Speech Communication (3)
- ENG 260-Literature & Culture (3)
- ENG 357-Topics-Adolescent Literature (3)

**SECONDARY EDUCATION MAJOR**

– 42 hours

**Professional Core**

- EDU 100-Introduction to Education (2) (Field exp. 20 hours)
- EDU 119-Human Relations Skills for Teachers (3)
- EDU 200-Foundations of Education (3)
- EDU 202-Intro to Exceptional Learners, K-12 (3) (Field exp. 10 hrs)
- EDU 240-Learning and Teaching Processes (3)
- EDU 303-Reading and Writing in the Content Areas, K-12 (3)
- EDU 310-Assessment of Regular/Exceptional Learners, K-12 (2)
- EDU 352-Technology in Education (2)

**Secondary Content Core**

- EDU 360-Middle School Methods and Materials (3) (Field exp. 30 hours)
- EDU 351-Special Secondary Methods and Materials (3) (Field exp. 30 hours)

**Professional Term**

- EDU 452-Student Teaching in the Secondary School (12)
- EDU 495-Education Leadership Seminar (3)

Secondary Education students must also complete a content major to fulfill the requirement for a teaching endorsement. All Secondary Education students are required to complete all content major courses with a grade of C or higher prior to student teaching.

**Secondary Teaching Content Majors****Instructional Strategist I: Mild and Moderate, 5-12**

(Endorsement 261) – 27 hours

- EDU 202-Intro to Exceptional Learners, K-12 (3) (Field exp. 10 hrs)\*\*
- EDU 204-Characteristics of Learners with Disabilities, K-12 (3)
- EDU 206-Assessment, Diagnosis and Evaluation of MMD (3)
- EDU 348-Transition for MMD, 7-12 (3)
- EDU 349-Curriculum, Methods & Strategies for Teaching, 7-12 MMD (3)
- EDU 363-Managing Behavior & Social Skills, K-12 (3)
- EDU 365 Communication & Collaborative Partnerships, K-12 (3)
- EDU 491 Student Teaching in Secondary Special Education (6)

\*\*Part of Elementary Curriculum

### **Physical Education 5-12**

(Endorsement 147)

- Requirements are listed in the HPER section of catalog

### **Health 5-12**

(Endorsement 138)

- Requirements are listed in the HPER section of catalog

### **General Science, 5-12**

(Endorsement 154)

- BIO 135-General Zoology (4)
- BIO 136-General Botany (4) **or**  
BIO 247-Plant Physiology (4)
- UDCM 111-General Chemistry I (4)
- UDCM 112-General Chemistry II (4)
- PHY 151-General Physics I (4)
- PHY 152-General Physics II (4)
- EVS 105-Intro to Environmental Science (3)
- ESC 115-Basic Physical Geology (4)

### **Biology, 5-12**

(Endorsement 151) – 36 hours

- BIO 135-General Zoology (4)
- BIO 136-General Botany (4)
- BIO 235-Cell Biology (4)
- BIO 246-Ecology (4)
- BIO 211-Anatomy & Physiology (4) **or**  
BIO 331-Comparative Vertebrate Anatomy (4)
- BIO 236-Genetics (4)
- UDCM 111-General Chemistry I (4)
- UDCM 112-General Chemistry II (4)
- UDCM 231-Organic Chemistry I (4)

### **Environmental Biology, 5-12**

(Endorsement 151) – 30-36 hours

- BIO 135-General Zoology (4)
- BIO 136-General Botany (4)
- BIO 236-Genetics (4)
- BIO 246-Ecology (4)
- UDCM 111-General Chemistry I (4)

### **And Choose either Block A or Block B**

#### **BLOCK A**

- EVS 105-Intro to Environmental Science (3)
- ESC 115-Basic Physical Geology (4)
- EVS 333-Geographical Information Systems Applications (3) **or**  
EVS 248-Environmental Geology (4)

#### **BLOCK B**

- EVS 365-Ecosystem Interp. in Natural Science (8)\*
- EVS 371-Outdoor Education Practicum (4)\*
- EDU 384-Outdoor Education Teaching Techniques (4)\*

\*Taught at Audubon Center for the North Woods in the Fall term only

### **Chemistry, 5-12**

(Endorsement 152) – 27 hours

- UDCM 111-General Chemistry I (4)
- UDCM 112-General Chemistry II (4)
- UDCM 231-Organic Chemistry I (4)
- UDCM 232-Organic Chemistry II (4)
- UDCM 333-Biochemistry (3)
- UDCM 235-Quantitative Analysis with Lab (4)
- UDCM 336-Instrumental Methods of Chemical Analysis with Lab (4)

#### **OR (36 Hours)**

- BIO 111-Biological Science (4)
- PHY 151-Physics I (4)
- PHY 152-Physics II (4)
- ESC 115-Basic Physical Geology (4)
- UDCM 111-General Chemistry I (4)
- UDCM 112-General Chemistry II (4)
- UDCM 231-Organic Chemistry I (4)
- UDCM 232-Organic Chemistry II (4)
- UDCM 333-Biochemistry (4)

### **Mathematics, 5-12**

(Endorsement 143)

At the time this catalog was published, this program was nearing approval. Please consult the Education department for details on requirements for this endorsement.

**English/Language Arts, 5-12**

(Endorsement 120) – 36 hours

- UDTH 220-Storytelling & Performing Literature (3)
- EDU 306-Children's Literature (also met as part of EDU 351-Special Secondary Methods (3) )
- ENG 201-Foundations of Literary Studies (3)
- ENG 230-Modern Grammar (3)
- EDU 303-Reading & Writing in the Content Areas (3)
- ENG 331-Studies in Global Literature (3)
- ENG 350-Advanced Composition (3)
- ENG 495-Seminar (3)

**American Literature:**

Two courses including at least one survey:

- ENG 321-American Literature Survey 1 (3)  
or ENG 323-American Literature Survey II (3)

And choice of:

- ENG 325-Selected U.S. Writers (3) or  
ENG 260-Literature & Culture (*if taught with a focus on American Lit.*) (3) or  
ENG 358-Topics in English (*if taught with a focus on American Literature*) (3)

**British Literature:**

One survey and Shakespeare:

- ENG 311-Survey of British Literature I (3)  
or  
ENG 313-Survey of British Literature II (3)  
and  
▪ ENG 312-Shakespeare (3)

**EDUCATION COURSE DESCRIPTIONS****EDU 100-Introduction to Education (2)**

Provides experiences to assist students in thinking about what it means to teach as they reflect on why, whom, and how they will teach. Explores the effect of America's changing society on education, including families, student diversity and the teacher. Integrates a 20 hour K-12 school-based

experience that realistically reflects the challenges and rewards of teaching. Introductory course recommended for Sophomores. (Offered Fall and Spring)

**EDU 119-Human Relations Skills for Teachers (3)**

Develops awareness of and understanding of the various values, lifestyles, history and contribution of various identifiable subgroups in our society. Examines the interaction of the student's cultural background with racial, gender, legal and ethical issues; the educational setting and wider social forces. Emphasizes how to learn attitudes and behavior that overcome prejudices or discrimination in interpersonal relationships and in instructional methods and materials. Writing intensive. Open to all students. (Offered Spring)

**EDU 200-Foundations of Education (3)**

Exploration of American educational thought and practice in historical, philosophical, political and legal perspectives. This course focuses on the art and profession of teaching. Students reflect on themselves as teachers in the current educational system, evaluate their personal philosophy of education, and explore their positions on major issues, concerns, and challenges facing schools today. Writing intensive. Open to students even if they have not been admitted to Teacher Education. (Offered Fall and Spring)

**EDU 202-Intro to Exceptional Learners, K-12 (3)**

Introduction to various contemporary areas of special education. Acquaints students with the characteristics of students who exhibit a wide range of special needs in the regular school setting. Topics include special education diagnostic categories, programming, service delivery models, child advocacy and litigation affecting public education for students with disabilities –

as well as gifted children. Includes legal and cultural issues. 10 hours school-based experience required. (Offered Fall and Spring)

**EDU 204-Characteristics of Learners With Disabilities (3)**

This course focuses on the developmental, academic, social, career and functional characteristics of students with mild and moderate disabilities including mental, learning, and behavioral disorders, as well as Attention Deficit/Hyperactivity disorders. Historical, etiological and legal perspectives are examined. Emphasis includes current trends in programming, related services and levels of support as they relate to the multi-disciplinary team. Prerequisite: EDU 202 (Offered Fall and/or Spring)

**EDU 206-Assessment, Diagnosis & Evaluation of Mild/Moderate Disabilities, K-6 (3)**

Emphasis of this course is on acquiring knowledge and developing skill in educational testing and measurement with students with mild and moderate disabilities. Focus is on the legal provisions, their regulations and guidelines regarding unbiased assessment with psychometric and instructional instruments. This course integrates the application of resultant data to the development and management of the Individualized Educational Plan (IEP) in the context of placement. The social and cultural issues involved in assessment are also explored. Prerequisite: EDU 202 (Offered Fall)

**EDU 207-Methods & Strategies of Mild/Moderate Disabilities (3)**

This course covers methods and strategies in various models for providing curricula and instruction for students with mild and moderate disabilities at the elementary level. Basic academic, as well as life skills are emphasized using related instructional and remedial techniques and appropriate assistive technology. Also explored are alternatives for teaching students whose disabilities vary

in nature and degree. 15 hours school-based experience required. Prerequisites: EDU 202, EDU 204 (Offered Fall)

**EDU 220-Foundations of Early Childhood (3)**

This course provides an overview of the philosophies and history of early childhood education and the impact on the curricula. The course defines childcare settings and terminology in the field (ie: day care, preschool, family day care home), and goals associated with each. Students in this course will examine the role of early childhood educators, related career fields, career ladders, and professional ethics. This course also provides an introduction to alternative assessment techniques, specifically observation strategies.

**EDU 225-Early Childhood Development (3)**

This course examines genetic and environmental influences on behavior change during periods of prenatal development through middle childhood. Comprehensive coverage of physical, social, emotional, cognitive, and language development is provided. The course emphasizes theory and research, but the practical components of child rearing behavior management, and learning are also explored. 20 hour field experience

**EDU 227-Infant/Toddler Care and Education (3)**

This course focuses on the care and education of children from birth to thirty-six months. Students are prepared to utilize developmentally appropriate practices in a context of culturally sensitive care. Topics include: observation of current best practice in centers and homes; development of the whole child; assessment and planning of caregiving environments; routines as curriculum; infants and toddlers with special needs; health and safety; legal requirements; and relationship-building; care and education in partnership with parents. 10 hour field experience

**EDU 232-Early Childhood Curriculum and Activities I (3)**

Students in this course study the development and implementation of appropriate environments and curricula for young children. At the end of this course, students will be prepared to utilize developmentally appropriate practices in a context of culturally sensitive care. The focus of this course is on understanding children's developmental stages and the creation of appropriate activities, interactions, and environments in the following areas: play, dramatic play, art, literature/story-telling, music/movement, and physical motor play.

**EDU 233-Early Childhood Practicum I (1)**

30 hour field-experience which includes observation and participation in a daycare and pre-kindergarten setting. The experience is designed to apply early childhood learning theory and development to practice.

Co-requisite: EDU 232

**EDU 240-Learning & Teaching Processes (3)**

Examines the nature of learning and the learner from a research-based perspective. Concentrates on the inter-relationship of motivation, classroom management and assessment in the context of understanding and the learning process. Explores the social context of learning and teaching, pedagogy assessments, problem solving, and teaching effects. Application of learning principles to education. Examines critical decisions teachers make, provides theoretical perspective to inform this decision-making. Lesson plan introduced. Writing intensive. (Offered Fall and Spring)

**EDU 246-General Science for Education (3)**

This course focuses on general science (Physics and Chemistry) concepts. It integrates lab, class discussion and demonstrations briefly covering metrics, inorganic chemistry basics, waves, sound, light, motion, and two other topics of

students' choice. Course is offered every term and is required for Elementary majors. (Offered Fall and/or Spring)

**EDU 302-Curriculum & Instruction in Reading (3)**

Examines a range of research pertaining to reading, writing, and learning, including scientifically-based reading research, and knowledge of histories of reading. Focuses on major components of reading (phonetic awareness, word identification, phonics, vocabulary, fluency, and comprehension), and integrating curricular standards with student interests, motivation and background knowledge. Includes psychological, socio-cultural, and linguistic foundations of reading and writing processes and instruction. Fulfills the Iowa state requirement for foundations of reading for the K-8 reading endorsement. (Offered Fall and Spring)

**EDU 303-Reading & Writing in the Content Areas (3)**

Provides content area instruction in reading and writing that effectively uses a variety of research-based strategies and practices. Focuses on knowledge of text structure and the dimensions of content area vocabulary and comprehension such as literal, interpretive, critical, and evaluative. Fulfills the Iowa state requirement for reading in the content areas for the K-8 reading endorsement. (Offered Fall and Spring online)

**EDU 306-Children's Literature (3)**

Focuses on knowledge of children's literature for modeling the reading and writing of varied genres, fiction and nonfiction, technology-and media-based information, and non-print materials; for motivating through the use of texts at multiple levels, representing broad interests, and reflecting varied cultures, linguistic backgrounds, and perspectives;

and for matching text complexities to the proficiencies and needs of readers. Fulfills the Iowa state requirement for children's nonfiction and fiction for the K-8 reading endorsement. Non-education majors require approval from the Chair of the Education Department. (Offered Fall and/or Spring)

**EDU 307-Corrective & Remedial Reading, K-12 (3)**

Focuses on knowledge of a variety of instruments, procedures, and practices that range from individual to group and from formal to informal to alternative for identification of students' reading proficiencies and needs, for planning and revising instruction for all students, and for communicating results of ongoing assessment to all stakeholders. Examines policies and procedures related to special programs, including Title I and Reading Recovery. Fulfills the Iowa state requirement for reading, reading assessment, diagnosis and evaluation for the K-8 reading endorsement. Prerequisites: EDU 302, and Admission to Teacher Education. (Offered Fall and Spring)

**EDU 308-Foundations of Reading & Literacy (3)**

Focuses on language development, reading acquisition (birth through sixth grade), and the variations related to culture and linguistic diversity to provide effective instruction in reading and writing. Fulfills the Iowa state requirement for language development for the K-8 reading endorsement. 10 hours school-based experience required. (Offered Fall and Spring)

**EDU 310-Assessment of Regular & Exceptional Learners, K-12 (2)**

Focuses on formal and informal assessment strategies and instruments and their appropriateness for assessing regular and special needs students. Integrates how to use assessment to guide instruction with

development of assessment instruments. Interpretation of standardized test data and evaluation issues are explored. Competence is determined through exams, projects, and presentations. (Offered Fall and Spring)

**EDU 311-Reading Assessment/ Diagnosis (3)**

Focuses on using reading and writing strategies, materials, and assessments based upon appropriate reading and writing research to tutor a child in reading. Includes working with licensed professionals who observe, evaluate, and provide feedback on the knowledge, dispositions, and performance of the teaching of reading and writing development. Fulfills the Iowa state requirement for a reading practicum for the K-8 reading endorsement. 20 hour tutoring experience required. Prerequisites: EDU 307, and Admission to Teacher Education. (Offered Fall and Spring)

**EDU 320-Early Childhood Guidance (3)**

This course presents basic principles, methods, and techniques for guidance and discipline of young children. Developmentally appropriate behavior management with individual children and in classroom settings will be discussed. Observation skills, assessment, and evaluation will be included. 10 hour field experience

**EDU 321-Early Childhood Administration (3)**

This course prepares the student to market and manage early childhood centers. Students will learn the role and responsibilities of the director of an Early Childhood Center; learn how to create job descriptions for employees; evaluate performance and programs; set policy; manage fiscal and facility responsibilities; and develop community and parent involvement initiatives.

**EDU 323-Child Health and Nutrition (3)**

This course blends current theory with practical application on health, safety, and nutrition in group child care settings. Topics include: safety, childhood communicable diseases, nutrition and menu planning, health and hygiene practices, care of the ill or injured child, child abuse, and sound mental and physical health education practices.

**EDU 331-Integrating Language Arts & Social Studies (6)**

Develops knowledge, methodologies, and competencies for the teaching of an integrated Language Arts and Social Studies curriculum. Focuses on knowledge of a range of research-based strategies and instructional technology for designing and delivering effective instruction across the curriculum, for grouping students, and for selecting materials appropriate for learners at various stages of reading and writing development and from varied cultural and linguistic backgrounds. Students experience teaching Language Arts and Social Studies lessons to both large and small groups in elementary classrooms during a 36 hour practicum experience. Fulfills the Iowa state requirement for reading instructional strategies for the K-8 reading endorsement. Prerequisites: EDU 302, and Admission to Teacher Education. (Offered Fall and Spring)

**EDU 332-Early Childhood Curriculum and Activities II (3)**

Students in this course study the development and implementation of appropriate environments and curricula for young children. Students are prepared to utilize developmentally appropriate practices in a context of culturally sensitive care. The focus of this course is on understanding children's developmental stages and developing appropriate activities, interactions, and environments in the following areas: cognition, emergent literacy,

math, science, technology, and social studies in an antibias curriculum. The course is a continuation of Curriculum and Activities I. Prerequisite: Admission to Teacher Education

**EDU 334-Early Childhood Practicum II (1)**

30 hour field experience participating and teaching lessons in a pre-kindergarten and kindergarten setting. Co-requisite: EDU 332. Prerequisite: Admission to Teacher Education

**EDU 346-Integrating Math & Science (6)**

Develops knowledge and competencies for the teaching of an integrated Mathematics and Science curriculum. Also integrates the philosophies, strategies, instructional methodologies, materials and evaluation of elementary Mathematics and Science. Active hands-on experiences. Focuses on manipulatives, constructivism, cooperative learning, and alternative assessment. Thematic teaching; emphasis on meaning-centered, thoughtful and diverse integrated curriculum. Students experience teaching Mathematics and Science lessons to both large and small groups in elementary classrooms during a 36 hour practicum experience. Prerequisites: UDMA 111, and Admission to Teacher Education. (Offered Fall and Spring)

**EDU 348-Transition for Special Needs, 5-12 (3)**

This transition course will explore the career, vocational and transitional support for students with Mild/Moderate (M/MD) disabilities to post-school settings. It focuses on the decision making and job related skills and services needed for M/MD students to succeed in the first years out of high school. The course includes planning for different types of transition services: employment, community living, opportunities, and post-secondary education. 10 hours of school-based experience. (Offered Fall and/or Spring)



**EDU 349 Curriculum, Methods and Strategies for Teaching 5-12 MMD (3)**

This course focuses on numerous models that provide curriculum and instructional methodologies utilized in the education of learners with mild and moderate (M/MD) disabilities at the 5-12 level. Emphasis is placed on the curriculum and related instructional and remedial methods, including assistive technology, used in the development of the cognitive, academic, social, language and functional life skills for 5-12 M/MD students. Preparation in using alternatives for teaching skills and strategies to individuals with differences in their degree and nature of disability, age, and level of ability in academic instruction is stressed. Strategies for adapting and modifying curriculum for M/MD learners integrated into the general education classroom are included. 15 hours school-based experience required. (Offered Spring)

**EDU 351-Special Secondary Methods & Materials (3)**

Introduces specific content area curriculum, methods, content, media, and teaching strategies pertinent to specific subject areas of the secondary schools. Students work in their subject specialization to develop the methods and materials best suited to their content area. 30 hours school-based experience required. Prerequisite: Admission to Teacher Education. (Offered Fall and/or Spring)

**EDU 352-Technology in Education (2)**

Technologies used for learning and instruction in a variety of educational settings. Emphasis on using the broad technological environment, current trends and issues, evaluation and effectively integrating technology into instruction. Prerequisite: CIS 101 or 103 (Offered Fall and Spring)

**EDU 360-Middle School Methods and Materials (3)**

Develops awareness of the diverse characteristics of the middle school learners and the environment that should exist to respond to their needs. Examines the curriculum organization patterns, instructional strategies used in middle schools. Integrates classroom instruction with a 30 hour school-based experience in a middle school. Prerequisite: Admission to Teacher Education. (Offered Spring)

**EDU 363-Managing Behavior & Social Skills (3)**

This course explores the nature of human behavior, etiology of problem behavior and principles of changing behavior for individuals with exceptional learning needs. Emphasis is on individual behavior management, classroom management models, strategies for changing behavior, and programs that enhance an individual's social participation. Explores legal and ethical issues and behavior plans as they relate to the IEP. 15 hours school-based experience required. Prerequisite: EDU 202 (Offered Spring)

**EDU 365-Communication & Collaborative Partnerships (3)**

This course develops competency in understanding and communicating with families of students with disabilities and collaborating with school and agency professionals. Emphases are on the structure, needs and dynamics of families, types of communication, fundamentals and strategies for consultation and collaboration. Prerequisite: EDU 202, EDU 204, and EDU 206 (Offered Fall and/or Spring)

**EDU 370-Special Education Practicum (2)**

This practicum provides the student with an in-depth opportunity to apply the pedagogical techniques and knowledge of M/MD students acquired in their coursework in a classroom setting for a minimum of 60 hours. Required for all students completing an endorsement in Instructional Strategist I who have not done student teaching in a special education classroom.

**EDU 384-Outdoor Education Teaching Techniques (4)**

Students will develop a knowledge base of how the brain influences learning, the stages of cognitive development and apply this information in developing age-appropriate environmental educational activities. Teaching techniques, lesson planning, and instructional materials for classroom and outdoor teaching will be developed and field tested in outdoor and classroom settings. A teaching portfolio of lesson plans, reflection of teaching and evaluations will be developed.

**EDU Student Teaching (12)**

The capstone experience of the Teacher Education Program. Extended supervised experience to develop proficiency in teaching: learning to plan and prepare, learning to manage the classroom

environment, understanding the nature of teaching practice and developing attitudes and behaviors of an emerging professional. Minimum of 16 weeks in the classroom.

Prerequisites: Admission to Teacher Education; Approval to Student Teach; grade of C or higher in all Education courses and in all content major or specialization courses; an overall cumulative grade point average of 2.75 or better

- EDU 432-Student Teaching in the Elementary School (12) (6)
- EDU 452-Student Teaching in the Secondary School (12)
- EDU 490-Student Teaching in Special Education, K-6 (6)
- EDU 465-Student Teaching in Secondary Physical Education (6)
- EDU 466-Student Teaching in Elementary Physical Education (6)

**EDU 495-Education Leadership Seminar (3)**

Part of the capstone experience of the Teacher Education Program. Provides opportunity to refine skills and documents for entry into the profession. Applies behavior management and ethical/legal issues in education to student teaching. Includes an action research project.

Co-requisites: EDU 432 or EDU 490, EDU 452, EDU 465, EDU 466

## ENGLISH DEPARTMENT (ENG)

The English Department helps students become skilled and perceptive thinkers, readers, writers, and communicators by developing a mastery of the English language and an understanding of the aesthetic and moral value of literature. Graduates with an English major may find careers in education (certification required), technical writing, publishing, or journalism; continue their study at the graduate level in English, communication specialties, library or information science, or law; or seek out positions not directly related to the field of English, but which utilize many of the skills fostered by the English curriculum.

For students who intend careers in administration, government, law, education and consumer public-contact roles, a background in English is particularly helpful.

For all students, the study of communication and literature provides insights into the human condition – past, present, and future. Furthermore, such study develops analytical thinking and writing skills along with creativity and aesthetic sensibility, all of which are necessary in professional and personal life. Many students choose to combine an English major with another major.

### Mission:

The mission of the English Department is to provide students at the University of Dubuque writing and reading competencies, critical and analytical thinking skills, and literature-based insights and examination of values.

### Objectives:

The English Department's objectives are that students will:

- Write prose that is structurally and logically coherent;
- Communicate in a rhetorically effective manner;
- Read varied texts with a high level of comprehension;
- Develop and demonstrate skills in critical and analytical thinking;
- Develop and demonstrate an understanding of literature's aesthetic value;
- Use literature to gain insight into the human condition;
- Understand the conventions of English grammar and use it effectively.

### Service to University Mission:

The English Department serves the University's Mission by:

- Offering courses all students take to lay the foundation for excellence in academic inquiry and professional preparation;
- Providing opportunities for students to study language and literature, an endeavor essential to students' intellectual, spiritual, and moral development;
- Offering students the opportunity to reflect upon diverse viewpoints, life experiences, and religious and moral values through the study of literature;
- Enhancing students' understanding of stewardship;
- Promoting zeal for life-long learning and service through course work and co-curricular opportunities.

## English Major

A major consists of 33 credit hours, and may be completed with an emphasis on either literature or writing. Students may also choose to complete both concentrations.

### Literature Concentration

Required Courses: (21 hours)

- ENG 201-Foundations of Literary Studies (3)
- ENG 260-Literature and Culture (3)
- ENG 312-Shakespeare (3)
- A Survey in British Literature (3)
  - ENG 311-English Literature Survey I
  - or**
  - ENG 313-English Literature Survey II
- A Survey in American Literature (3)
  - ENG 321-American Literature Survey I
  - or**
  - ENG 323-American Literature Survey II
- ENG 331-Studies in Global Literature (3)
- ENG 495-Seminar (3)

Distribution Requirements: (12 hours)

- A Focused Course in American Literature (3)
  - ENG 325-Selected U.S. Writers;
  - ENG 260-Literature and Culture, when it is taught with an American literature focus. (May satisfy WVS 3 requirement)
  - A topics course with an American literature focus.
- A Focused Course in British Literature (3)
  - ENG 315-Selected British Writers;
  - ENG 260-Literature and Culture, when it is taught with a British literature focus. (May satisfy WVS 3 requirement)
  - A topics course with a British literature focus.

- Writing (3)
  - ENG 340-Effective Communication in Business
  - ENG 341-Scientific & Technical Writing
  - ENG 350-Advanced Composition
  - ENG 351-Poetry Writing
  - ENG 352-Fiction Writing
  - Internship

- A Contemporary Course (3)
  - ENG 301-20th/21st Century Drama
  - ENG 302-20th/21st Century Poetry
  - ENG 303-20th/21st Century Fiction

Electives: Any other 200 or 300 level English course (0-6 hours)

### Writing Concentration

Required Courses (21 hours)

- ENG 201-Foundations of Literary Studies (3)
- ENG 230-Modern Grammar (3)
- ENG 312-Shakespeare (3)
- ENG 350-Advanced Composition (3)
- ENG 495-Seminar (3)
- Internship (3)
- ENG 354-Language and Social Identity (3)

Survey Courses

(6 hours – courses from 2 different areas)

- ENG 311-English Literature Survey I (3)
- ENG 313-English Literature Survey II (3)
- ENG 321-American Literature Survey I (3)
- ENG 323-American Literature Survey II (3)
- ENG 331-Studies in Global Literature (3)

Writing Electives (6 hours)

- ENG 340-Effective Communication in Business (3)
- ENG 341-Scientific and Technical Writing (3)
- ENG 351-Poetry Writing (3)
- ENG 352-Fiction Writing (3)

Students choosing an English minor may select from two options.

A minor consists of 24 credit hours:

### **English Minor – Literature Concentration**

Required Courses (15 hours)

- ENG 201-Foundations of Literary Studies (3)
- ENG 312-Shakespeare (3)
- ENG 331-Studies in Global Literature (3)
- An American Literature Course
- A British Literature Course

A Writing Course (3 hours)

- ENG 340-Effective Communication in Business (3)
- ENG 341-Scientific and Technical Writing (3)
- ENG 350-Advanced Composition (3)
- ENG 351-Poetry Writing (3)
- ENG 352-Fiction Writing (3)
- Internship (3)

A course from two of the following areas (6 hours)

- An American Literature Course:
  - ENG 321-American Literature Survey I (3)
  - ENG 323-American Literature Survey II (3)
  - ENG 325-Selected American Writers (3)**or** another course with an American literature focus
- A British Literature Course:
  - ENG 311-British Literature Survey I (3)
  - ENG 313-British Literature Survey II (3)
  - ENG 315-Selected British Writers (3)or another course with a British focus.
- ENG 260-Literature and Culture (3)
- A Contemporary Course:
  - ENG 301-20th/21st Century Drama (3)
  - ENG 302-20th/21st Century Poetry (3)
  - ENG 303-20th/21st Century Fiction (3)

### **English Minor – Writing Concentration**

Required Courses (12 hours):

- ENG 201-Foundations of Literary Studies (3)
- ENG 230-Modern Grammar (3)
- ENG 350-Advanced Composition (3)
- ENG 354-Language and Social Identity (3)

Survey Courses

(6 hours – courses from 2 different areas)

- ENG 311-English Literature Survey I (3) **or**
  - ENG 313-English Literature Survey II (3)
  - ENG 321-American Literature Survey I (3)
- or**
- ENG 323-American Literature Survey II (3)
  - ENG 331-Studies in Global Literature

Writing Electives (6 hours)

- ENG 340-Effective Communication in Business (3)
- ENG 341-Scientific and Technical Writing (3)
- ENG 351-Poetry Writing (3)
- ENG 352-Fiction Writing (3)
- Internship (3)

The Department of English offers the BA degree.

## ENGLISH COURSE DESCRIPTIONS

### **BRI 006-Reading and Study Skills (3)**

Direction in reading and study skills which present the basic techniques for college-level reading comprehension, vocabulary development and study efficiency. Emphasis is placed on application of reading and study skills in concurrent course enrollment.

### **ENG 090- Introduction to College Writing (3)**

A course designed to assist students in developing the language and writing skills necessary for successful performance in college. Students earning a grade of C or better are eligible to enroll in ENG 101-Composition and Rhetoric. Students receiving a grade of C- or below in ENG 090 must repeat the course the next term the course is offered and prior to taking ENG 101

### **ENG 101-Composition and Rhetoric (3)**

Direction in forming the habit of correct and fluent English through extensive reading and writing. Students are required to earn a C or better in ENG 101

### **ENG 112-Introduction to Literature (3)**

An introduction to the literary genres of fiction, poetry, and drama. Appreciation and understanding of literature are primary, but with continued emphasis on the skills of close, critical reading and writing that were developed in ENG 101. Prerequisite: Grade of C or higher in ENG 101

### **ENG 201-Foundations of Literary Studies (3)**

An introduction to various contemporary critical approaches to the study of literature and to research tools and methods used in literary studies. Unlike ENG 112: Introduction to Literature, a general education course which provides a more general experience with literature for nonspecialists, this course prepares students for an English major or minor by laying a foundation of knowledge

and skills in literary studies which they will apply in upper division literature courses. Through the reading of literary texts and critical essays, students will explore issues involved in the interpretation of literary works and become familiar with a range of critical theories and practices. Students will also develop skills in the research procedures and written conventions of the literary essay. Offered annually. Required of English majors and minors. Prerequisite: ENG 112

### **ENG 230-Modern Grammar (3)**

An examination of language structure and usage from the perspective of traditional grammar and modern linguistics. This course is primarily designed to allow students to gain a conscious knowledge of English grammar and to provide students with the tools necessary for understanding language structure in order to analyze their own and others' use of the language. Offered in Spring term of odd-numbered years. Prerequisite: ENG 101

### **ENG 260-Literature and Culture (3)**

Examines some intersection between literature and a specific element of culture. Students will discuss how various texts respond to a particular area of culture, both reflecting and shaping specific aspects of the culture. Topics will vary; past topics have included literature of the American West, sport and literature, American film, religious themes in literature, and mysteries. Offered Spring term annually. Repeatable with various topics. Prerequisite: ENG 101

### **ENG 301-20th/21st Century Drama (3)**

A survey of drama written during the 20th and 21st centuries, this course will expose students to important innovations in the development of drama over the past century, to major dramatic forms, and to significant playwrights. Offered in Fall of even-numbered years. Prerequisite: ENG 201 or permission of instructor

**ENG 302-20th/21st Century Poetry (3)**

A survey of poetry written in English during the 20th and 21st centuries, this course will expose students to important developments and innovations in poetry over the past century, to major poetic forms, and to significant poets. Students will read both widely and closely, examining stylistic devices used by poets and how those stylistic devices are connected to a poem's meanings. Offered Spring of odd-numbered years. Prerequisite: ENG 201 or permission of instructor

**ENG 303-20th/21st Century Fiction (3)**

A survey of fiction written during the 20th and 21st centuries, this course will expose students to such developments over the past century as the movements from realist to modernist to postmodern fiction, to major styles or forms of fiction, and to significant fiction writers. Offered in Spring of even-numbered years. Prerequisite: ENG 201 or permission of instructor

**ENG 311-Survey of British Literature I (3)**

Surveys the development of the major themes and genres of British literature from Beowulf through Chaucer and the Renaissance to the Enlightenment and the beginnings of Romanticism (c. 1789). In addition to close reading of the literature, students will pay attention to the cultural forces shaping the development of British literature and will analyze the role of literature in constructing British identity. Offered Fall term of odd-numbered years. Prerequisite: ENG 201 or permission of instructor

**ENG 312-Shakespeare (3)**

Surveys the comedies, tragedies, histories, and poetry of William Shakespeare. Students will develop skills in literary analysis and interpretation through the study of one of the acknowledged masters of English literature. Required of all English majors and

of minors with a literature concentration. Offered in the Fall of even-numbered years. Prerequisite: ENG 112

**ENG 313-Survey of British Literature II (3)**

Surveys the development of the major themes and genres of British literature from the beginnings of Romanticism (c. 1789) through Victorian and Modernist literature to the present. Offered Spring term in even-numbered years. Prerequisite: ENG 201 or permission of the instructor

**ENG 315-Selected British Writers (3)**

A focused study of selected writers in British literature, this course offers students an intensive study of specific authors and/or particular issues, literary forms, and historical trends in British literature. This course limits itself to a narrow range of literature (generally two to five writers) in order to add depth of learning to the breadth of knowledge developed in the survey courses. The writers explored will vary from term to term. Repeatable with various topics. Offered Fall term of even-numbered years. Prerequisite: ENG 201 or permission of instructor

**ENG 321-American Literature Survey I (3)**

A survey of literature of the United States from its beginnings to the Civil War. This course is designed to expose students to the broad tradition of U.S. literature to lay a foundation for other, more specific courses in the field. Students will consider the cultural forces — religious, historical, social, and racial — shaping the early literature in the United States and the role of literature in constructing identity in the United States. Offered Fall term of even-numbered years. Prerequisite: ENG 201 or permission of instructor

**ENG 323-American Literature Survey II (3)**

A survey of literature of the United States from the Civil War to the present. This course is designed to expose students to the broad tradition of U.S. literature to lay a foundation for other, more specific courses in the field. Includes study of the rise of realism and naturalism, modernist movements, the Harlem Renaissance, and post-modern and contemporary literature. Offered Spring term of odd-numbered years. Prerequisite: ENG 201 or permission of instructor

**ENG 325-Selected U.S. Writers (3)**

A focused study of selected writers in the literature of the United States, this course offers students an intensive study of specific authors and/or particular issues, literary forms, and historical trends in U.S. literature. This course limits itself to a narrow range of literature (generally two to five writers) in order to add depth of learning to the breadth of knowledge developed in the survey courses. The writers explored will vary from term to term. Repeatable with various topics. Offered Spring term of odd-numbered years. Prerequisite: ENG 201 or permission of instructor

**ENG 328-Environmental Literature (3)**

Students read literature focused on nature and environmental issues; field experiences create direct contact with the ecological subjects of the literature. Through field work in the natural environment, students participate in active experiences to test their reactions to the issues presented by important nature writers and environmentalists such as Thoreau, Muir, and Leopold. Satisfies World View 3 requirement. Prerequisite: ENG 112. (Cross-listed with EVS 328)

**ENG 331-Studies in Global Literature (3)**

An examination of literature from around the world. Students will be asked to do intensive reading and writing as well as participate in discussions in order to explore literatures from various geographic regions and/or cultural perspectives. Offered in Fall of odd-numbered years. Prerequisite: ENG 201 or permission of instructor

**ENG 340-Effective Communication in Business (3)**

Provides direction in the fundamental forms and styles for common types of business reports and correspondence. Emphasis throughout the course is given to verbal, nonverbal, graphical, electronic, and perceptual differences within the global business structure. Students study cultural differences and practice how to communicate effectively by using these differences positively to achieve a predetermined business/professional goal. Prerequisite: ENG 101 and COM 101 (Cross-listed with BAC 340)

**ENG 341-Scientific and Technical Writing (3)**

Students develop the written and verbal skills needed to create clear, concise, user-centered communication. Special focus is placed on composing, editing, and formatting various technical and scientific documents. Possible documents covered include manuals, instructions, reports and professional correspondences. Compared to ENG 340 (Effective Communication in Business), this course places more emphasis on document design and technical editing. Prerequisites: ENG 101 and RES 104



**ENG 350-Advanced Composition (3)**

Focuses on the planning, writing, and effectiveness of written arguments, with special emphasis given to exposition and persuasion. Students will learn to identify and apply a wide range of stylistic devices to enhance the effectiveness of their writing. Required for secondary English majors. Offered Spring term of even-numbered years. Prerequisites: ENG 101 and RES 104

**ENG 351-Poetry Writing (3)**

The study and practice of writing poetry with readings and discussion on poets from a range of eras and backgrounds. This course will allow them the time and space to workshop their own writing while also exposing them to various techniques and styles. Students will be immersed in poetry and will be encouraged to explore their own voices and to use poetry as an art with which to explore emotion and thought. Offered Fall term of odd-numbered years. Prerequisites: ENG 112 and Junior standing or instructor's approval

**ENG 352-Fiction Writing (3)**

The study and practice of writing fiction with readings and discussions on writers from a range of eras and backgrounds. Students will study and write fiction in various forms including narrative and descriptive genres while also examining theory and techniques of fiction writing. Students will be encouraged to explore their own voice and to use their writing as an art with which to explore emotion, thought, and style. The course will include classroom analysis and discussion of student fiction. Offered Fall term of even-numbered years. Prerequisites: ENG 112 and Junior standing or instructor's approval

**ENG 354-Language and Social Identity (3)**

Introduces accounts of the nature of language and its relation to our histories, identities, choices, and social relations. Readings, class activities, and discussions primarily explore how linguistic markers of such socio-cultural categories as gender, ethnicity, nationality, locality, disability, and class express people's identities and influence their communication. Secondly, the course explores how strategic language choices may persuade us and sustain or reshape social structures. Students enhance their ability to interact successfully with people different from themselves and to make informed choices regarding institutional, local, and national language policies. (Cross-listed with COM 354)

**ENG 357, 358, 359-Topics in English**

Examination through intensive reading, writing, and discussions of a selected topic in English

**ENG 385, 386, 387, 485, 486, 487-Internship**

Please see internship details on page 23.

**ENG 391, 392, 393, 491, 492, 493-Independent Study**

**ENG 495-Seminar in English (3)**

As the capstone course for English majors, Seminar in English offers the opportunity for intensive study of a defined literary problem, period, genre, or author (to be determined by the instructor) and asks students to consider moral, ethical, and faith-based questions related to the discipline of English. Offered in Spring term annually. Satisfies the World View 4 core requirement. Prerequisite: Senior standing or consent of the instructor

## **ENGLISH LANGUAGE PROGRAM FOR INTERNATIONAL STUDENTS (LNG)**

An intensive English Language Program is available to meet the needs of International students who wish or need to improve their English skills in order to study more competently at the University of Dubuque.

Note: Students not satisfactorily completing any LNG course must repeat the course the next term in which they are enrolled when the course is offered.

## **ENGLISH LANGUAGE PROGRAM FOR INTERNATIONAL STUDENTS COURSE DESCRIPTIONS**

### **LNG 102-Composition and Rhetoric (3)**

This is a practical composition course in which emphasis is placed on clear, readable prose that is grammatically correct. The writing assignments involve different types of themes. The entire process of writing and revising a composition is covered in detail to help prepare some foreign students to express themselves in future college work. This course should be taken in lieu of ENG 101 and as a prerequisite for ENG 112. The course meets the writing skill requirement when a minimum grade of B- is obtained.

### **LNG 103-Reading and Study Skills (3)**

The reading and study skills class provides the International student the opportunity to increase reading speed, develop vocabulary for college-level communication, and learn study skills necessary for success in an American educational institution. These skills are developed through readings and discussions designed to improve the international student's understanding of American culture and society. With a minimum grade of C, this course can satisfy the reading skills requirement.

### **LNG 104-Conversation (4)**

This course helps the International student express himself or herself effectively and clearly in American Standard English. Everyday usage and idiomatic expressions are practiced in class and in a laboratory situation. This course does not count toward meeting Core curriculum requirements. (Minimum passing grade is C)

### **LNG 105-Grammar (4)**

Develops fundamental linguistic skills for International students, emphasizing intensive drilling in proper grammar, punctuation, and intonation of the English language. This course does not count toward meeting Core curriculum requirements. (Minimum passing grade is C)

## DEPARTMENT OF FINE AND PERFORMING ARTS (FAPA)

At the time this catalog went to print, the Department of Fine & Performing Arts was undergoing review and major program development. The programs and courses listed represent the current offerings of the developing program and will be expanded as the faculty develops an interdisciplinary major that combines study in music, theatre, art and dance.

### Mission:

The mission of the FAPA Department is to provide students at the University of Dubuque opportunities for participation and study in music, theatre, dance and art as distinct yet interdisciplinary areas of the Fine & Performing Arts. Through participation in FAPA classes, events, and performances, UD students engage the community within and beyond the university. Students in the Fine & Performing Arts at UD demonstrate a passion for the arts and connect theory to practice through the creation of socially conscious and intellectually adventurous works of art, theatre, dance and music.

### Objectives:

Students in the Department of Fine & Performing Arts will:

- Understand theoretical principles of the arts and use them effectively;
- Create, perform and experience work in a variety of art forms with a high level of comprehension and appreciation;
- Develop and demonstrate skills in critical and analytical thinking through effective speaking, writing and performing on topics in the arts;
- Develop and demonstrate an understanding of the aesthetic value of the arts;

- Demonstrate the practical application of ethics by outreach to the community through the fine and performing arts disciplines;
- Use the arts to gain insight into historical eras and the human condition;
- Develop and demonstrate skills in effective project planning, event management, interpersonal communication, marketing, and audience development.

### Service to University Mission:

The Fine & Performing Arts Department serves the University's Mission by:

- Offering performances of sacred music on campus at worship and other religious events;
- Offering courses and performance opportunities open to all students which lay a foundation for academic inquiry that emphasizes the arts as part of the larger world;
- Offering performance and travel opportunities which encourage intellectual, spiritual, and moral development;
- Offering opportunities for performance and study in the arts which are ethnically diverse;
- Promoting a life-long interest in learning about, experiencing, and performing music, theatre, art and dance in church and community.

### Minor in Music

Students who earn a minor in Music at the University of Dubuque will enhance their overall college education and potentially will be able to tie this component directly to their major(s). Each student in this program will develop knowledge and skills that will serve his/her enjoyment of music as an art to be appreciated and an activity to be enjoyed throughout life. In addition to the objectives

already listed in the undergraduate catalog, a student who earns a minor in Music will:

1. Improve their understanding of and performance ability on a particular instrument of their choosing.
2. Have earned a basic level of academic and performance training allowing them to confidently teach in a private studio setting or to serve the church as a musician.
3. Have the option of furthering their study at an institution that offers a Bachelor's Degree in Music, having already completed basic components of the BA and BM degree.

### Entrance Requirements

All students must demonstrate a basic level of performance ability and theory knowledge as determined by the music faculty. Probationary status may be given to a student who needs to improve, but shows early potential. Remedial instruction may be offered to the student as a prerequisite for official acceptance into the program. A performance audition on the student's instrument of choice (including voice) is expected before admittance into the program. Students must attain and maintain a 2.5 cumulative grade point average in all course work and a 2.5 grade point average in music courses in order to pursue or continue to pursue a minor in Music.

A minor in Music requires 21 credits as follows:

5 required courses:

- UDMS 111-Music Appreciation (3)
- UDMS 126-Music Theory I (3)
- UDMS 126L-Music Theory I Lab (1)
- UDMS 127-Music Theory II (3)
- UDMS 127L-Music Theory II Lab (1)

1 of the following courses:

- UDMS 211-Broadway: A History of the Musical (3)
- UDMS 215-World Music (3)
- UDMS 236-Jazz History (3)
- UDMS 301-Music's Impact in History (3)

At least 3 credits of the following (each may be repeated for credit with no limit):

- UDMS 134-Instrumental Ensemble (1)
- UDMS 136-Jazz Ensemble (1)
- UDMS 313-University Concert Choir (1)
- UDMS 316-Chamber Singers (1)

At least 4 credits of the following (each may be repeated for credit with no limit):

- UDMS 133-Piano Class (1)
- UDMS 142-Voice Lessons (1)
- UDMS 144-Piano Lessons (1)
- UDMS 146-Organ Lessons (1)
- UDMS 148-Brass Lessons (1)
- UDMS 150-Guitar Lessons (1)

## MUSIC COURSE DESCRIPTIONS

### UDMS 111-Music Appreciation (3)

A survey of musical styles and trends in Western art music from the Middle Ages to the present. Designed to encourage and aid the general student in music listening.

### UDMS 126-Music Theory I (3)

This course provides students with a review of music reading skills and introduces the concepts of harmony, melody and form.

### UDMS 126L-Music Theory I Lab (1)

A companion lab to UDMS 126, designed to build music listening skills through various aural exercises. Co-requisite: UDMS 126 or consent of instructor

**UDMS 127-Music Theory II (3)**

A continuation of the study of harmony, melody, and form including an introduction to chromatic harmony and macro forms.

Prerequisite: UDMS 126 or consent of instructor

**UDMS 127L-Music Theory II Lab (1)**

A companion lab to UDMS 127, designed to develop music listening skills through various aural exercises. Co-requisite: UDMS 127 or consent of instructor

**UDMS 133-Piano Class (1)**

A study of basic piano technique and technique repertoire. May be repeated for credit.

**UDMS 134-Instrumental Ensemble (1)**

This ensemble performs at athletic events and in concert performances. May be repeated for credit.

**UDMS 136-Jazz Ensemble (1)**

An ensemble devoted to the performance and study of jazz music. The group performs for public events several times per year. May be repeated for credit.

**UDMS 142-Voice Lessons (1)**

Individual instruction is provided for students each week. Vocal techniques and repertoire are emphasized. May be repeated for credit.

**UDMS 144-Piano Lessons (1)**

Individual instruction is provided for students each week. Keyboard technique and repertoire are emphasized. May be repeated for credit.

**UDMS 146-Organ Lessons (1)**

Individual instruction is provided for students each week. Organ technique, repertoire, and hymn playing are emphasized. May be repeated for credit.

**UDMS 148-Brass Lessons (1)**

Individual instruction is provided for students each week. Performance technique and repertoire are emphasized. May be repeated for credit.

**UDMS 150-Guitar Lessons (1)**

Individual instruction is provided for students each week. Performance technique, repertoire, and theory are emphasized. May be repeated for credit.

**UDMS 211-Broadway: A History of the Musical (3)**

This course is a survey of the history and development of the Broadway musical from the 18th century to the present. The European roots of this American art form are studied. Asian and other ethnic influences are also discussed.

**UDMS 215-Introduction to World Music (3)**

A general survey of the world's music. The course will examine music in: the Middle East, the Far East, the Indian Subcontinent, Africa, Latin America, North America, and Europe.

**UDMS 236-Jazz History (3)**

This course is a survey of the history of jazz music. Students will be introduced to the major innovators and various styles of jazz. Discussion and assignments will include the relationship of jazz to social, political, and racial issues of the 20th century.

**UDMS 301-Music's Impact in History (3)**

Each year a topic is selected to explore how music has impacted an historical period and how culture impacts music. Traditionally team taught by faculty from music and history, topics have included the Civil War Era and the Counterculture of the 1960s. Course content is heavily weighted on reading and discussion of scholarly articles and writing research papers as well as listening to and discussing music of the period. (Cross-listed with UDHS 301)

**UDMS 313-University Choir (1)**

A choral ensemble which studies and performs a wide variety of choral literature. The choir performs numerous times each year on campus, in the Dubuque area, and on tour. Audition, instructor's permission, and a minimum 2.5 GPA required. May be repeated for credit.

**UDMS 316-Chamber Singers (1)**

A choral ensemble devoted to performance and study of works for smaller vocal ensembles. This choir performs for public events several times per year. Admittance is by audition only. May be repeated for credit. Co-requisite UDMS 313 and consent of instructor

**UDMS 321-Musical Theatre Production (1-3)**

A course designed for those students involved in the Spring musical: singers, actors, dancers, and technicians. Many aspects of musical theatre will be addressed, including auditions, rehearsal techniques, choreography, costuming, props, makeup, set construction, lighting, publicity, etc. May be repeated for credit. Consent of instructor and contract required.

**UDMS 368/368L-International Music and Culture/International Music Trip (1 + 2)**

This is an international study travel course. In classroom lectures and discussion, we review the art, culture, language, theatre, literature, geography, politics, music and technology of the countries we visit. Must travel/study in the country(ies) to take this course for credit. May be repeated for credit.

**ART COURSE DESCRIPTIONS****ART 111-Survey of Western Art I (3)**

Investigates key images in the history of art and architecture from the Ancient to the early Renaissance period (30,000 BCE-1300) via slides, lectures, discussions, and readings. As an historical course, ART 111 not only considers the formal development of art but also presents each monument in the context of the society that created it. This course will focus on how a work of art reflects and is affected by the major cultural, political, and religious developments of its era.

**ART 112-Survey of Western Art II (3)**

Investigates key images in the history of art and architecture from the Renaissance to the Modern period (1400-2000) via slides, lectures, discussions, and readings. As an historical course, ART 112 not only considers the formal development of art but also presents each monument in the context of the society that created it. This course will focus on how a work of art reflects and is affected by the major cultural, political, and religious developments of its era.

**ART 130-Computer Graphics for Non-Majors (3)**

Introduces to non-Computer Graphics majors the relationship of design and technology by allowing the student to create and compose visual content that communicates ideas in an effective manner using different software applications. Students will study composition, layout, balance, weight, typography, and organization of imagery. This course focuses on five application areas in computer graphics: paint systems, desktop publishing, 2D animation, 3D animation, and web design.

**ART 221-Drawing Fundamentals (3)**

An introduction to the structure of forms in two dimensions, figure/ground relationships, line, value, shape, and texture. Emphasis is on still life, perspective, and architecture using pencil, charcoal and conte crayon.

**ART 367-Digital Photography (3)**

This course is designed for the individual interested in improving his/her artistic abilities/vision in photography. A basic understanding of the darkroom and film development is required. Each student will need to have a digital camera. This course requires a lab fee.

**ART 368/368L-International Art and Culture/International Art Trip (1 + 2)**

This is an international study travel course. In classroom lectures and discussion, we review the art, culture, language, theatre, literature, geography, politics, music and technology of the countries we visit. Must travel/study in the country(ies) to take this course for credit. May be repeated for credit.

**THEATRE COURSE DESCRIPTIONS**

**UDTH 115-Acting Methods (CV)**

Introduction to a variety of methods and techniques of acting. Approaches to character analysis, actor preparation, and basic acting vocabulary will be introduced and explored. In addition to improvisation work, ensemble preparation and scene study, students will prepare monologues for audition and performance.

**UDTH 210-Production Techniques (CV)**

Offers students the opportunity to experience various organizational or technical skills necessary for staging a theatrical production, with a chance to explore practical work in acting, lighting, sound, costume design, make-up properties, scene construction, as appropriate and assigned by instructor. May be repeated.

**UDTH 220-Storytelling & Performing Literature (3)**

A performance skill development course in which students will become aware of their own potential as storytellers and the power of storytelling in their lives and professions. Course will include an exploration of materials, techniques, philosophies, traditions, and audiences for storytelling. While literature appropriate for storytelling will be surveyed and discussed, it is the performance aspects of storytelling that will receive the major emphasis. Students will begin the development of a personal style and repertoire of stories.

**UDTH 224-Creative Drama & Improvisation (3)**

Exploration and development of theories and concepts of improvisation and creative drama. Students will become familiar with the elements of drama through participation in informal improvisation and role-playing for specific pedagogical goals. Formal theatre and informal drama will be defined, explored and experienced.

**UDTH 357, 358 – Special Topics in Theatre (3)**

Specific topics within the framework of Theatre are examined. Topics may include but are not limited to;

- Theatre Appreciation
- Scene Design & Stage Lighting
- Costume & Makeup Design for the Stage
- Ensemble Acting
- Great Plays Analysis
- Voice & Diction
- Touring Theatre for Young & Adaptation for the Stage
- Directing for the Stage

The topic to be covered will be announced each time the course is offered. May be repeated for credit when topics vary.

## MILITARY SCIENCE DEPARTMENT (MIL)

The Department of Military Science administers the Army Reserve Officers' Training Corps (ROTC) program at the University of Dubuque. Credits earned in the Department count as general elective credits toward baccalaureate degree requirements or a minor in Military Science. All instructors in the Department are career U.S. Army Officers or NCO's. The course of instruction is designed to be a four-year program. Students with prior military experience or who attend the Leader Training Course (LTC) may be allowed to complete the program in two years. Students who desire to receive a commission as an officer in the U.S. Army will be required to contract with the Department of the Army during the final two years of the course.

The mission of the University of Northern Iowa Army ROTC Dubuque Detachment is to produce broadly educated Junior officers who;

- Understand the customs, traditions and ethos of the military profession;
- As officers and citizens, are fully prepared to serve both country and community;
- Will become leaders of tomorrow;
- Will meet the needs of the U.S. Army.

A **minor in Military Science** requires 27 credits as follows:

Basic courses (6):

- MIL 103-Leadership & Personal Development (1)
- MIL 105-Foundations in Leadership (1)
- MIL 115-Innovative Leadership (2)
- MIL 117-Leadership in a Changing Environment (2)

### OR

- MIL 181-Military Science Leadership Practicum (6)  
*(taken after Sophomore year)*

Advanced courses (18):

- MIL 332-Adaptive Team Leadership (3)
- MIL 340-Leadership Under Fire (3)
- MIL 494-Leadership Practicum (Ft. Lewis) (6)
- MIL 345-Developing Adaptive Leaders (3)
- MIL 350-Leadership in a Complex World (3)

Elective courses (3):

Choose one from the following –

- UDHS 211-U.S. History to 1865 (3)
- UDHS 212-U.S. History Since 1865 (3)
- UDIN 215-Global Perspectives (3)
- UDIN 315-Developing Nations of the World (3)

ROTC cadets who complete the program are fully-qualified commissioned officers in the U.S. Army.

The Military Science minor is prepared for a career in management. Within 6 months of completion, graduates of this program will be entrusted with the leadership and management of 30-40 personnel as well as government equipment valued at several million dollars. After serving their military commitment, some choose to leave the military for a career in the private sector. Junior officers are one of the top-recruited talent pools in the U.S. General management experience under stressful conditions, with limited resources, is invaluable for a career in the private sector.

### The Simultaneous Membership Program

The Simultaneous Membership Program (SMP) allows contracted cadets to be members of the Army National Guard or the Army Reserve and Army ROTC simultaneously.



ROTC SMP cadets are paid at the rate of a Sergeant (E-5) for their one weekend a month training assemblies, plus up to \$350 a month for 36 months in New G.I. Bill educational assistance benefits. Many ROTC SMP cadets also qualify for the Student Loan Repayment Program or tuition assistance or two and three year Guaranteed Reserve Force Duty Scholarships (GRFD).

### **ROTC Scholarships**

U.S. Army ROTC two-, three-, and four-year scholarships are available. They cover all tuition and required educational fees at UD, and provide \$600 per term for textbooks, supplies, and equipment.

Army ROTC scholarships also provide a subsistence allowance of \$300 for First year; \$350 for SO; \$450 for JR; and \$500 for SR per month for ten months of each school year that the scholarship is in effect. Winning and accepting an ROTC scholarship does not preclude accepting other scholarships.

### **G.I. Bill**

Students participating in the Simultaneous Membership Program are entitled to the New G.I. Bill Educational Assistance Benefits. Receiving the New G.I. Bill Educational Assistance Benefits does not preclude a student from accepting an ROTC Scholarship for the same period. Many students receiving the New G.I. Bill also qualify for the Student Loan Repayment Program.

### **Veterans**

Veterans receive advanced placement credit for the entire Basic Course. Veterans receive an ROTC allowance in addition to their G.I. Bill benefits.

### **Special Schools**

Both Basic and Advanced Course students can volunteer to attend special military schools such as Airborne School, Northern Warfare Training, or Air Assault Training.

### **Financial Assistance**

Students on scholarship, participating in the Simultaneous Membership Program, and veterans, will earn additional compensation as enumerated above. Students attending special training, such as the Military Leadership Practicum, receive a travel allowance and are paid while receiving the training. Uniforms and books for all classes taught by the Military Science Department are furnished, and a tax-free uniform allowance is provided to all students who complete the Advanced Course.

### **Additional Information**

For additional information, write to the University of Dubuque, Department of Military Science, Dubuque, IA 52001; or come in person to the ROTC office on the UD Campus at 2184 Bennett St.

The previous background and facility in acquiring basic skills of the individual student may necessitate taking additional work in lower division courses which are not specified in the minor.

## **MILITARY SCIENCE COURSE DESCRIPTIONS**

### **MIL 103-Leadership and Personal Development (1)**

Introduces students to their personal challenges and competencies that are critical for effective leadership. Students learn how the personal development of life skills such as goal setting, time management, physical fitness, and stress management relate to leadership, officership and the Army profession. Discussion, 1 hr/wk.; lab, varies. (Offered Fall)

### **MIL 105-Foundations in Leadership (1)**

Overview of leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback and using effective writing skills. Students explore dimensions of leadership values,

attributes, skills, and actions in the context of practical, hands-on and interactive exercises. Discussion, 1 hr/wk.; lab, arranged. (Offered Spring)

**MIL 115-Innovative Leadership (2)**

Explores the dimensions of creative and innovative leadership strategies and styles by studying historical case studies and engaging in interactive student exercises. Students practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises. 2 hr./wk.; lab, varies. plus 1 field trip. (Offered Fall)

**MIL 117-Leadership in a Changing Environment (2)**

Examines the challenges of leading in complex contemporary operational environments. Dimensions of the cross-cultural challenges of leadership in a constantly changing world are highlighted and applied to practical leadership tasks and situations. 2 hr.wk, lab arranged, plus 1 field trip (Offered Spring)

**MIL 145-Basic Survival Skills (2)**

Basic survival principles are discussed in class and demonstrated during a Survival Weekend. Concepts taught are: shelter building, water and food gathering, land navigation, first aid, and rescue signaling, plant and insect identification. Course will provide students with the basic understanding of skills needed to increase survival chances in adverse conditions. Discussion, 1 hr/wk.; lab, varies, plus 1 field trip

**MIL 181-Military Science Leadership Practicum (6)**

A six-week summer program at Fort Knox, Kentucky, designed to provide leadership experiences to sophomores. Successful completion will qualify students to enroll into the MIL Advanced Courses. Prerequisite: departmental approval

**MIL 332-Adaptive Team Leadership (3)**

Challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with the demands of the ROTC Leader Development Assessment Course (LDAC). Challenging scenarios related to small unit tactical operations are used to develop self awareness and critical thinking skills. Cadets receive systematic and specific feedback on their leadership abilities. Discussion, 3 hrs/wk.; lab, 1 hr./wk. Prerequisite: departmental approval (Offered Fall)

**MIL 340-Leadership Under Fire (3)**

Use of increasingly intense situational leadership challenges to build cadet awareness and skills in leading small units. Skills in decision-making, persuading, and motivating team members when "under fire" are explored, evaluated, and developed. Aspects of military operations are reviewed as a means of preparing for the Leader Development Assessment Course (LDAC). Discussion 3 hrs/wk.; lab, 1 hr/wk. Prerequisite: departmental approval (Offered Spring)

**MIL 345-Developing Adaptive Leaders (3)**

Develops cadets' proficiency in planning, executing and assessing complex operations, functioning as a member of a staff, and providing leadership performance feedback to subordinates. Cadets are given situational opportunities to assess risk, make ethical decisions, and provide coaching to fellow ROTC cadets. Discussion, 3 hrs/wk.; lab, 1 hr/wk. Prerequisite: departmental approval (Offered Fall)

**MIL 350-Leadership in a Complex World (3)**

Explores the dynamics of leading in the complex situations of current military operations. Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. Aspects of interacting with non-government

organizations, civilians on the battlefield, and host nation support are examined and evaluated. Discussion 3 hrs/wk.; lab, 1 hr/wk. Prerequisite: departmental approval (Offered Spring)

#### **MIL 494-Leadership Practicum (6)**

A six-week summer program at Fort Lewis, Washington, designed to provide leadership development and opportunities for students participating in the Advanced courses. Prerequisite: departmental approval

## **DEPARTMENT OF NATURAL AND APPLIED SCIENCES (DNAS)**

### **BIOLOGY**

The Biology degree program is designed to prepare students for service and leadership through integrative course work, including interactive laboratory sessions, and experiential learning opportunities centered on the principle of life. Biological phenomena are stressed at all levels of life from the simple organism to the complex ecosphere with evolution serving as the unifying theory. The Biology degree program attempts to directly involve each student in the study of living organisms. A major theme is environmental stewardship.

Careers in Biology include teaching, research, quality testing, technical sales, environmental technology, public service, and laboratory work. Biology courses, combined with those in related sciences, furnish preparation for studies in nursing, medicine, dentistry, other health-related fields, and graduate schools.

### **Biology Program Mission**

The mission of the Department of Natural and Applied Sciences is 1) to provide students with a broad-based contemporary program of study, which will provide them with the necessary technical and intellectual skill sets needed to work as a scientific professional in the 21st century, 2) to develop scientific and mathematical competency for students pursuing science education, and 3) to meet the needs of all students at the University of Dubuque for quantitative skills, scientific literacy, and an understanding of scientific processes.

### **Biology Program Goals**

- To prepare graduates who are well-versed in biology knowledge and skills and well qualified for employment in natural resources and conservation, biological/environmental education, biomedically allied fields, and biological/environmental consulting;
- To prepare students to pursue further education in graduate or professional schools in natural resources and conservation, medicine, veterinary medicine, dentistry, education, and biological sciences;
- To provide biology students with opportunities to conduct research in a laboratory or field setting;
- To provide all students with appreciation of the breadth of the field of biology and its importance in their daily lives.

A **Biology major** consists of the following basic core of 16 credits plus electives and allied courses:

- BIO 135-General Zoology (4)
- BIO 136-General Botany (4)
- BIO 235-Cell Biology (4)
- BIO 236-Genetics (4)

Allied Sciences and Mathematics courses required of all Biology majors (23-24 cr.):

- UDCM 111-General Chemistry I (4)
- UDCM 112-General Chemistry II (4)
- UDCM 231-Organic Chemistry I (4)
- UDCM 232-Organic Chemistry II (4)
- PHY 151-General Physics I (4)
- UDMA 150-Analysis of Functions & Trigonometry (4) **or** EVS 230-Statistics (3)

In addition, after completing the courses listed above, students may choose between two tracks:

#### **Organismal/Ecological Track** (16 cr.)

**Required:** BIO/EVS 246-Ecology (4)

#### **Organismal Course Electives** (4 cr.)

- BIO 218-Invertebrate Zoology (4)
- BIO 220-Vertebrate Field Zoology (4)
- BIO 221-Ornithology (3)
- BIO 223-Biology of Local Flora (3)
- BIO 247-Plant Physiology (4)
- BIO 318-Ichthyology (4)
- BIO 320-Mammalogy (4)

#### **Ecological Course Electives** (4 cr.)

- EVS 256-Environmental Field Studies (3)  
*Options to include: Boundary Waters, Wyoming, etc...*
- BIO 264-Ecology of the Mississippi (4)
- BIO 368-Field Studies (3)  
*Options to include: Paraguay, Australia, Alaska, Hawaii, etc...*
- EVS 365-Ecosystem Interpretation in Natural Science\* (8)
- EVS 370-Winter Wildlife Research\* (4)
- EVS 414-Wetland Science (3)
- EVS 476-Fisheries & Wildlife Management and Conservation (4)

\*courses held at Audubon Center of the Northwoods

#### **Cellular/Molecular/Pre-Health Professional Track** (16 cr.)

Course Electives

- BIO 211-Anatomy & Physiology I (4)
- BIO 212-Anatomy & Physiology II (4)
- BIO 314-Microbiology (4)
- BIO 347-Molecular Biology (4)
- UDCM 333-Biochemistry (4)
- BIO 422-Advanced Techniques in Cellular and Molecular Biology (4)

Accepted Electives in both Tracks are BIO or EVS Special Topics and Independent Research credits, dependent on approval by the student's advisor.

A **Biology minor** consists of 20 credits hours, including:

- BIO 135-General Zoology (4)
- BIO 136-General Botany (4)
- BIO 235-Cell Biology (4)
- BIO 236-Genetics (4)

Endorsements for teaching Science are described in the Education Department. Refer to this section for details.

The Biology program offers the BS degree.

#### **BIOLOGY COURSE DESCRIPTIONS:**

##### **BIO 110-Human Biology and Lab** (4)

A study of human structure and function, emphasizing an organ systems overview with application to lifestyle, nutrition, infectious diseases, and other common diseases such as cancer and cardiovascular disease.

##### **BIO 111-Biological Science and Lab** (4)

A consideration of biology as a dynamic, unified science of life, emphasizing general principles.

**BIO 125-Population, Resources, and Environment (3)**

The course provides an overview of environmental problems. Emphasis is placed on the interdependence, diversity, and vulnerability of the earth's life-support systems. Covers major aspects of the interrelated problems of increasing human population, decreasing resources and increasing stress on the environment.

**BIO 132-Health Science Careers Orientation (1)**

Explores the opportunities and requirements for entrance into a variety of health science, medically-related careers. Graded pass/fail.

**BIO 135-General Zoology and Lab (4)**

A study of fundamental biological principles as expressed in the structure and activities of animals. The major groups of the animal world are surveyed with reference to morphology, physiology, reproduction, evolution and ecology.

**BIO 136-General Botany and Lab (4)**

A study of the major groups of the plant world with an emphasis on plant origins, evolution, diversity, structure, biochemistry, and genetics. Phylogenetic systematics and classification will be introduced. Microscopic, physiological, biochemical, genetic, and molecular techniques will be used in the study of the morphology, physiology, reproduction, ecology, and biochemistry of plants, plant tissues, and seeds.

**BIO 211-Anatomy and Physiology I and Lab (4)**

The study of the structure of the body and the functions of its parts. Lectures cover the structure of the human body systems and are integrated with corresponding physiological principles. Studies of the muscular system and human skeleton are emphasized in the laboratory. Prerequisite: UDCM 105 or equivalent

**BIO 212-Anatomy and Physiology II and Lab (4)**

A continuation of Anatomy and Physiology 211. Major laboratory emphasis is placed on physiological principles that contribute to homeostasis in the human organism. Prerequisite: BIO 211

**BIO 218-Invertebrate Zoology and Lab (4)**

A survey of invertebrate animal phyla from the Protozoa to Echinodermata. Representative organisms are studied from the various phyla in terms of their structure, function, mode of existence, and ecological requirements. Prerequisite: BIO 135

**BIO 220-Vertebrate Field Zoology and Lab (4)**

A study of the biology, ecology, and life history of fishes, amphibians, reptiles, birds, and mammals. Field studies emphasize the capture, observation, and identification of local species in prairie, forest, and riverine habitats. Habitat associations and demographic parameter estimation are also studied. Prerequisite: BIO 135

**BIO 221-Ornithology and Lab (3)**

A survey of the orders of the birds. Classroom studies include general bird anatomy and the description of bird groups, habitats, and interactions with the environment. Field studies emphasize the identification of local species by sight, song and habitat.

**BIO 223-Biology of Local Flora (3)**

Emphasis is placed upon recognition and identification of plants in the living condition. Selected aspects of reproduction and ecology also will be stressed. Field trips are an important part of the course. Two three hour blocks of time per week during Fall term with the course ending the last week in October.

**BIO 235-Cell Biology and Lab (4)**

A study of the structural and functional aspects of cells representative of the various kingdoms. Emphasis will be placed on cellular biochemistry, enzymology, both catabolic and anabolic pathways and their regulatory mechanisms, and the structure of cellular organelles and their relationship to the functions they provide the cell. Prerequisite: BIO 135 or BIO 136

**BIO 236-Genetics and Lab (4)**

A study of the mechanics of heredity. Emphasis given to the approach of physiology and biochemistry that can be made through genetics. Prerequisite: BIO 135 or BIO 136

**BIO 246-Ecology (4)**

(See EVS 246)

**BIO 247-Plant Physiology and Lab (4)**

This course is proposed as an interdisciplinary course for both biology and environmental science curriculum. Students will strengthen their knowledge of plant form and function by studying plant cell structure and function, plant water relations, mineral nutrition of plants, solute transport of plants, photosynthesis and adaptations of photosynthetic mechanism to different environments, photorespiration, plant hormones and their role in plant growth & development, and physiological adaptation of plants to different environmental stresses. Laboratory component of this course will give students hands on experience with horticultural and environmental aspects of plant growth, how to identify nutritional deficiencies of plants, and selecting the appropriate crops for different seasons.

**BIO 264-Ecology of the Mississippi (4)**

An overview of the present state of the Upper Mississippi River and its environs. The bulk of the course consists of habitat study through field and laboratory work. Ecological impacts on these habitats are

examined, with emphasis on present development and future management of the river system. A fee is charged to cover the cost of transportation.

**BIO 314-Microbiology and Lab (4)**

A study of morphology, cell biology, genetics, physiology, diversity, and ecology of prokaryotic microorganisms. Viruses, and some eukaryotic microorganisms will be introduced. Selected topics on pathogenesis, industrial and environmental microbiology, and immunology will also be included. Laboratory exercises suitable for a general microbiology course will be covered. Prerequisites: BIO 111 or equivalent; UDCM 105 or UDCM 112

**BIO 318-Ichthyology and Lab (4)**

A study of the biology and ecology of fishes. Field studies emphasize the collection and identification of local species and also give the student a chance to observe different habitat and species associations in nature. Prerequisite: BIO 135

**BIO 320-Mammalogy and Lab (4)**

This is a course on the biology of mammals of the world. It will combine experience from laboratories, lectures, fieldwork, and independent research. A major goal is to have students become familiar with the evolutionary diversification of mammals of the world and also with the ecology and evolution of the local mammalian fauna. Students will be expected to learn the defining characteristics of mammalian families worldwide, selected North American genera, and many Iowa species. Prerequisite: BIO 135 and Junior standing.

**BIO 331-Comparative Vertebrate Anatomy and Lab (4)**

A basic course in morphogenesis of vertebrate animals. Lectures are concerned with the comparative morphology of the organ systems and the dynamic aspects

of anatomy. Laboratory work includes the dissection of the dogfish, necturus, and cat.

Prerequisite: BIO 135

**BIO 340-Limnology (4)**

(See EVS 340)

**BIO 344-Plant Ecology (4)**

Adaptations and environmental interactions involving plants. Topics include communities, succession, historical development of plant ecology, ecotype differentiation, breeding systems, and coevolution. Lecture-laboratory, field work when feasible. Prerequisite: BIO 235 or equivalent

**BIO 347-Molecular Biology and Lab (4)**

In this course, students will strengthen their knowledge in cell biology, biochemistry of the cell, protein structure and function, DNA structure, DNA replication, repair and recombination, RNA structure, RNA transcription and translation, gene expression regulation, cell compartments and transport, molecular basis of cancer, current methods of cancer treatment.

Students will also learn the methods of manipulating DNA, RNA and proteins during the accompanying laboratory component of the course. Prerequisite: BIO 236

**BIO 357, 358, 359-Topics in Biology (1-4)**

Specific subdisciplines within the framework of biological science are examined in depth. The topic to be covered will be announced each time the course is offered. May be repeated for credit when topics vary. Prerequisites: BIO 135 and consent of the instructor

**BIO 368-Field Studies (3)**

A study of the environmental and ecological issues facing various regions of the United States and the world. The ecological and environmental history of the region will be covered in a weekly seminar, which is required for participation in the trip.

A multi-day field study will be required for this course, with location varying yearly. Seminar participants will present discussions on topics. A student fee is charged to cover the cost of transportation, food and lodging. Prerequisite: Permission of instructor. Course can be repeated for credit as study locations change.

**BIO 385, 386, 387, 485, 486, 487-Internship (1-3)**

Participation in activity outside the classroom under the direction and guidance of a professor who teaches in the area in which a student seeks credit hours.

Please see internship details on page 23.

**BIO 391, 392, 393, 491, 492, 493-Independent Research (1-4)**

A course in experimental biology for advanced students who have shown proficiency and a degree of independence in their work. Introductory principles of research are stressed. Prerequisite: Junior or Senior standing and consent of the instructor and department head

**BIO 422-Advanced Techniques in Cellular & Molecular Biology and Lab (4)**

This course covers advanced techniques in cellular and molecular biology. Through lecture, laboratory, and small group work, students learn how to use advanced bioinformatics, molecular modeling, spectral, and microscopy techniques; design biologically active compounds using advanced bio-organic techniques; and purify proteins using selected advanced methods. Emerging techniques in cellular and molecular biology will also be covered as they arise. Mastery of course content will be demonstrated by students through exams, presentations, and written reports. Prerequisites: Junior or Senior standing as a Biology major and UDCM 232.

**BIO 495-Senior Seminar (1)**

## ENVIRONMENTAL SCIENCE (EVS)

Environmental Science is an interdisciplinary area of study concerned with biological, hydrological and geochemical processes and interactions that shape the natural environment. The increasing impact of human beings upon the natural world has resulted in a broad range of problems involving natural resources and environmental quality. Because of its interdisciplinary nature, the Environmental Science academic program is broader than most other science programs and is designed to provide a unique integration of chemistry, geology and biology.

### EVS Program Mission

The mission of the Department of Natural and Applied Sciences is 1) to provide students with a broad-based contemporary program of study, which will provide them with the necessary technical and intellectual skill sets needed to work as a scientific professional in the 21st century, 2) to develop scientific and mathematical competency for students pursuing science education, and 3) to meet the needs of all students at the University of Dubuque for quantitative skills, scientific literacy, and an understanding of scientific processes.

### EVS Program Goals

- To prepare graduates who are well-versed in environmental science knowledge and skills, and well-qualified for employment in natural resources conservation, environmental education, and environmental consulting;
- To prepare students to pursue further education in graduate or professional schools in natural resources conservation, education, and environmental sciences;
- To provide environmental science students

with opportunities to conduct research in a laboratory or field setting;

- To provide all students with appreciation of the breadth of the field of environmental science and its importance in their daily lives.

### Program of Study

The **Environmental Science major** consists of a minimum of 65 credit hours, which includes 20 credits of core requirements to be taken by all Environmental Science majors, a minimum of 21 credits to be selected from approved electives and 24 credit hours of supporting course work.

### Required core courses for the Environmental Science Major include:

#### Required Courses (Total 44 cr.):

- EVS 105-Introduction to Environmental Science (4)
- EVS 230-Introduction to Statistics (3)
- EVS 246-Ecology (4)
- EVS 247-Environmental Chemistry (4)
- EVS 248-Environmental Geology & Hydrology (4)
- EVS 495-Senior Seminar (1)
- BIO 135-General Zoology (4)
- BIO 136-General Botany (4)
- ESC 115-Physical Geology (4)
- UDCM 111-General Chemistry I (4)
- UDCM 112-General Chemistry II (4)
- UDMA 250-Calculus (4)

#### Elective Courses (21 cr.):

- EVS 256-Environmental Field Studies (3)
- BIO 318-Icthyology (4)
- BIO 320-Mammalogy (4)
- EVS 333-Geographical Information Systems Applications (3)
- EVS 340-Limnology (4)
- EVS 350-Instrumental Methods of Environmental Analysis (4)



- EVS 365-Ecosystem Interpretation in Natural Science\* (8)
- EVS 370-Winter Wildlife Research\* (4)
- EVS 371-Outdoor Education Practicum\* (4)
- EVS 375-Water Resource Management (4)
- EVS 380-Environmental Toxicology (4)
- EVS 401-Aquatic and Geochemistry of Natural Waters (4)
- EVS 414-Wetland Science (4)
- EVS 415-Environmental Engineering and Remediation (4)
- EVS 476-Fisheries & Wildlife Management and Conservation (4)

\*courses held at Audubon Center of the Northwoods

**Accepted Electives** in both Tracks are BIO or EVS Special Topics, Independent Research credits and other science offerings, dependent on approval by the student's advisor.

### **Environmental Science Minor**

The minor in Environmental Science consists of 20 credit hours of Environmental Science coursework in a program chosen by the student and approved by the Faculty. The program must include Introduction to Environmental Science (EVS 105) and at least two core courses with laboratories and one advanced non-core course at the 300- or greater level.

## **ENVIRONMENTAL SCIENCE COURSE DESCRIPTIONS:**

### **EVS 105-Introduction to Environmental Science and Lab (4)**

An ecology-based introduction to the field of environmental science, this course provides an overview of the interactions of soil, air, and water with plants and animals. It examines the various ways that these

interactions have been affected by human activity, and steps needed to achieve ecological sustainability. The laboratory portion of the course serves as an introduction to techniques used in environmental science in the disciplines of biology, geology, and chemistry. Students gain familiarity with various types of sampling gear and instruments used in measuring environmental samples in both the aquatic and terrestrial environments.

### **EVS 230-Introduction to Statistics (3)**

This course will provide students an introduction to elementary statistical methods and experimental design prerequisite to their consumption and utilization of research. Emphasis is on the comprehension, interpretation, and utilization of inferential statistical concepts. Concepts include: experimental design, descriptive statistics; random sampling and statistical inference; estimation and testing hypotheses of means and variances; analysis of variance; parametric and non-parametric tests: correlation and regression analysis; and Chi-square. This course is a required prerequisite to the nursing program and is a required course for environmental science majors. Prerequisites: CIS 101, RES 104, UDMA 112, and a College-level Science with Lab course. (Cross-listed with NRS 230)

### **EVS 246-Ecology and Lab (4)**

A study of the relationships of organisms with the physical environment and other organisms, including behaviors, population and community dynamics, intra- and inter-specific interactions, and ecosystem function. Prerequisite: BIO 135 or BIO 136 (Cross-listed with BIO 246)

### **EVS 247-Environmental Chemistry and Lab (4)**

The study of chemical phenomena in the environment. The focus is on natural chemical processes in water, air and soil

systems; the role of chemical contaminants within these systems; and principles of chemical equilibria and solubility as applied to a quantitative description of the chemistry of natural systems. Prerequisites: UDCM 111 and UDCM 112

### **EVS 248-Environmental Geology and Lab (4)**

An intermediate course in geology and basic hydrology emphasizing the environmental implications of geologic materials and processes. Geological topics emphasized include characteristics and origins of soils, sediments and shallow bedrock. Hydrologic topics include basic stream behavior and principles of groundwater flow. Prerequisite: ESC 115

### **EVS 256-Environmental Field Studies (3-4)**

A study of the environmental and ecological issues facing various regions of the United States and the world. The ecological, geological and environmental history of the region will be covered in a 1-hour per week seminar, which is mandatory to participate in the trip. A 5- to 8-day field study will be required for this course. Seminar participants will present discussions on topics. Field study locations will vary yearly.

A student fee is charged to cover the cost of transportation, food and lodging. Prerequisite: Permission of instructor. Course can be repeated for credit as study locations change.

### **EVS 328-Environmental Literature (3)**

Students read literature focused on nature and environmental issues; field experiences create direct contact with the ecological subjects of the literature. Through field work in the natural environment, students participate in active experiences to test their reactions to the issues presented by important nature writers and

environmentalists such as Thoreau, Muir, and Leopold. Satisfies World View 3 requirement. Prerequisite: ENG 112. (Cross-listed with ENG 328)

### **EVS 333-Geographical Information Systems Applications (3)**

An introduction to GIS natural resource applications. ArcView and ArcInfo software will be used to perform spatial analyses. Global Positioning System (GPS) data collection and analyses will be conducted. Students will build a portfolio of maps and analyses that will include an individual project. Prerequisite: CIS 101 or equivalent

### **EVS 340-Limnology and Lab (4)**

This course covers the natural chemistry, physics and biology of lakes and rivers, and the impact of human activities on these systems. Topics include heat budgets; water movement; planktonic, benthic and other communities; light in water; oxygen and carbon dioxide cycling; trophic status; and nutrient cycling. Prerequisites: BIO 135 and UDCM 112

### **EVS 350-Instrumental Methods of Environmental Analysis and Lab (4)**

Theory and practice of modern instrumental methods used in the analysis of environmental samples. Students analyze environmental samples from various media using the following instrumentation: UV-VIS spectrophotometry, gas phase chromatography (GC), liquid chromatography (LC), ion chromatography (IC) and atomic absorption spectrometry (AA). Prerequisites: UDCM 112 and EVS 247

### **EVS 357, 358, 359-Special Topics in Environmental Science (CV)**

Current topics and research in environment science are examined in depth. Topics will vary and will be announced in the term prior to offering.

**EVS 365-Ecosystem Interpretation in Natural Science (8)**

This course is taught at the Audubon Center of the North Woods in Sandstone, MN. The purpose of this course is to train students to be able to interpret the full ecology of an area, using geological, animal, plant, human and meteorological factors. Emphasis is on field application of previous academic coursework to make on-campus, in-class experiences come alive. Field trips include northeastern Minnesota and the North Shore of Lake Superior, the Boundary Waters Canoe Area, and Pine County, MN. The course includes such topics as succession, disturbance, fire ecology, flood plain ecology, hardwood and coniferous forests, prairies, plant and animal distribution, natural patterns in ecological systems, and present and historic human uses and effects upon the land. The format of the course will blend lecture and lab/field experiences with individual, small and large group projects. Prerequisite: EVS 246

**EVS 370-Winter Wildlife Research (4)**

The focus of this field-oriented course will be the gray wolf, lynx and white-tailed deer, but all animals directly or indirectly associated with these predators or prey may be included. The course includes backcountry travel while tracking and observing wildlife, as well as an introduction to habitats, the responses of wildlife to natural and artificial disturbances, and human functions involved in managing wildlife. Wildlife research techniques, data acquisition and analysis, and management practices are covered. The format of the course will blend lecture and lab/field experiences with individual, small and large group work on a field research project. Prerequisite: EVS 246

**EVS 371-Outdoor Education Practicum (4)**

This course takes place at the Audubon Center of the North Woods (ACNW) in Sandstone, MN, and is an application of

many of the skills of outdoor education including wilderness trip planning, travel and navigation. The student will complete a two-week internship with a natural resource or education program and participate in an interpretive weekend for freshman Outdoor Education (OE) students. The internship provides the student with experience at a center different from the ACNW, exposing the student to different resource agencies with foci from teaching to land management and to other professionals in their field of interest. The interpretive weekend allows the student to follow through a program from its inception to action, completion and evaluation. The format of the course will blend lecture and lab/field experiences with individual, small and large group projects. Prerequisite: EVS 105

**EVS 375-Water Resource Management & Lab (4)**

An advanced course dealing with physical principles of surface and groundwater flow in drainage basins. Topics include water balances; hydraulic characteristics of surface and subsurface materials; surface water-groundwater interactions; and calculation of water and chemical flow rates in drainage basins. Issues of groundwater contamination are also considered with respect to policy, prevention, monitoring, and remediation. Prerequisites: ESC 115 and UDMA 150

**EVS 380-Environmental Toxicology and Lab (4)**

A study of the effects of inorganic and organic chemicals that are released into the air, soil, or water, upon plants and animals. Effects are considered at various levels of biological organization from the cell to the ecosystem. Methods of performing chemical toxicity evaluations, and of developing toxicity predictions are covered. Prerequisite: BIO 135 and UDCM 112

**EVS 385, 386, 387, 485, 486, 487- Internship in Environmental Science (2-3)**

Professional internship and field experience in a location removed from the University setting. This course allows the student to integrate theoretical concepts with practical applications, while working with environmental professionals. Prerequisite: Junior standing or permission of instructor. Please see internship details on page 23.

**EVS 391, 392, 393, 491, 492, 493- Independent Research (3)**

Research for and writing of the senior thesis, under the direction of a faculty member. Guidelines for the thesis are published on the environmental science web page <http://dbq.edu/acad/depts/environ> or are available from faculty member. Prerequisites: Submission of written proposal and approval of faculty member supervising the research

**EVS 401-Aquatic & Geochemistry of Natural Waters and Lab (4)**

Introduction to chemical equilibria and reactions important in natural water systems. The role of atmospheric, geologic and biological components on the chemical composition of streams, rivers, lakes and soil/groundwater will be examined. Topics covered include chemical thermodynamics, acid/base chemistry, open and closed carbonate systems, solubility relationships and REDOX reactions. Case studies will be used from both natural and impacted systems. Prerequisites: EVS 247 and EVS 248

**EVS 414-Wetland Science and Lab (4)**

An advanced course dealing with wetland systems from an interdisciplinary perspective. Importance of wetland systems in terms of hydrological, geological and ecological processes that structure wetland ecosystems will be examined. Prerequisite: EVS 246

**EVS 415-Environmental Remediation and Lab (4)**

The course covers the theory and practice of remediating hazardous waste contaminated sites. Topics include site characteristics and conceptual model development, remedial action screening processes, technology principles and conceptual design. Institutional control, source isolation and contaminant production, subsurface manipulation; and in situ and ex situ treatment processes will be covered. Case studies will be used in this course. Prerequisites: EVS 247 and UDMA 250, or permission of the instructor

**EVS 476-Fisheries & Wildlife Management & Conservation & Lab (4)**

A review of management strategies used for fisheries and wildlife populations. Students will assess how predation, competition, and habitat structures affect population dynamics. Field studies emphasize the critique of grassland, forest, and aquatic habitat for fisheries and wildlife; attention is given to both game and non-game species that inhabit northeast Iowa's Driftless Area. Students will also address viable conservation strategies for species of concern, as well as discuss ethical and political questions and viewpoints. Case studies and field trips will demonstrate how science and politics merge effectively to confront conservation concerns in the Midwest. Prerequisites: EVS 246 and Junior standing

**EVS 495-Senior Seminar (1)**

A capstone course for seniors graduating in Environmental Science. Students will develop proficiency in areas related to post-undergraduate experiences. Topics may include presentation of research results or internship experiences, analysis of workplace ethics and interaction, and strategies for entering graduate school and pursuing professional employment.

## EARTH SCIENCE

### **ESC 115-Basic Physical Geology and Lab** (4)

An introductory course in geology with a broad approach to geologic materials and earth processes. Topics include formation and inter-relationship between the basic minerals and rock types; plate tectonics; earthquakes; and landscape development from surface processes of streams, mass movement, and glaciers. Also included is an introduction to environmental geology.

### **ESC 214-Meteorology** (3)

Structure and behavior of the atmosphere, elements of weather, meteorological instruments, principles of forecasting, work of the United States Weather Bureau, measurements, methods and applications of climatological data, weather types, statistical techniques in using climatological data, world pattern of climates.

### **ESC 253-Air Photo Interpretation** (3)

Vertical stereographic photos are analyzed to interpret physical and cultural patterns on the landscape. Skill in determining linear and area scale will be developed. Class will consist of formal instruction and hands-on usage of stereoscopes and photos to complete assignments during the class meeting.

## CHEMISTRY (UDCM)

### **Chemistry Program Mission**

The mission of the Department of Natural and Applied Sciences is 1) to provide students with a broad-based contemporary program of study, which will provide them with the necessary technical and intellectual skill sets needed to work as a scientific professional in the 21st century, 2) to develop scientific and mathematical competency for students pursuing science

education, and 3) to meet the needs of all students at the University of Dubuque for quantitative skills, scientific literacy, and an understanding of scientific processes.

### **Chemistry Minor**

The Department of Natural and Applied Sciences offers a Chemistry minor for any student wishing to expand the opportunities offered in their chosen major. Department faculty have designed a chemistry minor to provide students with the chemistry foundation essential to pursuing a wide variety of careers, such as pharmaceutical sales, art restoration, health professions, research and development, teaching, environmental testing, and product quality control. Hands-on use of modern chemical techniques and instrumentation, along with close interaction with chemistry faculty, is stressed in all program courses. Opportunities for student-faculty chemistry research are also available to enhance a student's learning experience.

Prior to being admitted into this program, students must have completed UDMA 112 with a grade of C or better, and have a cumulative grade point average of 2.0 or greater. To complete this program, students must earn a C or better in all program courses.

### **Chemistry Program Goals**

This program supports the Mission of the Department of Natural and Applied Sciences by providing program students with an avenue to gain chemical quantitative skills, chemical scientific literacy, and understanding of chemical scientific processes. In addition, this program supports the Department's Student Outcomes by providing program students an opportunity to:

- apply the science of chemistry to scientific issues;

- contribute chemical knowledge and concepts to multidisciplinary teams;
- communicate chemical information to the standards of their chosen field;
- gain chemistry observation and measurement skills;
- review ethical dilemmas in the chemical sciences;
- practice lifelong learning.

### Program of Study

The Chemistry Minor consists of 24 credit hours, which includes 16 credits of core requirements to be taken by all Chemistry minors and 8 credits to be selected from a list of electives.

#### Required core courses for the Chemistry Minor include:

- UDCM 111-General Chemistry I (4)
- UDCM 112-General Chemistry II (4)
- UDCM 231-Organic Chemistry I (4)
- UDCM 232-Organic Chemistry II (4)

In addition to the core courses, students will take any two of the following four courses (8 credits) to round out the required 24 program credits.

- UDCM 238-Analytical Chemistry (4)
- EVS 247-Environmental Chemistry (4)
- UDCM 333-Biochemistry (4)
- UDCM 338-Instrumental Analysis (4)

### CHEMISTRY COURSE DESCRIPTIONS:

#### UDCM 105-General, Organic and Biochemistry and Lab (4)

This course covers the basic concepts of general, organic, and biochemistry. Through lecture and small group work, students

will learn how to apply molecular theory; interpret reaction processes; evaluate solution behavior; compare functional groups; and analyze biological compounds. Upon completion of this course students will also be able to discuss how chemistry affects our lives. Mastery of course content will be demonstrated by students through exams, presentations, and written reports. Offered in the Spring term. Prerequisite: UDMA 112 recommended

#### UDCM 110-Chemistry and Society and Lab (4)

This course is designed for the non-science major to introduce the student to an awareness of chemistry and its impact on everyday living. Basic concepts will be introduced. Applications to various current world problems are discussed from the standpoint of the chemistry involved.

#### UDCM 111-General Chemistry I and Lab (4)

This course is the introductory course to the field of chemistry. The first term covers the basic building blocks of matter; the concept of molecular theory; the behavior of gases, liquids, solids, and solutions; and the process of chemical change.

Prerequisite: UDMA 112

#### UDCM 112-General Chemistry II and Lab (4)

A continuation of UDCM 111, with emphasis on equilibrium, reaction rate, electrochemistry, and thermodynamics.

Prerequisite: UDCM 111

#### UDCM 119-Chemistry and the Environment (3)

A course for the non-science major designed to introduce basic chemical concepts and the chemical aspects of environmental issues. Topics will include nuclear reactions, water pollution, acid rain, energy sources, pesticides, and disposal of hazardous materials.

**UDCM 231-Organic Chemistry I and Lab (4)**

An introduction to the study of the different classes of organic compounds; their nomenclature, synthesis and reactions. The laboratory emphasizes techniques in organic chemistry and preparations. Prerequisite: UDCM 112

**UDCM 232-Organic Chemistry II and Lab (4)**

A continuation of UDCM 231 including the use of spectroscopy and other instruments. The laboratory employs instrumental techniques and preparative experiments. Prerequisite: UDCM 231 or equivalent

**UDCM 238-Analytical Chemistry and Lab (4)**

This course covers the basic concepts of elementary analytical chemistry. Through lecture, small group work and laboratory, students learn how concentration, solubility, and activity are related; compounds can be analyzed by titrational analysis, gravimetric analysis, electro-chemical analysis, and spectral analysis; to determine experimental error; to statistically analyze data; and mixtures can be separated by chromatography. Mastery of course content will be demonstrated by students through homework assignments, exams and lab notebooks. Prerequisite: UDCM 112

**UDCM 333-Biochemistry and Lab (4)**

This course covers the basic concepts of elementary biochemistry. Through lecture, small group work and labs, students learn how the structure of carbohydrate, lipids, proteins, and nucleic acids relate to their biological functions; to name

carbohydrates, lipids, proteins, and nucleic acids; to interpret enzyme kinetic and protein ligand binding data; enzymes catalyze reactions at the molecular level; to relate enzyme regulation with pathway regulation; and to compare selected pathways at the molecular level. In the lab, students learn how to make buffers; run chromatography, electrophoresis, and other common biochemistry lab equipment; measure enzyme activity and kinetic parameters; and design and execute a protein purification and investigation procedure. Mastery of course content will be demonstrated by students through homework assignments, exams and lab notebooks. Prerequisite: UDCM 232

**UDCM 338-Instrumental Analysis and Lab (4)**

This course covers the basic concepts of elementary instrumental analysis. Through lecture, small group work and labs, students learn how selected modern chemical instrumentation is designed; such instrumentation works; to enhance instrument signal-to-noise ratios; and to separate and quantitatively analyze compounds via modern chemical instrumentation. Mastery of course content will be demonstrated by students through homework assignments and exams. Prerequisite: UDCM 232

**UDCM 391, 392, 393, 491, 492, 493-Independent Research (1-3)**

Recitation and lecture, one period per week; laboratory and library periods arranged to meet the requirements of the special problem. For Juniors or Seniors, with consent of department head.

## MATHEMATICS

At the time of publication of this catalog, the mathematics major, minor, and secondary endorsement were under development.

### **UDMA 030-Introduction to Algebra (2)**

This course is designed to develop basic skills in mathematical operations. It begins at the most elementary level with a review of computations involving whole numbers, integers, fractions, and decimals. These same topics are incorporated in units on linear equations and inequalities, linear applications and ratio/proportion/percent applications. This course does not count for Core curriculum credit in the natural sciences and does not satisfy the mathematics literacy requirement.

### **UDMA 040-Intermediate Algebra (3)**

This course is designed to build further skills in mathematics. Course topics include basic properties and definitions of real numbers, linear equations and inequalities in one variable, exponents and polynomials, factoring, rational expressions and equations, rational exponents and roots, quadratic equations and inequalities, absolute value equations and inequalities. This course does not count for Core curriculum credit in the natural sciences and does not satisfy the mathematics literacy requirement. Prerequisite: A grade of C or better in UDMA 030 or consent of instructor

### **UDMA 111-Collegiate Mathematics (4)**

This course is designed to provide all students with the mathematical skills necessary to function in today's ever-changing society. To develop mathematical literacy, the course will cover a breadth of topics. These will include a review of basic algebra, solving linear equations/inequalities of one or two variables, solving quadratic equations, probability and statistics, sets and

logic, number theory, geometry, problem solving, and logical thinking. Prerequisite: A minimum of one year of high school algebra or consent of the instructor

### **UDMA 112-Algebra (4)**

This course develops skills in algebra. Topics include linear equations and inequalities in one and two variables, absolute value equations and inequalities, rational expressions and equations, radical expressions and equations, factoring, quadratic equations and inequalities, functions, conic sections, polynomial functions, exponential and logarithmic equations and systems of equations. Prerequisite: A grade of C or better in UDMA 040 or UDMA 111 or consent of instructor

### **UDMA 150-Analysis of Functions and Trigonometry (4)**

This course is intended to form a bridge between the static concepts of algebra and geometry and the dynamic concepts of calculus. Upon successful completion, students will be ready to further their study in calculus. Topics include basic concepts and theories in algebraic, trigonometric, exponential, and logarithmic functions as well as functional inverses, inequalities, graphs, complex numbers, systems of equations, an introduction to matrix algebra, binomial theorem and a general introduction to limits. Prerequisite: Three years of high school mathematics or consent of instructor

### **UDMA 230-Introduction to Statistics (3)** (See EVS 230)

### **UDMA 250-Calculus with Analytic Geometry I (4)**

Calculus is the mathematical study of change. Students in this course will develop the reasoning and technical skills necessary to study situations involving change. The focus of this course is on applying the



calculus concepts of limits and derivatives to a variety of functions of one variable. Integral calculus is introduced. Upon completion of this course, students will be able to interpret the derivative and integral within a given context, as well as describe the connection between differentiation and integration (the Fundamental Theorem of Calculus). In addition, students will be able to use their knowledge of calculus to solve application problems involving derivatives and integrals. Prerequisite: A grade of C or better in UDMA 150, or departmental approval

#### **UDMA 260-Calculus with Analytic Geometry II (4)**

This course is a continuation of UDMA 250, which primarily focused on the study of derivatives. Students in UDMA 260 will now use the integral to study the behavior of continuous functions and processes. Topics covered include advanced techniques of integration, applications of the integral, sequences, infinite series, and an introduction to differential equations. As a result of this course, students will be able to demonstrate a fundamental understanding of the definite integral via Riemann sums, compute definite and indefinite integrals for a variety of functions, use Taylor series to approximate functions, interpret differential equations qualitatively, and solve differential equations. Prerequisite: A grade of C or better in UDMA 250, or departmental approval

#### **UDMA 270-Discrete Mathematics (4)**

As a supplement to calculus, which is the study of continuous functions and processes, the focus of this course is on discrete mathematical structures, their properties and applications. Students will study symbolic logic, mathematical induction and other methods of proof, basic set theory, combinatorics, recursion, probability,

graphs, and trees. Computer implementations and applications will be integrated throughout. After completing this course, students will be able to correctly employ the rules of symbolic logic, recognize and present valid logical arguments, and correctly use a variety of methods of proof. Prerequisite: A grade of C or better in UDMA 150, or departmental approval

#### **UDMA 330-Modern Geometry (3)**

This survey course focuses on advanced topics in geometry, methods of proof, and the historical background of geometry. Students will explore the structures of both Euclidean and non-Euclidean geometries by comparing and contrasting various axioms of each. Upon completion of this course, students will be able to investigate geometric constructions with dynamic software and present logical axiomatic arguments. Prerequisite: A grade of C or better in UDMA 250 or UDMA 270, or departmental approval

#### **UDMA 345-Linear Algebra (3)**

Linear algebra provides a prime example of a common phenomenon in mathematics, namely, a method for solving a particular type of problem blossoming into a large and fruitful theory with many powerful applications. Students will study linear systems of equations, linear transformations, linear independence and bases, matrix theory, determinants, vector spaces, eigenvectors and inner product spaces. As a result of completing this course, students will be able to determine if a (unique) solution to a system of linear equations exists, solve applied problems involving systems of linear equations using a variety of methods, and give a geometric interpretation for every major concept in the course. Prerequisite: A grade of C or better in UDMA 250, or departmental approval

## PHYSICS

### **PHY 115-Conceptual Physics and Lab (4)**

A presentation of the concepts and principles of physics including topics from classical and modern theory, with emphasis on concepts. A good class for any student interested in an introductory science course. The course enables students to demonstrate knowledge of the role of physics in everyday life. Conceptual physics does not fulfill the core curriculum requirement for science. No prerequisites; however, knowledge of beginning algebra will be helpful.

### **PHY 151-General Physics I and Lab (4)**

The first term of a one-year course usually taken by students majoring in biology, environmental science, aviation and other disciplines including health professions, earth science, and secondary education. Fulfills the core curriculum science requirement. This course provides students with a conceptual framework, factual knowledge, and analytical and scientific skills. The first term focuses on Newtonian mechanics, physics of fluids, heat and thermodynamics, wave motion, and sound. Prerequisites are UDMA 112 and knowledge of trigonometry, or a pre-calculus college course.

### **PHY 152-General Physics II and Lab (4)**

This is the second term of General Physics. Students further develop their skills in the sciences by exploring the principles and concepts of electricity and magnetism, properties of light, the field of geometric and wave optics, introduction to special relativity, quantum physics, atomic and nuclear physics. Prerequisite: PHY 151

### **PHY 401-Applied Aerodynamics (3)** (See AVI 401)

## NURSING DEPARTMENT

### **21st Century Curriculum**

A 21st century curriculum to meet the demands of 21st century health care is the hallmark of the program. UD's program will prepare nurses with a baccalaureate degree and focuses on the development of core competencies. Clinical experiences in specialty care are highlighted to meet the demands of employers, while rotations in rural health provide support to under-served populations in the tri-state area.

### **Curriculum Focus on Crossing the Quality Chasm Goals and Health Profession Education Competencies**

The curriculum is based on the Institute of Medicine (IOM) Crossing the Quality Chasm (2001) report, with its focus on ensuring quality health care, and the IOM's Health Professions Education (2003) report, which defined the five core competencies required for all health professionals practicing in the 21st century health care environment.

UD's nursing curriculum prepares its graduates to:

- provide patient-centered care;
- work in inter-disciplinary teams;
- employ evidence-based practice;
- apply quality improvement;
- utilize informatics.

### **Prerequisites for Entry Into the University of Dubuque Nursing Program**

The general/core education and the nursing program prerequisites are listed below. To be admitted to the University of Dubuque Nursing Program students must have a minimum 2.75 GPA in the listed prerequisites and a minimum C for each prerequisite course.

**Pre-Licensure Baccalaureate  
Nursing Program Core Curriculum  
Prerequisites**

- Communication
- Composition and Rhetoric
- Research Writing
- Introduction to Computers
- College Algebra

**Pre-Licensure Baccalaureate Nursing  
Program Non-Core Curriculum  
Prerequisites**

Beginning Fall 2010, applicants to the nursing program may only have repeated one nursing prerequisite course.

- Chemistry: Organic and Biochemistry
- NRS 201-Introduction to Nursing: Exploration of the Call to Service\*
- NRS 202L-Basic Skills in Caring for Others Seminar (*or current CNA certification in Iowa*)
- Sociology
- Psychology
- Microbiology
- Anatomy and Physiology I and II
- Human Development
- Human Nutrition
- Statistics

\*Transfer students may be allowed to take this course after entry into the nursing program with advisor approval.

**Admission to the Nursing Program**

Each Spring, the Nursing Department reviews the records of students applying for entry into the nursing program for completion of general education and nursing prerequisite courses, required GPA and minimum course grades. In addition, the following administrative requirements must be completed for admission:

- Physical/Statement of Health
- Immunizations
- Criminal Background Check and Dependent Adult Abuse Check
- CPR and First Aid Certifications
- Liability Insurance

**Core Courses for the Nursing Majors**

Nursing majors must complete the following courses in sequence:

Beginning Fall 2010, students in the nursing program may only repeat one nursing course.

**1st Term Nursing Program**

- NRS 303
- NRS 310/310L
- NRS 311/311L
- NRS 305 and 305P
- NRS 306

**2nd Term Nursing Program**

- NRS 307P
- NRS 308 and 308P
- NRS 401

**3rd Term Nursing Program**

- NRS 309 and NRS 309L
- NRS 402
- NRS 403 and 403P

**4th Term Nursing Program**

- NRS 404
- NRS 405P

## NURSING DEPARTMENT COURSE DESCRIPTIONS

### **NRS 201-Introduction to Nursing: Exploration of the Call to Service – Historical and Current Contexts (3)**

A course designed to provide students an introduction to concepts of health, illness and population health management, and an overview of the evolution and current status of nursing and health care in the United States. Students will gain knowledge of the history, core competencies and challenges of nursing and health care. Prerequisite: Pre-nursing/nursing major

### **NRS 202L-Basic Skills in Caring for Others – Lab (1)**

A course designed to provide an introduction to the basic skills of nursing. Students who are successful in the course will be eligible to take the State CNA-certification exam. Prerequisite: Pre-nursing major

### **NRS 303-Care of the Adult Population: Pathophysiology and Health Care Team Prevention and Condition Management (7)**

A course designed to prepare students in the essential health professional core competencies of critical thinking, communication, patient-centered care, evidence-based practice, teamwork, quality improvement, and informatics necessary to provide quality health care to the adult population across the care continuum. Students will gain knowledge of the major categories of pathophysiologies of disease affecting their adult patient and the adult population, as well as, the health care team management and nursing responsibilities for care. Prerequisite: admission to the Nursing major. Co-requisites: NRS 310/310L, NRS 311/311L, NRS 305, NRS 305P, and NRS 306

### **NRS 305-Nursing Care of the Older Adult: Health Care Management Issues (2)**

A course designed to prepare students in the essential health professional core competencies of critical thinking, communication, patient-centered care, evidence-based practice, teamwork, quality improvement, and informatics necessary to ensure quality care to the older adult and older adult population. Students will gain knowledge of the major categories of pathophysiologies affecting the older adult patient and the older adult population, as well as, the health care team management and nursing responsibilities for care.

Prerequisite: admission to the Nursing major.  
Co-requisites: NRS 303, NRS 310/310L, NRS 311/311L, NRS 305P, and NRS 306

### **NRS 305P-Nursing Care of the Older Adult: Health Care Management Issues and Practicum (2)**

A continuum of care older adult clinical experience designed to assist students in the application of essential health professional skills to improve the health outcomes of their older adult patients. Students will participate in planning and providing safe, evidence-based, quality, patient-centered care to older adult patients in the health care setting. Prerequisite: admission to the Nursing major. Co-requisites: NRS 303, NRS 310/310L, NRS 311/311L, NRS 305, and NRS 306

### **NRS 306-Nursing Care at the End of the Continuum: End of Life (2)**

A course designed to prepare students in the essential health professional core competencies of critical thinking, communication, patient-centered care, evidence-based practice, teamwork, quality improvement, and informatics necessary to provide quality end-of-life care. Students will gain knowledge of the particular end-of-life needs and the evidence-based assessment and interventions needed to improve the quality of end-of-life experiences for patients

and their families. Prerequisite: admission to the Nursing major. Co-requisites: NRS 303, NRS 310/310L, NRS 311/311L, NRS 305, and NRS 305P

**NRS 307P-Nursing Care of the Adult Population I: Practicum (4)**

A continuum of care adult health population experience designed to assist students in the application of essential health professional skills to improve the health outcomes of their adult patients. Students will participate in planning and providing safe, evidence-based, quality, patient-centered care to adult patients in the health care setting using the essential health professional core competencies learned in their first term. Prerequisites: NRS 303, NRS 310/310L, NRS 311/311L, NRS 305, NRS 305P, and NRS 306. Co-requisites: NRS 308, NRS 308P, and NRS 401

**NRS 308-Care of the Child-Bearing, Child-Rearing and Pediatric Populations: Condition And Pathophysiology Health Care Team Prevention and Condition Management (5)**

A course designed to prepare students in the essential health professional core competencies of critical thinking, communication, patient-centered care, evidence-based practice, teamwork, quality improvement, and informatics necessary to provide quality health care to child-bearing, child-rearing and pediatric populations. Students will gain knowledge of the major categories of conditions and pathophysiologies of disease affecting their child-bearing, child-rearing, and pediatric patients and populations, as well as, the health care team management and nursing responsibilities for care. Prerequisites: NRS 303, NRS 310/310L, NRS 311/311L, NRS 305, NRS 305P, and NRS 306. Co-requisites: NRS 307P, NRS 308P, and NRS 401

**NRS 308P-Care of the Child-Bearing, Child-Rearing and Pediatric Populations: Condition And Pathophysiology Health Care Team Prevention and Condition Management Practicum (2)**

A continuum of care child-bearing, child-rearing and pediatric population experience designed to assist students in the application of essential health professional skills to improve the health outcomes of their child-bearing, child-rearing and pediatric patients. Students will participate in planning and providing safe, evidence-based, quality, patient-centered care to child-bearing, child-rearing and pediatric patients in the health care setting using the essential health professional core competencies learned in NRS 308. Prerequisites: NRS 303, NRS 310/310L, NRS 311/311L, NRS 305, NRS 305P, and NRS 306. Co-requisites: NRS 307P, NRS 308, and NRS 401

**NRS 309-Mental Health: Pathophysiology and Health Care Team Management (4)**

A course designed to prepare students in the essential health professional core competencies of critical thinking, communication, patient-centered care, evidence-based practice, teamwork, quality improvement, and informatics necessary to ensure quality care of the mentally ill patient and the mentally ill population. Students will gain knowledge of mental illness affecting patients and populations, as well as, the health care team management and nursing responsibilities for care. Prerequisites: NRS 303, NRS 310/310L, NRS 311/311L, NRS 305, NRS 305P, NRS 306, NRS 307P, NRS 308, NRS 308P, and NRS 401. Co-requisites: NRS 309L, NRS 402, NRS 403, and NRS 403P

**NRS 309L-Care of the Patient with Mental Illness: Laboratory (1)**

A laboratory experience designed to assist students in the development of essential health professional skills and interventions to improve the health outcomes of patients with high-risk health behaviors and/or mental health conditions. Students will participate in counseling, group and family cognitive and behavioral interventions, crisis management, and self-/care-giver management laboratory and simulated experiences. The laboratory also includes 20 direct patient care hours. Experiences are design to decrease high risk behaviors and improve mental health outcomes within the population. Prerequisites: NRS 303, NRS 310/310L, NRS 311/311L, NRS 305, NRS 305P, NRS 306, NRS 307P, NRS 308, NRS 308P, and NRS 401. Co-requisites: NRS 309, NRS 402, NRS 403, and NRS 403P

**NRS 310/310L-Basic and Complex Skills in Nursing: Assessment (2)**

A course designed to prepare students in the essential health professional core competencies of critical thinking, communication, patient-centered care, evidence-based practice, teamwork, quality improvement, and informatics necessary to provide quality health care to the adult population. Students will develop systematic health assessment skills incorporating subjective and objective physical, laboratory, and technological assessment findings and other health care team member information and findings. Skills developed will be used as the basis of formulating nursing diagnoses and identifying interventions necessary to improve the health status of adults. Prerequisite: admission to the Nursing major. Co-requisites: NRS 303, NRS 311/311L, NRS 305, NRS 305P, and NRS 306

**NRS 311/311L-Basic and Complex Skills in Nursing: Nursing Interventions (2)**

A course designed to prepare students in the essential health professional core competencies of critical thinking, communication, patient-centered care, evidence-based practice, teamwork, quality improvement, and informatics necessary to provide quality health care to the adult population. Students will develop evidenced based intervention skills integrated with critical thinking skills to determine the need for intervention and to select the appropriate interventions to achieve improved patient outcomes. Skills developed will be used to implement an integrated plan of care necessary to improve the health status of adults based on accurate assessment and nursing diagnosis. Prerequisite: admission to the Nursing major. Co-requisites: NRS 303, NRS 310/310-L, NRS 305, NRS 305-P, and NRS 306

**NRS 401-Health Care Research: Critique, Conduct, and Utilization for Evidence-Based Practice and Quality Improvement (3)**

A course designed to prepare students to utilize research to improve the quality of care for their patients and populations. Students will gain knowledge of types and processes of research as well as evidence-based research utilization strategies. Students will develop skills in critical analysis of research for application to their nursing practice. Prerequisites: NRS 303, NRS 310/310L, NRS 311/311L, NRS 305, NRS 305P, and NRS 306. Co-requisites: NRS 307P, NRS 308, and NRS 308P

**NRS 402-Leadership and Management in Nursing (4)**

A course designed to prepare students for management and leadership within the health care setting. Students will gain knowledge of theories and skills of management and leadership and integrate this knowledge with the essential core competencies to promote health care

teamwork in affecting the highest quality patient-centered care. Prerequisites: NRS 303, NRS 310/310L, NRS 311/311L, NRS 305, NRS 305P, NRS 306, NRS 307P, NRS 308, NRS 308P, and NRS 401. Co-requisites: NRS 309, NRS 309L, NRS 403, and NRS 403P

**NRS 403-Care of the Client Across the Continuum Within the Context of Community (3)**

A course designed to prepare students in the essential health professional core competencies of critical thinking, communication, patient-centered care, evidence-based practice, teamwork, quality improvement, and informatics necessary to provide quality health care to meet the multidimensional health care needs of populations within a community context. Students will gain knowledge of community health frameworks; multicultural, social and environmental factors considered; and the spectrum of conditions/pathophysiologies affecting vulnerable populations, as well as, the health care team management and nursing responsibilities for care of the community as client. Prerequisites: NRS 303, NRS 310/310L, NRS 311/311L, NRS 305, NRS 305P, NRS 306, NRS 307P, NRS 308, NRS 308P, and NRS 401. Co-requisites: NRS 309, NRS 309L, NRS 402, and NRS 403P

**NRS 403P-Care of the Client Across the Continuum Within the Context of Community Practicum (2)**

A continuum of care community health population experience designed to assist students in the application of essential health professional skills to improve the health outcomes of populations within a community context. Students will participate in planning and providing safe, evidence-based, quality, health care to populations within a community health care setting using the essential health professional core competencies learned in NRS 403. Prerequisites: NRS 303, NRS 310/310L, NRS 311/311L, NRS 305, NRS 305P, NRS 306,

NRS 307P, NRS 308, NRS 308P, and NRS 401. Co-requisites: NRS 309, NRS 309L, NRS 402, and NRS 403

**NRS 404-21st Century Issues in Health Care: Health Care Systems, Economics, and Politics (4)**

This course examines global, economic, organizational, and political contexts within which health care occurs. Students will gain an understanding of the dynamic interrelationships between the economic, political, and health care systems and will acquire knowledge and skills necessary for the development and implementation of change at the organizational, political, economic, and regulatory levels.

Prerequisites: NRS 303, NRS 310/310L, NRS 311/311L, NRS 305, NRS 305P, NRS 306, NRS 307P, NRS 308, NRS 308P, NRS 401, NRS 309, NRS 309L, NRS 402, NRS 403 and NRS 403P. Co-requisite: NRS 405P

**NRS 405P-Senior Internship Practicum: Integration of Evidence-Based Health Care Management, Quality Improvement, and Leadership (World View Seminar IV) (5)**

A capstone clinical experience designed to allow students the opportunity to synthesize the essential health professional core competencies of critical thinking, communication, patient-centered care, evidence-based practice, teamwork, quality improvement, and informatics necessary to provide quality health care. Students will participate in planning and providing safe, evidence-based, quality, health care to patients, families, and populations within the health care setting using the essential health professional core competencies learned in previous nursing courses. Prerequisites: NRS 303, NRS 310/310L, NRS 311/311L, NRS 305, NRS 305P, NRS 306, NRS 307P, NRS 308, NRS 308P, NRS 401, NRS 309, NRS 309L, NRS 402, NRS 403 and NRS 403P. Co-requisite: NRS 404

## **PHILOSOPHY AND RELIGION DEPARTMENT (PHL & REL)**

The Department of Philosophy and Religion at the University of Dubuque helps students think carefully about what they believe and how they live. Philosophy courses give students the opportunity to explore such questions as: What is real? What should I value? What is right and wrong? Is there a God? What kind of life is worth living? By studying the ideas of philosophers of the past and present on questions such as these, students are challenged to examine their own ideas and shape their lives. Religion courses give students an opportunity to explore these same questions from the perspective of faith. What does Christianity say about life? What does the Bible teach? What do other religions have to say? Asking questions such as these, and thinking them through for oneself, is an important part of becoming an educated person. The goal is not just to give students knowledge of the ideas of others, but also to help them form their beliefs and make their lives worth living.

### **Mission**

The mission of the Department of Philosophy and Religion is to encourage intellectual, spiritual and moral development of students through a variety of courses in the University's core curriculum, and to provide advanced study of Philosophy and Religion for students majoring in these fields.

The offerings of the department contribute to the mission of the University by helping students understand the University's Christian tradition and other religious and philosophical traditions, contributing to the liberal arts foundation of the University's core curriculum, teaching critical thinking, research and writing skills necessary for academic inquiry and life-long learning, and

influencing students to be ethical stewards of the gifts and resources God has given them.

### **Objectives**

To fulfill this general mission, the department offers courses and majors in both Philosophy and Religion. Within each of these areas, the department has objectives relevant to the general education of all students, and objectives for the major.

#### **Philosophy Program Objectives**

The Philosophy Program offers core and elective courses for all students with the objectives of helping them:

- Develop skills in critically analyzing claims, issues, and ideas;
- Contemplate basic questions about the world, life and reality;
- Appreciate the wisdom and insights of great thinkers in the history of human thought;
- Think critically and constructively about their own beliefs, values and worldviews;
- Develop a commitment to ethical and responsible living in our diverse global community, and
- Gain skills in careful research and academic writing.

#### **Religion Program Objectives**

The Religion Program offers core and elective courses for all students with the objectives of helping them:

- Think critically and academically about issues surrounding religious beliefs and practice;
- Understand and respond to the Christian scriptures, traditions, beliefs and history;
- Understand and respond to non-Christian religions;
- Think critically and constructively about their own religious beliefs;



- Articulate more thoroughly the elements of their faith journeys, and
- Gain skills in careful research and academic writing.

In addition to fulfilling these objectives among our students, the department seeks to provide opportunities for learning in ethics, philosophy, Christianity and other faith traditions by opening its courses to community members interested in these topics.

The department offers BA degrees in Philosophy and in Religion.

### **The Philosophy Major and Minor**

A Philosophy major provides an excellent background for many graduate programs including law, philosophy and theology. The department works with each student majoring in philosophy, both in courses and individually, to help the student develop 1) an ability to analyze and evaluate ideas and issues critically and constructively, 2) general knowledge of the history of Western thought, 3) general understanding of the basic areas of philosophy, including epistemology (theory of knowledge), ethics, metaphysics, and logic, 4) exposure to nonwestern philosophy, and 5) skills in philosophical research and writing.

A **major in Philosophy** requires 30 credits in Philosophy, including:

- PHL 111-Introduction to Philosophy (3)
- PHL 114-Logical Reasoning (3)
- PHL 261-World Philosophies (3), or other course on nonwestern Philosophy (3)
- PHL 312-Ethical Theory (3)
- PHL 355-Ancient and Medieval Philosophy (3)
- PHL 356-Modern and Contemporary Philosophy (3)
- PHL 495-Senior Seminar (3)

**and** 9 credits of Philosophy electives.

During the course of their studies, Philosophy majors also develop a portfolio of papers on various areas of Philosophy.

A **minor in Philosophy** requires 21 credits in Philosophy including:

- PHL 111-Introduction to Philosophy (3)
- PHL 114-Logical Reasoning (3)
- PHL 212-Ethics and Contemporary Issues (3) **or** PHL 312-Ethical Theory (3)
- PHL 355-Ancient and Medieval Philosophy (3)
- PHL 356-Modern and Contemporary Philosophy (3)

**and** 6 credits of Philosophy electives.

### **PHILOSOPHY COURSE DESCRIPTIONS:**

#### **PHL 111-Introduction to Philosophy (3)**

An introduction to the major areas of philosophy (logic, epistemology, ethics and metaphysics). Representative problems will be discussed in these areas with readings from representative philosophers in the history of human thought. Although the primary focus is on western philosophy, some nonwestern thinkers may be considered as well.

#### **PHL 114-Logical Reasoning (3)**

An introduction to logic and critical reasoning. Students learn to identify arguments in everyday language, analyze them into premises and conclusions, symbolize them, and evaluate them for validity, soundness and cogency. Topics covered include a) methods for symbolizing and evaluating categorical inferences and syllogisms (Aristotelian logic), b) basic concepts of modern propositional logic including the use of operators, truth tables and rules of natural deduction, c) methods for recognizing, formalizing and evaluating inductive reasoning, and d) formal and informal fallacies to avoid in reasoning.

**PHL 118-Philosophy at the Movies (3)**

An introduction to selected philosophical themes illustrated in contemporary film.

**PHL 212-Ethics and Contemporary Issues (3)**

An examination of the nature of ethical theory and how it applies to contemporary moral issues. Ethical theories are explored and applied to such issues as abortion, euthanasia, sex, racism, poverty and environmental ethics.

**PHL 214-Environmental Perspectives (3)**

An investigation of the ways in which the natural world has been understood in various historical, religious and philosophical perspectives, and of the implications for how humans should interact with the environment. The course emphasizes helping each student formulate a value perspective from which to evaluate human actions and policies concerning the environment.

(Cross-listed as REL 214)

**PHL 216-Business Ethics (3)**

An application of philosophy and ethics to the practice of business, focusing on the nature of work and excellence in business.

**PHL 261-World Philosophies (3)**

A comparative study of western and nonwestern approaches to basic philosophical questions. The instructor may focus on specific aspects of philosophy as a basis for comparison between traditions.

**PHL 312-Ethical Theory (3)**

A careful look at several current philosophical theories of ethics, including, for example, relativism, divine command theory, utilitarianism, Kantian ethics, virtue ethics and natural law theory. Prerequisite: PHL 111 or PHL 212

**PHL 314-Social and Political Philosophy (3)**

A survey of differing perspectives on social justice and just political structures. The course will cover views such as liberalism, libertarianism, socialism, communitarianism, feminism and multiculturalism. Course work will introduce students to the ideas of both historical and contemporary thinkers. Prerequisite: PHL 111 or PHL 212. Offered at the discretion of the department.

**PHL 321-Philosophy of Religion (3)**

A critical examination of the philosophy of religion through classical and contemporary readings that discuss such topics as arguments for and against God's existence, the rationality of belief in God, religious language, the immortality of the soul, and religious pluralism. Prerequisite: One previous Philosophy or Religion course, or consent of instructor. (Cross-listed with REL 321)

**PHL 355-Ancient and Medieval Philosophy (3)**

An analysis of the ideas of representative western philosophers from the pre-Socratics through the late medieval period. Prerequisite: PHL 111

**PHL 356-Modern and Contemporary Philosophy (3)**

An analysis of the ideas of representative western philosophers from the renaissance to the present. Prerequisite: PHL 111

**PHL 357, 358, 359-Topics in Philosophy (3)**

An investigation of a particular philosopher, movement, period or philosophical topic, selected by the department. Examples could include historical figures (such as Plato, Descartes, Reid, Pascal, Kierkegaard, etc.), contemporary philosophers, or philosophical movements such as existentialism or feminist philosophy, or sub-areas of philosophy such as philosophy of science. Offered at the discretion of the department. Prerequisite: Varies with topics.

**PHL 391, 392, 393, 491, 492, 493-Independent Research and Writing (1-3)**

Primarily for philosophy majors. Junior or Senior standing required. Involves substantial research, reading and philosophical writing. Prerequisites: PHL 111 and RES 104

**PHL 495-Senior Seminar (3)**

An opportunity for students to develop research, analysis, writing and oral presentation skills through study of a topic chosen by the instructor and through a scholarly research and writing project. In addition to participating in the regular seminar meetings, each student will write an original philosophical paper and present it to a group of students and faculty. PHL 495 is required of all Philosophy majors. Prerequisites: PHL 111 and three additional philosophy courses

**REQUIREMENTS FOR RELIGION MAJOR AND MINOR**

The Department of Philosophy and Religion, in cooperation with the University of Dubuque Theological Seminary, offers students a variety of courses to broaden their understanding of Christianity and other religions through academic study. Religion courses also help students learn to think critically and carefully about religious beliefs and practices; to think reflectively about their own beliefs, and to develop skills in research and writing. Students who wish to focus a part of their academic study on religion may earn either a major or a minor in Religion. The Religion major is designed to enable students to gain 1) a general knowledge of church history, 2) a basic understanding of the central beliefs and spirituality of the Christian faith, 3) a knowledge of the structure and content of the Bible, 4) an awareness of basic principles of Christian ethics, 5) an exposure to the great religions of the world, 6) skills for academic study, research and writing in the field of religion.

A **major in Religion** consists of 30 credits in religion, philosophy, theology and other related courses, including the following:

- 1) Six credits in the history of Christianity. Possible courses include:
  - REL 116-History of Christianity (3)
  - HT 400-Early and Medieval Church (3)
  - HT 402-Reformation and Modern Church (3)
- 2) Three credits in Christian theology.
  - REL 115-Christian Beliefs (3)
- 3) Six credits in Biblical Studies. Possible courses include:
  - REL 220-Introduction to the Old Testament (3)
  - REL 221-Introduction to the New Testament (3)
  - BI 400-Hebrew I (Seminary) (3)
  - BI 402-New Testament Greek I (Seminary) (3)
  - BI 411-Old Testament Introduction (Seminary) (3)
  - BI 450-New Testament Introduction (Seminary) (3)
- 4) Three credits in Christian ethics. Possible courses include:
  - PHL 212-Ethics and Contemporary Issues (3)
  - HT488-Christian Social Ethics (Seminary) (2)
- 5) Six credits in comparative and philosophical study of religion. Possible courses include:
  - PHL 214-Environmental Perspectives (3)
  - PHL 261-World Philosophies (3)
  - REL 251-Religions of the World (3)
  - REL 253-Islam (3)
  - REL 321-Philosophy of Religion (3)
- 6) REL 495-Senior Seminar (3)

**and 3 credits** selected in consultation with the department head.

In addition to the specific courses listed in each of the above categories, other courses offered in either the School of Liberal Arts or the Seminary may be approved by the department of Philosophy and Religion to fulfill these requirements.

A student may earn a **minor in Religion** by taking a total of 21 credits in religion, theology and philosophy with at least three credits in each of the categories listed in 1) to 5) on previous page. A student may also work with a faculty advisor to design a special 21 credit minor in religion through which the student explores the relationship between religion and some other academic field (such as science, education, business, or the environment), culminating in a senior project which integrates the student's major and the study of religion. Special minors must be approved at least one year before graduation by the department of Philosophy and Religion and the student's faculty advisor.

### **Preparation for Advanced Study in Theology (Pre-Theology):**

Students who plan to pursue graduate study in theology in preparation for church leadership or teaching positions may choose from a variety of options. The Association of Theological Schools (ATS) recommends that pre-theology students take a broad range of courses, including, "for instance, studies in world history, philosophy, languages and literature, the natural sciences, music and other fine arts, and religion."

Pre-theology students should also develop skills in critical thinking, communication, and research. Knowledge of basic Christian doctrine, of the content of the Bible, and of biblical language is helpful for graduate work in theology. But the ATS, and graduate faculty in theology, suggest that the best preparation for seminary or other graduate work in theology will include a wide range of courses, rather than a heavy concentration in Bible or religion. Together with the basic skills and general education

requirements for the Bachelors degree, either a major or a minor in Religion can provide the broad background for advanced study in theology and ministry. Pre-theology students may also opt to major in another field and select specific courses in religion as electives according to their particular interests and needs.

## **RELIGION COURSE DESCRIPTIONS**

### **REL 110-Judeo-Christian Journeys (3)**

An introduction to representative people, stories, beliefs and practices of Judaism and Christianity that have shaped both cultures and individual lives. The course does not presuppose that students have any particular religious beliefs or impose any particular religious beliefs on students, but rather seeks to introduce students to Jewish and Christian traditions that continue to have a profound impact on the world, and to stimulate each student to reflect individually upon his or her own spiritual or intellectual journey in light of resources from these traditions.

### **REL 115-Christian Beliefs (3)**

An introduction to the basic doctrines and practices of Christianity. This includes an investigation of the central beliefs held by all Christians, and a brief introduction to the historical roots, practices and emphases of various Christian denominations and groups.

### **REL 116-History of Christianity (3)**

An overview of the history of the Christian church from it beginning to the present.

### **REL 214-Environmental Perspectives (3)**

An investigation of the ways in which the natural world has been understood in various historical, religious and philosophical perspectives, and of the implications for how humans should interact with the environment. The course emphasizes helping each student formulate a value perspective

from which to evaluate human actions and policies concerning the environment. (Cross-listed as PHL 214)

**REL 220-Introduction to the Old Testament (3)**

A survey of the Old Testament with attention to the history of the people of Israel, the development of Israelite faith, the composition of the Old Testament writings, and the relevance of the Old Testament for today. The intent is to gain a working knowledge of the Old Testament.

**REL 221-Introduction to the New Testament (3)**

A survey of the New Testament giving attention to the development of the Christian faith, the historical development of its writings, and the relevance of the New Testament for today. The intent is to gain a working knowledge of the New Testament.

**REL 251-Religions of the World (3)**

An introduction to the histories, basic beliefs and practices of the major religions of the world, including Hinduism, Buddhism, Islam, Judaism and Christianity.

**REL 253-Islam (3)**

An introduction to the religion of Islam. Students will be introduced to the basic beliefs and practices of Islam and its role in history and in the world today. In addition, students will learn about the ways in which Islam is lived out in different cultures of the world.

**REL 321-Philosophy of Religion (3)**

A critical examination of the philosophy of religion through classical and contemporary readings that discuss such topics as arguments for and against God's existence,

the rationality of belief in God, religious language, the immortality of the soul, and religious pluralism. Prerequisite: previous course in Philosophy or Religion, or consent of instructor (Cross-listed with PHL 321)

**REL 353-Life and Teachings of Jesus (3)**

A study of the gospels in an attempt to gain a better understanding of the life and teachings of Jesus. Special attention is given to various attempts to identify the historical Jesus. Prerequisite: REL 221

**REL 354-Paul and His Theology (3)**

An examination of the life of the Apostle Paul as outlined in the Book of Acts and his letters, and his theology and ethics as recorded in his letters. Emphasis will be upon an in-depth study of the letter to the Romans. Prerequisite: REL 221

**REL 357, 358, 359-Topics in Religion (3)**

An in-depth look at one or more topics, thinkers or movements in religion. Offered at the discretion of the department.

**REL 391, 392, 393, 491, 492, 493-Independent Research and Writing (3)**

Primarily for Religion majors. Junior or Senior standing required. Involves substantial research, reading and writing in the area of religion. Prerequisite: three previous Religion courses and RES 104

**REL 495-Senior Seminar (3)**

An emphasis on research, writing and oral presentation in religion and theology. Students write and present original research papers. REL 495 is required of all Religion majors. This course may also provide the framework for senior writing projects for students with a special minor in Religion.

## ADVANCED COURSES

In addition to the above courses, selected seminary courses are available to upper level undergraduates with permission from the instructor and the chair of the Department of Philosophy and Religion, including the following:

### **BI 400-Hebrew I (Seminary) (4)**

An introduction to the grammar, syntax and vocabulary of biblical Hebrew. Facilitates interpretation of the Old Testament. Prerequisites: at least 60 credits of undergraduate work and admission to the three-three program or consent of both the instructor and the chair of Philosophy and Religion

### **BI 402-New Testament Greek I (Seminary) (4)**

An introduction to the grammar, syntax and vocabulary of biblical Greek. Facilitates reading and interpretation of the New Testament. Prerequisites: at least 60 credits of undergraduate work and admission to the three-three program or consent of both the instructor and the chair of Philosophy and Religion

### **BI 411-Old Testament Introduction (Seminary) (3)**

An introduction to the content, historical background, canon, theological motifs and major critical problems of the Old Testament. Prerequisites: at least 60 credits of undergraduate work and admission to the three-three program or consent of both the instructor and the chair of Philosophy and Religion

### **BI 450-New Testament Introduction (Seminary) (3)**

An introduction to the content, historical background, canon, theological motifs and major critical problems of the New Testament. Prerequisites: at least 60 credits of undergraduate work and admission to the three-three program or consent of both the instructor and the chair of Philosophy and Religion

### **HT 400-The Early and Medieval Church (Seminary) (3)**

Introduction to the history and teachings of Christianity from early in the 2nd century to the beginning of the 16th century. Prerequisites: at least 60 credits of undergraduate work and admission to the three-three program or consent of both the instructor and the chair of Philosophy and Religion

### **HT 402-The Reformation and Modern Church (Seminary) (3)**

Introduces students to the history and teachings of Christianity from the Protestant Reformation to the present. Prerequisites: at least 60 credits of undergraduate work and admission to the three-three program or consent of both the instructor and the chair of Philosophy and Religion

### **HT 488-Christian Social Ethics (Seminary) (2)**

Introduction to major themes, approaches and issues in Christian ethics, with an emphasis on relating the biblical Christian faith to contemporary social issues. Students taking this course will gain practical experience in ethical reason and analysis as well as exposure to a number of different approaches to ethical issues. Prerequisites: at least 60 credits of undergraduate work and admission to the three-three program or consent of both the instructor and the chair of Philosophy and Religion

## HEALTH, PHYSICAL EDUCATION AND RECREATION DEPARTMENT

The Department of Health, Physical Education and Recreation (HPER) seeks to enhance knowledge and professional practice in pedagogy, health, wellness and recreation through scientific study and experiential knowledge to students and the public.

The Health, Physical Education & Recreation (HPER) Department offers majors in two tracks (Teaching and Professional) and activity classes.

### Teaching

- Physical Education K-8, 5-12
- Health K-8, 5-12
- Coaching K-12

### Professional

- Health, Wellness & Recreation

### Admission & Retention

Admission to an HPER major occurs when the student declares the major on the Plan of Study after requesting an HPER advisor. To continue study in an HPER major the student must:

1. Maintain a 2.0 or higher GPA in all major coursework in Health, Wellness & Recreation.
2. If selecting the Teacher Education track, meet all requirements for admission and retention in Teacher Education.

## HPER Core Courses Required of All Options

- HEA 100-Community First Aid & CPR (1)
- HEA 200-Adv. Comm. First Aid & CPR (1)
- PED 100-Intro, History & Principles of HPER (2)
- PED 200-Human Anatomy & Kinesiology (3)
- PED 300-Exercise Physiology (3)
- PED 400-Biomechanics (3)

Total: 13

## PROGRAM REQUIREMENTS: TEACHING

### PHYSICAL EDUCATION & HEALTH

#### K-8, 5-12

(Endorsement 137, 138, 146, 147)

- HPER Core Courses (13)
- PED 132-Social Dance (1)
- PED 231-Fundamentals of Motor Performance (2)
- PED 232-Intro to Physical Education Skills (2)
- HEA 221-Family & Community Health (3)
- HEA 244-Wellness Lifestyles (3)
- HEA 246-Human Nutrition (3)
- HEA 330-Methods of Teaching Elementary Health (2)
- PED 330-Methods of Teaching Elementary Phys Ed (2)
- PED 331-Movement Education (2)
- PED 341-Care & Prevention of Athletic Injuries (3)
- PED 342-Org/Adm of Phys Ed, Athletics & Rec (3)
- PED 350-Methods of Teaching Secondary Phys Ed (2)
- HEA 350-Methods of Teaching Secondary Health (2)
- PED 432-Adapted Physical Education & Recreation (3)
- SOC 112-Contemporary Social Problems (3)

Total Hours: 49

**Education Core Classes (22)**

- EDU 100-Intro to Education (2)
- EDU 119-Human Relation Skills (3)
- EDU 200-Foundations of Education (3)
- EDU 202-Intro to Exceptional Learner (3)
- EDU 240-Learning/Teaching Processes (3)
- EDU 303-Reading & Writing in the Content Area (3)
- PED 332-Performance Evaluation (3)
- EDU 352-Technology in Education (2)

**Education Content Core (18)**

- EDU 360-Methods of Teaching in the Middle School (3)
- EDU 465-Student Teaching Physical Education, 7-12 (6)
- EDU 466-Student Teaching Physical Education, K-6 (6)
- EDU 495-Professional Development Seminar (3)

Total Hours in Education: 40

**PHYSICAL EDUCATION  
TEACHING MAJOR****K-8, 5-12**

(Endorsement 146, 147)

- HPER Core Courses (13)
- PED 132-Social Dance (1)
- PED 231-Fundamentals of Motor Performance (2)
- PED 232-Intro to Physical Education Skills (2)
- PED 330-Methods of Teaching Elem Phys Ed (2)
- PED 331-Movement Education (2)
- PED 341-Care & Prevention of Athletic Injuries (3)
- PED 342-Org/Adm of Phys Ed, Athletics & Rec (3)
- PED 350-Methods of Teaching Secondary Phys Ed (2)
- PED 432-Adapted Physical Education & Recreation (3)

Total Hours in Major: 33

**Education Core Classes (22)**

- EDU 100-Intro to Education (2)
- EDU 119-Human Relation Skills (3)
- EDU 200-Foundations of Education (3)
- EDU 202-Intro to Exceptional Learner (3)
- EDU 240-Learning/Teaching Processes (3)
- EDU 303-Reading & Writing in the Content Area (3)
- PED 332-Performance Evaluation (3)
- EDU 352-Technology in Education (2)

**Education Content Core (18)**

- EDU 360-Methods of Teaching in the Middle School (3)
- EDU 465-Student Teaching Physical Education, 7-12 (6)
- EDU 466-Student Teaching Physical Education, K-6 (6)
- EDU 495-Professional Development Seminar (3)

Total Hours in Education: 40

**HEALTH EDUCATION  
TEACHING MAJOR****K-8, 5-12**

(Endorsement 137, 138)

- HPER Core Courses (13)
- PED 137-Physical Fitness (1)
- HEA 221-Family & Community Health (3)
- HEA 244-Wellness Lifestyles (3)
- HEA 246-Human Nutrition (3)
- HEA 330-Methods of Teaching Elem Health (2)
- HEA 350-Methods of Teaching Secondary Health (2)
- SOC 112-Contemporary Social Problems (3)

Total Hours in Health Content: 30



**Education Core Classes (21)**

- EDU 100-Intro to Education (2)
- EDU 119-Human Relation Skills (3)
- EDU 200-Foundations of Education (3)
- EDU 202-Intro to Exceptional Learner (3)
- EDU 240-Learning/Teaching Processes (3)
- EDU 303-Reading & Writing in the Content Area (3)
- EDU 310-Assessment/Regular & Exceptional Learners (2) \*
- EDU 352-Technology in Education (2)

\* unless also majoring in PE (PED 332)

**Education Content Core (18)**

- EDU 360-Methods of Teaching Middle School (3)
- EDU 469-Student Teaching in Elementary Health (6)
- EDU 470-Student Teaching in Secondary Health (6)
- EDU 495-Professional Development Seminar (3)

Total Hours in Education: 39

**COACHING**

(Another teaching major for endorsement or is considered an authorization.)

**K-12**

(Endorsement 101)

- PED 200-Human Anatomy & Kinesiology (3)
- PED 231-Fundamentals of Motor Performance (2)
- PED 341-Care & Prevention of Athletic Injuries (3)
- PED 343-349-Coaching Theory Classes (choose one) (2)

Total Hours: 10

**PROGRAM REQUIREMENTS:  
PROFESSIONAL**

**Health, Wellness & Recreation**

- HPER Core Courses (13)
- PED 137-Physical Fitness (1)
- HEA 221-Family & Community Health (3)
- HEA 244-Wellness Lifestyles (3)
- HEA 246-Human Nutrition (3)
- HEA 311-Geriatrics (3)
- PED 341-Care & Prevention of Athletic Injuries (3)
- PED 342-Org/Adm of Phys Ed, Athletics & Rec (3)
- PED 344-349-Theory of Coaching (choose one) (2)
- PED 432-Adapted Physical Education & Recreation (3)
- PED 433-Fitness Assessment (ACSM) (3)
- PED 485-7-Internship (6)
- SOC 112-Contemporary Social Problems (3)
- PSY 210-Psychology of Adjustment (3)

Total Hours in Major: 52

**COURSE DESCRIPTIONS**

**Activity Courses**

All activity classes provide instruction in history, rules, etiquette, equipment, strategies, techniques and skills.

PED 120-Tai Chi (1)  
Offered on Demand

PED 121-Spinning (1)  
Offered on Demand

PED 122-Yoga/Pilates (1)  
Offered on Demand

PED 123-Dance Techniques (1)  
Offered on Demand

PED 132-Social Dance (1)  
Offered on Demand

PED 133-Volleyball (1)  
Offered Fall on Demand

PED 134-Basketball (1)  
Offered Spring on Demand

PED 135-Weight Training (1)  
Offered on Demand

PED 136-Racquetball (1)  
Offered Spring on Demand

PED 137-Physical Fitness (1)  
Offered Every Term

PED 138-Aerobic Exercise (1)  
Offered Spring on Demand

PED 140-Ultra Fitness (1)  
Offered Every Term on Demand

PED 143-Tennis (1)  
Offered Fall On Demand

PED 145-Bowling (1)  
Offered Fall on Demand

PED 146-Archery (1)  
Offered Spring on Demand

PED 147-Soccer (1)  
Offered Fall on Demand

PED 148-Golf (1)  
Offered Spring on Demand

PED 149-Badminton (1)  
Offered Fall on Demand

## **PROFESSIONAL COURSES PHYSICAL EDUCATION (PED)**

### **PED 100-Introduction, History & Principles of Health, Physical Education & Recreation (2)**

A history and introduction to the profession to include current trends and issues, professional preparation and career opportunities, the responsibilities of, and the characteristics associated with, the effective professional. Guiding scientific principles highlighted. (Offered Every Term)

### **PED 200-Human Anatomy & Kinesiology (3)**

Introduction to basic structure of the human body. Emphasis is on the attachments of the muscles and the corresponding actions. Terminology, basic physics and physiology are studied in relation to movement. (Offered Spring Each Year)

### **PED 231-Fundamentals of Motor Performance (2)**

Principles and components basic to gross motor skill performance. Emphasis given to sequential development, motor skill classification, terminology, task analyses and life-span development. (Offered Every Term)

### **PED 232-Introduction to Physical Education Skills (2)**

Instructional experiences in a variety of individual, dual and team sports related to skill acquisition and the teaching of those skills. Knowledge and skill competencies evaluated. (Offered Every Term)

### **PED 300-Exercise Physiology (3)**

A study of the physiological bases of physical activity with emphasis given to the special effects of exercise on body function, health-related fitness, nutrition and sports performance. Prerequisite: PED 200 (Offered Fall Each Year)

**PED 330-Methods of Teaching**

**Elementary Physical Education (2)**

Goals, content, materials and teaching strategies for planning and implementing a physical education program. Curriculum issues, unit plan construction and lesson plan development are addressed. (Offered Every Term)

**PED 331-Movement Education (2)**

Content includes a) body awareness and management, b) spatial awareness, c) balance and d) eye-hand/eye-foot coordination. Fitness level and motor performance are addressed. Analyses, design and application experiences with elementary children are provided. (Offered Fall Each Year)

**PED 332 Performance Evaluation (3)**

Assessment and evaluation specific to motor performance and fitness level/s. Assessment techniques, analyses of results, instrument development/selection and test implementation are addressed. (Offered Every Term)

**PED 341-Care & Prevention of Athletic Injuries (3)**

Course includes etiology, pathology, sign and symptoms, treatments and adaptive exercises for rehabilitation. Also covered is preventive taping and conditioning, budgeting, record keeping and selection of equipment and supplies specific to the training room. Lab experience provided. Prerequisite: PED 200 (Offered Every Term)

**PED 342-Organization & Administration of Physical Education, Athletics & Recreation (3)**

Techniques and procedures for program management to include standards, policies, programs, budgeting, supervision and problems unique to physical education, athletics and recreation settings. (Offered Spring Each Year)

**PED 343-Methods of Coaching Soccer (2)**

Fundamental strategies of offense and defense, conditioning, ethics, game management and promotion. Successful completion of class leads to soccer coaching licensure. (Offered Spring Each Year)

**PED 344-Methods of Coaching Baseball & Softball (2)**

Individual and team play, offensive and defensive strategies, promotion, scouting, conditioning and coaching methods. (Offered Spring Each Year On Demand)

**PED 345-Methods of Coaching Basketball (2)**

Fundamentals of offense and defense, conditioning, promotion, scouting and coaching methods. (Offered Fall Each Year On Demand)

**PED 346-Methods of Coaching Wrestling (2)**

Analyses of individual form, basic holds and moves, organization and administration of contests and coaching methods are discussed. (Offered Spring Each Year On Demand)

**PED 347-Methods of Coaching Football (2)**

Offensive, defensive and special team coaching methods with consideration given to practice/game management.(Offered Fall Each Year On Demand)

**PED 348-Methods of Coaching Track & Field and Cross Country (2)**

Coaching methods addressing individual form and technique. Meet management and promotion are addressed. (Offered Spring Each Year On Demand)

**PED 349-Methods of Coaching Volleyball (2)**

Skill analyses, teaching progressions, offensive and defensive strategies, game and practice management, statistics and coaching methods are addressed. (Offered Fall Each Year On Demand)

**PED 350-Methods of Teaching Secondary Physical Education (2)**

Instructional strategies, teaching methodology, curriculum development, liability and safety and classroom management specific to the secondary physical education school environment. (Offered On Demand)

**PED 357/8/9-Topics (1-3)**

Specialized in-depth study of various selected subjects and issues. May be used for workshop credit and preparation for nationally recognized certification/s. May be repeated for credit at department discretion. (Offered On Demand)

**PED 400-Biomechanics (3)**

The mechanical components of human structural movement, with emphasis placed on internal and external forces related to human movement. Prerequisite: PED 200 (Offered Spring Each Year)

**PED 432-Adapted Physical Education & Recreation (3)**

Programs for school and recreation settings as applied to individuals with physical or other handicapping conditions. Assessment, teaching considerations and modifications, legal issues and current trends are addressed. Field experiences provided. (Offered Spring Each Year)

**PED 433-Fitness Assessment (3)**

Students learn how to test the components of fitness and prepare for the American College of Sports Medicine (ACSM) Exam. Emphasis is on exercise prescription. Prerequisite: PED 200 (Offered Fall Each Year)

**PED 485, 486, 487-Internship (6)**

Supervised on-site practical experience in Health, Wellness & Recreation. Prerequisite: Senior Status (Offered On Demand). Please see internship details on page 23.

**HEALTH EDUCATION (HEA)****HEA 100-Community First Aid & CPR (1)**

Course content leads to American Red Cross (ARC) certification. Competencies acquired enable students to administer First Aid/CPR. (Offered Every Term)

**HEA 200-Advanced Community First Aid & CPR (1)**

Leads to certification as Instructor of American Red Cross (ARC) course in Community First Aid & CPR. Prerequisite: HEA 100 (Offered Every Term)

**HEA 221-Family & Community Health (3)**

Foundation class to include health agencies and information, the delivery of health services and health instruction for the individual, family and community. Special emphasis given to the dynamics of family as a user/recipient of services. (Offered Fall Each Year)

**HEA 244-Wellness Lifestyles (3)**

Holistic health issues and evaluation of lifestyle practices are addressed. Drug, alcohol and tobacco use/abuse as well as steroids and other performance enhancing drugs are discussed. (Offered Spring Each Year)

**HEA 246-Human Nutrition (3)**

Fundamentals of diet, exercise, metabolism, weight control and maturational development. (Offered Every Term)

**HEA 311-Geriatrics (3)**

Examines the relationship between exercise/physical activity and the aging process; focus is on appropriate activities specific to social, physiological and psychological changes in the elderly. (Offered Fall Every Year)

**HEA 330-Methods of Teaching  
Elementary Health (2)**

Goals, content, materials and teaching strategies for planning and implementing a health education program in the elementary classroom. (Offered Every Term)

**HEA 350-Methods of Teaching  
Secondary Health (2)**

Goals, content, materials and teaching strategies for planning and implementing a health education program in the secondary classroom. (Offered On Demand)

**HEA 357/8/9-Topics (1-3)**

Specialized in-depth study of various selected subjects and issues. May be used for workshop credit and preparation for nationally recognized certification/s. May be repeated for credit at department discretion. (Offered On Demand)

**PSYCHOLOGY DEPARTMENT (PSY)**

Psychology is the scientific study of behavior and cognitive processes. Psychologists seek to understand and enhance personal development, mental health, and social relationships. The mission of the Department of Psychology is 1) to contribute to the education of each University of Dubuque student by providing academic course work aimed at helping students develop a scientific understanding of the causes of human behavior and an appreciation of differences between individuals, and 2) to provide advanced study of Psychology for students planning to pursue careers in the social services or to seek admission to graduate school. The department directly serves the commitments of the University's mission to foster 1) excellence in academic inquiry and professional preparation; 2) relationships that encourage intellectual, spiritual, and moral development; 3) a

community where diversity is appreciated and Christian love is practiced; and 4) a zeal for life-long learning and service. The Department of Psychology serves the larger community and enhances services at local mental-health and social-service agencies by offering professional expertise and by providing student internships.

The Department of Psychology offers courses for all students with the objectives of helping them:

- develop an appreciation of the basic theories and findings of psychology;
- understand the scientific basis of psychology;
- appreciate the diversity of behavior and experience, and the rich opportunities for science and social relationships that such differences provide;
- understand themselves and their relationships with others.

**The Psychology Major and Minor**

A Psychology Major can provide entry into a variety of careers, including residential counselor with developmentally disabled children/adults, caseworker in hospitals and county agencies, housing and student life coordinator, academic advisor/college counselor, career planning and placement counselor, labor relations researcher, customer services representative, employee relations assistant, human resources recruiter, human resources training specialist, lobbying researcher/organizer, legislative aide, institutional researcher/ historian, intelligence officer, and market research statistician. Some students with Psychology majors have gone on to graduate school to prepare for careers as psychotherapists, researchers and college teachers.

The objectives of the Psychology major are to produce students who:

- have a sound knowledge base in significant facts, concepts, theories, and issues in psychology;
- understand the scientific basis of psychology, including research methods, research designs, and statistics;
- develop the skills necessary to obtain and evaluate the adequacy of current research and theory in psychology;
- have the ability to speak and write effectively in the discourse of the discipline;
- have an understanding of the socio-cultural context of psychology;
- understand the role of ethics and values in contemporary psychology.

A **major in Psychology** consists of 30 credit hours, including the following courses:

- PSY 110-Introduction to Psychology (3)
- PSY 230-Introduction to Statistics (3)
- PSY 333-Research Methods in the Behavior Sciences (3)
- PSY 337-Learning and Behavior (3) **or** PSY 338-Cognition (3)
- PSY 351-Theories of Personality (3)
- PSY 496-Senior Seminar (3)
- Twelve credit hours of electives in psychology, to be determined by students and their advisors in accordance with the students' vocational goals.

It is recommended that Psychology majors take BIO 110-Human Biology (4). Electives may include courses offered at Clarke and Loras Colleges.

A **minor in Psychology** consists of 21 credit hours, including the following courses:

- PSY 110-Introduction to Psychology (3)
- PSY 230-Introduction to Statistics (3)
- PSY 333-Research Methods (3)
- PSY 351-Theories of Personality (3)
- Nine credit hours of electives

The department offers the BA and BS degrees in Psychology.

## PSYCHOLOGY COURSE DESCRIPTIONS

### **PSY 110-Introduction to Psychology (3)**

A survey of the major topics covered in the field of psychology. The student is introduced to concepts and theories in such areas as development, learning, motivation, personality, abnormal behavior, therapy, and social behavior.

### **PSY 119-Life Span Development for Non-Majors (3)**

This course will provide students with an understanding of the life-span development of human beings; stages from prenatal development to late adulthood, concluding with 'death and grieving'. Biological, cognitive, and socio-emotional developmental theories will be presented and discussed. This course cannot be counted as part of the Psychology major.

### **PSY 210-Psychology of Adjustment (3)**

An examination of the problems faced in normal development and the strategies used in coping with the stresses these problems create. Prerequisite: PSY 110

### **PSY 220-Child Development (3)**

A survey of historical and theoretical perspectives on the growth and development of the child. Topics cover physical, cognitive, social, and personality development. Prerequisite: PSY 110

### **PSY 223-Adolescent Development (3)**

A survey of developmental changes characteristic of adolescence. Topics include identity, independence, gender, cognitive changes, and parent-child relationships. Prerequisite: PSY 110

**PSY 227-Adult Development and Aging (3)**

A survey of theory and research concerning biological, psychological, and social changes that occur during the adult life cycle.

Prerequisite: PSY 110

**PSY 230-Introduction to Statistics (3)**

Designed to acquaint students with elementary statistical methods. Emphasis on inferential statistics and the comprehension, application and interpretation of statistical concepts. Topics include: sampling distributions, probability, hypothesis testing, and at least eight statistical tests.

Prerequisite: UDMA 030

**PSY 310-Social Psychology (3)**

A study of theory and research concerning how individual behavior is influenced by the presence of others and by situational factors. Topics include interpersonal attraction, attitude formation, altruism, aggression, violence, and prejudice. Prerequisite: PSY 110 (Cross-listed with SOC 310)

**PSY 333-Research Methods in the Behavior Sciences (3)**

An introduction to research methodology with major emphasis placed on experimental research. The course develops the ability to use research-related terminology, knowledge of the how and the why of good research, and the modes of research used for various research problems. Prerequisites: PSY 110 and PSY 230

**PSY 337-Learning and Behavior (3)**

A survey of theories and research concerning learning, with a focus on experimental technique and results. Topics include classical conditioning, operant conditioning, and vicarious learning. Prerequisite: PSY 333

**PSY 338-Cognition (3)**

A survey of theory and research concerning human cognitive processes. Topics include memory, thinking, problem solving, reasoning, concept formation and language.

Prerequisite: PSY 333

**PSY 340-Behavioral Genetics (3)**

An examination of the influences of genetics on personality, intelligence, behavioral disorders, and psychopathology.

Prerequisite: PSY 110

**PSY 347-Psychological Testing (3)**

A survey of methods used to measure intelligence, aptitude, achievement, interests, and personality. Discussion of principles of test construction, practical uses of tests, and ethical issues in testing. Prerequisite: PSY 110; PSY 230 not required but recommended

**PSY 350-Human Sexuality (3)**

A study of theory and research on physiological, psychological, and socio-cultural aspects of sexuality. Emphasis on examination of personal views of sexuality and on increased understanding of views of others.

**PSY 351-Theories of Personality (3)**

An examination of major personality theories emphasizing their important concepts and their utility in explaining and/or predicting behavior. Prerequisite: PSY 110 and Junior or Senior standing required

**PSY 354-Abnormal Psychology (3)**

A study of the major forms of psychopathology including anxiety and stress reactions, depression and suicide, schizophrenia and personality disorders. Examination of theory and research on origins, symptoms, treatment, and prevention.

Prerequisite: PSY 110 and Junior or Senior standing required

**PSY 360-Psychology of Gender (3)**

A critical examination of theory and research on the psychological characteristics of men and women. Emphasis is placed on analysis of primary sources. Prerequisite: PSY 110

**PSY 357, 358, 359-Topics in Psychology (3)**

Examination through intensive reading and class discussion of a selected topic in psychology not covered in regular courses. Prerequisite: Consent of instructor

**PSY 385, 386, 387, 485, 486, 487-Internship (1-3)**

A supervised field experience in a selected area of applied psychology. Open to Psychology majors only, with 15 credit hours in psychology, Junior or Senior standing, and consent of instructor. Pass/fail option available. Please see internship details on page 23.

**PSY 391, 392, 393, 491, 492, 493-Independent Research (1-3)**

Individual examination of a selected topic through intensive reading or through experimental research. Prerequisite: At least 12 credit hours of psychology and consent of instructor.

**PSY 495-Senior Seminar (3)**

An examination of critical issues in Psychology. A synthesis of knowledge and skills expected of the undergraduate psychology major is emphasized. For majors with at least 15 credit hours of psychology.

**SOCIOLOGY (SOC) AND CRIMINAL JUSTICE DEPARTMENT (SCJ)**

The mission of this Department is to enable students to understand the complexities of social life and to develop an awareness of the connections among themselves, their communities, society at large, and the global environment. By analyzing human behavior at these multiple levels, students are challenged to deepen their appreciation of cross-cultural perspectives, increase their understanding of patterns of inequality, and explore possible forces for social change.

The Sociology and Criminal Justice Department serves the University's Mission by:

- Offering courses that provide students with a scientific and systematic approach for evaluating social issues in their personal and professional lives;
- Providing opportunities for students to explore, critique, and evaluate issues of difference in their daily lives and opportunities for students to form alliances and to create solutions for social problems;
- Offering students opportunities to explore their own political beliefs, personal convictions, cultural and faith traditions in the context of the classroom, community, and global diversity;
- Challenging students to discover their potential as stewards who are empowered to make positive choices as they journey through relationships, neighborhoods, and workplaces that are increasingly diverse; and
- Further developing student commitment to issues of social justice and encouraging engagement with social issues as a lifelong pursuit.



## SOCIOLOGY

### Objectives

Department objectives for the Sociology major enable students to:

- Develop analytical and critical thinking skills appropriate to evaluating the theoretical perspectives that comprise the disciplinary framework of Sociology;
- Gain insights into their own personal experiences as positioned members of social institutions;
- Practice appropriate and effective communication in both oral and written form that expresses their understanding and appreciation of diversity at multiple levels;
- Develop the skills necessary to contribute positively to their communities, society, and the global context through professional leadership and sociological insight;
- Critically evaluate their sense of vocation and their ethical values in relation to social problems at the local, national, and global levels.

A **major in Sociology** requires 34 credits consisting of:

19 credits of department core to include:

- SCJ 104-Voices/Values/Vocation in SOC/CJ (1)
- SOC 111-Introduction to Sociology (3)
- SOC 331-Social Stratification (3)
- SOC 335-Social Research (3)
- SOC 336-Social Theory (3)
- SOC 385/86/87  
or 485/86/87-Internship (3-6)
- SOC 495-Senior Seminar (3)

**and** 15 credits in Sociology or from the following with permission from the department head of the Sociology/Criminal Justice department.

- UDIN 315-Developing Nations of the World (3)
- COM 210-Interpersonal Communication (3)
- Any **one** SCJ course listed (3 credit minimum)

Those majoring in Sociology must receive a grade of C or better in each core and required course.

A **minor in Sociology** consists of 21 credits in Sociology including:

- SOC 111-Introduction to Sociology (3)
- SOC 331-Social Stratification (3)
- SOC 335-Social Research (3)
- SOC 336-Social Theory (3)

**and** 9 credits selected in consultation with the department head.

Graduates in Sociology may seek careers as researchers and/or university teachers by continuing their study at the graduate level. Sociology also provides an excellent background for graduate programs in social work, law, criminal justice, and other related disciplines. Additionally, the study of Sociology prepares students for effective participation in a variety of careers in diverse fields such as education, government, criminology and corrections, community service, mental health services, human services, business, and media and information systems.

The **Gender Studies minor** consists of 21 credits. The following 15 credits in Sociology are core to the Gender Studies minor:

- SOC 111-Introduction to Sociology (3)
- SOC 112-Social Problems (3)
- SOC 210-Marriage and the Family (3)
- SOC 311-Inequalities of Race, Class, and Gender (3)
- SOC 322-Women and Men in Contemporary Society (3)

and 6 credits selected in consultation with the department head.

A **minor in Gender Studies** prepares students to deal with interpersonal relationships on any job. As women are increasingly participating in the public work force, an educated sensitivity of women's concerns is desirable, especially in management positions. Many governmental policy programs are also addressed to women and children: child support programs, battered women programs, labor studies, marriage counseling, and government-sponsored research on gender issues. Gender studies will also enrich human understanding and contribute to the shaping of culture in the work place, market place, and in the home.

The department offers the BA degree.

Note: All Sociology courses numbered 200 and above have SOC 111-Introduction to Sociology as a prerequisite unless otherwise noted or permission to take the course is granted by the department head.

## SOCIOLOGY COURSE DESCRIPTIONS

### **SCJ 104-Voices/Values/Vocation in Sociology/Criminal Justice (1)**

Students will examine their vocational grounding in the Sociology or Criminal Justice field, and will develop a professional empowerment-based approach to success in the major and eventual profession. Students will identify their core values in relation to the major, explore career opportunities and set a plan for study at UD, including a personal goals and mission statement.

### **SOC 111-Introduction to Sociology (3)**

An introduction to the social, political and economic aspects of human societies. Basic

concepts and principles are developed through the study of several societies with emphasis on American culture and its institutions. A prerequisite for most other Sociology and Criminal Justice courses.

### **SOC 112-Contemporary Social Problems (3)**

An introduction to such social issues as poverty, racism, immigration, prejudice and crime. Students will have the opportunity to develop an understanding of why and how social problems develop at national and global levels. By providing a frame of reference as well as theory for interpreting data and analyzing problems, alternative solutions and their possible consequences are explored. A prerequisite for many Criminal Justice courses

### **SOC 205-Introduction to Human Services (3)**

Introduction to the purpose, sanctions, values, knowledge, and methods used in the field of Human Services. Through readings and hands-on exercises, students learn how human service workers aim to discover truths about individuals, communities, and society and about the importance of describing and explaining social behaviors, their meanings and ways to curb human suffering.

### **SOC 210-Marriage and the Family (3)**

Examination of the contemporary American family as an economic, political, ideological, and legal entity within a historical framework. Critical questions are raised concerning the impact of industrialization and modernization on courtship, engagement, marriage, and family life.

### **SOC 222-Introduction to Cultural Anthropology (3)**

A survey of the major areas of study within the discipline of cultural anthropology including: culture, ethnography, language and communication, ecology and subsistence, economic systems, kinship,

identity, politics, religion and worldview, globalization, and culture change from a cross-cultural geographical and historical perspective.

**SOC 310-Social Psychology (3)**

A study of theory and research concerning how individual behavior is influenced by the presence of others and by situational factors. Topics include interpersonal attraction, attitude formation, altruism, aggression, violence, and prejudice. (Cross-listed with PSY 310)

**SOC 311-Inequalities of Race, Class, and Gender (3)**

Focuses on similarities and differences among forms of oppression and emphasizes the ways in which issues of race, class, and gender intersect. The course examines the social construction of difference, analyzes how differences become translated into inequalities, and adopts a critical stance in the exploration of how inequalities based on difference are maintained and changed.

**SOC 322-Women and Men in Contemporary Society (3)**

A critical examination of the role and status of women and men in contemporary United States and different explanations of this condition. Focuses on the problems of understanding sex differences and women's behavior in society, as well as on gender inequalities created and reinforced through socialization, interaction processes, and social structural processes. The course explores the impact of these processes on people's personal lives and the chances of their upward mobility, along with the role of women's movement in the process of social change.

**SOC 331-Social Stratification (3)**

A critical and historical examination of contrasting theories and the thoughts of those who are justifying or attacking social

inequality. Various aspects of social injustice such as socioeconomic and political, sexual, racial, and international inequalities are explored. Class relations within the United States are compared with class and caste relations in other societies. Inequalities between societies are also examined.

**SOC 335-Social Research (3)**

An introduction to the application of the scientific method in the study of sociology. A review of both qualitative and quantitative research methods, survey, and field research techniques, data collection and analysis, methodologies, and statistical concepts dealing with testing of hypotheses. Core course for major and minor.

**SOC 336-Social Theory (3)**

Exploration of how different world views and theoretical analyses make sense of society, politics, economy, social institutions, and social change. A critical examination and comparison of the thoughts of social thinkers such as Marx, Weber, Durkheim, and contemporary sociologists. Various sociological theories such as conflict, structural-functionalism, and symbolic interactionism are compared and contrasted. Core course for major and minor.

**SOC 357, 358, 359-Topics (1-3)**

Selected topics of sociological relevance.

**SOC 385, 386, 387, 485, 486, 487-Internship (3-6)**

Experiential education for students to integrate academic learning with community-based experience and professional development. Field work offers students an opportunity of self-exploration for growth, change, transformation, and empowerment as well as using skills relative to their major in testing the foundation theories and principles they have learned. Please see internship details on page 23.

**SOC 391, 392, 393, 491, 492,  
493-Independent Research (1-3)**

Open to Junior and Senior Sociology majors with consent of department chairperson.

**SOC 495-Senior Seminar (3)**

Students examine their faith, ethics and vocation in relation to sociological theory and applied service-based learning. Students develop an individual service learning project and give a presentation to an audience of mentors and peers at the end of the term. This is a required course for all Sociology majors, taken during Senior year. Satisfies World View 4 requirement.

**CRIMINAL JUSTICE****Objectives**

The Criminal Justice major enables students to:

- Plan careers within the field of Criminal Justice after developing an understanding of basic principles relative to the field of Criminal Justice;
- Build a solid base of knowledge from which to draw in the performance of their work in the field of Criminal Justice;
- Refine their oral and written communication skills appropriate to the level of academic achievement and the Criminal Justice employment opportunities sought by them;
- Gain a wider and deeper understanding of the society in which they will perform their duties and of the societal issues that contribute to and influence the work they will perform as Criminal Justice practitioners;
- Gain practical experience and insight into the Criminal Justice system;
- Realistically assess the requirements of a specific Criminal Justice career and their interests, aptitudes, desires and abilities as well as build a substantial

foundation on which to build their future professional lives.

A **major in Criminal Justice** requires 36 credits consisting of:

28 hours of department core to include:

- SCJ 104-Voices/Values/Vocation in SOC/CJ (1)
- SOC 111-Introduction to Sociology (3) **or** SOC 112-Contemporary Social Problems (3)
- SCJ 211-Criminal Law (3)
- SCJ 212-Criminal Procedure (3)
- SCJ 231-Criminology (3)
- SCJ 232-Criminal Justice (3)
- SCJ 233-Juvenile Delinquency (3)
- SOC 311-Inequalities of Race, Class and Gender (3) **or** SOC 331-Social Stratification (3) **or** SOC 336-Social Theory (3)
- SCJ 385, 386, 387, 485, 486, 487-Internship (3-9)
- SCJ 495-Senior Seminar: Ethics & Criminal Justice (3)

**and** 8 credits of electives from Sociology or Criminal Justice courses.

Those majoring in Criminal Justice must receive a grade of C or better in each core and required course.

A **minor in Criminal Justice** requires 21 credits in Sociology and Criminal Justice including:

- SOC 111-Introduction to Sociology (3)
- SCJ 231-Criminology (3)
- SCJ 232-Criminal Justice (3)
- SCJ 233-Juvenile Delinquency (3)
- SOC 331-Social Stratification (3)

**and** 6 credits selected from Criminal Justice electives.

Graduates in Criminal Justice may seek careers as researchers and/or university teachers by continuing study at a graduate level. The study of Criminal Justice provides an excellent background for graduate programs in law, criminal justice, social work and other related disciplines. A major or minor in Criminal Justice prepares graduates for effective participation in a variety of careers in diverse fields such as government, education, criminology, criminal justice, law enforcement and corrections, community service, mental health services, human services, media and information systems and business.

The department offers the BA degree.

## **CRIMINAL JUSTICE COURSE DESCRIPTIONS**

### **SCJ 104-Voices/Values/Vocation in Sociology/Criminal Justice (1)**

Students will examine their vocational grounding in the Sociology or Criminal Justice field, and will develop a professional empowerment-based approach to success in the major and eventual profession. Students will identify core values in relation to the major, explore career opportunities and set a plan for study at UD, including personal goals and mission statement.

### **SCJ 116-Careers in Criminal Justice (3)**

A survey of career possibilities within the field of Criminal Justice, with special attention to what students need to do to prepare for potential careers. Topics include career choices, skills required and typical requirements.

### **SCJ 117-Introduction to Law Enforcement (3)**

A survey of various Law Enforcement agencies and their respective roles within the Criminal Justice field, including historical and contemporary law enforcement functions and trends.

### **SCJ 211-Criminal Law (3)**

A study of substantive criminal law; its origins, elements, foundational principles and supporting rationales, including review of state criminal code provisions, the model penal code, certain federal criminal statutes and supporting case law. Prerequisite: SOC 111 or SOC 112

### **SCJ 212-Criminal Procedure (3)**

A study of the regulations governing police and judicial procedures involved in the Criminal Justice process, beginning with investigation and continuing through the post-conviction stage. Special emphasis on the 4th, 5th, 6th and 14th Amendments to the Constitution and the case law regarding them. Prerequisites: SOC 111 or SOC 112 and SOC 211

### **SCJ 214-Legal Writing (3)**

A study of the rules of narrative writing, effective note taking and organization, the components of a crime report, issues in legal writing, preparation of legal documents, including search warrants, and problems related to legal report writing. Prerequisite: SOC 111 or SOC 112

### **SCJ 215-Court Systems and Judicial Process (3)**

A study of the organization of State and Federal Court Systems, the operation of Judicial process, with special attention to the adjudication of criminal offenses, and the political and social impact of court decisions. Prerequisite: SOC 111 or SOC 112

### **SCJ 216-Contemporary Issues in Criminal Justice (3)**

A study of Criminal Justice topics including acute and recurring issues, historical issues, and those anticipated in the future. An examination of how society is affected and responds at all levels of government. Prerequisite: SOC 111 or SOC 112

**SCJ 217-Gender, Race, Ethnicity & Criminal Justice (3)**

A study and analysis of gender, race and ethnicity in crime, response to crime, stereotypes and the Criminal Justice system.  
Prerequisite: SOC 111 or SOC 112

**SCJ 220-Probation & Parole (3)**

A study of the practice and theory supporting probation and parole of convicted offenders, including a review of the processes and parties involved.  
Prerequisite: SOC 111 or SOC 112

**SCJ 231-Criminology (3)**

A critical study of criminology. This course presents a sociological analysis of crime and criminals or delinquents and their behavior; provides a description and evaluation of the machinery of justice; and suggests various programs that could aid in the solution of the problems in the field.

**SCJ 232-Criminal Justice (3)**

A sociological analysis and historical survey of the American criminal justice system in America and abroad. The ideology and practice of criminal law, law enforcement, the criminal court, probation, parole, prisons, and community-based corrections are examined. The sociological theory of total institutions and the application of institutional analysis will be studied.  
Prerequisite: SCJ 231

**SCJ 233-Juvenile Delinquency (3)**

A survey of the invention and history of delinquency in American society; description of the nature and extent of delinquency in the U.S.; an introduction to theories of delinquency; analysis of the relationship between delinquency and social and economic conditions and the sociology of the contemporary juvenile justice system.

**SCJ 301-Policing (3)**

Introduces students to the essentials of American policing and the most significant issues facing officers and police departments today. Areas of discussion will include the history of policing, the functional roles of officers, the recruitment and selection process, the relationship between policing and law, and other aspects of policing.  
Prerequisite: SOC 111 or 112

**SCJ 303-Criminal Investigation (3)**

Introduces criminal investigations as they are performed within the criminal justice system. Students will learn about the duties and responsibilities of the criminal investigator, interview and interrogation techniques, crime scene analysis, collection and preservation of evidence, investigation techniques, and laws and regulations that criminal investigators must follow.  
Prerequisite: SOC 111 or 112

**SCJ 305-Corrections (3)**

A study of trends and developments in all elements of modern correctional systems for the treatment of juvenile and adult offenders. Students will learn about basic concepts in the field of corrections. Major sources of data on effectiveness of corrections will be reviewed and discussed. Students will examine the historical evolution of the role of corrections in a modern society, the strategies, tactics and methods used in corrections and emerging international forms of corrections.

**SCJ 312-Victimology (3)**

A study of various perspectives on victimization as to patterns, roles of victims in crime and victims' roles, rights and experience within the Criminal Justice system, including the study and investigation of victimization in American society, ranging from personal to institutional victimization.  
Prerequisite: SOC 111 or SOC 112

**SCJ 313-Introduction to Constitutional Law (3)**

A survey of Constitutional Law, emphasizing civil rights and institutional liberties and the role of Constitutional Law within the Criminal Justice system. Emphasis on research, readings and discussion of past and current Constitutional issues and cases in which they are presented, particularly those cases and issues affecting the Criminal Justice system. Prerequisite: SOC 111 or SOC 112

**SCJ 315-Interview Techniques (3)**

Study and application of the principles of effective interviewing, relating to the investigation of crime and the interrogation of victims, suspects and witnesses. Topics include interrogation strategies and legal decisions affecting the interview process. Prerequisites: SOC 111 or SOC 112; SCJ 211 or SCJ 212

**SCJ 316-Forensics (3)**

Study of scientific investigative detection methods including an assessment and analysis of the law including such issues as: collection, preservation and courtroom use of forensic evidence, expert testimony, DNA, ballistics, fingerprints and polygraphs. Prerequisites: SOC 111 or SOC 112; SCJ 212

**SCJ 317-Human Rights & Civil Liberties in Criminal Justice (3)**

Examination of human rights and civil liberties from historical and contemporary perspectives within the Criminal Justice system. Prerequisite: SOC 111 or SOC 112

**SCJ 357, 358, 359-Topics (1-3)**

Selected topics of relevance to Criminal Justice

**SCJ 385, 386, 387, 485, 486, 487-Internship (3-9)**

Experiential education for students to integrate academic learning with community-based experience and professional development. Field work offers students an opportunity of self-exploration for growth, change, transformation, and empowerment as well as using skills relative to their major in testing the foundation theories and principles they have learned. Please see internship details on page 23.

**SCJ 410-Criminal Justice Research Methods (3)**

Introduction to basic research methods used in Criminal Justice and criminological research through the investigation of problems common to Criminal Justice and Criminology. Prerequisites: SOC 111 or SOC 112; SCJ 211 or SCJ 212 and SJC 231

**SCJ 495-Senior Seminar: Ethics and Criminal Justice (3)**

Examination of ethical issues arising from professional activities within the Criminal Justice system and ethical issues pertinent to the administration of Criminal Justice, with a focus on the practical development of ethical reasoning and decision making.

## LIBERAL STUDIES COURSE DESCRIPTIONS

### HISTORY

#### **UDHS 121-World Civilization I (3)**

Beginnings (3500 B.C.-1600 A.D.): The four major world civilizations are described: Middle Eastern, European, Indian and Chinese. Also considers questions of ethics arising from world history.

#### **UDHS 122-World Civilization II (3)**

The Far West Challenges the World (1600 A.D. - present): The European civilization almost completely overpowers the other three major world civilizations. Advances in communication and transportation begin to produce one world civilization, at first centered on Western Europe, but later, more truly cosmopolitan. Consideration of questions of ethics arising from world history.

#### **UDHS 130-Aviation History (3)**

Familiarization with the beginnings of aviation: the events, the aircraft, and the people that enabled the fledgling industry to develop into what it is today.  
(Cross-listed with AVI 130)

#### **UDHS 211-U.S. History to 1865 (3)**

A consideration of the political, economic, religious, social, foreign policy, and cultural development of the United States from the colonial era through the Civil War.

#### **UDHS 212-U.S. History Since 1865 (3)**

Surveys the development of modern America from the end of the Civil War to the present, emphasizing trends of contemporary significance.

#### **UDHS 301-Music's Impact in History (3)**

Each year a topic is selected to explore how music has impacted an historical period and how culture impacts music. Traditionally team taught by faculty from music and history, topics have included the Civil War Era and the Counterculture of the 1960s. Course content is heavily weighted on reading and discussion of scholarly articles and writing research papers as well as listening to and discussing music of the period. (Cross-listed with UDMS 301)

#### **UDHS 357, 358, 359-Topics (credit variable)**

A selective examination of the ideas, movements, and institutions that have influenced history.

#### **History and Theology Courses (HT)**

In addition to Religion (REL) courses offered by the Department of Philosophy and Religion, the following courses are available through the Seminary to qualified undergraduates. See the Religion courses for full descriptions:

- HT 400-The Early and Medieval Church (3)
- HT 402-The Reformation and Modern Church (3)



## INTERNATIONAL STUDIES

### **UDIN 115-World Geography (3)**

Helps students develop their knowledge of place-name geography. Students deal with the basic questions of geography – where is it, what is it like, and why there? Students also are asked to study the relevance of certain locations and examine the linkages that may exist. The course material deals tangentially with numerous other disciplines as it describes, analyzes, and explains the places and patterns of the world.

### **UDIN 215-Global Perspectives (3)**

An introductory course in human and cultural geography. Provides a background for an understanding of contemporary conditions in the world and a basis for predicting future world patterns. The purpose of the course is to enable the student to understand geographic relationships by learning about cultures and human activities in many environments. Spatial and ecological components of geography are emphasized.

### **UDIN 315-Developing Nations of the World (3)**

An introductory survey of the institutions, cultures, political, social, and economic features of developing nations. The course is designed to encourage cross-cultural sensitivity and awareness of the contemporary world situation.

### **UDIN 357, 358, 359-Topics (1-4)**

Offers the participant an opportunity to study in depth specialized areas and/or advanced topics in international studies. The topics to be studied will be announced each time the course is offered. The course may be repeated when the topic and content change. Prerequisite: consent of the instructor; additional prerequisites depend on the content of the course and are established by the department and announced at the time the course is offered.

## FOREIGN LANGUAGE AND LITERATURE

### **UDLM 111-Conversational Mandarin (3)**

An introduction to oral Mandarin Chinese with secondary emphasis on recognizing written characters and understanding Chinese culture.

### **UDLS 111-Elementary Spanish I (3)**

The course is designed for students with no previous training in the language. It deals with fundamental principles of grammar, vocabulary, writing, and cultural awareness.

### **UDLS 112-Elementary Spanish II (3)**

A continuation of UDLS 111. Designed to increase the student's knowledge of grammar, vocabulary, and writing skills. All lectures emphasize Hispanic cultural awareness.

### **UDLS 211-Intermediate Spanish I (3)**

Continues the student's awareness of Hispanic culture and language. More emphasis is placed on reading, oral, and written skills. Prerequisite: UDLS 112 or consent of instructor

### **UDLS 212-Intermediate Spanish II (3)**

The course develops a further understanding of Spanish life and culture. Emphasis is placed on enhancing oral and written skills. Prerequisite: UDLS 211 or consent of instructor

### **UDLS 357, 358, 359-Topics in Spanish (CV)**

Offers the student an opportunity to study, for variable credit, certain aspects of Spanish and Ibero-American literature, language, fine arts, and civilization for which there are no special course offerings. May be repeated for different topics. Prerequisites: UDLS 212 or equivalent and consent of instructor

## POLITICAL SCIENCE

### **UDPO 120-American National Government (3)**

A study of the national electorate, the party system and the constitutional government and its goals in a world perspective. This course meets the requirement for teacher certification.

### **UDPO 210-State and Local Government (3)**

The new constitutional basis, organization and power of these governments, political trends and contemporary problems.

### **UDPO 215-Global Perspectives (3)**

(See International Studies 215)

### **UDPO 220-Environmental Politics (3)**

A study of selected environmental problems and the process by which they are treated by the American political system.

### **UDPO 315-Developing Nations of the World (3)**

(See International Studies 315)

## PROVISION FOR ACADEMIC PROGRAM MODIFICATION

The University of Dubuque reserves the right to modify program requirements, content, and the sequence of program offerings for educational reasons that it deems necessary. Programs, services, or other activities of the University may be terminated at any time due to reasons including, but not limited to, acts of God, natural disasters, destruction of premises, or other reasons or circumstances beyond the control of the University.

The course descriptions listed are based upon reasonable projections of faculty availability and appropriate curriculum considerations. The matters described are subject to change based upon changes in circumstances upon which these projections were based and as deemed necessary by the University to fulfill its role and mission.

## STUDENT LIFE

Student Life is an integral part of your educational experience at college. While providing numerous opportunities for campus involvement, Student Life also provides support services that will help to ensure a successful college experience. This section identifies a number of involvement opportunities and support services. For additional information about Student Life, contact (563) 589-3113 or visit the UD website at [www.dbq.edu/StudentLife](http://www.dbq.edu/StudentLife).

### STUDENT LIFE AT UD

#### Living in Community

The University of Dubuque provides a wide variety of services and programs designed to enhance students' intellectual, social, career and personal development. Every aspect of Student Life programming and services have grown out of our mission.

#### Office of Student Life Mission Statement

In conjunction with the University of Dubuque's mission, the Office of Student Life engages the University community in partnership with faculty and staff to serve the educational and formational interests of students. Therefore, the Office of Student Life is committed to:

- the Presbyterian tradition for advancing higher education;
- building purposeful relationships by educating, mentoring, and nurturing students;
- providing programming and co-curricular activities that empower healthy lifestyles that promote individual success and service to others; and,
- supporting and nurturing our global and diverse community.

#### Student Conduct

University of Dubuque students are guided by the Community Values and Behavioral Expectations that support the University

Mission Statement. All policies, rules, and regulations are built upon the principles stated in the mission statement. One of these values is self-respect which manifests itself in rules regarding use of drugs such as alcohol and tobacco, sexual relations, and language. A second value is respect for others which regulates relationships between roommates, between students and faculty or staff, and between organizations or student groups with opposing viewpoints. A third value is respect for property and University resources, such as the residence halls and their contents, facilities such as the sports center, and academic resources such as those in the Myers Library. Students are expected to treat the property and resources of the University as an asset in which they have a vested interest.

When disputes arise between individuals, every effort is made to mediate disagreements before the Judicial Process is imposed. Regulations governing activities and student conduct in general are published in the University of Dubuque Student Handbook found online at the University's website (<http://www.dbq.edu>). This handbook serves as the official college statement on such matters. The University expects that each student has read the Student Handbook and understands the rights and responsibilities it offers them.

### RESIDENCE LIFE

Residential living is an important part of the collegiate experience at UD and is designed to provide a wide range of community living and learning opportunities. These opportunities are designed to encourage individual student involvement and personal growth. Residential living has many similarities with life in general. UD offers many opportunities for students, but with freedoms there also come many responsibilities. Understanding group needs

and being aware of the rights and feelings of other individuals are crucial concepts in any residential living situation.

All students having less than 90 credits are required to live in University housing, space permitting. Students may be exempt from this requirement if, at the time of application, they are living within 50 miles of Dubuque and living with an immediate relative, are married and living with their spouse, or are living with legal dependent(s). Students residing in Cassat, Donnell, or Aitchison Halls are required to have a meal plan. Each student is responsible for his/her room including damages, disorder, and carelessness. The University of Dubuque does not carry insurance for students' personal property and is not responsible for loss, damage, or theft of such property. Students are encouraged to make sure that personal property is covered by a renter's or homeowner's insurance policy.

**Aitchison Hall** is an English Tudor-style building located on the east side of campus at the corner of Auburn and Grace Streets. This two-story residence hall is located close to Peters Commons and other academic buildings. Aitchison Hall was built to accommodate single, double, and triple occupancy rooms, and typically houses First-Year students.

**Cassat and Donnell Halls** are contemporary stone buildings located near the athletic fields on Bennett Street. These four-story residence halls stand one block from the main campus. Cassat and Donnell Halls have single and double occupancy rooms.

**Park Village Complex** consists of six apartment buildings designed as a living and learning community for upper class and graduate students. These facilities are built into the campus' sloping topography

and have walk-in access at two levels. Each building contains three or four levels with four-, or five-bedroom apartments on each level. Amenities include geothermal heating and cooling systems, a full kitchen, living room, dining room, and single or double bedrooms. Apartments are completely furnished, and include cable, phone and computer access. Additionally, each building has its own laundry facilities, study lounge and social lounge. One of six buildings houses a large community room for programming.

**University-Owned Houses** – The University owns a number of houses immediately adjacent to the campus that are used for upper-class and graduate student housing. Living in a University house provides students the benefits of living on campus while enjoying some of the characteristics of living off-campus. Depending upon the size of the house, there are accommodations for two to four students.

For additional information about residential community living at the University of Dubuque, contact the Residence Life Office at (563)589-3438 or visit the website at [www.dbq.edu/studentlife/residencelife](http://www.dbq.edu/studentlife/residencelife).

## SAFETY & SECURITY

University Safety and Security personnel are on duty 24 hours a day. Safety and Security officers assist with the safety and security of students, staff, and faculty, as well as University property. Parking registration and enforcement of parking regulations are also their responsibilities.

Should there be a problem or emergency, students and parents can contact Safety and Security personnel at **(563) 589-3333**.

## CAMPUS MINISTRY

The University of Dubuque values and nurtures community out of a belief of who God is and who God has made us to be. God made humanity to be in relationship with God and with one another, and each person is valuable, being loved by God with a love that is able to transform. Campus Ministry seeks to faithfully follow and know God revealed through Jesus Christ as God the Father, Son, and Holy Spirit. The ordinary means by which students often encounter the grace of Jesus on campus is through Bible studies, fellowship activities, mission projects, and weekly worship services. Chapel services are held Monday, Wednesday and Friday from 10:55 – 11:25 a.m. when school is in session, Fall and Spring terms.

Although rooted in the Presbyterian and Reformed tradition, an ecumenical spirit is upheld in sponsored activities and all are invited. Campus Ministry is nurtured and guided by the Edwin B. Lindsay Chaplain for the spiritual birth, renewal, and enrichment of college students as they come to know and place their faith in Jesus Christ as Lord and Savior. For information, contact Campus Ministry at **(563) 589-3582** or check the UD website at <http://www.dbq.edu/studentlife/CampusMinistry.cfm> .

## CAREER & LIFE SERVICES

### Career Services

Students and alumni from all departments of the college have access to the Office of Career Services, which offers a collection of online library resources. In addition, Career Services provides self and career exploration assessments regarding individual interests, abilities and values; using co-curricular and work experiences to explore career options and build a repertoire of marketable skills; learning how to make life/work decisions;

and eventually in developing professional strategies for personally satisfying career opportunities.

Other services include assistance with a database of information and resources on employment, internship, and/or exploratory learning opportunities; assistance with placement; resources on career fairs at local, regional, and national levels; in-class presentations; on and off-campus recruitment and networking opportunities; assistance with interview skills, resumes and portfolios; and campus educational topical sessions relevant to career development. Career Services at the University of Dubuque is committed to assist current students, prospective students, and the University of Dubuque alumni develop, evaluate and initiate an effective career plan. For further information about activities, events, programs, and services offered through the Office of Career Services, please contact **(563) 589-3132**, or visit the website at <http://www.dbq.edu/careerservices>.

### Counseling Services

The Office of Life Services provides a network and opportunities for personal growth and assistance to students in a comfortable, confidential setting. Short-term confidential counseling, appropriate referrals and life coaching are available at no cost to students with specific emotional, social, academic or personal concerns. Students must carry their own insurance to cover long-term counseling needs.

Counseling services are offered through a team of counselors with a background in personal counseling. The counseling services staff are located on the second floor of Peters Commons, within the Dept. of Student Life. To see a counselor, students may walk-in during regular business hours or call **(563) 589-3132** to schedule an appointment. For after hours and weekends, students may contact Safety & Security at **(563) 589-3333** to request a confidential

connection to a counselor. For more information, visit the website at <http://www.dbq.edu/lifeservices>.

## UD CARES

The UD Cares Team is a team of professionals from across campus who help students over the hurdles of college life. You may reach UD Cares by calling **(563) 589-3455** or by e-mail at [UDCares@dbq.edu](mailto:UDCares@dbq.edu). All information received remains confidential.

## UNDERGRADUATE STUDENT RESOURCES ADVISOR

For general problems or difficulties of any type, students should seek out the Undergraduate Student Resources Advisor, more affectionately known as the "Campus Mom." The Campus Mom serves as an advisor, confidante, student advocate, problem-solver and mentor. She is available to help students through the first pangs of homesickness, concerns or confusion about classes, or just to listen and chat. The Campus Mom can be found in the Student Life Office, second floor Peters Commons, or by calling **(563) 589-3455**.

## INTERNATIONAL STUDENTS

International Student Services fosters a welcoming environment for international and American ethnic minority students by setting up programs of support and representation that will serve them throughout their academic careers. The office staff provides information and counsel regarding United States immigration guidelines, issues relating to social and cultural adjustments, and international study programs. International Student Services

develops cultural and educational programs of interest to all students.

## International Studies

The International Studies Office offers information and support for international students as well as students wishing to study abroad. The office staff provides international students with information and counsel regarding United States immigration regulations, assists them with social and cultural adjustment, and encourages their integration into campus life. Believing that encountering other cultures is a valuable part of the college experience, office staff coordinate and promote short and long-term international study opportunities for students at both the graduate and undergraduate level. Please contact the International Studies Office **(563) 589-3712** or consult the UD website at [www.dbq.edu/international](http://www.dbq.edu/international) for more detailed information.

## MULTICULTURAL AFFAIRS

The University of Dubuque strives to be a community in which diversity is appreciated and Christian love is practiced. With this belief as its guiding principle, the Office of Multicultural Affairs seeks to foster awareness, understanding, and sensitivity to the perspective of diverse groups on campus. The office offers support services to under-represented groups to increase their chances of a successful academic experience. This is achieved through orientations, advising, mentoring, leadership development and other activities. In addition, the office actively educates and promotes multicultural learning and development for the entire UD community through various activities such as workshops, speakers, and cultural programming. The Office of Multicultural Affairs is located in Student Life and can be reached at **(563) 589-3253**.

## SERVICE AND LEADERSHIP DEVELOPMENT

The Office of Service and Leadership Development offers students the opportunities to gain valuable life experiences through a variety of leadership and service opportunities both on campus and in the surrounding community. Our partnership with local non-profit agencies allows our students, faculty, and staff the opportunity to recognize and develop their own leadership potential through workshops, community service projects, and student programs.

Students or advisors who would like to request information or assistance for their organization in any leadership area (e.g. time management, team building, public relations, delegation, goal setting, effective meeting management, publicity, motivation, assertiveness, ethics, diversity awareness, communication skills, etc.) should call the Office of Service and Leadership at **(563) 589-3127**.

## STUDENT ACTIVITIES

The Office of Student Activities (OSA) offers a variety of programming for student participation that will enhance their college experiences. OSA works with a number of student organizations on campus to ensure there is something for everyone. The office is a great place to find out what is happening on campus and can help answer questions about getting involved. The primary avenues for involvement through OSA are Greek Life, Leadership Development, New Student Orientation, Programming, and Student Organizations. For any questions about how to get involved on campus, feel free to contact the Office of Student Activities at **(563) 589-3583**, [osa@dbq.edu](mailto:osa@dbq.edu), or by visiting the office located on the ground floor of Peters Commons.

### Greek Life

The UD campus has three local sororities and four local fraternities that participate in various campus activities and community services.

### New Student Orientation

Leaving home and going to college can be a difficult time for students and parents. New Student Orientation is held the weekend before classes begin and allows students and families to spend time together while providing education about what to expect from the University of Dubuque. Orientation offers current students a chance to develop leadership skills by becoming an Orientation Leader; a paid position that incoming students look to for answers about the campus and college life.

### Programming

OSA provides many programs designed to give students something to do on and off campus. Some traditional programs include:

- Wacky Wednesdays held each Wednesday during lunch that offers students a little break in the day to create something, have a snack and hang out.
- Things To Do In DBQ offers students a chance to get off campus and experience things that the Dubuque community has to offer.
- Family Weekend includes a cookout, football game, family entertainment in the evening, and a Mississippi River cruise.

OSA also sponsors a variety of other events each year. Some recent events have included World Kindness Day, AIDS Awareness Day, the Community Resources, Involvement, and International Cultural Fairs, and plenty of other fun activities.

### Student Organizations

With almost 40 different organizations on campus, students are highly encouraged to get involved; an easy task with the variety of choices! Organizations include general interest clubs, academic groups, Greek life

and more. Students can even start their own group if they feel like something is missing from campus. A few of the larger organizations are: Student Government Association (serves as the primary voice of the student body to administration), the Belltower (student newspaper), and University Program Council (the primary programming group on campus plans fun weekly activities including comedians, musicians, entertainers, festivals, and more.)

## INTERCOLLEGIATE ATHLETICS

Many University of Dubuque students have distinguished themselves on the courts or playing fields as well as in the classrooms. They demonstrate that the fun, discipline, and vigorous competition of athletics can work together with the intensity and high sense of purpose of rigorous academics. The University of Dubuque's Athletic Department is host to nineteen NCAA Division III sports. Women compete in nine intercollegiate sports: basketball, cross country, golf, soccer, softball, tennis, indoor and outdoor track and field, and volleyball. Men compete in ten sports: baseball, basketball, cross country, football, golf, soccer, tennis, indoor and outdoor track and field, and wrestling. All teams belong to the Iowa Intercollegiate Athletic Conference (IIAC). For additional athletic information contact the Athletic Office or the UD website <http://www.dbq.edu/udathletics>.

### **Athletic, Intramural and Recreation Facilities**

The Stoltz Sports Center, McCormick Gymnasium and Chlapaty Recreation and Wellness Center are homes for indoor intercollegiate and intramural programs. The Chlapaty Recreation and Wellness Center (CRWC), located on the south side of campus, features a weight room and aerobics area. The sports complex includes newly refurbished areas for football, track,

baseball and softball, as well as the Oyen Soccer Field.

The facilities and venue hours of operation are posted each term. Summer and holiday hours will vary. Any student wishing to use athletic venues must present a valid UD student ID. Anyone wishing to reserve an athletic venue must contact the Athletic Facilities Director at **(563) 589-3244**.

### **Intramural-Recreational Sports Program**

The University offers a comprehensive intramural program which allows students, faculty and staff to compete regularly in organized recreational sports. Intramural program offerings include basketball, flag football, indoor soccer, racquetball, softball, tennis, volleyball, and other programs based on student interest.

The Intramural-Recreational Sports Program seeks to promote wellness, to develop friendships, and to encourage the wise use of leisure time through organized recreational sports. In order to participate, an individual must be a University of Dubuque student, faculty, or staff member. Wide varieties of activities are offered each year for people of all skill levels and abilities. Offerings include, but are not limited to, basketball, yoga, spinning, volleyball, badminton, golf discus, and aerobics. During 2008-09, over 50% of the student body participated in the intramurals at the University of Dubuque. Intramurals provide a great opportunity to exercise, meet people, and compete.

Through the University Wellness Program, a variety of wellness opportunities are offered throughout the year. The Wellness Program provides activities and services that foster the development of the mind, body, and spirit for the University of Dubuque community, including fitness programs, outdoor recreation opportunities and educational wellness sessions. For more information, visit the UD website at <http://www.dbq.edu/recwellness>.



## HEALTH SERVICES

Finley Occupational Health, a service of The Finley Hospital, Iowa Health System, provides UD students with access to the services that The Finley Hospital has to offer. UD Health Service is available to all students who are currently enrolled in classes. Undergraduate, graduate, and Seminary students are able to seek medical attention with UD Health Service no matter what insurance plan they are enrolled in. The services also include being seen at Finley Convenient Care after hours and on weekends. Visits to Finley Occupational Health are provided free by UD. Tests, such as labs, x-rays, and visits to the Emergency Room are the responsibility of the student. All charges will be filed with the student's insurance plan.

The UD Medical Coordinator is able to schedule appointments not only with Finley Occupational Health, but also with other medical facilities. The Medical Coordinator can assist the student with other medical appointments (if requested and within the constraints of the student's personal medical insurance plan) such as dental, women's health concerns, specialty clinics, etc. The Medical Coordinator is also able to help answer general insurance questions. It is imperative that students always have their insurance card and student ID with them for medical appointments and emergency room visits. For more information, visit the UD website at <http://www.dbq.edu/medicalservices> or call (563) 589-3244.

## HEALTH INSURANCE

All students are required to have health insurance that includes coverage for major medical and hospitalization. The University can provide a health insurance policy at an affordable cost with premiums billed through regular student accounts. Students who do not wish to purchase the University's insurance must present evidence of other insurance, either personal or family policies, by signing a waiver. Insurance is automatically billed to the student's account until a waiver is signed and on file with the Medical Coordinator.

The University will not be held liable for medical bills incurred by students. Maintenance of adequate medical insurance coverage is the student's responsibility. The University is not responsible for adding students to, or dropping them from, the student medical plan because of internships, leaves of absence, etc. It is the student's responsibility to notify the Student Accounts Office in writing if they wish to make changes to the insurance offered by UD. International students are required by federal regulation to carry full coverage. Information on policies for both domestic and foreign students is available from the Student Accounts Office.

## ADMISSION

At the University of Dubuque, we understand how complicated admission to college and financial planning can seem. Here at UD, Admission and Financial Planning staff will work with you and your family to answer your questions and to make the transition to college seamless.

### ADMISSION

#### Admission Requirements

An applicant for admission to the University of Dubuque undergraduate program must be a graduate of a high school or possess equivalent (GED), or possess an approved home school diploma. High school graduates should possess a minimum of 15 high school units of which 10 shall be from academic fields (English, Social Studies, Natural Science, Mathematics, Foreign Language). Preference is given to students in the upper one-half of their graduating class with an ACT score of 18 (SAT 850) or higher. After a thorough evaluation, the Dean of Admission may admit students who fail to meet these admission standards, but demonstrate potential to benefit from and complete a University of Dubuque Education. In most cases these students will be admitted to the Bridge Program as a condition of admission. In such cases, active participation in the Bridge Program is mandatory.

#### Application Procedure

Persons wishing to be considered for admission to the university must submit the following for review:

1. A completed University application (paper or on-line), which includes an essay and two teacher/professor evaluations (the Dean of Admission may waive the application fee, recommendations and/or essay in consideration of special circumstances);
2. A \$25 nonrefundable application fee with the application (in case of extreme financial need, request for a fee waiver should be made in writing);
3. ACT or SAT test results (May be waived for some transfer students);
4. TOEFL (for international students);
5. Official transcripts submitted directly by the high school (high school transcript may be waived by the Dean of Admission for some transfer students) and by the Registrars of all colleges attended.

The University also recommends a personal interview with a college admission counselor as part of the application process.

#### Admission Deposit

The University of Dubuque requires a \$200 deposit to confirm admission from all applicants planning to be degree-seeking students. The deposit will be refunded to prospective new students if they notify the Admissions Office of cancellation on or before May 1 for the Fall term, or Jan. 1 for the Spring term. After May 1/Jan 1, and prior to the date classes begin the deposit may be refunded for special circumstances.

The admission deposit is deposited into the student account.

#### International Students

International applicants for first-time admission must demonstrate proficiency in English in one of the following ways: a score of 500 (173 on the computerized version) or higher on the Test of English as a Foreign Language (TOEFL) or by having had sufficient high school instruction in English. If TOEFL scores are not available, or are below 500/173, students may be placed in one or more English language courses, depending on the results of the Foreign Language Placement Exam given upon arrival. Upon successful completion of these courses, students will be permitted to take regular classes.

### **Transfer Students**

Previous College Experience – The University of Dubuque will accept all courses passed at an accredited bachelor's degree-granting institution, provided the overall grade average for those courses is 2.0 or better. If the student's average is less than 2.0, all credit in courses in which grades earned were C or better will be accepted. In addition, the student may select, at the time of the first registration, as many of those courses with grades of D as can be included without lowering the GPA below 2.0.

Up to 24 credit hours of credit will be accepted through correspondence and/or extension courses. Transfer students from an accredited community/junior college with an associate's degree may transfer a maximum of 64 credit hours. Students from an accredited community/junior college without an associate's degree may transfer a maximum of 60 credit hours. Transfer students must complete the general college requirements of UD.

Students transferring to the University of Dubuque from either Clarke or Loras Colleges will have their course work there evaluated on the same basis as any other transfer student. Courses taken at Clarke or Loras Colleges after the student has matriculated at the University of Dubuque are considered work in residence at UD.

A person academically dismissed from his/her last attended college prior to applying for admission to UD is ineligible for regular admission for two terms immediately following the dismissal. Summer school may be counted as one term.

If admitted, the student may be placed on academic probation. An admitted student who was on academic probation at his/her last attended college prior to enrolling at UD may begin on academic probation.

### **Former UD Students**

A UD student who for any reason misses a regular term (Fall or Spring) must reapply for admission. Students academically suspended from the University of Dubuque must wait until at least one term (Fall or Spring) has passed before applying for readmission (Summer term does not count). If admitted, the student may be placed on academic probation.

### **Dual Admission Inter-Institutional**

Cooperation Agreement (NICC – UD)  
A student admitted under the Dual Admission Agreement will be considered to be a student of NICC and UD. Upon completion of the Associate of Arts Degree at NICC with a cumulative GPA of at least 2.0, s/he will be admitted without completing a formal transfer application.

A student admitted to UD under the Dual Admission Agreement will be subject to the same matriculation and graduation requirements governing UD students at the time of his/her acceptance for Dual Admission. A student participating in the Dual Admission Program who does not complete the Associate of Arts Degree at NICC will be subject to the same requirements in effect for transfer students at the time of the transfer. The Associate of Arts degree will satisfy general college requirements for UD provided the student has completed World View Seminar I and II. In unusual cases the requirement to complete World View Seminar may be waived.

### **Non-Accredited Institutions**

Credits from established four- or two-year national or international institutions not accredited by regional or national accrediting agencies will be evaluated on a case by case basis. Credit from vocational-technical schools, provided that they are approved by the state in which they are located, will be accepted on the basis that the vocational-

technical credit will be equivalent to one-half of University of Dubuque credit and that each course accepted has a grade of C or better. A maximum of 30 credits of vocational-technical credit may be accepted by the University of Dubuque. However, additional hours in the major may be granted with the consent of the academic department in which the student plans to major. Vocational-technical credit will be listed on the student's permanent record with a grade of CR.

In those cases where college-parallel courses have been completed at a vocational-technical institution (e.g., algebra, psychology, etc.) the student may petition the appropriate UD department for equivalent college credit. A copy of the course syllabus and texts used must accompany the petition. If equivalent credit is granted through this process, all other remaining credits will be transferred in at one-half of their value provided the grade received is a C or better up to a maximum of 30 vocational-technical credits and maximum of 60 credits overall.

Credits for courses completed at institutes will be accepted under any of the following conditions:

1. The course or program is listed in The National Guide to Recommendations for Non-Collegiate Courses, prepared by the American Council on Education;
2. The course or program is approved by the state in which it is located;
3. Credit has been accepted by other four-year and two-year accredited colleges and universities;
4. A special departmental examination given by the University of Dubuque is successfully completed.

### **RN Applications to Other Bachelor Degrees**

A student working toward a Bachelor of Arts or Bachelor of Science degree who has satisfactorily completed a program of training in an approved school of Nursing and who has received certification as a registered nurse is eligible to receive 60 credits toward a degree at the University of Dubuque. Credit will be granted only after receipt of a transcript from the school of Nursing and official certification of registry from the State Board of Nursing. Normally these 60 credits are awarded in Natural Science. Non-nursing subjects taken as part of a hospital nursing program will be evaluated individually. Credit will be given in the appropriate academic area provided the class met for at least 30 instructional hours. This allows the student to apply such courses to specific degree requirements. The remainder of the 60 credits will be designated as elective credits in the natural sciences.

### **Special Students**

Special students are defined as those who do not intend to receive a degree from the University. Special students must apply through Admission if they wish to change from part-time to full-time regular student status. Special students are not eligible for financial aid from the University. Upon request, campus housing may be available for special students.

## FINANCIAL PLANNING

### TUITION

Tuition includes the cost of instruction for all courses except flight instruction, music lessons, and student teaching. Courses with individualized instruction or special equipment fees are listed below. (Costs listed are for the 2010-2011 school year.)

#### Typical Cost for Full Time Students:

(12 to 16 credit hours each semester plus 3 credits J-term)

Tuition . . . . .	\$ 21,000
Fees . . . . .	\$ 590
Total Cost Per Year . . . . .	\$ 21,590

#### Part-time tuition:

(1-11 hrs. or over 16 hrs.) . . . . .	\$490/cr hr
Audit (for no credit) . . . . .	\$245/cr hr

#### Special Fees:

- Application Fee . . . . . \$25
- Credit by Examination (per credit hour) . . . . . \$30
- Graduation – all Bachelor and Associate degrees (includes academic attire) . . . . . \$60
- Music Lesson Fee (per credit hour) . . . . . \$150
- Student Teaching (per week fee) . . . . \$10
- Student Teaching outside of Dubuque. . . . . Arranged
- Portfolio – one fifth of the regular per credit hour tuition
- Transcript of Record (after first copy). . . . . \$5 (No charge for transcripts sent to the University of Dubuque Theological Seminary)
- Admission Deposit. . . . . \$200 (Refundable fee required of all degree-seeking students)
- Aviation Fees – Additional charges are assessed for Private Pilot, Instrument, and Commercial Pilot courses, Multi-Engine Rating, Certified Flight Instructor Training,

and FAA knowledge tests. For current costs of these programs, contact the Department of Aviation.

- Other fees and charges may apply to specific programs or courses within departments. Students may contact the sponsoring University department or the Registrar's Office to obtain schedules of any fees or charges for particular University courses or activities.

### Meal Plans

The University offers three meal plan options for its boarding students. All residence hall students are required to select one of these three options.

- **Option One:** Full-Board Plan consists of 19 meals a week, with breakfast, lunch, and dinner Monday through Friday, brunch and dinner on Saturday and Sunday.
- **Option Two:** Fourteen Meal Plan, select any 14 meals during a calendar week.
- **Option Three:** Ten Meal Plan, select any 10 meals during a calendar week.

(Note: If meals are not used during a given calendar week, they do not carry over to the following week.)

All meals are served in the cafeteria in Peters Commons. The snack bar in the Underground (Student Union) is open to all students and serves a wide range of items including vegetarian selections. Students living off campus in the Dubuque area may participate in any of the three meal plans or take advantage of the Points System, which allows students to purchase items from the cafeteria, snack bar, and Babka Bookstore. A minimum of \$25 is placed on account with the University. The amount placed on account is encoded as points in a debit stripe on the student's ID card. Purchases are deducted from the points on the card until the money on account is depleted. Resident students may use the point system in the snack bar or bookstore. This is an excellent option for commuter and part-time

or for parents wishing to give their student the option for making these purchases without carrying cash. Food Service facilities are closed during term and summer breaks.

Room and board charges are subject to change on an annual basis.

### **Board (2010-2011)**

Full meal plan . . . . .	\$3,730
14 Meal Plan . . . . .	\$3,520
10 Meal Plan . . . . .	\$3,150
5 Meal Plan (commuter students) . . .	\$1,200

### **Room (2010-2011)**

Room (Double) . . . . .	\$3,640
Park Village (Double). . . . .	\$4,780
Park Village (Single) . . . . .	\$5,600

For other housing options, please contact Student Accounts.

### **Billing & Payments**

Payments of Accounts – Payments must be made by the due date of billing. Diplomas, transcripts, and grades will not be issued to students until their financial obligations are settled with the Student Accounts Office. Those who desire to pay tuition, room, board and fees on an installment basis may arrange to budget any part of the annual charges on a monthly billing and collection cycle. For further information, contact the Student Accounts Office.

The tuition, fees, and other charges described above are set for each academic year. They are subject to change from one academic year to the next as deemed necessary by the University.

### **Student Financial Responsibility**

Each student attending the University of Dubuque assumes responsibility to pay all University-related expenses not covered by financial aid awarded by the University. Students who withdraw from the University must make arrangements to meet all outstanding financial obligations to the

University. Examples of such obligations are tuition and fees, room and board, library fines, bookstore accounts, etc. The student's transcript will not be released until satisfactory payment of all obligations has been made.

Each graduating senior must pay all remaining financial obligations to the University prior to graduation. A University of Dubuque diploma will not be awarded until this obligation is met. Loans such as Perkins Loans, Stafford Student Loans, become due as stated in the promissory note signed by the student.

### **University of Dubuque Institutional Refund Policy**

The institutional refund policy is only for students who withdraw from all classes and leave the university. The policy does not apply to a student who withdraws from some classes but continues to be enrolled in other classes. If a student withdraws from a class after the add-drop date, a "W" will be received through the last day to withdraw from the class and no refund will be given. Students who withdraw on or before the 60% point of the enrollment period and are receiving federal, state, and/or institutional financial aid, are subject to a pro rata refund determined by the number of calendar days in the payment period or period of enrollment divided into the number of calendar days completed as of the day the student withdrew.

The Withdrawal Date is (a) the date the student began the official withdrawal process; (b) the date that the student otherwise provided official notification to the University of Dubuque of the intent to withdraw; or (c) if the student did not begin the withdrawal process or otherwise notify the University of Dubuque of the intent to withdraw, the midpoint of the payment period for which assistance was disbursed or a later date documented by the University of Dubuque.

Special Rule: If the University of Dubuque determines that a student did not begin the withdrawal process or otherwise notify the institution of the intent to withdraw due to illness, accident, grievous personal loss, or other such circumstances beyond the student's control, the University of Dubuque may determine the appropriate withdrawal date.

Return of unearned federal financial aid program funds will be made in the following order:

#### **Title IV Programs**

- Unsubsidized FFEL/Direct Stafford Loan
- Subsidized FFEL/Direct Stafford Loan
- Perkins Loan
- FFEL/Direct PLUS (Graduate Student)
- FFEL/Direct PLUS (Parent)
- Pell Grant
- Academic Competitiveness Grant
- National SMART Grant
- FSEOG
- TEACH Grant
- Other Title IV Grant funds

Return of unearned state financial aid program funds will be made in the following order:

- Iowa Tuition Grant
- Iowa Grant
- Other State of Iowa grants requiring a refund

Return of unearned institutional financial aid program funds will be limited by the total charges after refund calculation.

- Institutional Loans

## **INSURANCE**

### **Personal Property Insurance**

Personal property insurance is the responsibility of students or their families. The University of Dubuque does not insure against loss of personal items.

### **Health and Accident Insurance**

Health and accident insurance is required of each student taking 12 or more credit hours. The insurance rate for international students is based on a different scale than for domestic students. Exemption from this coverage: A student, if of legal age, may sign a waiver; otherwise a parent or guardian must sign it. Waivers must be filed with the office of the Medical Coordinator.

## **FINANCIAL ASSISTANCE**

### **Application**

All applications for scholarships, grants, loans and campus employment must be made each year. New students may secure application forms from the Office of Student Financial Planning or the Admission Office.

The Free Application for Federal Student Aid (FAFSA) is the form required by the University of Dubuque for determining a student's eligibility for financial assistance. The form is available online at the U.S. Department of Education's Web site <http://www.fafsa.ed.gov/>.

The amount that a student and/or family is expected to contribute toward the cost of education is determined from the FAFSA. Financial need is defined as the difference between the cost of attending the University of Dubuque and the expected family and/or student contribution. The University of Dubuque makes available to students financial assistance in the form of grants, scholarships, loans and employment.

Although applications for financial assistance may be submitted at any time, earlier applications will receive priority

in the case of limited fund availability. It is important to note that applicants for the Iowa Tuition Grant program must submit their FAFSA to the processor prior to July 1 (deadline subject to change) of the year in which they plan to enroll.

Institutional financial aid is normally available for a maximum of five academic years commencing with the first term the student enrolls at the University of Dubuque as a full-time student.

Scholarships, grants, loans, and student employment will be given on the basis of:

- scholarship, in accordance with the established standard for the award
- need, to the extent that the student could not otherwise attend college
- registration for no fewer than 12 credit hours per term for institutional scholarships and grants
- registration for a minimum of six credit hours per term for the Stafford Student Loan Program, and minimum of three credit hours for the Pell Grant and Iowa Tuition Grant.

## **SATISFACTORY ACADEMIC PROGRESS POLICY FOR FEDERAL, STATE AND INSTITUTIONAL FINANCIAL AID**

### **Undergraduate Students**

Students attending full-time have a maximum of five academic years to complete a program of study at the University of Dubuque. Part-time students have a maximum of ten academic years to complete a program.

Academic progress will be measured both qualitatively and quantitatively. A minimum grade point average and a minimum number of credit hours completed in an academic year are requirements. The following

qualitative measure at the end of each term indicates the required minimum cumulative grade point average required to receive financial aid:

<b>Full-time</b>		<b>Part-time</b>	
Term	GPA	Term	GPA
1	1.6	1 and 2	1.6
2	1.8	3 and 4	1.8
3	1.9	5 and 6	1.9
4	2.0	7 and 8	2.0
5 - 10	2.0	9 and 10	2.0
		11 - 20	2.0

Transfer students will enter the time frame at the point according to the number of credits earned and accepted by the University of Dubuque for prior education at other institutions. For quantitative measure, students enrolled two full-time terms must complete 24 credit hours per academic year. Students enrolled two part-time terms (6 to 11 credit hours per term) must complete the minimum prorated credit hours per academic year.

The following measure will be used to determine quantitative progress:

### **Credit Hours Required**

Year	Full-time	Part-time
1	24	prorated
2	48	prorated
3	72	prorated
4	96	prorated
5	120	prorated

All "A" through "F" grades or "P" for passing with credit which have been accepted by the Registrar will be considered as credits earned and completed for qualitative progress analysis. All "W", "I", AU (audit) will not be considered credits completed toward qualitative or quantitative satisfactory academic progress. If a student repeats a course because he or she failed it in a previous term, or because the student wishes to improve a grade in a course, the



credits may be included in the total number of credits when determining enrollment status. If a student withdraws from a course or fails a course, and takes it the next term, the course will be counted toward enrollment status for that next term.

If a student falls below the required qualitative financial aid standards for maintaining satisfactory academic progress, the student will be placed on financial aid probation for the following term during which the student will continue to receive financial aid. If at the end of the probationary period the appropriate minimum cumulative grade point average is not achieved, all financial aid will be subject to termination.

If the student does not successfully complete the required quantitative hours for an academic year, the student's financial aid will be subject to termination.

The student then has the right to appeal the suspension of financial aid by indicating in writing to the Dean of Student Financial Planning and Scholarships:

- A. reasons regarding failure in maintaining satisfactory academic progress
- B. reasons why financial aid should not be terminated

The letter will be reviewed by the Dean of Student Financial Planning. Any decision will be final.

If the Dean reinstates the student based on the appeal, the student will be reinstated the next academic term. A student whose financial aid is terminated may not be reinstated until after one academic term (summer not included) has expired.

### **When to Apply for Aid**

Although applications for financial assistance may be submitted at any time, earlier applications will receive priority in case of limited fund availability. Applicants for the

Iowa Tuition Grant program must submit their FAFSA to the processor prior to July 1 of the year in which they plan to enroll. The deadline is subject to change. Contact the Office of Student Financial Planning for current year deadlines. Students must reapply for aid each year. Reapplication priority deadline is April 1 for the subsequent academic year. Requirements for renewal of financial aid are subject to change each year.

Financial aid changes may be made if a discrepancy is found between an applicant's "statement of need" and his or her current financial status. If a student withdraws within a term, aid will be adjusted in accordance with the refund policies for tuition, room and board costs.

### **Sources of Financial Aid**

All aid sources described below beginning with "Federal" are federally funded. Eligibility for assistance provided and/or guaranteed by the federal government, a state government, or the University of Dubuque is determined according to the rules, regulations, and policies governing the specific program.

### **Grants & Scholarships**

Grants and scholarships are gifts which do not have to be repaid. Sources include the University of Dubuque, the federal government, state governments, and other private grant and scholarship organizations.

### **Federal Pell Grant**

This program, authorized under the federal Higher Education Act, provides for grants to undergraduate students. The grant maximum is \$5,350 for 2009-2010 and subject to change according to legislative action. Eligibility for this grant is determined from the results of the Free Application for Federal Student Aid (FAFSA).

### **Federal Supplemental Educational Opportunity Grants (FSEOG)**

The University participates in the federally funded FSEOG program. These grants provide aid to students of exceptional need. The grants range from \$100 to \$4000 per year. Eligibility is determined from the FAFSA.

### **Federal Stafford Loans**

The William D. Ford Federal Direct Stafford Loan program enables students to borrow Stafford loans directly through the U.S. Department of Education. Students may apply for a loan if they are enrolled, or have been accepted for enrollment in a degree program at least halftime. The annual loan limits for the Stafford loans are as follows:

- First-Years \$5,500 (no more than \$3,500 subsidized)
- Sophomores \$6,500 (no more than \$4,500 subsidized)
- Junior and Seniors each \$7,500 (no more than \$5,500 subsidized)

The Stafford loan aggregate limit for dependent undergraduate students is \$31,000, with no more than \$23,000 subsidized. Independent undergraduate students are eligible to borrow additional unsubsidized Stafford loans of \$4,000 each for the First-year and Sophomore year, and \$5000 each for the Junior and Senior years, with an aggregate undergraduate limit of \$57,500, with no more than \$23,000 subsidized.

The Federal Direct Subsidized Stafford loan interest rate is fixed and will range from 3.4% to 6.8% depending on the year in which the loan was borrowed. The Federal Direct Unsubsidized Stafford loan rate is also fixed at a rate of 6.8%. The student has the option to pay the interest on the unsubsidized Stafford loan while in school or allow it to accrue. A net origination fee of 0.5% is deducted proportionately from each loan disbursement.

## **STATE OF IOWA PROGRAMS**

### **Iowa Tuition Grant**

The 1969 Session of the Iowa Legislature established the Iowa Tuition Grant Program for residents of Iowa attending private colleges in the state. Full-time students may receive grants of up to \$4,000. Grants for part-time students are prorated. The application deadline is July 1 (deadline subject to change each year) for the following academic year. To apply, the student must submit a Free Application for Federal Student Aid (FAFSA) and release the information to the University of Dubuque (Federal code 001891).

### **Perkins**

The Perkins program is funded by the Federal Government and administered by the University for the benefit of those students who demonstrate high financial need through the FAFSA. Repayment of the loan, with five percent interest, begins nine months after the student leaves school and must be repaid in 10 years.

### **Private Education Loan Programs**

Students and families who do not have the resources to pay for college beyond the amount received from grants, scholarships, work-study and federal loan programs, can look to other types of educational loan programs. Many lenders participate in and offer private educational loan programs at competitive terms and interest rates. Contact the Office of Student Financial Planning or the Admission Office for further information and details.

### **Federal Direct PLUS (Parental Loans for Undergraduate Students)**

The PLUS program provides loans at a fixed interest rate of 7.9% to parents of undergraduate students. A net origination fee of 2.5% is deducted from all PLUS loans prior to each loan disbursement. Parents may borrow up to the cost of attendance less any other financial aid received by the student.

## **STUDENT EMPLOYMENT OPPORTUNITIES**

### **Federal College Work-Study Program**

The University participates in the federally funded College Work-Study Program.

Eligibility for this program depends upon the need for employment to meet college costs. Students must file a FAFSA form to determine their eligibility for the work-study program. Students may work in on-campus jobs or at approved agencies off-campus. Application for employment under this program is made in the Office of Student Financial Planning.

## **SCHOLARSHIPS AND AWARD FUNDS**

### **UNIVERSITY SCHOLARSHIPS**

#### **Presidential Scholarship**

The Presidential Scholarship will be awarded to incoming First-Year students in the upper 20 percent of their graduating high school classes, the upper 20th percentile of the college entrance exam (ACT or SAT), and who were active in at least two activities while in high school. The Presidential Scholarship will be renewable for three years by maintaining a minimum cumulative grade point average of 3.25/4.0 and active participation in at least two approved campus organizations.

#### **Honors Scholarship**

The Honors Scholarship will be awarded to incoming First-Year students in the upper 20 percent of their graduating classes or have a minimum ACT score of 25 or have a minimum grade point average of 3.5/4.0. The Honors Scholarship may be renewed for three years by maintaining a 3.25/4.0 cumulative grade point average.

## **UNIVERSITY GRANTS**

#### **Alumni Grants**

The University offers grants to the dependent sons or daughters of graduates of the University of Dubuque.

#### **Educator Grants**

The University offers grants to the dependent sons or daughters of full-time teachers or educational administrators. The awards can be renewed each year if one parent continues as a full-time teacher or administrator and the student maintains satisfactory academic progress.

#### **Clergy Grants**

Grants are available to dependent sons or daughters of ordained clergy who are serving full-time in a parish, church agency or church-related institution. The award can be renewed each year if one parent continues in a full-time ministry and the student maintains satisfactory academic progress.

#### **Family Grants**

A grant is offered to the dependent sons or daughters of the same family when two or more are concurrently enrolled full-time in the college. This grant is renewable.

#### **UD Forerunner Award**

An award given to selected first-time students noting prior accomplishments both in the classroom and extra-curricular activities.

**University of Dubuque Grants**

The University awards these grants to full-time students on the basis of financial need. Eligibility is based on the FAFSA.

**ENDOWED SCHOLARSHIPS**

A wide variety of special scholarships are available to students who qualify according to the conditions of persons who have made contributions to the University Endowment Fund. Special application is not required and scholarships are assigned to appropriate eligible recipients.

**Advanced Data-Comm Inc. Scholarship**

This scholarship is awarded to a recipient whose permanent address is in one of the following counties; Dubuque, Jackson, Fayette, Clayton, Buchanan (IA); Grant (WI) or Jo Daviess (IL). The student must demonstrate financial need and exhibit strong moral character that shows a healthy influence on society.

**Aitchison-Molitore Scholarship**

This scholarship is given in memory of Julia and Dr. Hugh Aitchison. It is awarded each year to assist students who have a financial need, are attending on a full-time basis, and are making good progress toward a degree.

**Dr. Ruben Vargas Austin Scholarship for Excellence in Business**

The recipient selected should be a full-time student with a declared major in any field in the School of Business. The student should exhibit the following traits: a passion for learning, an aptitude for business, strong potential as a leader, and a commitment to excellence.

**Aviation Administration Scholarship**

This scholarship is for Aviation students with financial need.

**David G. Berger Memorial Scholarship**

This scholarship was established in memory of Dr. David G. Berger, son of Dr. and Mrs. David I. Berger. It is awarded each year, preferably to an international student preparing to enter a full-time church vocation.

**Best Scholarship**

The Christian Education Scholarship of Mr. and Mrs. W. J. Best of Aplington, Iowa, was established in 1970 for the purpose of aiding needy students who are preparing for a full-time church vocation. Preference is given to students from the Aplington Community of the North Central Presbytery. One award is available each year.

**J. Andrew Bestor Prize for Aviation**

This prize recognizes a member of the Flight Team who exhibits a strong aptitude for flight, good leadership ability, and a commitment to be the best. The recipient should have standing as a Junior at the University when the award is received.

**Don Birmingham Education Scholarship**

This scholarship is awarded annually to an Education major who has been accepted into the Teacher Education program. The recipient must be in good academic standing with a minimum GPA of 3.0.

**Richard Bissell Creative Writing Award**

This award will be awarded annually to the student who has written the best article, essay or other literary production. It is preferable if the writing is relative to the history of Dubuque and/or Mississippi River, which were Dick Bissell's favorite topics, however, this is not essential.

**The Scott Blackmon Memorial Scholarship**

This scholarship is awarded to a Junior student who is in the aviation field. The student must have financial need.

**Grace Boehner English Scholarship**

This scholarship is for English majors and was established in memory of Dr. Grace Boehner, a former English professor at the University.

**Rex and Luella Brammer Endowed Scholarship**

This scholarship is for students enrolled in the College of Liberal Arts and is awarded annually.

**William C. Brown Memorial Scholarship**

This scholarship is for students who are legal residents of Iowa and are enrolled full-time at the University of Dubuque as a Business major or in the MBA program. Selection is based on past academic performance, college aptitude test scores, recommendations from instructors and persons unrelated to the applicant. The recipient must also exhibit motivation, character, and potential based on involvement in extracurricular activities.

**Edward G. and Hazel M. Chambers Scholarships**

These scholarships are derived from a bequest of Mr. and Mrs. Edward G. Chambers of Dubuque. Mr. Chambers was, for many years, a teacher in Dubuque public schools. The scholarships are granted on the basis of need, with preference given to graduates of Dubuque Senior High School.

**Class of 1953 Scholarship**

This scholarship was established by the class of 1953 as their 50th Class Reunion gift to the University. It is for undergraduate students with financial need and in good academic standing.

**Cottingham Humanities Scholarship**

This scholarship is awarded annually to a student who has completed at least 23 credits with a minimum GPA of 3.0. Student should demonstrate personal integrity, compassion, positive thinking, strong

leadership skills and embrace diversity. Recipient will be selected by the Dean of Student Financial Planning in consultation with the donor and/or donor's representatives.

**Esther J. and Gaylord Couchman Scholarship**

This scholarship is awarded annually, in memory of Dr. Gaylord M. Couchman, president of the University of Dubuque from 1953-1967.

**Crahan-DuPont Scholarship**

This scholarship was donated in the names of the DuPont Company and Patrick Crahan. It is awarded annually to a marketing student, and in the event there is none, it will be awarded to a Business major.

**H. W. Cumming Memorial Scholarship**

Established in 1963 by the family and friends of Mr. Cummings. The income from this fund is used to assist worthy young men and women to continue their college education.

**John E. Drake Memorial**

This scholarship is for undergraduate students with financial need.

**Dr. Harold A. Fisher Speech Communication Scholarship**

This scholarship is made possible through a gift from Dr. Harold A. Fisher. The funds are designated for student(s) majoring in Communication. The recipient(s) must demonstrate academic excellence and financial need and preferably be enrolled at the Sophomore or Junior level.

**The Folwell Family Endowed Scholarship**

This scholarship is awarded to an outstanding student from Iowa who shows great potential for success in his/her chosen career and who exhibits characteristics to be a good citizen and community leader. Applicants must complete the FAFSA to be eligible for this award.

**Mabel Campbell Gibson and Edna Bowen White Scholarship**

This award is made possible through an endowment in honor of Mabel Gibson and Edna White. The recipient of this award must have financial need and maintain a B average. Funds are designated for a student majoring in English studies.

**Erma Lee Burrell Glasnapp Scholarship**

This scholarship is awarded to a female student who demonstrates financial need. Students must meet academic requirements set forth by the University of Dubuque to be eligible for renewal of this scholarship.

**Golden Reunion Scholarship**

Scholarship will be awarded to a student with a GPA of 3.25 or higher who demonstrates promise in his/her chosen field of study as well as a capacity for leadership. Student must have financial need and be of Sophomore status or higher and is renewable based on continued academic and leadership success.

**Grieder-Abben Memorial Scholarship**

This scholarship fund was established in memory of Dr. Abbo Abben and Frieda Grieder Abben, alumni of the University of Dubuque. One scholarship is awarded each year, with preference given to a student who could not otherwise attend the university and who plans to pursue a career in social service, education, or religion.

**James and Evelyn Hadley Scholarship**

This scholarship is used to supplement the educational costs of students who are making satisfactory progress toward earning a degree, have records of achievement in extracurricular and/or community activities and have exhausted all other scholarship funds.

**William Randolph Hearst Endowed Scholarship**

This scholarship is for an undergraduate student in the Nursing program with intent to permanently reside in the U.S. after completion of their studies. Recipient must exhibit leadership skills and compassion to be an excellent nurse and have at least a 3.0 GPA. Recipient is selected by Nursing faculty.

**Harlan B. & Edna B. and Herman & Blanche Heitzman Scholarship**

To be eligible for this scholarship a student must maintain a 2.5 GPA, be working at least ten hours per week to help fund tuition, and show financial need.

**Houtz Scholarship**

This scholarship is made available through a gift from Jim H. Houtz, a former member of the University of Dubuque Board of Trustees. The scholarship is awarded to undergraduate students with financial need.

**George F. and Rose E. Jansen Scholarship**

The Jansens have established this scholarship to be awarded to a deserving First-Year college student.

**Major General Francis J. Kelly Memorial Scholarship**

This award is given to a student in the School of Liberal Arts who is in the National Guard, Reserve, or a veteran in good academic standing and who exhibits leadership abilities.

**Bacon Gearhart Kertels Scholarship**

This scholarship was endowed in 1990 by Dr. Herbert A. Gearhart, a long time member of the UD Board of Directors. It is named for his wife's family (Bacon), Dr. Gearhart, and cousins (Kertels) who are UD Alums. This scholarship offers unrestricted assistance to students annually.

**Mr. and Mrs. Frederick H. Kirk  
Endowed Scholarship**

This scholarship should be awarded on the basis of financial need. There is no preference for the recipient to be of a specific major or field of study. Preference will be given to a student from Stockton, IL or Jo Daviess County.

**William J. Klauer Family Scholarship**

This scholarship is for a student(s) who demonstrates exceptional promise for success in a chosen vocation as well as interest in and capacity for leadership in our society.

**Marge Kremer Scholarship**

This scholarship is for a student of Sophomore standing or higher who has a cumulative GPA of 3.0 or higher and is active in extracurricular activities on campus.

**Elaine Kruse Memorial Scholarship**

Awarded annually to a female First-Year student on the basis of rank in high school class and test scores on a nationwide test. This scholarship is given in memory of Elaine Kruse.

**William G. Kruse Scholarship**

This scholarship is awarded to students majoring in the area of Business, showing financial need, and having good academic standing.

**Kuehnle Teacher Education Endowed  
Scholarship**

This scholarship is for an Education major who has been accepted into the Teacher Education Program. Recipient must show financial need.

**Andrew A. Loetscher Scholarship**

Established in 1924, the purpose of this scholarship is to assist needy students who are preparing for full-time church service.

**Noel J. Logan Memorial Scholarship**

This scholarship is awarded annually to a music major on the basis of musical and academic scholarship and financial need. Funds for this scholarship are provided by benefit concerts given by University alumni and gifts from alumni and friends. Dr. Logan was a former head of the University Dubuque Music Department and the founder of the Dubuque Acappela Choir.

**William L. Lomax Memorial Scholarship**

This scholarship is awarded on a need basis to students pursuing a degree in Business and/or Economics.

**Lyle A. Lynn Scholarship**

The establishment of the Lyle A. Lynn Endowment Fund in 1991 was part of the Bicentennial Fund of the Presbyterian Church (U.S.A.). It is funded by gifts of the Lynns and the Gannett Foundation and is awarded annually.

**Wallace Magana Scholarship**

This scholarship will be awarded to a high school graduate who demonstrates moral precepts and principles and professes a belief in the Christian religion. Participation in high school extra-curricular activities, though desirable, is not a requirement for consideration in awarding the scholarship. Financial need is one of the criteria to be used in making the selection.

**Helen Vance Martens  
Endowed Scholarship**

This scholarship is designated for a college student who demonstrates financial need. It is intended for students who plan to earn an undergraduate degree from the University of Dubuque.

**Louis K. McClymonds Scholarship**

This scholarship was established by Mrs. Anne M. McClymonds in 1926 to assist college students who are preparing for full-time church vocations.

**McKesson Scholarship**

This scholarship is designated for students in their final year of study who are working toward a degree in CIS or CIT.

**Kenneth E. "Moco" Mercer Scholarship**

The Kenneth E. "Moco" Mercer Scholarship was established by friends and alumni of the University in honor of the long-standing contributions to the Athletic Department and the University as a whole by Kenneth E. "Moco" Mercer. Mr. Mercer was active as a coach, professor, and counselor for 30 years. Awarded to an outstanding Senior in Physical Education.

**Lydia Plucker Mihelic Prize for Excellence in Expository Writing**

This fund, established by Dr. and Mrs. Joseph L. Mihelic, provides an annual award to a First-Year student enrolled in composition and rhetoric whose written work demonstrates excellence in form and content.

**Joseph L. and Lydia Plucker Mihelic University Scholarship**

This scholarship is for a full-time student in the College of Liberal Arts majoring in the humanities, with first preference will be given to Native American students.

**Nelson Foundation Scholarship**

Recipients will be selected by the Dean of Student Financial Planning, with priority given to a Junior or Senior, or to a second-year MBA student.

**Neumeister Scholarship**

This scholarship was established in memory of William "Bill" Neumeister, a 1938 graduate of the University of Dubuque. The applicant must have a cumulative grade point average of 3.5 (on a 4.0 scale) or higher.

**Wayne A. and Edith S. Norman Scholarship**

This scholarship should be awarded first to seminary students taking courses for joint MDIV/MBA. Second preference should be to MBA students and finally to any seminary student.

**Philip and Gertrude Odens Scholarship**

This scholarship is for undergraduate students with financial need.

**Marv and Cathy O'Hare Prize for Excellence in Student Teaching**

This scholarship is awarded to an outstanding student teacher as selected by the Education faculty. First preference is to a student doing his/her student teaching in the Dubuque Community Schools. Otherwise, the recipient can be chosen from Education majors doing their student teaching in other school districts.

**Edward Richmond Pike Alumni Scholarship**

This scholarship was established by Mrs. C. Beatrice Pike in memory of her husband who received his BA from UD. It is designed to help the recipient attain his or her goal in higher education.

**Fred C. Potterveld Scholarship**

Fred C. Potterveld, an alumnus of UD established this scholarship in 1971. An award is made annually to a recipient selected by the office of Student Financial Planning.

**J. C. Quigley Family Memorial Award**

This scholarship was established from a bequest in memory of the J. C. Quigley family.

**Wesley Roeder Speech Prize**

This award is given annually to an outstanding student in the field of speech.



**Monroe Rosenthal Nursing Award**

This award is for an outstanding Junior in Nursing with at least a 3.25 GPA who exhibits leadership, compassion, and skills to be an excellent nurse.

**Rothlisberger-Taylor Scholarship**

This scholarship was established by Dr. and Mrs. Roderick D. Riggs in 1968 in honor of Professor Hazel Rothlisberger and Professor Dorothy Taylor. It is awarded annually in the Spring to a Junior majoring in Mathematics and/or Physics and/or CIS who has the highest GPA.

**Leslie Merrill Sheets and Kathryn Hazel Sheets Scholarship**

This endowed scholarship is awarded to a student entering their junior or senior year in either the fields of education, chemistry or science. Students must demonstrate financial need.

**Edward H. Shepley Scholarship**

This scholarship is awarded annually to a worthy student with a scouting background.

**Geneva Shepley Scholarship**

This scholarship is awarded to a deserving student in the Seminary or College.

**George Sisler Scholarship**

This scholarship is awarded to undergraduate students with financial need.

**Thomas Meredith Stampfer Scholarship**

This scholarship was established in memory of Thomas Meredith Stampfer, a lifelong resident of Dubuque. This annual scholarship is granted to a member of each of the four college classes and can be renewed each year by students who meet the standards and requirements. It is to be awarded to residents of Dubuque or Dubuque county, Iowa, who have graduated from a high school located in either the city or county.

**C. Maxwell Stanley Scholarship**

A permanently endowed trust is used to fund C. Maxwell Stanley Scholarships for undergraduate students.

**Anne Muelendyke Steffens Scholarship**

This fund, established in 1928, provides part of the tuition for college students who are preparing for full-time church vocations.

**Emma Trenk Scholarship Award**

This scholarship is for a graduate of Dubuque Senior High School entering as a First-Year student. The student must possess a high degree of integrity and character, must be an honor roll student with leadership abilities and must be free from substance abuse convictions, exemplify a warm, personal, and caring attitude, toward fellow students and have financial need.

**Tyrrell-Fortner Scholarship**

This fund was established in memory of the Rev. William C. Tyrrell and James M. Fortner. Income from the fund is available for scholarships for students who are preparing for a full-time church vocation.

**Wahlert Foundation  
Chemistry Scholarship**

This scholarship is awarded to a student of unusual ability, as demonstrated in the study of chemistry, who is of high moral character, and shows exceptional promise.

**WCI Media Scholarship Fund**

This scholarship is for undergraduate students in good academic standing who take a specific menu of courses in various disciplines which provide knowledge, skills and/or experiences that would align them with careers and opportunities in the media industry.

**E.E. and Florence B. Wheeler Scholarship**

This scholarship was established by the estate of Mr. E.E. Wheeler and is awarded to a college student with interest in continuing his/her theological education at the seminary.

### **John and Shirley Wiemers Outstanding Business Student Award**

This award recognizes an outstanding Junior or first term Senior student majoring in the field of Business, demonstrating academic achievement and participation in the campus community. Applicants will be asked to submit a letter outlining their involvement and contributions to the campus community.

### **Mary Wilson Memorial Scholarship**

This scholarship is for students with financial need in the college or the seminary.

### **Carroll Robert Wilson, George Baumgartner and Lyle Williams Scholarship**

This scholarship is for deserving undergraduate students.

### **Carol E. Winter Scholarship**

This scholarship was established in 1996 by UD alumnus, Carol E. (Winter) Randolph. Preference is given to students who exhibit good academic potential, have financial need, and who are majoring in either the School of Liberal Arts or Professional Programs.

### **M. Jeanne Woodward**

#### **Endowed Science Scholarship**

This scholarship is given to students interested in studying Environmental Science or any of the other science disciplines offered, with local area students receiving first consideration. If no local students qualify, the scholarship may be awarded to any students from outside the Dubuque area. The scholarship is renewable for up to four years providing the recipient maintains a grade point average of at least 2.75 (based on a 4.0 scale) and is making satisfactory progress toward graduation.

### **WWII Naval Officer Scholarship**

This scholarship is for Senior students with a 3.0 GPA in classes similar to those taken by the V-5/V-12 students in the 1940's.

## **CONTRIBUTED SCHOLARSHIPS**

Additional special scholarships are available to students who qualify according to the conditions of persons or foundations who fund the awards annually.

### **Advanced Drainage Systems Scholarship**

This scholarship is made possible by Joe Chlapaty and is administered by the Iowa College Foundation. Recipients are undergraduate students with financial need.

### **AmeriServe Scholarship**

This scholarship is awarded to two talented and hardworking undergraduate students.

### **Vesta Lucille Herriot Beale Book Award**

This book fund was established in 1998 by Barbara A. Beale, class of 1957. This fund is used to purchase books for a student who meets the following criteria: full-time, female, and shows financial need as determined by the Office of Student Financial Planning.

### **Berry Family Education Scholarship**

This scholarship is for an Education major with preference to those seeking a coaching endorsement. Student is eligible to apply as a Junior for award during Senior year. Applicant will be required to write an essay "Why they chose to pursue the Education field?" The recipient's selection shall be made annually and is the responsibility of the Dean of Admission and the Dean of Student Financial Planning.

### **Carver Scholarship**

Begun in 1989, the Carver Scholars Program provides scholarship support to selected Juniors and Seniors at Iowa's independent and public colleges and universities. Funded by the Roy J. Carver Charitable Trust. The recipient must have financial need, achieve a 2.8 GPA and be a Junior for a first-time award and a Senior for a renewed award.

**Cessna Foundation Aviation Scholarship**

This scholarship is awarded to a Junior and the recipient should be selected on the basis of their potential for success as a pilot and financial need.

**Chakerian Brothers Fellowship Fund**

This fund is for the assistance of academically qualified and needy students in the helping professions.

**David J. Dodds Memorial Aviation Scholarship**

This scholarship is awarded annually to two aviation majors with a 3.0 or higher GPA.

**Finley Hospital Scholarship**

This scholarship is awarded to junior or senior Nursing students (next fall status); minimum GPA of 3.0; based on one or more of the following: financial need, academic merit, professional promise, leadership skills.

**Shane Frederick Scholarship**

This scholarship is awarded to a male Nursing student who maintains a 3.0 grade point average and demonstrates leadership skills and dedication to the Nursing profession.

**Leonard and Genevieve Gibbs Memorial Scholarship**

This scholarship is for a student majoring in Education who is from Iowa.

**Holley Lynn James Nursing Scholarship**

This scholarship is awarded in memory of University of Dubuque Dean of Admission, Jesse James' daughter, Holley. The recipient must be a junior or senior in the Nursing program and a member of the UD Army ROTC program. The recipient is chosen by the Senior Military Advisor of the UD Eagle Detachment and the Head of the Nursing program.

**Honkamp Krueger Scholarship in Memory of John Law**

This scholarship is awarded to an Accounting major entering their Senior year. The recipient should be of good character, have an interest in service to the community and humankind, and display an industrious and entrepreneurial spirit.

**Iowa Challenge Scholarships**

This scholarship is awarded through the Iowa College Foundation. It is awarded each year for tuition grants to worthy students based on academic achievement and need and in no event shall be used in support of grants to athletes or for athletic programs. A recipient of a tuition grant shall remain eligible for consideration for a grant in any subsequent year.

**Jeld-Wen Scholarship**

Made available on an annual basis by the Jeld-Wen, Wenco Foundation, the recipient must show financial need, academic promise, and be from a community in which a Jeld-Wen plant is located.

**Minority Scholarship Program**

This scholarship is awarded through the Iowa College Foundation to undergraduate students based on their SAT/ACT scores, GPA, class rank, letters of recommendation, and financial need.

**Rebholz Aviation Scholarship**

This scholarship was established in 1996 by the former Chair of the Aviation Department, Ted Rebholz, and his wife, Nan. The recipient must be a full-time student, an Aviation major with a minimum GPA of 3.0, have demonstrated exceptional leadership ability, and be involved in co-curricular activities.

**Sonya (Parrot) Smith Scholarship**

The requirements for this scholarship are minimum GPA of 3.0, junior or senior status and leadership skills and dedication to the Nursing profession. It can be renewed to the same student if they qualify.

**Charles Stephenson Smith Scholarship**

Endowed by a \$510,000 gift from the Charles Stephenson Smith Trust, this program enables the Iowa College Foundation to award \$1,000 scholarships annually to students at each of its member colleges. Mr. Smith was a native Iowan who had an outstanding career in journalism around the world.

**UD Nursing Faculty Scholarship**

This scholarship is awarded to a first year Nursing student who has a minimum GPA of 3.0 and who exemplifies professionalism. The recipient is a role model to fellow students in both the clinical and the classroom environments. The recipient demonstrates the care and compassion that makes that student the nurse you would want caring for you or your loved one.

**UD Student Nurse Association Scholarship**

This scholarship is awarded to a junior Nursing student, with a GPA greater than 3.0, and dedication to service and community.

**PRESBYTERIAN CHURCH (USA)  
FINANCIAL AID PROGRAMS****National Presbyterian College Scholarships**

Scholarships are awarded annually by the Presbyterian Church (USA) to eligible high school seniors who are successful in the national competition. The scholarships, which are renewable, are funded by the Presbyterian Church (USA). Address inquiries to Presbyterian Church (USA), Office of Financial Aid for Studies, 100 Witherspoon Street, Louisville, KY, 40202-1396. Application deadline is December 1 for the following year.

**Samuel Robinson Scholarship**

The Presbyterian Church (USA) awards a limited number of scholarships of up to \$500 each to students who recite the Westminster Shorter Catechism and who write an acceptable essay on an assigned topic related to the Shorter Catechism. These are available to students of any religious affiliation and may be awarded in addition to any other scholarships. The application information is available from the Presbyterian Church (USA), Office of Financial Aid for Studies, 100 Witherspoon Street, Louisville, KY, 40202-1396. Students may qualify in the competition any time between Sept. 1 and April 15.

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## DIRECTORIES

### UNIVERSITY FACULTY

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- Carolyn (Cari) Simison, *Assistant Professor of Education*. EdD, Walden University; MA, University of Nebraska-Kearney; BA, Dana College



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- Gerald L. Zuercher, *Associate Professor of Biology*. PhD, Kansas State; MS, University of Alaska-Fairbanks; BS, Mississippi State University

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- Kevin Bradford, *Flight Instructor*. BS, University of Dubuque
- Teresa Brahm, *Assistant Director of Student Financial Planning*. BBA, University of Dubuque

## ADMINISTRATIVE STAFF

- Joe Armstrong, *Flight Instructor*. BS, University of Dubuque
- Sharon Baglyos, *Professional Tutor; Adjunct Philosophy and Religion Faculty*. MDiv, Lutheran School of Theology; BA, Midland College
- Alan Bahl, *Assistant Director of Facilities*
- Erin Barsema, *Administrative Assistant to the University Medical Coordinator; Assistant Athletic Trainer*
- Mike Barsema, *Flight Instructor*. CFIAI, BS, University of Dubuque
- Amy Baus, *Director of Career & Life Services*. PsyD, Southern California; MA, Roosevelt University; BS, University of Wisconsin-Platteville
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- Deborah Buol, *Executive Assistant to the President & Board Professional*
- Jason Carlson, *Assistant Men's Soccer Coach*

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- Sherry Cusick, *Director of Technology*.  
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- Jon Davison, *Head Men's Golf Coach*.  
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BS, University of Dubuque
- Matt Dieter, *Flight Check Instructor*.  
BS, University of Dubuque
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- Rosemary Eager, *Director of Scheduling  
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MDiv, Dubuque Theological Seminary;  
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Seminary; BS, Luther College

- Clay Haan, *Military Science Instructor*
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- Jesse James, *Dean of Admission.* BA, Columbia College
- Eric Jannusch, *Flight Check Instructor.* BS, University of Dubuque
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- Jessica Koss, *Flight Instructor*. BS, University of Dubuque
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- Mary Kruser, *Administrative Assistant to the Dean of Student Life*
- Maureen Lake, *Director of Food Service*
- Nick Landmesser, *Area Coordinator - Aitchison Hall*. MEd, BS, Iowa State University
- Robert Larson, *Assistant Wrestling Coach*
- Brenda J. Lass, *Manager - Sylvia's Coffee House*
- Lynn LeBlanc, *Nursing Program Associate*. MSN, University of Phoenix; BA, University of Dubuque
- Luann LeConte, *Seminary Faculty Secretary*
- Kara Leglar-Murphy, *Director for Donor Relations*. MBA, University of Dubuque; BA, University of Northern Iowa
- Sara Lehman, *Advancement Accountant*. BA, Loras College
- Jacob Leine, *Flight Instructor*. BS, University of Dubuque
- Bradley Longfield, *Vice President and Dean of the Seminary; Professor of Church History*; PhD, Duke University; MDiv, Yale University; BA, Wesleyan University
- Kristi Lynch, *Director of Public Information*. MAC, University of Dubuque; BA, St. Ambrose University
- Julie MacTaggart, *Director of Human Resources*. BS, AA, Upper Iowa University
- Michael A. Mandot, *Strength and Conditioning Coach*. BS, University of Dubuque
- Cara McAuliffe, *Manager - Snack Bar*
- Mark McCarthy, *Assistant Baseball Coach*. BS, Eastern Oregon University
- Beth McCaw, *Pastor to Seminary Students*. DMin, MDiv, Gordon-Conwell Theological Seminary; AB, Hope College
- Andrew McGlenn, *Assistant Football Coach*
- Jon McGovern, *Head Wrestling Coach*. MA, University of Iowa; BA, Central College
- Tim Melvold, *Admission Counselor*. BBA, University of Dubuque

- Rick Merfeld, *Director of Residence Life*. MSE, University of Wisconsin-Platteville; BA, Luther College
- Andrew Mettert, *Chef - Ameriserve*
- Ashley Meyer, *Daycare Director*
- Paul Misner, *Director of Sports Information*. BA, Buena Vista University
- Mick Miyamoto, *Dean of Student Life; Football Volunteer*. PhD, University of Wisconsin-Madison; MS, BS, University of Wisconsin-LaCrosse
- Cheryl Moonen, *DNAS Secretary*. BS, University of Dubuque
- David Moore, *Associate Director for Alumni Relations*. BS, University of Dubuque
- Bryan Mours, *Head Men's and Women's Tennis Coach*
- Meris Muminovic, *Acquisitions Assistant*. BS, University of Dubuque
- Hal Murry, *Director of Field Education*. MDiv, Princeton Theological Seminary; MA, Ohio State University; BA, Bowling Green State University
- Diana Newman, *Library Secretary*. MAC, University of Dubuque; BS, Iowa State University
- Lee J. Noethe, *Director of LIFE Program and Graduate Admission; Associate Director of Admission*. BA, Loras
- Mark Noll, *Head Women's Basketball Coach*
- David Olivares, *Safety and Security Director*
- Matt Osterhaus, *Flight Instructor*. BS, University of Dubuque
- John Osweiler, *Assistant Football Coach*
- Beth Parkin, *College Faculty Secretary*
- Corey Parr, *Head Softball Coach*. MA, Loras; BS, University of Dubuque
- Chris Peterson, *Admission Counselor*. BA, University of Dubuque
- Suzanne Peterson, *Flight Instructor; Safety Manager*. BS, University of Dubuque
- Henry Pitman, *Director of the Wendt Center; Assessment Director; J-Term Coordinator; Education Faculty*. EdD, University of Sarasota; MTh, Dallas Theological Seminary; MEd, BA, BED University of Windsor
- Michael Phillips, *Flight Dispatcher*. MA, BA, Loras College
- Vic Popp, *Director of Recreation and Wellness*. MS, Minnesota State University; BA, Carthage College
- John Puotinen, *Senior Vice President for Advancement*. MDiv, Luther Seminary; BA, Augustana College
- Cody Pusateri, *Resident Director; Assistant Tennis Coach*. BS, Truman State University
- Terry Reeg, *Microcomputer Specialist*. AAS, Hamilton Technical College; COMPTIA A+
- Susan Reiter, *Cataloging and Interlibrary Loan*. BA, AA, University of Dubuque
- Sarah Richter, *Database Coordinator*. BA, Loyola University-New Orleans

- Melanie Ricke, *Daycare Director*.  
BA, University of Dubuque
- Joan Ricketts, *Administrative Assistant to the Dean of the Seminary*
- William Rigdon, *Assistant Chief Flight Instructor; Adjunct Aviation Faculty*.  
BS, University of Dubuque
- Dan Runkle, *Director of Athletics*.  
MEd, Western Illinois University; BA, Illinois College
- Debra R. Runkle, *University Medical Coordinator; Assistant Athletic Director; Head Athletic Trainer*.  
MA, Mankato State University; BA, South Dakota State University; LAT, ATC
- Allison Rygh, *Resident Hall Director*.  
BA, University of Wisconsin-Whitewater
- Keri Samson, *President's Office Manager*.  
BA, Dana College
- Shane Schellsmidt, *Head Baseball Coach*.  
BS, University of Dubuque
- Mike Schmidt, *Assistant Football Coach; Recruiting Coordinator*
- Nolan Schneider, *Flight Check Instructor*.  
BS, University of Dubuque
- Tad Schoeny, *Flight Instructor*.  
BS, University of Dubuque
- Jeanine Schroman, *Technical Support - Help Desk*. AAS, NICC; COMPTIA A+
- Susan Scott, *Education Department Secretary*
- Sara Scremin, *Assistant Athletic Trainer*.  
MS, Northwest Missouri State University; BA, Buena Vista University; LAT, ATC
- Margaret (Peggy) Sell, *Director of Seminary Admissions*. BA, Edinboro State
- Jaimie Shaffer, *Circulation Supervisor*.  
BA, Northwestern College
- Richard Shaffer, *Assistant Dean of the Seminary; Instructor in Ministry*.  
DMin, University of Dubuque Theological Seminary; BA, Drake University
- Janet Shepherd, *Director of Institutional Planning*.  
MBA, BBA, Golden Gate University
- Robbie Sieverding, *Head Men's Basketball Coach*. MA, Loras College; BA, University of Northern Iowa
- Barbara Smeltzer, *Undergraduate Student Resources Advisor; Campus Mom*.  
MA, Clarke College; BA, University of Dubuque
- Mark Smith, *Director of Service Learning and Leadership; Coordinator of Voices & Values Program*. MAC, BS, University of Dubuque
- Joshua Smith, *Flight Instructor*.  
BS, University of Dubuque
- Peter Smith, *Vice President for Enrollment Management, Marketing, and University Relations*.  
MA, University of Minnesota; BA, St. Olaf College
- Susan Smith, *Vice President for Enrollment Management, Marketing, and University Relations*.  
MA, University of Minnesota; BA, St. Olaf College
- Warren D. Snook, *Assistant Professor of Military Science*; BA, University of Northern Iowa



- Kim Spencer, *Serials Assistant*  
BA, Doane College
- Kurt Stiefel, *Flight Instructor*.  
BS, University of Dubuque
- Sherry Steinback, *University Relations  
Office Manager*
- James Steiner, *Vice President of Finance  
and Auxiliary Services*.  
CPA, MBA, BBA, University of Iowa
- Sandy Steuer, *Student Life Office Manager*.  
AA, University of Dubuque
- John Stewart, *Vice President for Academic  
Affairs; Communication Faculty*.  
PhD, University of Southern California;  
MA, Northwestern University; BA, Pacific  
Lutheran University; AA, Centralia College
- Nicky Story, *Asst. Director of Technology  
for Seminary Distance Learning*.  
MAR, University of Dubuque Theological  
Seminary; BA, University of Dubuque
- Aaron Surratt, *Area Coordinator, Park  
Village*. MS, Indiana State University; BS,  
Western Illinois University
- Kory Sutter, *Flight Instructor*.  
BS, University of Dubuque
- Kelly Tarrant, *Assistant Women's Soccer  
Coach*
- Lance Taylor, *Assistant Football Coach*
- Susan Thome, *Flight Dispatcher*
- David Thompson, *Head Men's and  
Women's Track and Field Coach*
- Elaine Till, *Assistant Manager of Sylvias  
Coffee House*
- Jac Tilton, *Web Editor*.  
BS, Eastern Illinois University
- Michelle Tinklenberg, *Flight Instructor*.  
BS, University of Dubuque
- Joel Triphan, *Flight Check Instructor*.  
BS, University of Dubuque
- Rachel Vander Broek, *Assistant to the  
Director of Seminary Field Education*
- Ana Vormelker, *Administrative  
Assistant in the Wendt Center*.  
AA, Upper Iowa University
- Karla Weber, *Athletics Administrative  
Assistant & Budget Manager*
- Nate Wedwick, *Trainer*. ATC, LAT
- Cheryl Werner, *UD for Kids Coordinator*.  
MAE, University of Northern Iowa; BA  
Loras College
- LeAnn Willis, *Associate Director of Alumni  
Relations*. BA, Mt. Mercy College
- Michael Willis, *Media Specialist*  
MA, University of Kansas;  
BA, Lawrence University
- Gene Wilson, *Interim Director of the  
Native American Program*.  
DD, MDiv, University of Dubuque;  
BA, University of Ozarks
- Keith Wipperfurth, *Construction  
Management Assistant*.  
BS, University of Wisconsin
- Stan Zweifel, *Head Football Coach*.  
MS, Mankato State University;  
BS, University of Wisconsin-River Falls

**STAFF**

- Suzi Abreo, *Housekeeping*
- Jennifer Bahl, *Admission Application Coordinator*
- Nancy Baumann, *Academic Records Office Technician*
- Theresa Brimmer, *Housekeeping*
- Matt Cady, *Security Officer*
- Christopher Chambers, *Housekeeping*
- Sid Clark, *Security Officer*
- Cherielynn Daniels, *Housekeeping*
- Jill Dodds, *Sales Associate - Babka Bookstore*
- Walter Donath, *Security Officer*
- Jeff Frommelt, *Lead Custodian*
- Vickie Ginter, *Housekeeping*
- Daniel Grass, *Maintenance*
- Kevin Gross, *Housekeeping*
- Jane Herbst, *Security Officer*
- Jerry Herkes, *Housekeeping*
- Stephanie Hilbrand, *Security Officer*
- Jeff Horn, *Groundskeeper*
- Dianne Jaeger, *Housekeeping*
- Stephen Kelley, *Compliance Officer*
- Betsy Kittoe, *Student Accounts Coordinator*
- Jane Knepper, *Student Accounts/Loan Clerk*
- Lori Launspach, *Sales Associate - Romona's Boutique*
- Norm Liefefeld, *Housekeeping*
- Duane Leute, *Security Officer*
- Carol Lex, *Housekeeping*
- Teresa LoBianco, *Switchboard Operator; Data Entry*
- Tim Maier, *Security Officer*
- Renae Manders, *Housekeeping*
- Randall Meyer, *Housekeeping*
- Nacole Meyermler, *Groundskeeper*
- John (Jack) Noel, *Security Officer*
- Katie Noonan, *Seminary Distance Learning Office Technician*
- Steven Pins, *Maintenance*
- John Rotz, *Safety & Security Officer*
- Angela Ryan, *Payroll Coordinator*
- John Salwolke, *Self Defense Training Officer*
- Ross Salwolke, *Security Officer*
- Sam Sanchez, *Groundskeeper*
- Laura Schauer, *Security Officer*
- JoAnne Schroeder, *Supervisor of Post Office/Print Room*
- Trevor Sevey, *Maintenance Electrician*

- Jeff J. Sibley, *Housekeeping*
- Eric Siese, *Maintenance*
- Wayne Small, *Shuttle Driver*
- Marilyn Staddon, *Housekeeping*
- Dennis Stillmunkes, *Housekeeping*
- Sandra Stohlmeyer, *Accounts Payable/  
Payroll Clerk*
- William Strong, *Security Officer*
- John Thurston, *Maintenance*
- Ann Tuegel, *Post Office/Print Room  
Technician*
- Verna Urban, *Campus Visit Coordinator*
- Sidney Wallace, *Maintenance*
- Mary Jo Weitz, *Seminary Admissions  
Assistant*
- Carla Welter, *University Cashier*
- Daniel Wolter, *Housekeeping*
- Peter Yazbec, *Athletic Fields  
Groundskeeper and Motor Pool*

# UNIVERSITY of DUBUQUE and UNIVERSITY of DUBUQUE THEOLOGICAL SEMINARY



## CAMPUS DIRECTORY

1. Charles C. Myers Library
    - Academic Success Center
    - Learning Assistance Center
    - Sylvia's Common Ground Coffee Shop
  2. Smith Hall
    - Business/Finance
    - Education
    - Human Resources
    - Physical Education/HWR
    - Safety/Security
  3. Stoltz Sports Center
    - Athletic Offices
    - Jon Davison Court
    - Medical Coordinator
    - Physical Education Offices
  4. McCormick Gymnasium
  5. Jackaline Baldwin Dunlap Technology Center
    - CGIM
    - CIS
    - Fine & Performing Arts Department
  6. Student Organizations
    - Black Student Union
    - Student Government Association
    - University Program Council
  7. Steffens Colonnade
  8. Blades Hall
    - Campus Ministry
    - UD for Kids
  9. Alumni Hall
  10. William C. Laube Memorial Bell Tower
  11. Van Vliet Hall
    - Academic Affairs Office
    - Advancement Offices
    - Alumni Relations
    - Campus Post Office
    - English
    - History
    - Political Science
    - Print Room/Mailroom
    - Speech Communication
  12. Severance Hall
    - Aviation
    - Philosophy
    - Psychology
    - Religion
    - Seminary Admission
    - Seminary Dean's Office
    - Seminary Faculty and Staff Offices
    - Sociology/Criminal Justice
  13. Peters Commons
    - Babka Bookstore
    - Career and Life Services
    - Dining Hall
    - Food Service Offices
    - International Studies
    - Residence Life
    - Service & Leadership
    - Student Activities Office
    - Student Life Office
    - Student Union/Underground
  14. Science Center – Goldthorp Hall
    - Mathematics
    - Nursing
    - Sciences
  15. Science Center – Mary Chlapaty Hall
    - Mathematics
    - Sciences
  16. Heating Plant
  17. Aitchison Residence Hall
  18. Charles & Romona Myers Center
    - Business Faculty Offices
    - Cashier
    - College Admission
    - M.A.C. Graduate Offices
    - M.B.A. Graduate Offices
    - President's Office
    - Romona's Boutique
    - Registrar
    - Student Accounts
    - Student Financial Planning
    - Wendt Center
    - University Relations
  19. ROTC
  20. Cassat Residence Hall
  21. Donnell Residence Hall
  22. Seminary Village
  23. University Park Village
  24. Conlon Colonnade
  25. Oyen Soccer Field
  26. Potterveld Apartments
  27. Maintenance/Custodial Offices
  28. Chlapaty Sports Complex
    - A. Chalmers Field
    - B. Miller Track
    - C. Football Practice Field
    - D. Baseball Field
    - E. Softball Field
    - F. Farber Tennis Courts
    - G. Ticket Booth
  29. Chlapaty Recreation & Wellness Center
  30. University Parkway
  - P. Parking Areas
- Visitor parking is available in the lot next to McCormick Street, by the football field, and across from Severance Hall. Before parking in these areas, visitors must obtain a parking permit from the Security Office.



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