

UNIVERSITY of  
DUBUQUE

Undergraduate Catalog

2018-2019

# University of Dubuque

## 2018-2019 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.

### Our Mission

The University of Dubuque is a small, private university offering undergraduate, graduate, and theological seminary degrees, and other educational opportunities with the intention of educating and forming the whole person. The University is comprised of individuals from the region, our nation, and the world.

As a community, the University practices its Christian commitments by educating students, pursuing excellence in scholarship, challenging students to live lives of worth and purpose, and preparing students for service to the church and the world. Therefore, the University of Dubuque is committed to:

- A hospitable Christian environment which respects other faith traditions;
- Relationships which encourage intellectual, spiritual, and moral development;
- Excellence in academic inquiry and professional preparation;
- A diverse and equitable community where 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 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.

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**2018-2019**  
**UNIVERSITY OF DUBUQUE**  
**COLLEGE ACADEMIC CALENDAR**  
*All Registrar's office business DUE by 5 p.m. unless otherwise noted*

**FALL 2018**

UNDERGRADUATE COURSES	Session I - FACE TO FACE & ONLINE	Session II FACE TO FACE & ONLINE
Term Length	August 23 – October 16	October 17 - December 13
Last day to add	August 24	October 18
Last day to drop	August 29	October 23
Last day to withdraw	September 24	November 15
Grades due	October 22	December 18

August 15-16	Wed-Thurs	Teaching & Learning Conference (for FT Faculty)
August 17	Friday	Department Day
August 19	Sunday	Move-In Day (Students)
August 20	Monday	New Faculty Orientation
August 20-22	Mon - Wed	New Student Orientation
August 23	Thursday	Classes begin
August 29	Wednesday	Full term courses – last day to add without instructor consent Last day to change registration to a P/F or from audit to credit or from credit to audit
September 3	Monday	Labor Day - <i>no classes</i>
September 6	Thursday	Full term courses - Last day to add (with instructor's consent) or drop Opening Convocation (10:45 a.m., Butler Hall)
September 24	Monday	Session I F/F & Online courses - last day to withdraw with a "W" grade
October 1	Monday	Graduation applications due in Registrar's Office for May 2019 grads & August 2019 grads ( <i>walking in May '19</i> )
October 11	Thursday	Mid-term for full-term courses
October 12	Friday	Fall Break Day – <i>no classes</i> • University offices open
October 15	Monday	Mid-term grades due in Registrar's Office
October 22-28	Mon-Sun	Homecoming Week
October 23	Tuesday	Full term courses - last day to withdraw with a "W" grade
October 29	Monday	Spring '19 Online Registration begins for Seniors
October 31	Wednesday	Spring '19 Online Registration begins for Juniors
November 5	Monday	Spring '19 Online Registration begins for Sophomores
November 7	Wednesday	Spring '19 Online Registration begins for First Years
November 19-23	Mon-Fri	Thanksgiving Recess
November 26	Monday	Classes resume
December 7	Friday	Full-term classes - last day
December 10-13	Mon-Thurs	Final Examinations
December 13	Thursday	December Commencement
December 18	Tuesday	Fall & Session II grades due in Registrar's Office (by noon)

## J-TERM 2019

JANUARY 8 - 24

January 8	Tuesday	Classes begin Last day to add a course with instructor's consent
January 9	Wednesday	Last day to drop a course
January 17	Thursday	Last day to withdraw from a course
January 21	Monday	Martin Luther King Jr. Day – <i>Classes in session</i>
January 24	Thursday	Last day of J-Term classes
January 25	Friday	Department Day
January 29	Tuesday	J-Term grades due in Registrar's Office (by noon)

## SPRING 2019

UNDERGRADUATE COURSES	Session I - FACE TO FACE	Session I - ONLINE	Session II FACE TO FACE	Session II - ONLINE
Term Length	January 28 - March 26	January 28 – March 22	March 27 – May 16	March 25 – May 17
Last day to add	January 29	January 29	March 28	March 26
Last day to drop	February 1	February 1	April 2	March 29
Last day to withdraw	February 27	February 27	April 26	April 26
Grades due	April 1	March 27	May 20	May 20

January 25	Friday	Spring New Student Orientation / Department Day
January 28	Monday	Full term courses begin
February 1	Friday	Full term courses – last day to add without instructor consent Last day to change registration to a P/F or from audit to credit or from credit to audit
February 8	Friday	Full term courses - Last day to add (with instructor's consent) or drop
February 18	Monday	President's Day – <i>no day or evening classes</i>
March 9-17	Sat - Sun	Spring Break
March 18	Monday	Classes resume
March 22	Friday	Mid-Term
March 25	Monday	Mid-term grades due in Registrar's Office (by noon)
April 1	Monday	Fall '19 Online Registration begins for Seniors
April 2	Tuesday	Full term courses – last day to withdraw with a "W" grade
April 3	Wednesday	Fall '19 Online Registration begins for Juniors
April 8	Monday	Fall '19 Online Registration begins for Sophomores Convocation for Thanksgiving and Remembrance ( <i>Butler Hall, 11 a.m.</i> )
April 10	Wednesday	Fall '19 Online Registration begins for First Years
Apr 19-21	Fri – Sun	Easter Break / <i>classes resume Monday, April 22</i>
April 23	Tuesday	Apex / Celebration of Student Scholarship
April 25	Thursday	Honors Convocation (9 – 10:30 a.m.)
May 1	Wednesday	Graduation applications due in Registrar's Office for August 2019 grads & December 2019 grads ( <i>walking in Dec '19</i> )
May 10	Friday	Full-term classes – last day
May 13-16	Mon-Thurs	Final examinations
May 17	Friday	College Baccalaureate
May 18	Saturday	Commencement

[www.dbq.edu/academics/registrar/academiccalendar](http://www.dbq.edu/academics/registrar/academiccalendar)

*Calendar Subject to Change*

## 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 (minimum) of college work (Inclusive of UD Core Curriculum & degree requirements of at least one academic major)
- 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 offered at Clarke, Loras and Emmaus Bible College.
- A minimum cumulative 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
- A grade of C or better when the minimum acceptable grade is stated to be a C (a grade of C- will not suffice).

Review departmental descriptions for details of specific degree requirements of each Bachelor's degree offered.

Both the Bachelor of Arts and the Bachelor of Science degrees include a reasonable balance of three components:

- A major providing depth of preparation in an academic or professional field.
- A general education providing basic university-level skills or foundational courses in math, science, religion, composition and rhetoric, communication, computer literacy and wellness, as well as pillar courses in the liberal arts and sciences that focus on social development, aesthetics, stewardship and global awareness.
- Electives chosen to fit the student's preferences or needs. (It is recognized that the number of these electives may be fewer in some degrees because of accreditation requirements, but the inclusion of some electives is important.)
- Although not every program follows the definitions found below, for the most part the University of Dubuque ascribes to the following criterion when determining whether a major is offered as a BA or BS degree.

### Bachelor of Arts Degree:

- is usually broader in focus than a Bachelor of Science degree.
- requires a minimum of 120 credits for the degree; a minimum of 30 credits are required in the major, of which at least 18 credits are at the 300-400 level.
- may require or offer as electives, additional courses in the humanities beyond the general education requirement.
- is normally awarded in such majors as literature and language, communication, fine and performing arts, business, psychology, Christian studies, sociology, and criminal justice.

### Bachelor of Science Degree:

- typically involves professional programs in technical and scientific areas.
- requires a minimum of 120 credits for the degree; a minimum 54 credits are required in the major.
- requires at least one higher level math, lab science, or computer technology course beyond the general education requirement.
- is normally awarded in such majors as chemistry, biological sciences, wellness and exercise science, computer information systems, aviation management and flight, digital art & design, education, and nursing.



## **SPECIFIC DEGREE REQUIREMENTS for AA and AS degrees**

### **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 cumulative 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 cumulative 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

## 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.

## **College Learning Outcomes**

On completion of their studies in the seven pillars, graduates of the University of Dubuque will be able to demonstrate:

1. Competence in critical, analytical, and synergistic thinking.
2. Ability to recognize when information is needed and locate, evaluate, and use it effectively.
3. Knowledge of the Judeo-Christian tradition and other faith traditions, and in spiritual and moral understanding.
4. Competence in effectively communicating viewpoints through writing and speaking.
5. Effective use of technology.
6. Knowledge and skill in a field of study and preparedness for professional success in his or her vocation.
7. Understanding of the Arts, and appreciation of the beauty of God's creation as expressed through various manifestations of human creativity.
8. Appreciation of diverse perspectives through exposure to practices, ideas, and beliefs of diverse cultures.
9. Preparedness to be good stewards of God's world, with an integrated knowledge and understanding of ecological processes and ethical and spiritual, wisdom to improve their life and their community in ways that sustain the health of the earth.

## CORE REQUIREMENTS

### I. WORLDVIEW SEMINARS

- World View Seminar One: WVS 101 (3)  
Taken first year
- World View Seminar Two: WVS 201 (3)  
Taken after completion of WVS I. WVS I and II are interdisciplinary courses having a common syllabus.
- World View Seminar Three (3)  
Any approved interdisciplinary course. *See course list on page 14*
- World View Seminar Four (1-3)  
Generally taken in Senior year 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. MATH 111: Collegiate Mathematics
  2. MATH 112: College Algebra or any higher-level math course
  3. PHL 114: Logical Reasoning
- **Science Lab Course (4 credits):** Any 4-credit Science Lab Course
- **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)** (minimum grade of C)
- **Judeo-Christian Tradition (3)**  
Select one of the following:

REL 110	REL 210
REL 115	REL 215
REL 116	REL 220
REL 118	REL 221
REL 121	REL 331
- **Physical Education:**  
A total of two activities from the following options:
  1. Courses for credit: HWS 110, THEA 235, 238 or 240
  2. Record of participation in an activity sponsored by the UD Recreation Program, including fitness classes and intramurals.
  3. Participation in ROTC Physical Training

**OR** Participation in an inter-collegiate sport at UD for one full season.

*Please see the Registrar's office for an alternative course for students with a documented medical exemption.*

## Category Two: Pillar Courses

- **Social Development:** 1 course from among the following:

SOC 111	EDU 119	PRF 200
SOC 112	COM 210	
SOC 228	PSY 110	

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

**Area A:** 1 course in Literature    ENG 112, ENG 260, ENG 328, PHL 355, PHL 356, SPAN 412

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

ART 111	THEA 105	MUSC 111
ART 112	THEA 115	MUSC 211
ART 150	THEA 130	MUSC 215
ART 221	THEA 217	MUSC 236
ART 230	THEA 220	HIST 301
ART 367	THEA 224	
ART 368		

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

BIO 125	BIO or EVS 246	CHM 119
BIO 221	BIO or EVS 368	EDU 210
BIO 223	EVS 256	PHL 214
BIO 250	BIO 264	EVS 333

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

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

REL 251	HIST 121	INTL 115
REL 253	HIST 122	INTL 215
REL 255	HIST 234	INTL 315
ECON 102	HIST 277	SPAN 411
BAC 328	PHL 261	COM 328

**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. CCS 101: Cross-Cultural Study in the United States or HIST 260: Archival Research  
This course 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 one foreign language study in high school. Students may also use CLEP credit or AP credit to satisfy this requirement.

## III. J-Term Requirement

The academic calendar of the College is made up of two 4-month terms and one 3-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.

New students (0-23 credits) will be required to complete **two** J-Term courses in order to earn a bachelor's degree from UD. One J-Term course must be taken during the student's first year. Transfer students with more than 23 credits will be required to complete **one** J-Term course.

## J-Term special topics 281 (3)

J-Term special topics courses offer students the opportunity to be engaged in an intensive education opportunity relevant to the sponsoring discipline for which there is no special course offering in the main curriculum. The course is offered in an accelerated format where students learn through “doing”. In J-Term, students learn by applying content, reflecting on doing, and by developing meaning from direct experience with course content. It is the intent of every course to help students develop an appreciation for the topic in an effort to promote life-long learning.

## IV. Other Requirements:

**International Students** –in order to assist international students with the transition to the culture and expectations at the University of Dubuque, students will be enrolled in SDV 110, a college success course, during their first term at the university. SDV 110 is a required 1 credit course and is 8 weeks in length. The course is designed to help students understand various campus policies and navigate campus resources. SDV111 is a 2-credit optional course that addresses study strategies and time management, among other important skills. See course description below for more detail.

Because of the importance of language acquisition on college success, International students placed in stretch (5 days/week) ENG 090 and 101, need permission from the Academic Affairs Office to drop or withdraw from the course.

### **SDV 110-The American College Experience (1)**

This course is for incoming first-year international students at the University of Dubuque. This course will focus on acclimating students to UD and the American education system. This course incorporates cultural experiences, introduces students to available resources, and highlights study skills and college student expectations. Students who successfully complete this course will be aware of the resources available to them on campus and in the community. This course is a prerequisite for SDV 111, College Study Skills.

### **SDV 111-College Study Skills (2)**

College Study Skills is specifically developed for first-year international students at the University of Dubuque. This course will focus on improving the strategies and skills that students use to successfully meet the expectations of college-level curriculum. Topics covered will include note-taking, test taking, reading comprehension, time management, and professional communication. Students who successfully complete this course should feel confident in their personal application of the study skills taught throughout the semester. Prerequisite: SDV 110 or Instructor Consent.

## **World View III Courses**

*(at time of catalog publication – subject to change)*

ART 368	Art & Culture Trips
AVI 130	Aviation History
AVI 401	Applied Aerodynamics
BAC 340	Effective Communication in Business
BAC 346	Accounting Information Systems
CCS 150	Bullying: Waiting on the World to Change
CIS 205	Web Publishing
COM 354	Language and Social Identity
EDU 303	Reading and Writing in Content Areas
ENG 328	Environmental Literature
EVS 246	Ecology
PHL 214	Environmental Ethics
PHL 321	Philosophy of Religion
PSY 310	Social Psychology
HIST 301	Music’s Impact in History
MUSC 368	Music & Culture Trips
MATH 230	Introduction to Statistics
THEA 228	Great Plays Analysis

# ACADEMIC POLICIES

## 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 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 Affairs office. Once a student is ready to declare or change their major, he or she should arrange to be assigned an academic advisor within that field or department. Forms for changing academic advisors are available in the Registrar's Office. For more information on the Center for Advising, see page 32.

## 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 12 credits in the major must be completed at the University of Dubuque, although some majors may require more, while others may not accept any transfer credits (e.g. nursing).

- 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.

## UNIVERSITY OF DUBUQUE - Undergraduate Academic Majors

- Accounting
- Applied Aviation Technology
- Aviation Management
- Biology
- Business
- Chemistry
- Christian Studies
- Communication
- Computer Forensics and Security
- Computer Information Systems
- Computer Information Technology
- Criminal Justice
- Digital Art and Design
- Economics
- Elementary Education
- English
- Environmental Science
- Fine and Performing Arts
- Flight Operations
- Health Care Administration – LIFE Program only
- Human Health Science
- Human Resource Management
- Liberal Studies
- Marketing
- Mathematics
- Nursing
- Philosophy and Ethics
- Physical Education Teaching, K-12
- Psychology
- Secondary Education (Biology, English, Environmental Biology, Chemistry, Mathematics, General Science)
- Sport Marketing and Management
- Sociology
- Wellness and Exercise Science

## Academic Minor

A minor consists of 15 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 complements or enhances their 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. 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 minor, unless a specific minor requires a higher GPA for credits within that minor. See departmental listings for details specific to the minor.

## UNIVERSITY OF DUBUQUE - Undergraduate Academic Minors

- Accounting
- Aviation Management
- Biology
- Business
- Chemistry
- Christian Studies
- Communication
- Computer Information Systems
- Computer Information Technology
- Computer Security
- Criminal Justice
- Digital Art and Design
- Economics
- Education
- English
- Environmental Science
- Flight Operations
- Gender Studies
- Health, Wellness & Sport
- History
- Human Resource Management
- Marketing
- Mathematics
- Military Science
- Music
- Natural Resource Management
- Philosophy and Ethics
- Psychology
- Religion
- Sociology
- Spanish
- Theatre
- Web Design and Development

## 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.

If a student wishes to complete a second major within the same academic department, a minimum of 15 credits must be unique between the first and second major. This policy does not apply to students pursuing a major and a minor within the same academic department. In instances where a student wishes to double major in two different degree programs (e.g. BBA in Business, BA in Sociology) the student must declare their primary degree, as only one degree can be earned with a minimum of 120 credit hours and less than 150 credit hours.



## **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-Planned Major (IPM)**

In consultation with the academic advisor, a student may design an interdisciplinary major. The IPM will combine courses from two or more disciplines to form a coherent design. Included in the design will be introductory level work, substantive content development, and a comprehensive, capstone project. An IPM must be declared prior to the start of the student's Senior year and approved by the Academic Affairs Office and a faculty committee representing the various disciplines of the IPM.

## **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 Bachelor's 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 prejudge 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/MAMD Program)**

The University of Dubuque offers an accelerated Bachelor of Arts in Christian Studies/Master of Arts in Mission Discipleship 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 MAMD degree.

## **Law School 3 + 3 Programs**

The University of Dubuque has “3 + 3” agreements with several Law schools. The agreements enable students to earn their undergraduate degree and law degree in six years. The B.A. or B.S. is awarded from the University of Dubuque following the successful completion of the first year of law school.

Because of the intensive nature of the undergraduate program, students who wish to participate must declare their intention by the end of their first semester. Students interested in the program should have at least a 24 on the ACT and a minimum high school grade point average of 3.50. For more information, contact the Registrar’s Office.

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

The University of Dubuque’s LIFE program 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. For admission requirements, advising, current program listings, and schedule of classes, contact the UD LIFE office at (563) 589-3939.

## **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:

- 0-23.99 credit hours – First year
- 24-57.99 credit hours – Sophomore
- 58-89.99 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 and are enrolled in 12 credits or more during each term. 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.

## **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. Unclassified students are allowed to enroll in no more than two regularly scheduled courses in any given term on a space available basis. Once a student has earned 12 credits as an unclassified student, s/he must apply for admission to continue taking classes or seek permission from the Academic Affairs Office.

## REGISTRATION

**Academic Calendar** - <http://www.dbq.edu/Academics/Registrar/AcademicCalendar/> (see also, pages 6-7)

**Registrar's Office Forms** - <http://www.dbq.edu/Academics/Registrar/Forms/>

Registration dates for the fall and J-Term/spring terms can be found in the Academic Calendar (see pgs. 6-7 or above link). The Registrar's Office may be contacted to confirm registration dates. 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

For full term (15 week) courses, students may add classes through the fifth day of classes without instructor approval. Students may add a class in the sixth through tenth days of classes with the written approval of the faculty member teaching the class. 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 two days of classes each term with the written approval 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 the half-term. 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.

Published add/drop dates can be found on the academic calendar at <http://www.dbq.edu/Academics/Registrar/AcademicCalendar/>. For summer school courses, including published add/drop dates, refer to <http://www.dbq.edu/Academics/Registrar/SummerSchool/>

### Prerequisites

Some courses require specific learning objectives to be met prior to admission in the course. In this catalog, course prerequisites are listed at the end of each course description, should they be required. Students must meet all stated prerequisites for a given course before registering for that course. Students enrolled in a course without meeting the required prerequisites will be dropped from the course. The student is encouraged to work with their academic advisor to locate another 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

A full-time load is defined as being any combination of 12-16 credits of day, evening or online classes. A tuition overload 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, ROTC courses and some flight courses.

To allow time for adequate focus on school work, students are not allowed to register for more than 19 credits per term (fall or spring). Should an exception be warranted to exceed 19 credits due to an extreme situation, the student must present a written petition for approval to the Academic Affairs Office prior to registration for that term. Students who are enrolled at University of Dubuque may not receive credit for courses completed at another institution during the same academic term, unless prior permission has been obtained for cross enrollment or concurrent registration.

The total academic load carried at all institutions combined may not exceed the number of credit hours for which the student would be allowed to register at University of Dubuque for the given term (19 for Fall/Spring, 3 for J-Term, and 12 for summer).

### Cross-Registration

University of Dubuque students may take courses at Clarke University 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 and if the graduation requirement is part of the major or minor, approval of the department head is also required. Students who cross-register must follow the academic policies and academic calendar of the institution offering the course. Students must abide by the college/university catalog or bulletin and course syllabi for courses offered at another institution.

## Audit of Courses

Students wishing to enroll in courses without earning college credit should register as auditors. Refer to the Add/Drop Period policy for details regarding registration deadlines and requirements. Completion of a registration (add/drop) form is required. The instructor's signature is required. 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). There are only a few circumstances where an audit may be useful: These include:

- if you want to explore an area unrelated to your major and the course is outside of your primary interests;
- if you want a review of an area you are already knowledgeable in, or;
- if a course is of particular interest but would require an extraordinary effort for you to take for a grade along with your other planned courses.

Students who are enrolled in a credit-bearing course may not change their status from credit-bearing to an audit status after the end of the Add/Drop period for the given term. Audited courses are included on a student's transcript. Audited courses may not be used to satisfy any graduation requirements (i.e. majors, minors, core, etc.). For safety and privacy issues, certain programs may not allow courses to be audited. Students are encouraged to seek approval from both the course instructor and the Department Head of the sponsoring program prior to enrolling in a course as an auditor.

## Enrollment Confirmation

Upon successful registration, the student will be able to review in MyUD his/her 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 if it is past the add/drop period and prior to the 60% completion mark of the term or subterm. The official withdrawal date is published in the academic 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 withdrawal deadline date, a grade of "W" will be recorded. Withdrawal from abbreviated terms such as J-Term or summer sessions must be accomplished by the date that represents 60% completion of the term. Published withdrawal dates can be found on the academic calendar at <http://www.dbq.edu/Academics/Registrar/AcademicCalendar/>. For more information about summer school, including published withdrawal dates, see <http://www.dbq.edu/Academics/Registrar/SummerSchool/>

## Independent Study Courses

Independent study 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 study 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 online at <http://www.dbq.edu/Academics/Registrar/Forms/>. Independent study courses may not be used to satisfy Core curriculum requirements (with the exception of J-Term) and are offered at the discretion of the instructor.

## Tutorial Courses

Some 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 online at <http://www.dbq.edu/Academics/Registrar/Forms/>.

## 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 a term to discuss and complete all required paperwork including: syllabus and assignments; student review; learning agreement; and hold harmless agreement. The bulk of the "work hours" of an internship must be completed in the term in which the student earns credit for the internship. Although most internships are 3 credits in length, no more than 12 credits of students' entire degree programs can be earned through internships and no more than 9 from the same placement site. Only students officially registered for their internship course (verifiable through MyUD) can begin working at the placement site.

## 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. 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, whether full-time or part-time, wishing to withdraw from school prior to the end of the term, must complete an online withdrawal form, found at [www.dbq.edu/Academics/Registrar/OfficialWithdrawal/](http://www.dbq.edu/Academics/Registrar/OfficialWithdrawal/), by the last date to withdraw for the term (see published academic calendar). The request will be reviewed and processed by the Office of Admission. Because withdrawal from courses may affect financial aid, a student should consult with the financial planning office prior to withdrawing from school. A letter grade of "W" will be assigned to each course unless a final grade has already been recorded.

Students needing to withdraw from school **after** the deadline but before the term ends, will first need to seek approval from the Academic Affairs Office. Exceptions to the withdrawal policy may include reasons such as medical, bereavement, or military deployment. If the withdrawal after the deadline is approved, the student will have the following options:

- 1) Receive a grade of "W" for all courses that term.
- 2) Receive a letter grade for any course for which the instructor of the class believes sufficient work has been completed. An Incomplete grade will only be assigned if the instructor agrees and if a specified date for completion of remaining work is on file in the Registrar's Office.

Students leaving the College without officially withdrawing will have their work evaluated on the same basis as other students, and appropriate grades will be assigned by their instructors.

Students wishing to withdraw from school after the conclusion of the term must complete the online withdrawal form, found at [www.dbq.edu/Academics/Registrar/OfficialWithdrawal/](http://www.dbq.edu/Academics/Registrar/OfficialWithdrawal/).

## Medical Withdrawal

In circumstances when a physical or mental illness prevents an enrolled student from completing the semester and an incomplete grade is not warranted or feasible, a student, guardian, or appropriate University of Dubuque administrator may request a medical withdrawal from school. These withdrawals must be thoroughly documented and requested in writing to the Academic Affairs Office no later than 30 days after the last day of class attendance or by noon on the last day of classes, whichever occurs first. In cases of medical withdrawals, students receive a grade of W in all courses in progress at the time of the withdrawal, unless a final grade has already been recorded.

## Student Military Leave Policy

The University of Dubuque supports its students who are members of a military unit and are called into active military service by the United States. To assist them, as well as protect and safeguard their status as University of Dubuque students, the University has adopted the following guidelines:

### ***Exit Procedures for Students Called to Active Military Duty:***

To initiate a military leave from the University of Dubuque the student must contact the Registrar's Office. This office will collect the proper information and paperwork from the student which must include written documentation of the military instructions. The Registrar's Office will then inform the appropriate offices of the student's military leave. Because every student's situation is different, each leave will be handled on a case-by-case basis.

However, certain basic procedures are applicable and these are described in the following paragraphs.

### ***Academic Provisions and Tuition Refunds:***

1. The student will receive a full refund of tuition and fees paid to the University of Dubuque if the request for withdrawal due to military service is filed prior to the last day to drop classes.
2. The student will have a choice of three options if the request for withdrawal is received after the last day to drop classes:
  - a) A full refund of tuition and fees, no credit awarded for work completed during the semester, and receipt of 'W' grades for the term.

- b) An incomplete grade in all courses with the right to complete all coursework at a future date without further payment of tuition or fees. In this case, there will be no tuition refund for the present term.
- c) A grade in each course, if the professor of each class believes sufficient work has been completed. In this case, there will be no tuition refund.
- d) Options b) & c) may be combined should circumstances warrant.

***Residence Halls and Meal Charges:***

The student will receive pro-rated refunds for their housing and meal-plans, if applicable, based on the percentage of days registered at the University.

***Financial Aid Ramifications:***

Students are urged to submit documentation of their military activation to the Student Financial Planning office. This office will determine the impact on any federal, state or institutional financial aid awards that have been provided to the student.

***Re-Enrollment:***

When the student is ready to return to the University of Dubuque, he/she will need to re-apply for admission through the Office of Admission. There is no fee for this process. If a student elected to take an incomplete in one or more courses, he/she has until the end of the re-admittance term to complete the appropriate coursework. If the course is no longer offered or if the faculty member is no longer with the University, the returning student will receive a full tuition credit for a replacement course.

A policy cannot address every circumstance that may arise when students are called to active duty, therefore, please consult with the Registrar's Office. Appeals of a decision made by the Registrar's Office may be made to the Academic Affairs Office.

## **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 Testing (CLEP)**

The College-Level Examination Program® (CLEP) offers you the opportunity to receive college credit for what you already know. Earn qualifying scores on any of the 33 introductory-level college subject examinations and accelerate your education. The 90-minute exams are administered at the University of Dubuque in the Academic Success Center (ASC). For information on current exam fees, call 563-589-3262.

To find out more about CLEP, please go to [www.collegeboard.org/CLEP](http://www.collegeboard.org/CLEP). There you will find a list of the examinations available through CLEP, a list of the colleges and universities that offer class equivalencies for CLEP exams, and exam preparation materials.

CLEP exams may be scheduled at the University of Dubuque as allowed by available space in the Academic Success Center (ASC). Please schedule a CLEP exam at least one week ahead of the time you would like to take the exam. For more information on scheduling and fees for non-UD students, please contact the ASC at 563-589-3262.

### **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. Please note, departments are not required to provide credit by examination.

## **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) 589-3748.

## **Portfolio of Experiential Learning**

The portfolio program, administered by the Academic Affairs Office, 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 their courses. Students will be informed of the policies by the instructor at the beginning of the term. Unless otherwise specified by the instructor, students are responsible to make up all missed work.

### **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.

### **Administrative Withdrawal/Drop**

Each term, the last date to withdraw from a course is established and published on the University's website. Exceptions to this policy can be petitioned with the Academic Affairs Office in cases of medical excuses, bereavement, deployment, or other reasonable excuses. Students who regularly fail to attend class, fail to complete assigned coursework, or are disruptive to the learning community may be subject to an Administrative Withdrawal (AW) by the Academic Affairs Office.

To Administratively Withdraw a student, the course instructor is to report any errant behavior to the Academic Affairs Office. The Academic Affairs Office will work with the instructor and student to determine if an AW is warranted. Should it be warranted, the Registrar's Office will be notified to have the student withdrawn from the course. The Registrar will commence the withdrawal and notify the student, the student's advisor and the instructor.

In situations where a student has failed to attend a face-to-face class or has not been "actively engaged" in an online course within the published Add/Drop period, s/he will automatically be administratively dropped from the course. This action may result in the student being reduced to less than full-time enrollment status.

## 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	
C	2.00	Average
C-	1.67	
D+	1.33	
D	1.00	
D-	0.67	
F	0.00	Failing

**Other Grades**

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

### 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 the Academic Affairs Office. 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 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. Students who wish to appeal a final grade should contact the Academic Affairs Office.

The process specifies informal procedures and formal procedures that may culminate, when necessary, in a final grade appeal hearing before a Final Grade Appeal Committee appointed by the Academic Affairs Office. 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 sent to the Academic Affairs Office for review before being 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 Academic Affairs Office. 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 transcript. Students enrolled in FLI courses will be assigned an incomplete grade based on communication from the instructor to the Registrar's Office. Students with an incomplete in the FLI course are given one year from the end of the course to complete the course work.

### **Repeating a Course**

A student who has earned a C- or less in any course may elect to take that course again in 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. Repeats may be allowed if needed to improve one's GPA for admittance into another program such as Nursing, Education or graduate studies. 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. Withdrawal from a repeated course does not replace the previous grade earned in the course in the calculation of the student's cumulative grade point average.

### **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, graduation honors, and eligibility for athletics. UD GPA will include only those credits earned at UD and those earned through cross-registration at Clarke University and Loras College.

### **Dean's List**

Full-time students (registered for and having earned 12 or more credits for the term) who earn a term GPA of 3.5 or above are named to the Dean's List. Dean's List is awarded for the fall and spring terms only.

### **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, with a cumulative GPA of 3.75 or above are invited to join the honor society. This high distinction recognizes these students' outstanding achievements.

### **Academic Standing / Academic Alert, Probation, and Suspension**

Graduation at the University of Dubuque requires a minimum grade point average (GPA) of 2.00 for 120 credit hours of course work. Any student whose UD GPA falls below 2.00 will either be placed on academic alert, placed on academic probation or academically suspended from the University of Dubuque. Students must also maintain progress toward completion of their degree by successfully completing a minimum of 12 credit hours each term (fall/spring).

The Academic Affairs Office will issue a written notice of probation or suspension to the student and the academic advisor. Academic probation or suspension will be recorded on the student's transcript.

**NOTE:** Please see the Financial Planning section of the University undergraduate catalog for details of the Satisfactory Academic Progress policy as it pertains to financial aid eligibility.

Academic Alert: Students will be placed on academic alert when they have one of the following:

- a cumulative GPA of less than a 2.00 but above the minimum level for academic probation;
- a cumulative GPA of 2.00 or higher but have obtained a term GPA of less than a 2.00;
- or they do not complete a minimum of 12 credit hours for the term.

Students who are placed on academic alert will be notified.

Academic Probation: The following table indicates the minimum GPA needed in order to avoid being placed on academic probation:

<b>*Attempted Hours</b>	<b>Minimum Cumulative GPA</b>
0-16	1.60
>16-32	1.80
>32-48	1.90
>48+	2.00

\* A student will not be penalized if one of the following applies to him/her:

- He/she has In-progress flight courses.
- He/she has an incomplete grade(s) that will be completed by the end of the following term.
- He/she has completely withdrawn from the university earning all 'W' grades.

Students who are placed on academic probation must meet with both their academic advisor and the Academic Success Coach in order to develop a plan for improved academic performance. Students on academic probation are limited to 13 credit hours and will be required to create and follow an Academic Success Plan. Probationary students' participation in extracurricular activities will be dependent on completing the Academic Success Plan.

### Academic Suspension:

First Year and Transfer students who earn a 0.0 cumulative GPA in their first term at the University of Dubuque are subject to academic suspension. The suspension is appealable and the appeal process is outlined below.

Students on academic probation who do not perform satisfactory work towards removing themselves from academic probation during the next term in which they are enrolled are subject to suspension or dismissal by the Academic Affairs Office. The university reserves the right at any time to suspend any student who is not making satisfactory academic progress towards a degree. The time period of suspension will be for at least one term (fall or spring). Students requesting to return to the University of Dubuque after the suspension period should contact the Admission Office to apply for re-admission. Students returning to UD after being academically suspended will be re-admitted on academic probation.

Students placed on academic suspension or probation at the end of a full term may have their academic records reviewed to determine if any academic credits received for J-Term or 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 coursework taken prior to the start of the new term.

### **Suspension Appeal Process**

A student suspended from the University of Dubuque 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 academic standing may be dismissed from the University and will not normally be allowed to re-enter at a later date.

A student that does not appeal his/her suspension and sits out the required term and then wants to return to the University of Dubuque must 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.

Re-Admission Application Process: A student must submit a written explanation of his/her time away. In the explanation, 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 Bankruptcy**

Academic bankruptcy removes the grade point factors of previous semesters taken at UD from a student's cumulative grade point average, but the course(s) and grade(s) remain on the student's academic record. The semesters so approved are marked "Academic Bankruptcy". A limit of two semesters may be academically bankrupted.

### **Declaration of Academic Bankruptcy Qualifications**

1. Student must have previously been enrolled at the University of Dubuque as an undergraduate student and be returning as an undergraduate student.
2. Student must not have been enrolled at the University during the previous three years.
3. Student must complete at least 12 credits and earn a minimum GPA of 2.75 before a request can be submitted.
4. All 'incompletes' or missing grades with in a semester whose grade factors are used for bankruptcy must be resolved before the semester can be used for bankruptcy purposes.
5. Academic bankruptcy will only be granted once and may not be rescinded.

The student must discuss the bankrupting of the semester(s) with his or her academic advisor. If the advisor approves, the student and the advisor will complete the Academic Bankruptcy Form and submit the completed form to the Registrar's Office. The Registrar's Office may request an interview with the student before authorizing the bankrupting of the semester(s). A written response to the student concerning the final disposition of the application will be issued from the Registrar's Office.

In order to declare academic bankruptcy, certain conditions must be understood:

1. All courses taken during the semester(s) are bankrupt. This includes credit hours and grades.
2. The bankrupt semester(s) are removed from consideration for GPA purposes and the bankrupt credit cannot be used for prerequisite or degree requirements. The semester(s) listing of courses and grades remains evident on the academic record marked with an \*, but the classes are marked "Academic Bankruptcy".
3. The Registrar's Office determines whether or not the student has met the previously mentioned requirements. If the judgment involves more insight, the matter will be referred to the Undergraduate Academic Standing and Admissions Committee for a decision.
4. If the semester(s) that is bankrupt was covered by veteran's benefits, the student will be required to reimburse the VA for benefits previously received.
5. A student who has Academic Bankruptcy applied to their transcript will not be eligible for GPA academic honors (cum laude, magna cum laude and summa cum laude).
6. Academic Bankruptcy will not be used to alter a student's record for financial aid qualifications, scholarships or other purposes not outlined below.
7. Academic Bankruptcy can never be used as a means of obtaining athletic eligibility.
8. Students may not apply for Academic Bankruptcy to avoid academic probation or suspension.
9. This is an UD policy only. Transfer schools may not honor this.
10. The request for academic bankruptcy must be submitted prior to receiving a baccalaureate degree from UD.

It is typically not recommended to bankrupt general education courses or courses required for your major since these course must be completed to qualify for graduation. In some cases, repeating a course may be a better option. Please review the Repeating a Course section in the catalog.

### **Athletic Eligibility**

To be eligible to compete and practice in intercollegiate athletics, student-athletes must be registered as full-time students during the term of participation; unless they are in the final term of their final season, and it is not necessary to carry 12 or more credits to graduate. Student-athletes are subject to the academic standing policies as defined by the University of Dubuque. Student-athletes are considered to be in good academic standing provided their GPA and credits completed do not place them in academic suspension. To be eligible for fall term competition, returning student-athletes (non-First Year) must pass a minimum of 24 credit hours the previous fall, J-Term, spring and summer terms combined. To be eligible for J-Term/Spring term competition, a student-athlete must pass a minimum of 12 credit hours in the previous Fall and Summer terms or 24 credit hours in the previous Fall, Summer and J-Term/Spring terms combined. According to NCAA and IIAC rules, student-athletes have 10 terms of full-time enrollment to utilize four seasons of participation. A student-athlete who practices after the first date of competition, and never competes, has completed a season of competition.

### **Academic Dishonesty Policy**

Academic dishonesty is defined in the Values Violations (Integrity) section of the Student Handbook (see [www.dbq.edu/studentlife](http://www.dbq.edu/studentlife)). 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 for one full year.
- *Third offense:* In addition the same sanctions applied for a *Second offense*, the student is subject to dismissal from the University.

Academic dishonesty offenses are subject to appeal by the student. Faculty & 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 Academic Affairs Office.

## 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. 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 UD Registrar is required for courses taken at other institutions, including courses at Clarke University 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 UD 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 UD 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
- MATH – any math course that applies to the general education requirement
- RES 104 – Research Writing

**World View & J-Term:** Students transferring in with 24 or more credits will be waived from taking World View I and waived from one of two required J-Term courses. Students transferring in 58 or more credits will also be waived from taking World View II and are required to take one J-Term course.

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, FPA 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 University or Loras College 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 University or Loras College, after the student has matriculated at the University of Dubuque, are considered work in residence at UD.

Transfer students must earn a minimum of 12 credit hours in their major area of study (some majors may have additional requirements) and earn a minimum of 30 of their last 36 credit hours in residence at the University of Dubuque.

Students entering the University of Dubuque with an Associate of Arts or Associate of Science degree from an accredited two-year or four-year institution, will be considered to have completed most of the UD Core Curriculum, **with the exception of** the Judeo-Christian Tradition, World View III and World View IV components of the core and the one J-Term requirement. For most programs of study, World View III and World View IV will be covered by courses completed as a part of the major requirement.

### Second Bachelor's Degree

The requirements for students who already hold a Bachelor's degree from an accredited institution and who wish to pursue an additional Bachelor's 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.
- Declaration 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.

## ACADEMIC TRANSCRIPTS

UD transcript requests can only be completed online at <http://www.dbq.edu/Academics/Registrar/RequestaTranscript/>. In compliance with the Family Educational Rights and Privacy Act of 1974, transcripts cannot be released when requested by telephone nor do we accept requests via e-mail or fax. University of Dubuque has appointed Parchment Inc. as the designated agent for processing and sending official electronic transcripts on behalf of the University. The PDF transcript that is produced using this service contains the identical information as the printed transcript and can be certified as unaltered by uploading the file to the company's website that is provided during the delivery process. Parchment Inc. has been granted the authority to deliver all such electronic transcript requests on behalf of the University of Dubuque. Official transcripts will be provided free of charge to students applying for admission to the University of Dubuque's Theological Seminary, MBA, MAC, MM and PA programs.

## GRADUATION

### Application for Degree

There are two Commencement ceremonies, in December and May. 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:

- |  |                 |
|--|-----------------|
| • For May & August graduates (participating in May ceremony)                   | October 1, 2018 |
| • For December, J-Term & August graduates (participating in December ceremony) | May 1, 2019     |

Graduation Application forms are available online or in the Registrar's Office. Applications are good for one year after the initial intended date to graduate. For example, if you intend to graduate May 2019 and fail to meet the requirements at this time, your application will remain on file until May 2020. If you have not met the requirements by this time, you will need to re-apply for graduation and pay the full graduation fee. If you would like an additional diploma for another major (after you have received a diploma) or degree, you will need to complete a Graduation Application with the new major and/or degree and pay the full graduation fee. A student may participate at Commencement once per degree.

### May Commencement Participation Policy

Students in either of the following categories may participate in the May commencement ceremony:

- Students who successfully completed all scheduled classes for spring term and have completed all degree requirements at the conclusion of the spring term.
- Students who have previously completed all degree requirements and did not participate in the December ceremony.

### December Commencement Participation Policy

Students in either of the following categories may participate in the December commencement ceremony:

- Students who successfully completed all scheduled classes for fall term and have completed all degree requirements at the conclusion of the fall term.
- Students who successfully completed all degree requirements and did not 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 noted 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 2009 may follow the provisions of the 2007-09 catalog through August of 2020. 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.

## **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 3.50
- Magna cum laude at least 3.75
- Summa cum laude at least 3.90

## **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. See FERPA details below.

## **Duplicate Diploma Policy**

A duplicate diploma may be issued upon request. The graduate must complete, print and sign the Diploma Replacement Form, available at <http://www.dbq.edu/Academics/Registrar/Forms/> and submit via directions on the form. The duplicate diploma will show the date of the original diploma and will have the signatures of the current University officials and be 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 contains detailed information that supplements the content of this catalog. Please refer to the Student Handbook for additional information on policies and procedures.

- 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. For more details see <http://www.dbq.edu/Academics/Registrar/FERPA/>

### **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. 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 reference librarians 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 providing the databases, books, and journals students need to be successful in research assignments.

The collection is a blend of print, electronic and multimedia resources, with over 180,000 print volumes, 157,000 electronic books, and 30,500 electronic journals. The media collection includes 6,000 DVDs and 21,600 streaming educational films. Items not available through the collection may be ordered via interlibrary loan free of charge.

Along with material that support students' academic work, the library has an extensive leisure collection, including feature films, television series, magazines, and fiction, including a large young adult collection.

Reference librarians are available for individualized research assistance in person at the reference desk Monday through Thursday from 8:00 am to 8:00 pm and Friday 9:00-noon and online at [reference@dbq.edu](mailto:reference@dbq.edu).

The building has wireless access and many easily accessible network ports. Computers are available throughout the building.

Sylvia's Common Ground Coffee Shop, located on the first floor, is a popular destination for study breaks, beverages, and fellowship.

The library sponsors and co-sponsors a variety of programming, including poetry readings, Finals Study Breaks, and a YA Book Club.

During the academic year, the library is open 107 ½ hours per week with extended hours at the end of the term.

#### Library Hours (Academic Year) – *subject to change*

Monday—Thursday.....	7:00 am – Midnight
Friday.....	7:00 am—9:00 pm
Saturday.....	8:30 am—9:00 pm
Sunday.....	10:00 am—Midnight

### Center for Advising

The University of Dubuque provides both professional staff advisors and faculty advisors to mentor and assist students with their course planning and academic success.

Traditional first-year students attending UD directly out of high school and transfer students with less than 24 credits are assigned to a professional advisor within the Center for Advising and Vocation. Towards the end of the student's first-year, s/he will be assigned to a faculty advisor within the department of their declared major.

Transfer students with college experience outside of high school and 24 + credits accepted to UD are assigned to a faculty advisor within the department of their declared major.

The Center for Advising offers support for Exploring students who are uncertain of their career plans and therefore have not declared a University major. Advisors are available to assist students in their search and exploration of major and career interests. Also housed within the Center for Advising are Academic Coaching Services and Health Professions Advising.

Academic Coaching Services works with students who may be struggling academically. In meeting with the Academic Success Coach, students can identify barriers that may be affecting their academic performance and work on strategies for improvement. Students who are placed on academic probation must also meet with the Academic Success Coach in order to develop an academic success plan. These students are limited to 13 credit hours and may be required to make use of academic resources (tutoring, studying) on a regular basis as part of their success plan.

The Health Professions Advisor works with all UD undergraduate students interested in pursuing careers in healthcare. In addition to providing general academic advising services, the Health Professions Advisor works to help students understand the unique



academic and extra-curricular requirements that must be met in order to become competitive applicants to a variety of graduate programs in the health professions.

## **Academic Success Center**

The Academic Success Center (ASC) at the University of Dubuque is located on the second floor of the Charles C. Myers Library. The mission of the ASC is to assist students in becoming self-determined, motivated, and independent learners and to connect them with the resources necessary to achieve both academic and personal goals. Services include the following:

- Academic Coaching Services
- Disability Services
- Testing Services
- TRIO/Student Support Services
- Tutoring and Writing Center

For more information, contact the Academic Success Center at 563-589-3262.

## **Disability Services**

The University of Dubuque provides accommodations to students with documented disabilities upon request by the student. The accommodations the university can provide are based on the written recommendations of a licensed diagnosing professional. For detailed information, please visit our webpage <http://www.dbq.edu/Academics/AcademicSupportSuccess/DisabilityServices>

Common accommodations coordinated for students include, but are not limited to, extended time on exams, supplemental note-taking services, a reader or scribe for exams, alternative textbooks.

## **Testing Services**

The ASC serves as an alternative testing center for University of Dubuque students ONLY when unusual circumstances preclude faculty from administering an exam and when a student meets one or more of the following criteria:

- A student has a documented disability and is eligible for a specific accommodation for testing, based on an approved VISA (Verification of Individual Student Accommodations) letter
- A student has an excused absence (e.g., health-related) documented by the Medical Coordinator
- A student is taking a CLEP (College Level Examination Program) or Prometric DSST exam to attempt to earn college credit.

Students should speak with instructors about each upcoming exam at least three days in advance to allow time for instructors to make appropriate arrangements. Students must also schedule their exams with the ASC a minimum of two days in advance to ensure space is reserved for them. If this procedure is not followed, testing in the ASC is not guaranteed.

Testing hours are Monday – Thursday, 8:00 a.m. – 4:00 p.m. and Friday 8:00 a.m. – 2:30 p.m. Testing will end promptly at the noted end times. Any unfinished exams will be collected and considered complete. Students who test in the ASC should plan accordingly.

## **TRIO Student Support Services (SSS)**

TRIO Student Support Services (SSS) is a federally funded program that offers academic, personal, career, and financial support to University of Dubuque first-generation and low-income students and/or students who have a documented disability. The mission of the TRIO SSS program is to foster the academic success of participants. A crucial aspect of the program's mission is to empower students to achieve success through peer and professional tutoring and academic advising. Additional educational and cultural opportunities are also encouraged to enhance the students' overall academic and personal success. Some of these opportunities include sessions about financial literacy, major and career exploration, as well as opportunities to explore the Mississippi River on a UD boat cruise, attend a culturally inclusive conference, and try local ice skating, and snow skiing or snowboarding. The TRIO SSS program also offers a scholarship for active program participants each fall and spring semester.

To learn more about the program or apply, please visit our website or stop by the Academic Success Center (ASC) and ask to speak with one of the TRIO staff.

## **Tutoring – BE SMART and Writing Center**

The ASC provides peer and professional staff to help with subject tutoring and writing consultations from 8:00 a.m. - 8:00 p.m. Monday through Thursday, 8:00 a.m. - 5:00 p.m. Friday, and 4:00 p.m. to 8:00 p.m. on Sunday.

BE SMART Tutoring offers assistance in the following subjects: Business, Economics, Science, Mathematics, Aviation Regulations, and Technology. For help with other subject areas, please contact the ASC.

The Writing Center encourages students to become self-determined, motivated, and independent writers, equipping them with the confidence and strategies to engage successfully in the writing process.

All services are free to University of Dubuque students. Students may schedule appointments with tutors and writing consultants at <https://dbq.mywconline.com>. You must register your account upon your first visit to the site, and then may log in and schedule appointments.

## **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 College Success classes, mandatory study labs, and individualized tutoring. For additional information about the program, contact the Bridge Program Director.

### **BRI 006-College Success (3)**

College Success assists students in mastering the skills necessary to complete a successful transition to the college experience. The content will familiarize students with life on a college campus and assist them in meeting college level academic requirements. The course addresses the following topics: living in a residence hall, managing personal finances, appropriate communication with professors, effective use of digital resources, reading and understanding college texts, application of critical thinking skills, basic composition skills, acquisition and use of effective study strategies, preparation for tests. Participation in a weekly study lab is required. Students will be expected to apply skills learned in this course to all other courses. A minimum grade of C is required or the student will retake this course second semester. Prerequisite: Admission to the Bridge Program. Required course for all students enrolled in UD's Bridge Program.

### **BRI 006 L-College Success Lab**

The goal of the University of Dubuque's College Success Lab is to help participating students become independent and accomplished learners. This goal is achieved by reinforcing classroom teaching, providing tutoring and on-line remediation, and monitoring academic progress.

### **BRI 007-College Success Lab II (.5)**

College Success Lab 2 is required for all first year students enrolled in the Bridge Program. In the lab setting, students will be expected to apply skills (assignment completion, test preparation, time management, and effective communication) acquired in the first-semester College Success course.

## WENDT CHARACTER INITIATIVE

Centered in the University's *Mission and Values* and consonant with its Reformed Christian identity, the Lester G. Wendt and Michael Lester Wendt Character Initiative engages the university community in a cooperative and spirited effort to foster intellectual understanding of and personal commitment to leading lives of purpose and excellent moral character.

Character is about **excellence** as a whole human being in every aspect of one's life. It is about being the best person that one can be. It is, in short, to be all that God created us to be. That is what we seek to be and to help our students to be: excellent persons. The Wendt Initiative, in particular aims to help students, faculty and staff at the University of Dubuque become people of integrity, justice and compassion.

- People of **integrity** whose lives are characterized by truthfulness, honesty and stewardship;
- People of **justice** who treat all people fairly, respect diversity, and practice Christian love;
- People of **compassion** who live by the Golden Rule in service of others.

The Wendt Center for Character Education has oversight for the Initiative and seeks to promote a culture of character within the lives of the University of Dubuque's faculty, staff, and students, equipping them to live out that character in service to the world. The Initiative is integrated into the curriculum, athletics, and student life as well as sponsors particular programming such as the Wendt Character Scholars program, the Michael Lester Wendt Lectures, faculty grants, campus orientations, and an on-line journal.

The Lester G. Wendt and Michael Lester Wendt Character Initiative at the University of Dubuque was established in March 2004 and 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.

## SCHOLAR-LEADER HONORS PROGRAM

The mission of the Scholar-Leader Honors Program is to foster a commitment to critical thinking, effective communication, servant leadership, and global awareness for students with high motivation and strong academic potential. All UD students are invited to take honors courses, which offer enhanced learning opportunities and dynamic conversations. In order to graduate with Honors, students are expected to maintain a 3.25 GPA in their major, to engage in a year-long leadership position, 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 Vice President of Admissions. Additional information is available from the Director of the Scholar-Leader Honors program.

The program has three core requirements:

- (1) 15 academic credits of Honors curriculum (generally 5 courses);
- (2) Hold a leadership position on campus or in the community; and
- (3) Successful completion of a capstone project under the supervision of a faculty member.

In addition, students must maintain a 3.0 GPA within the Honors curriculum and 3.3 GPA overall in order to remain in good standing. Participation will be noted on official transcripts and recognized at graduation. Students may also be eligible for scholarship support and preparatory material for graduate school. Insufficient academic performance may result in the student's dismissal from the program at the discretion of the program director and the Honors committee.

Honors sections will be offered in many courses which may include but are not limited to:

ART 111	ECON 102	COM 101	COM 328	ENG 101	ENG 260	HIST 121
HIST 122	HIST 277	MUSC 111	PHL 114	PHL 214	PHL 428	PSY 110
RES 104	SOC 111	SOC 112	SOC 228	THEA 105	INTL 115	WVS 101

# AVIATION DEPARTMENT (AAT/AVI/FLI)

## AVIATION PROGRAM

The Department manages three Aviation Programs that 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 lifelong learning, focusing on the development of professional skills enhanced by technology, integrated with safety practices, and characterized by fiscal prudence with quality equipment and facilities.

The Aviation Management and Flight Operations degree programs are accredited by the Aviation Accreditation Board International (AABI). The major fields of study for the Bachelor of Science (BS) degrees are Applied Aviation Technology, Aviation Management, and Flight Operations. An important feature of all 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 aviation/aerospace industry. Programs also include opportunities for internships with national and local companies; these include airlines, corporate flight departments, aircraft charter firms, airport authorities, and others. A maximum of 12 credits hours from internships can be used to meet Bachelor of Science credit hour requirements.

The flight operations degree has an airplane or helicopter track, as appropriate. The airplane track includes a jet transition program in a CRJ200 flight simulation device emphasizing jet/turbine aircraft systems and aircrew coordination. Additionally, the Flight Operations degree is approved by the Federal Aviation Administration (FAA) with a Letter of Authorization (LOA) for Reduced Aeronautical Experience for the Restricted-ATP program, and is supported by an approved FAA Part 141 Flight School with examining authority.

### Applied Aviation Technology

The BS in Applied Aviation Technology offers a strong applied technology focus for a career that supports many aspects of the aviation/aerospace industry. Students will learn to operate Unmanned Aerial Systems (UAS) in the National Airspace System (NAS) in addition to applying technology solutions to wide range of management and flight operations issues. The learning outcomes for the Applied Aviation Technology degree are:

1. An understanding of the impact of aviation and technology within societal and global contexts
2. An ability to apply techniques, skills, and modern aviation tools to a wide range of aviation, aerospace, and flight operations
3. An ability to function on a multi-disciplinary team
4. An ability to apply knowledge of mathematics, science and aerodynamic principles to ensure safe and efficient aerospace operations
5. An ability to accurately analyze and interpret data to solve a variety of problems
6. An ability to recognize and apply ethical and professional excellence for responsible decision making
7. An ability to communicate effectively with precision and clarity within aviation and related industries
8. An ability to recognize the need for and engage in lifelong learning
9. Demonstrate knowledge of contemporary aviation/aerospace industry issues
10. Demonstrate knowledge of business applications relating to the management of technology issues

### 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). The learning outcomes for the Aviation Management degree are:

1. An ability to assess contemporary issues in the aviation environment and demonstrate the impact of aviation, technology and business sustainability within societal and global contexts
2. An ability to apply the techniques, skills, and modern aviation management tools to perform business-related tasks
3. An ability to function on a multi-disciplinary and diverse management team which includes technical and management issues
4. An ability to apply knowledge of mathematics, science and/or applied science to ensure safe and efficient operations

5. An ability to accurately analyze and interpret data to solve a variety of problems
6. An ability to recognize and apply ethical and professional excellence for responsible decision making
7. An ability to communicate effectively with precision and clarity within aviation and related industries
8. An ability to recognize the need for and engage in lifelong learning

### **Flight Operations (Professional Aeronautics)**

The BS in Flight Operations prepares students for FAA certification (licensing) and ratings. The flight training program is available to majors and non-majors. The Flight Operations program includes courses ranging from private pilot through commercial pilot with instrument and multi-engine ratings for the airplane track. The helicopter track includes courses ranging from private pilot through commercial with instrument rating. Both tracks are supported by an appropriate ground school. Instructor certificates and ratings are available as electives for the airplane track and are highly recommended. Instructor certificates are required for the helicopter track.

All flight students are required to obtain a FAA Medical Certificate at least 30 days prior to enrollment. 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 at least 4 weeks prior to the start of school for compliance with Transportation Security Administration (TSA) rules and procedures. Flight students desiring to qualify for the Restricted-ATP should work closely with their academic advisors to ensure that they obtain the minimum credit hours required to meet the reduced aeronautical experience. The learning outcomes for the Flight Operation program are:

1. An understanding of the impact of aviation and technology within societal and global contexts
2. An ability to apply techniques, skills, and modern aviation tools to flight operations
3. An ability to function on a multi-disciplinary team and operate as a crew member in an aircraft cockpit
4. An ability to apply knowledge of mathematics, science and aerodynamic principles to ensure safe and efficient flight operations
5. An ability to accurately analyze and interpret data to solve a variety of problems
6. An ability to recognize and apply ethical and professional excellence for responsible decision making
7. An ability to communicate effectively with precision and clarity within aviation and related industries
8. An ability to recognize the need for and engage in lifelong learning
9. Demonstrate knowledge of contemporary aviation industry issues
10. Demonstrate knowledge of business applications relating to the management of flight operations

If the student has previously attended an FAA approved flight or ground school, a record of all flight and ground training must be provided. Students desiring credit must provide documentation of any flight experience and ground school course work to the Aviation Department Head as soon as possible. Prior to receiving transfer credit on transcript, students must provide all pertinent information and records including: completion statements, FAA written knowledge exam results, and proof of U.S. citizenship or compliance with TSA requirements as appropriate.

Upon a student's initial enrollment at the University, previous flight experience may be accepted in accordance with FAA part 141 regulations following the appropriate flight course evaluation. Pending satisfactory completion of a flight course evaluation, academic credits may be granted for appropriate courses on the basis of certificates and/or ratings held prior to the first day of class at the University of Dubuque.

After a student's initial enrollment at the University, all subsequent flight training must be completed in residence at the University's Flight Operations Center. Only those FAA Flight Certificates and ratings earned at the University of Dubuque 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.

The **Applied Aviation Technology major** includes a set of Aviation Core courses, technology courses, and program electives. The Aviation Core and technology courses result in a minimum of 64 credit hours. Additionally, students must also complete a minimum of 6 credit hours of program electives. This results in a minimum of 70 semester credit hours.

The following Aviation Core courses are required (41 credits):

- AVI 131 - Basic Ground School (6)
- AVI 145 - Safety and Ethics in Aviation (1)
- AVI 214 - Aviation Meteorology (3)
- AVI 229 - UAS and Small Aircraft Systems (3)

- AVI 231 - Ground School- Instrument (4)
- AVI 233 - Air Transportation (3)
- AVI 329 - UAS Operations (3)
- AVI 349 - Aviation Safety Management (3)
- AVI 429 - UAS Flight Simulation (3)
- AVI 459 - UAS Applications & Analysis (3)
- AVI 495 - Aviation Senior Seminar (2) **or** WorldView IV course from another department if double major
- FLI 131 - Flight Training I (3)
- FLI 231 - Flight Training Instrument (3)
- PRF 201 – Career Development Strategies (1)

The following science, technology and mathematics courses are required (23 credits):

- CIS 103 - Computer Applications in Business (3)
- CIS 202 - Introduction to Computer Information Systems (3)
- CIS 215 - Programming Fundamentals with Java (4)
- CIS 225 - Introduction to Digital Electronics and Microcontrollers (3)
- CIS 262 - Introduction to Data Analytics (3)
- EVS 333 - Geographical Information Systems Applications (4) or EVS 335 – Remote Sensing of Environment (4)
- MATH 230 - Introduction to Statistics (3)

Students are required to take a minimum of 6 credits from the following Electives:

- AVI 234 - ATC Procedures and the National Airspace System (3)
- AVI 332 - Advanced Aircraft Systems/CRJ (3)
- AVI 333 - Aviation Security and Crisis Management (3)
- AVI 341 - Aviation Law (3)
- AVI 496 - Aviation Policy Seminar (3)

The **Applied Aviation Technology minor** consists of the following required courses, resulting in a minimum of 27 credits:

- AVI 121 - Fundamentals of Flight Operations (2) **or** AVI 131 - Basic Ground School (6)
- AVI 145 - Safety and Ethics in Aviation (1)
- AVI 229 - UAS and Small Aircraft Systems (3)
- AVI 329 - UAS Operations (3)
- AVI 429 - UAS Flight Simulation (3)
- AVI 459 - UAS Applications & Analytics (3)
- CIS 103 - Computer Applications in Business (3)
- CIS 202 - Introduction to Computer Information Systems (3)
- CIS 262 - Introduction to Data Analytics (3)
- MATH 230 - Introduction to Statistics (3)

The **Aviation Management major** includes a set of Aviation Core courses, Foundation courses, and Aviation Industry Electives. The Aviation Core and Foundation courses result in a minimum of 45 credit hours. Additionally, students must also complete a minimum of 9 credit hours of Aviation Industry Electives. This results in a minimum of 54 credit hours.

The following Aviation Core courses are required (27-34 credits):

- AVI 121 - Fundamentals of Flight Operations (2) **or** AVI 131 – Basic Ground School (6)
- AVI 145 - Safety & Ethics in Aviation (1)
- AVI 233 - Air Transportation (3)
- AVI 322 - Aviation Human Capital & Employee Management (3)
- AVI 333 - Aviation Security & Crisis Management (3)
- AVI 341 - Aviation Law (3)
- AVI 349 - Aviation Safety Management (3)
- AVI 444 - Air Transport Economics & Finance (3)
- AVI 485 - Aviation Internship (3-6) **or** AVI 496 – Aviation Policy Seminar (1-3) **or** AVI 491 – Independent Study (3-6)
- AVI 495 - Aviation Senior Seminar (2) **or** WorldView IV course from another department if double major
- PRF 201 - Career Development Strategies (1)

The following Foundation courses are required (18 credits):

- ECON 102 - Macroeconomics (3)
- BAC 201 - Principles of Management (3)
- BAC 241 - Principles of Financial Accounting (3)
- BAC 242 - Principles of Managerial Accounting (3)
- COM 210 - Interpersonal Communication (3) **or** BAC 324 – Leadership & Motivation (3) **or** BAC 332 – Negotiation & Conflict Management (3)
- MATH 230 - Statistics (3)

Students are required to take a minimum of 9 credits from the following Aviation Industry Electives:

- AVI 234 - Procedures & National Airspace System (3)
- AVI 337 - Airport Management (3)
- AVI 344 - Corporate Aviation (3)
- AVI 346 - Airline Management (4)
- AVI 348 - Fixed Base Operations (3)
- AVI 404 - Air Traffic Operations & Management (3)
- AVI 434 - Human Factors (3)

The **Aviation Management minor** consists of the following required courses, resulting in a minimum of 21 credits:

- AVI 121 - Fundamentals of Flight Operations (2) **or** AVI 131 – Basic Ground School (6)
- AVI 145 - Safety and Ethics in Aviation (1)
- AVI 233 - Air Transportation (3)
- BAC 241 - Principles of Financial Accounting (3)
- AVI 322 - Aviation Human Capital & Employee Management (3) **or** AVI 333 – Aviation Security & Crisis Management (3)
- AVI 349 - Aviation Safety Management (3)
- Must take a minimum of 6 credits from the following courses
  - AVI 337-Airport Management (3)
  - AVI 344-Corporate Aviation (3)
  - AVI 346-Airline Management (3)
  - AVI 348-Fixed Base Operations (3)

The **Flight Operations** major includes a set of Aviation Core courses and Aviation Industry Electives, as well as an aircraft track completion. The Aviation Core and Foundation courses result in a minimum of 46 credit hours. Additionally, students must also complete the courses specific to the aircraft track and a minimum of 9 credit hours of Aviation Industry Electives. Completion of the airplane track requires a minimum of 66 credits while the helicopter track requires a minimum of 64 credits.

The following Aviation Core courses are required (46 credits):

- AVI 131 - Basic Ground School (6)
- AVI 145 - Safety and Ethics in Aviation (1)
- AVI 214 - Aviation Meteorology (3)
- AVI 231 - Ground School- Instrument (4)
- AVI 232 - Ground School- Advanced (3)
- AVI 233 - Air Transportation (3)
- AVI 349 - Aviation Safety Management (3)
- AVI 401 - Applied Aerodynamics (3)
- AVI 434 - Human Factors (3)
- AVI 495 – Aviation Senior Seminar (2) **or** WorldView IV course from another department if double major
- FLI 131 - Flight Training I (3)
- FLI 132 - Flight Training – Commercial Cross Country (2)
- FLI 231 - Flight Training – Instrument (3)
- FLI 232 - Flight Training – Commercial Maneuvers (2)
- PRF 201 - Career Development Strategies (1)
- \*MATH 150 - Precalculus (4) **or** Higher Level Mathematics **or** PHY 151 - Gen Physics I & Lab (4)

All students are required to take a minimum of 9 credits from the following Aviation Industry Electives:

- \*AVI 237 - Helicopter Operations (3)

- AVI 241 - Advanced Automation and Technology (3)
- AVI 322 - Aviation Human Capital and Employee Management (3)
- AVI 333 - Aviation Security and Crisis Management (3)
- AVI 337 - Airport Management (3)
- AVI 341 - Aviation Law (3)
- AVI 344 - Corporate Aviation (3)
- AVI 346 - Airline Management (4)
- \*AVI 348 - Fixed Base Operations (3)
- \*AVI 496 - Aviation Policy Seminar (1-3)

\* Course **not** approved for FAA-LOA Reduced Aeronautical Experience requirements

Airplane Track (12 credits):

- AVI 332 - Advanced Aircraft Systems/CRJ (3)
- AVI 435 - Ground School – Multi-Engine (2)
- AVI 447 - Crew Resource Management and Advanced Systems (3)
- FLI 334 - Flight Training – Complex/High Performance Aircraft (2)
- FLI 435 - Flight Training – Multi-Engine (2)

Helicopter Track (10 credits):

- AVI 430 - Fundamentals of Instruction (2)
- AVI 431 - CFI Aeronautical Knowledge (3)
- AVI 432 - CFI Instrument Ground School (2)
- FLI 431 - CFI Flight Training (2)
- FLI 432 - CFII Flight Training (1)

The Flight Operations degree airplane track is designed for a student to qualify for the Restricted-ATP. Students should consult with an aviation academic advisor to confirm they have the necessary FAA-LOA 60 credit hours. Students already having private pilot certificate (without instrument rating) or transfer credits may need to choose additional FAA-LOA approved courses from the following electives in order to qualify for the Restricted-ATP. The FAA-LOA requires the instrument rating and commercial certificate must be earned (14 CFR 141) at the University of Dubuque.

FAA-LOA Elective courses include:

- AVI 234 - ATC Procedures and National Airspace (3)
- AVI 305 - Avionics Systems (3)
- AVI 306 - Aircraft Systems and Components (3)
- AVI 404 - Air Traffic and Operations (3)
- AVI 430 - Fundamentals of Instruction (2)
- AVI 431 - CFI Aeronautical Knowledge (3)
- AVI 432 - CFI Instrument Ground School (3)
- FLI 431 - CFI Flight Training-Airplane (2)
- FLI 432 - CFII Flight Training-Airplane (1)
- FLI 433 – MEI Flight Training-Multi-Engine (2)
- PHY 151 - General Physics I & Lab (4)

The **Flight Operations minor** will result in a private pilot certificate with an instrument rating and consists of the following courses:

- AVI 131 - Basic Ground School (6)
- AVI 145 - Safety and Ethics in Aviation (1)
- AVI 214 - Aviation Meteorology (3)
- AVI 231 - Ground School – Instrument (4)
- AVI 233 - Air Transportation (3)
- FLI 131 - Flight Training 1 (3)
- FLI 231 - Flight Training Instrument (3)



## **AVIATION COURSE DESCRIPTIONS**

### **AVI 121-Fundamentals of Flight Operation (2)**

This course introduces the aviation environment and familiarizes the students with the operation of an aircraft. Students will be introduced to aviation regulations, principles of flight, aircraft performance, aerodynamics, weather, navigation, airspace systems, flight instruments and systems, flight planning and dispatch, ATC operations, airport operations, emergency procedures, etc. At the conclusion of the course, students will be able to recognize and comprehend the flight operations environment, the vernacular and the planning involved in safe operations. This course is intended for Aviation Management majors. Pre/Co Requisite: AVI 145 or instructor consent

### **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. (WVS 3)

### **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.

### **AVI 132-Basic Flight Experience (3)**

This course is designed as a review of pilot proficiency in support of the FAA Private Pilot Certificate. The course will have a ground school and a flight training/observation component. Students will review and articulate the policies, procedures and regulations required to successfully complete the FAA Private Pilot Certificate. At the end of the course, students will be able to demonstrate skills necessary to complete the FAA Private Pilot Certificate. This course is intended for students working towards their Private Pilot certificate. Prerequisite: AVI 131 and enrolled in FLI 131 or Instructor Consent

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

This course provides a foundation for all aviation students by introducing policies, procedures, rules, and laws that affect the student's success within the UD Aviation program. A variety of topics will be presented to address safe, professional and ethical conduct necessary for success in the aviation industry. At the end of the course, students will be able to recognize and describe the characteristics, policies, procedures and rules needed to be successful leaders and professionals in aviation. Prerequisite: Aviation major/minor.

### **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 214-Aviation Meteorology (3)**

This course studies the structure and behavior of the atmosphere, elements of weather systems, weather forecasting and measurements and applications of climatological data, weather types and meteorological influence of potential flight hazards. The student will analyze and interpret all forms of aviation resources, aviation weather charts, aviation "METAR" reports, terminology, and specific weather phenomena applicable to pilots. Students will be able to identify weather hazards and enhance flight safety and be proactive when making Go/No Go decisions. At the successful conclusion of this course, students will analyze weather dynamics, the interrelationships of the weather components, special patterns and the characteristics of the Earth's atmosphere as it pertains to aviation. (This course is intended for aviation management or flight operations majors only, or by instructor consent). Prerequisite: AVI 121 or AVI 131.

### **AVI 229-UAS and Small Aircraft Systems (3)**

This course provides a study of DC electrical circuits, motors, and electrical circuit components. Emphasis will be placed on avionics principles and optical equipment. Composite structures and honeycomb panel repair principles will be reviewed. At the successful completion of the course, students will be able to demonstrate a basic level of understanding of UAV small aircraft systems. Prerequisites: AVI 121 or AVI 131 or consent of the instructor.

### **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  
Co/Prerequisite: AVI 214 or instructor consent

### **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 and AVI 214

### **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, and 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.

### **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 121 or AVI 131

### **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 241-Advanced Automation and Technology (3)**

This course will provide the students with an advanced understanding of the tools utilized by pilots in order to gather information, navigate and safely complete flight operations. The student will be provided with hands-on experience and training in the use of G1000, ForeFlight, Flight Management Systems (FMS), Flight Director (FD) and other advanced technology. At the conclusion of this course, students will have an understanding of the functionality and the ability to utilize a variety of automation and technology commonly used by pilots. Prerequisite: AVI 231 and FLI 231, or instructor consent

### **AVI 270-Upset/Basic Aerobatics Training (1)**

Prepares advanced flight students with the challenges of severe upsets in flight and the basic skills required for successful outcomes. This course has both flight and ground school requirements. Prerequisite: FLI 131

### **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 322-Aviation Human Capital & Employee Management (3)**

An overview of managerial practices with respect to the management of the human resource function and employee management within the aviation industry. A discussion on contemporary labor relations issues and managing within a unionized environment will

also be addressed. Other areas of inquiry include selection and retention, training management, compensation and workforce integration. Upon successful completion of this course, students will have an enhanced understanding of human capital issues as well as how to manage a workforce that has unionized employees within the aviation industry. Prerequisite: AVI 233

### **AVI 329-UAS Operations (3)**

This course will provide an introduction to Unmanned Aerial System operations. Emphasis will be placed on regulations, industry and social implications, and components for successful UAS operations. Students will be introduced to hands-on UAS flight. At the successful conclusion of the course, students will have gained a more in-depth understanding of UAS operational equipment and will be able to demonstrate the ability to use and navigate a UAV. Prerequisite: AVI 121 or AVI 131 or instructor consent

### **AVI 332-Advanced Aircraft Systems/CRJ (3)**

This course is designed to prepare students for jet aircraft flight experiences through the use of a simulator. The course covers advanced jet aircraft systems, inclusive of simulation experiences with high altitude weather, collision avoidance, and emergency situations. High altitude performance considerations are embedded throughout the course. Upon successful completion of the course, students will be able to demonstrate critical thinking skills for in-flight system level emergencies, reinforce team building concepts and processes, build foundational knowledge for the practical portion of the FAA ATP evaluations, and consider ethical and professional attributes required of a professional pilot. Prerequisite: AVI 232 and completed FLI 231 or Instructor consent. Students are required to complete 20 hours in the CRJ FTD. Lab fee is \$1,110.

### **AVI 333-Aviation Security & Crisis Management (3)**

This course offers an introduction to contemporary aviation security issues through the study of incidents, ICAO and U.S. regulatory agency requirements, and an understanding of practical security measures at major aviation entities. Crisis management techniques, predicting and preventing future threats and lessons learned will also be addressed. Upon successful completion of this course, students will have an enhanced understanding of the security and crisis management of air transportation, which is becoming a major aspect of the aviation industry. Prerequisites: AVI 233 or consent of the instructor.

### **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 or consent of the instructor

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

This course will provide the framework for an in-depth study of Corporate Aviation Department Management and the functions it fulfills. A study of the regulations, types of on-demand air transportation, benefits of on-demand air travel, flight department management, maintenance management, safety and aircraft selection as it relates to corporate aviation and executive transportation will be conducted. The course will culminate with a look at the current and future issues facing Corporate Aviation Managers. Prerequisite: AVI 233 or consent of the instructor

### **AVI 346-Airline Management (4)**

This course will provide an in-depth study into the operations and management of an airline. Students will study the organization and leadership structure, aircraft and crew scheduling, dispatch, operational issues for passenger and cargo carriers, irregular operations, financial management, labor relations management, and regulations of airline operations. Students will participate in an airline operations management simulation lab. At the conclusion of the course the students will have an in-depth understanding of airline operations, planning and management. Prerequisite: AVI 233 or instructor consent

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

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

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

Fixed Base Operations provides a study of fixed-base operations, to include organization and functions of flight operations, airfield services, maintenance activities, and flight training programs. This course explores the relationships among the fixed-base operator, the airport authority and the community, and the regulating bodies governing the fixed-base operators. Students tour local fixed-base operations and study contemporary problems through case studies. Flight operations, fueling and airfield services, maintenance activities, and flight training programs will be examined for profitability and viability. Prerequisite: AVI 233 or consent of the instructor

### **AVI 349-Aviation Safety Management (3)**

This course is an introduction to aviation safety and Safety Management Systems (SMS) through the study of aviation accidents. Designed to provide a basic understanding of the contemporary issues faced by the industry and risk mitigation strategies, including the implementation of an SMS program. Upon successful completion of the course, students will have an understanding of the requirements for an SMS plan, accident investigation methods, safety reporting approaches and best safety practices. Prerequisite AVI 121 or AVI 131, and AVI 233 or instructor consent.

### **AVI 357 –Special Topics in Aviation (3)**

### **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: MATH 150 or PHY 151 or instructor consent (*WVS 3*)

### **AVI 404-Air Traffic Operations and Management (3)**

An advanced study of air traffic control tower operations, non-radar air traffic control, Terminal Radar Approach Control and Air Route Traffic Control Center equipment, policies and procedures. Students learn proper teamwork, decision making and crew resource management skills while applying their knowledge of air traffic management. Prerequisite: AVI 231 and AVI 234.

### **AVI 429-UAS Flight Simulation (3)**

This course provides students with simulated operational environments to operate UAV and/or UAV simulators. Students work in teams to develop and employ techniques for different parameters. CRM and LOFT scenarios will be employed. At the end of the course, students will have an understanding of hands-on UAV operations. Prerequisites: AVI 229 and AVI 329, and EVS 333 or EVS 335, or instructor consent

### **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.

### **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 and FLI 231

### **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: MATH 150

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

This course is a study of the human interface with the airplane and the operational environment. Crew coordination, human performance, decision making, safety management, aircraft design and operational environments will be explored. At the conclusion of this course, students will have an understanding of how to respond appropriately in safety critical areas of aviation operations. Prerequisite: AVI 231 and AVI 349 or instructor consent.

### **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 232 or instructor content.

### **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: MATH 150

### **AVI 444-Air Transport Economics & Finance (3)**

This course will provide an in-depth study into the unique aspects of air transportation and airline economics and finance. A study of the principles of air transport and airline economics, supply and demand analysis, international economics, pricing policy and revenue management, airline financing, financial statements, air transport operating cost management, aircraft purchasing, leasing and financing, among others will be addressed. The course will culminate with a look at the current and future economic and finance issues facing the air transport industry. Upon successful completion of the course, students will have an enhanced understanding of the unique aspects of air transportation and airline economics and financing. Prerequisites: AVI 233, ECON 102, and BAC 241 or instructor consent.

### **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: AVI 332 and AVI 434 or instructor consent.

Students are required to complete 6 hours of training in the CRJ FTD. Lab fee is \$666.

### **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 459-UAS Applications and Analytics (3)**

This course provides students with an opportunity to work on various aviation industry projects related to UAS applications. Students will gain a higher level understanding of data analytics, software utilized in processing data gathered in the AVI 429 simulation course, and apply their knowledge of UAS systems in an industry setting. At the end of the course, students will have an in-depth understanding of UAS operations and applications, and the ability to present their findings to industry organizations in a professional manner. Prerequisite: AVI 429 and CIS 262 and MATH 230, or instructor consent

### **AVI 485-Aviation Internship (Arranged)**

Aviation internship formally integrates a student's academic studies in aviation with on-the-job work experience. Students may apply up to 12 intern credit hours toward the B.S degree.

### **AVI 490-CFI Cooperative Experience I (3-12)**

This course will emphasize flight safety, flight training skill development and professionalism in a supervised and structured environment. At the end of this course, the student will demonstrate proficiency in flight education, lesson plans, time management, crew resource management and management of flight skills in the actual cockpit environment. Prerequisite: FLI 431 and consent of Aviation Department Head

### **AVI 491-Independent Study (1-3)**

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

### **AVI 495-Senior Seminar (2)**

World View 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.

Prerequisite: Senior standing and PRF 201

### **AVI 496-Aviation Policy Seminar (3)**

This course provides opportunities for students to visit various locations related to aviation 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. At the end of this course, students will have comprehensive knowledge of the aviation industry in the area covered by the seminar. Prerequisite: Junior standing

### **AVI 498-CFI Cooperative Experience II (3-12)**

This course is a continuation of the experience obtained in AVI 490. Continued emphasis is placed on flight safety, flight training skill development, professionalism in a supervised and structured environment and a commitment to service. Students will demonstrate proficiency in flight education, lesson plans, time management, crew resource management and management of flight skills in the actual cockpit environment. Additionally, a professionalism and service component will be evaluated. Prerequisite: AVI 490 and consent of Aviation Department Head

### **AVI 499-CFI Cooperative Experience III (3-12)**

This course is a continuation of the experience obtained in AVI 498. Continued emphasis is placed on flight safety, flight training skill development, professionalism in a supervised and structured environment and a commitment to service. Students will demonstrate proficiency in flight education, lesson plans, time management, crew resource management and management of flight skills in the actual cockpit environment. Additionally, a professionalism and service component will be evaluated. Prerequisite: AVI 498 and consent of Aviation Department Head

## **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.

Course educational objectives for aircraft are expected to be achieved with 73 flight hours, 3 simulated flight hours, 68 hours of flight instruction, FAA written examination, and 10 hours of ground instruction for a flight lab fee of \$13,510. Helicopter objectives are expected to be achieved with 55 flight hours, 48 hours of dual flight instruction, FAA written examination, and 10 hours of ground instruction for a flight lab fee of \$31,283.

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

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

Course educational objectives are expected to be achieved with 65 flight hours, 35 flight instruction hours, 24 hours of simulation, and 5 hours of ground instruction. Flight lab fee is \$11,251. Helicopter objectives are expected to be achieved with 40 flight hours, 20 flight instruction hours, and 5 hours of ground instruction for a flight lab fee of \$22,160.

### **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: AVI 131

Course educational objectives are expected to be achieved with 35 flight hours, 52 flight instruction hours, 17 simulation hours, FAA written examination, and 10 hours of ground instruction for a flight lab fee of \$8,352. Helicopter objectives are expected to be achieved with 55 dual flight hours and 10 hours of ground instruction for a flight lab fee of \$31,605.

### **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: AVI 231 and FLI 131.

Course educational objectives are expected to be achieved with 41 flight hours, 20 flight instruction hours, FAA written examination, and 5 hours ground instruction for a flight lab fee of \$8,100. Helicopter objectives are expected to be achieved with 20 flight hours, 20 hour of dual instruction, FAA written examination, and 5 hours of ground for a flight fee of \$11,305.

### **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

Course educational objectives are expected to be achieved at 20 flight hours, 15 flight instruction hours, and 5 hours of ground instruction. Airplane flight lab fee is \$3,615, helicopter flight lab fee is \$11,575.

### **FLI 334-Flight Training – Complex 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

Course educational objectives are expected to be achieved with 17 flight hours, 18 flight instruction hours, 1 simulation hour, and 5 hours of ground instruction. Flight lab fee is \$4,291.

### **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.

Course educational objectives for airplanes are expected to be achieved with 52 flight hours, 40 flight instruction hours, 3 simulation hours, and 5 hours of ground instruction for a flight lab fee is \$9,311. Helicopter objectives are expected to be achieved with 40 flight hours, 30 hours flight instruction, and 5 hours of ground instruction for a flight lab fee of \$22,465.

### **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.

Course educational objectives for airplanes are expected to be achieved with 10 flight hours, 13 flight instruction hours, 3 simulation hours, and 5 hours of ground instruction for a flight lab fee of \$2,315. Helicopter objectives are expected to be achieved with 13 flight and instructional hours and 5 hours of ground instruction for a flight fee of \$7,913.

### **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

Course educational objectives are expected to be achieved with 5 flight hours and 5 flight instruction hours. Airplane flight lab fee is \$915 and helicopter flight lab fee is \$2,780.

### **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

Course educational objectives for airplanes are expected to be achieved with 28 flight hours, 28 flight instruction hours, 1 simulation hour, FAA written examination, and 25 hours of ground instruction for a flight lab fee of \$5,959. Helicopter objectives are expected to be achieved with 25 flight hours, 25 flight instruction hours, FAA written examination, and 25 ground instruction hours for a flight lab fee of \$15,480.

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

Flight qualification for conducting instrument flight instruction. Preparation for FAA, CFI Instrument Flight examination.

Prerequisite: AVI 430

Course educational objectives for airplanes are expected to be achieved with 10 flight hours, 11 flight instruction hours, 1 simulation hour, FAA written examination, and 5 hours of ground instruction for a flight lab fee of \$2,115. Helicopter objectives are expected to be achieved in 11 dual flight hours, FAA written examination, and 5 hours of ground instruction for a flight lab fee of \$6,956.

**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 435

Course educational objectives are expected to be achieved with 10 flight hours, 11 flight instruction hours, 1 simulation hour, and 5 hours of ground instruction. Flight lab fee is \$3,395.

**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 232 and FLI 231

Course educational objectives are expected to be achieved with 23 flight hours, 23 flight instruction hours, and 5 hours of ground instruction. Flight lab fee is \$7,338.



## BUSINESS AND ACCOUNTING DEPARTMENT (BAC)

The University of Dubuque's Business and Accounting 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 and Accounting 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 and Accounting 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 and Accounting Department offers a Bachelor of Business Administration degree with majors in Accounting, Business, Human Resource Management and Marketing. A student must take 33 credits of business core competency courses (including 3 internship credits) and 24 credits in the major. In some exceptional situations, upon approval of the Head of the Business and Accounting Department, the internship requirement may be replaced by at least 3 credits of an independent project in business.

For the Bachelor's degree, the following courses, comprising the core competencies of the business department are required of all students pursuing an Accounting, Business, Human Resource Management or Marketing major:

### BUSINESS CORE COMPETENCIES (33 cr)

- ECON 101-Principles of Microeconomics (3)
- ECON 102-Principles of Macroeconomics (Global Awareness Pillar course) (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)
- BAC 485-Internship (3)

The **Accounting major** prepares students for careers in public and private accounting as well as government and non-profit accounting with the potential of credentialing as a Certified Public Accountant and/or Certified Management Accountant. Upon completion of the Accounting major, graduates will;

- 1) Demonstrate basic knowledge of course and/or all business disciplines – accounting, finance, economics, management, marketing, global issues;
- 2) Work productively with others in a diversity of roles and effectively lead by influencing, inspiring, and motivating individuals and groups to achieve results;
- 3) Use technology tools effectively and efficiently, demonstrating an ability to acquire new skills and a commitment to continual technological learning;
- 4) Display effective problem solving and decision-making skills, good insight and judgment, as well as innovative and creative thinking;
- 5) Communicate clearly and concisely, orally and in writing. Graduates will listen, deliver powerful presentations, and produce effective business writing;
- 6) Behave in a manner that demonstrates objectivity, integrity and ethical behavior, including a commitment to stable work performance;
- 7) Display a strong understanding of accounting concepts, principles, procedures and standards.

For the Accounting major, the following courses are required: Business Core Competencies courses including 3 internship credits, plus 26 credits of required accounting courses as follows:

- BAC 341-Intermediate Accounting I (4)
- BAC 342-Intermediate Accounting II (4)

- BAC 346-Accounting Information Systems (3)
- BAC 351-Cost Accounting I (3)
- BAC 441-Federal Taxation I (3)
- BAC 442-Federal Taxation II (3)
- BAC 446-Auditing (3)
- Three accounting elective credits (as approved by the advisor) (3)

**Note:** In order to fulfill a double-major within the Department of Business & Accounting, 14 unique (3 or 4 credit) classes consisting of required and elective courses between both majors must be completed. If a student wishes to pursue a triple-major, 20 unique (3 or 4 credit) classes consisting of required and elective courses among the three majors must be completed.

The **Business major** prepares students to apply business theories and sound judgment in pursuing business goals, objectives and solutions to business problems. Students will develop marketable skills which will provide professional growth as well as contributing toward the enhancement of value for a business organization or entrepreneurial opportunities. Students also have an opportunity to specialize within a specific area of business through elective courses. Upon completion of the Business major, graduates will;

- 1) Demonstrate basic knowledge of course and/or all business disciplines – accounting, finance, economics, management, marketing, global issues;
- 2) Work productively with others in a diversity of roles and effectively lead by influencing, inspiring, and motivating individuals and groups to achieve results;
- 3) Use technology tools effectively and efficiently, demonstrating an ability to acquire new skills and a commitment to continual technological learning;
- 4) Display effective problem solving and decision-making skills, good insight and judgment, as well as innovative and creative thinking;
- 5) Communicate clearly and concisely, orally and in writing. Graduates will listen, deliver powerful presentations, and produce effective business writing;
- 6) Behave in a manner that demonstrates objectivity, integrity and ethical behavior, including a commitment to stable work performance;
- 7) Display a strong understanding of business concepts, principles, procedures and standards.

For the Business **major**, the following courses are required: Business Core Competencies courses including 3 internship credits plus 24 credits of required business courses all as follows: (MATH 230 Introduction to Statistics is also highly recommended)

Required Business courses:

- ECON 221-Contemporary Economics (3)
- BAC 262-Personal Financial Stewardship (3)
- BAC 304-Human Resource Management (3)
- BAC 309-Principles of Selling (3)
- BAC 324-Leadership & Motivation OR BAC 332-Negotiation & Conflict Resolution (3)
- Nine business elective credits (as approved by the advisor) (9)

**Note:** In order to fulfill a double-major within the Department of Business & Accounting, 14 unique (3 or 4 credit) classes consisting of required and elective courses between both majors must be completed. If a student wishes to pursue a triple-major, 20 unique (3 or 4 credit) classes consisting of required and elective courses among the three majors must be completed.

The **Human Resource Management major** provides 21<sup>st</sup> century skills, knowledge, and understanding of human resource and management functions that prepare students to work in business administration, human resources, and management in the for-profit, nonprofit, or public sector. Upon completion of the Human Resource Management major, graduates will;

- 1) Demonstrate basic knowledge of course and/or all business disciplines – accounting, finance, economics, management, marketing, global issues;
- 2) Work productively with others in a diversity of roles and effectively lead by influencing, inspiring, and motivating individuals and groups to achieve results;
- 3) Use technology tools effectively and efficiently, demonstrating an ability to acquire new skills and a commitment to continual technological learning;
- 4) Display effective problem solving and decision-making skills, good insight and judgment, as well as innovative and creative thinking;
- 5) Communicate clearly and concisely, orally and in writing. Graduates will listen, deliver powerful presentations, and produce effective business writing;

- 6) Behave in a manner that demonstrates objectivity, integrity and ethical behavior, including a commitment to stable work performance;
- 7) Display a strong understanding of human resource management concepts, principles, procedures and standards.

For the Human Resource Management **major**, the following courses are required: Business Core Competencies courses including 3 internship credits, plus 24 credits of required business courses as follows:

Required Human Resource Management courses:

- BAC 304-Human Resource Management (3)
- BAC 321-Recruitment and Selection (3)
- BAC 322-Compensation and Performance Management (3)
- BAC 324-Leadership and Motivation (3)
- BAC 332-Negotiation and Conflict Management (3)
- Nine business elective credits (as approved by the advisor) (9)

**Note:** In order to fulfill a double-major within the Department of Business & Accounting, 14 unique (3 or 4 credit) classes consisting of required and elective courses between both majors must be completed. If a student wishes to pursue a triple-major, 20 unique (3 or 4 credit) classes consisting of required and elective courses among the three majors must be completed.

The **Marketing** major prepares students to pursue career opportunities in advertising, product/brand management, consulting, marketing research, retailing, sales management, business-to-business marketing, and supply chain management. Marketing creates exchanges between organizations and customers. It includes planning, designing, pricing, promoting and distributing goods and services that satisfy organizational and customer needs. In both the high-level economy of the United States and the global market place, marketing has become a critical and comprehensive business function. The concept of marketing is becoming increasingly broad and important. Upon completion of the Marketing major, graduates will;

- 1) Demonstrate basic knowledge of course and/or all business disciplines – accounting, finance, economics, management, marketing, global issues;
- 2) Work productively with others in a diversity of roles and effectively lead by influencing, inspiring, and motivating individuals and groups to achieve results;
- 3) Use technology tools effectively and efficiently, demonstrating an ability to acquire new skills and a commitment to continual technological learning;
- 4) Display effective problem solving and decision-making skills, good insight and judgment, as well as innovative and creative thinking;
- 5) Communicate clearly and concisely, orally and in writing. Graduates will listen, deliver powerful presentations, and produce effective business writing;
- 6) Behave in a manner that demonstrates objectivity, integrity and ethical behavior, including a commitment to stable work performance;
- 7) Display a strong understanding of marketing concepts, principles, procedures and standards.

For the Marketing **major**, the following courses are required: Business Core Competencies courses including 3 internship credits, plus 24 credits of required marketing courses as follows:

Required Marketing courses:

- BAC 308-Advertising (3)
- BAC 309-Principles of Selling (3)
- BAC 311-Internet Marketing (3)
- BAC 338-Marketing Research (3)
- BAC 339-Consumer Behavior (3)
- BAC 408-Marketing Management (3)
- Six business elective credits (as approved by the advisor) (6)

**Note:** In order to fulfill a double-major within the Department of Business & Accounting, 14 unique (3 or 4 credit) classes consisting of required and elective courses between both majors must be completed. If a student wishes to pursue a triple-major, 20 unique (3 or 4 credit) classes consisting of required and elective courses among the three majors must be completed.

## Minors in the Business and Accounting Department:

**Accounting minor** - consists of 23 credits including 17 credits of required courses and 6 credits of accounting elective credits as follows:

Required courses:

- BAC 241-Principles of Financial Accounting (3)
- BAC 242-Principles of Managerial Accounting (3)
- BAC 341-Intermediate Accounting I (4)
- BAC 342-Intermediate Accounting II (4)
- BAC 351-Cost Accounting I (3)
- Six accounting elective credits (6)

Students outside the Department of Business & Accounting wishing to pursue a minor are encouraged to meet with the department head to ensure their selection of courses is appropriate. Only 2 (3 or 4 credit) classes of the 'required courses' and electives taken to fulfill an Accounting minor may be applied toward an additional minor within the Department of Business & Accounting.

**Note:** Students with majors within the Department of Business & Accounting cannot declare a business minor. No student regardless of department can declare more than two minors.

**Business minor** - consists of 21 credits including 12 credits of required courses and 9 credits of business elective credits as follows:

Required courses:

- ECON 102-Principles of Macroeconomics (3)
- BAC 201-Principles of Management (3)
- BAC 241-Principles of Financial Accounting (3)
- BAC 280-Principles of Marketing (3)
- Nine business elective credits (9)

Students outside the Department of Business & Accounting wishing to pursue a minor are encouraged to meet with the department head to ensure their selection of courses is appropriate. Only 2 (3 or 4 credit) classes of the 'required courses' and electives taken to fulfill a Business minor may be applied toward an additional minor within the Department of Business & Accounting.

**Note:** Students with majors within the Department of Business & Accounting cannot declare a business minor. No student regardless of department can declare more than two minors.

**Human Resource Management minor** - consists of 21 credits including 15 credits of required courses and 6 credits of business elective credits as follows:

Required courses:

- BAC 201-Principles of Management (3)
- BAC 304-Human Resource Management (3)
- BAC 321-Recruitment and Selection (3)
- BAC 322-Compensation and Performance Management (3)
- BAC 324-Leadership and Motivation (3)
- Six business elective credits (6)

Students outside the Department of Business & Accounting wishing to pursue a minor are encouraged to meet with the department head to ensure their selection of courses is appropriate. Only 2 (3 or 4 credit) classes of the 'required courses' and electives taken to fulfill a Human Resource Management minor may be applied toward an additional minor within the Department of Business & Accounting.

**Note:** Students with majors within the Department of Business & Accounting cannot declare a business minor. No student regardless of department can declare more than two minors.

**Marketing minor** - consists of 21 credits including 15 credits of required courses and 6 credits of business elective credits as follows:

Required courses:

- BAC 280-Principles of Marketing (3)
- BAC 308-Advertising (3)
- BAC 309-Principles of Selling (3)
- BAC 338-Marketing Research (3)
- BAC 339-Consumer Behavior (3)
- Six business elective credits (6)

Students outside the Department of Business & Accounting wishing to pursue a minor are encouraged to meet with the department head to ensure their selection of courses is appropriate. Only 2 (3 or 4 credit) classes of the 'required courses' and electives taken to fulfill a Marketing minor may be applied toward an additional minor within the Department of Business & Accounting.

**Note:** Students with majors within the Department of Business & Accounting cannot declare a business minor. No student regardless of department can declare more than two minors.

## **BUSINESS COURSE DESCRIPTIONS**

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

This course is a study of management and leadership principles and the skills necessary to develop and achieve organizational goals. The emphasis is on the study of interpersonal behavior, motivation, group dynamics, and the methods of coordination, design, change, and adaptation within an organization. Upon completion, students will be able to identify and articulate management and leadership principles and their impact upon micro and macro organizational issues. Prerequisite: none

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

This course is a study of the fundamentals of financial reporting and introduces business decision-making using accounting information. Students learn how business transactions are recorded in the accounting records of an organization and how to use various types of accounting information found in financial statements and annual reports with emphasis placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare basic financial statements in compliance with generally accepted accounting principles, understand the role of financial information in decision-making and address ethical considerations. Prerequisites: Sophomore standing. It is strongly recommended that student have completed CIS 101 or 103 and MATH 111 or 112

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

This course is a study of the managerial uses of accounting information. Topics include cost-volume-profit analysis, job order cost systems, standard costs, variance analysis, and budgeting. Successful completion of this course provides the tools necessary for effective decision-making and control of a business. Prerequisite: BAC 241

### **BAC 252-Enactus (1)**

This course is a student-run class that focuses on helping others through entrepreneurial efforts via an affiliation by an international organization called Enactus. Emphasis will be placed upon, entrepreneurship, sustainability, financial stewardship, and teamwork through service learning opportunities. Upon completion, students will understand the impact that business principles can have on the community, enable them to participate in projects that empower others, and further enhance their understanding of business. This course may be repeated for credit up to four times. Three credits of this course can be used to fulfill business elective requirements of the Business major & minor, the Marketing major & minor, and the Human Resource Management major & minor.

### **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. Upon completion, students will be able to demonstrate, through a portfolio of financial tools, their understanding of the fundamentals of making informed choices regarding spending, saving, borrowing and investing for long-term financial stability. Prerequisite: MATH 111 or 112. It is strongly recommended that student have completed CIS 101 or 103

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

This course is a study of concepts and principles in the delivery of goods and services to consumers in a business to business and business to consumer settings. Focus is on the four-P's of marketing: Products, Price, Place, and Promotion; as well as discussion on the ethics of marketing in today's society. Upon completion, students will understand the role of marketing in delivering products and services to consumers, enable them to produce a marketing plan for a variety of products (including themselves), and enhance their understanding of what are and are not acceptable practices in the professional field of marketing. Prerequisite: none

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

This course provides a broad understanding of basic finance principles with a working knowledge of concepts, tools, and applications appropriate for 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. Upon completion, students will be able to utilize financial tools including financial analysis, working capital management, capital budgeting, net present value mechanisms, stock and bond pricing models, and risk analysis to aid in financial decision-making. Prerequisites: MATH 111 or 112; ECON 101, ECON 102, and BAC 241

### **BAC 304-Human Resource Management (3)**

This course introduces the student to the major components of the human resource management functions: job analysis, planning, recruitment, selection, training/development, compensation, performance appraisal, labor relations, and employee relations. Upon completion, students will understand the human resource management functions and be able to analyze how these functions bring value to organizations. Prerequisite BAC 201

### **BAC 308-Advertising (3)**

This course is the study of advertising, promotional and marketing communication tools, also known as Integrated Marketing Communications (IMC). The course covers the functional marketing communications areas such as advertising, public relations, sales promotion, business communications and writing, and direct response in terms of their strengths and weaknesses in an integrated program. Upon completion, students will develop a successful IMC strategy and plan, as well as grasp concepts of concentrating marketing budgets on integrated targets, the timing of messages, and of message strategies. Prerequisite: BAC 280

### **BAC 309-Principles of Selling (3)**

Selling is universal. Everyone uses persuasive communication to "sell" products, services, ideas, opinions, or points of view. In this course, students will examine and practice the techniques to develop and improve sales skills. The concepts covered will apply to negotiating mutually beneficial agreements. Students will also learn to identify customer problems and develop solutions that appeal to customers and benefit the organization. Upon completion, students will understand and practice the selling process from the perspective of the seller and purchaser. Prerequisites: BAC 280, PRF 201 and at least Junior standing.

### **BAC 310- Retail Management (3)**

This course is designed to help students develop an understanding and appreciation of the difficulties and challenges of starting, managing, expanding, and consequently, succeeding in retailing. In this respect, the course covers the major functions that comprise the retailing task, the decision tools, applied planning, strategy formulation, implementation, and control in retail management. Upon completion of the course, students will be able to analyze the retailing process, the environment which it operates in, and the functions that are performed. Students will study extensively the six elements of the retail strategy; merchandise assortment, pricing, communication mix, location, customer service and store layout. Prerequisites: BAC 201 and BAC 280

### **BAC 311-Internet Marketing (3)**

This course examines Internet marketing strategies/best practices to promote organizational marketing objectives. Emphasis is placed upon brand awareness, lead generation, prospect nurturing and engagement, sales conversion, customer acquisition and retention, traffic augmentation (online/offline), and customer service. Upon completion, students will be able to develop an Internet marketing plan to support the organizational objectives in for-profit, nonprofit and government models. Prerequisite: BAC 280

### **BAC 315 Social Enterprise (3)**

Social enterprise is a second generation phenomenon of the socially responsible business movement that confronts social needs directly through their products and services rather than indirectly through socially responsible business practices. Emphasis is placed on the context and domain of social enterprise and the planning, organizing, leading, and controlling of these social enterprise organizations. Upon completion, students will be able to understand all the key components of a social enterprise and be able to critique and develop their own social enterprise. Prerequisite: BAC 201

### **BAC 320 - Risk and 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: ECON 102, BAC 300; and MATH 111 or 112

### **BAC 321-Recruitment and Selection (3)**

This course examines the strategic role of staffing in improving productivity and organizational success in a competitive economic environment including the key legal compliance issues associated with staffing organizations. Emphasis is placed on human resource management planning processes including: job analysis, effective recruitment strategies, developing selection processes, and formulation of staffing plans. Upon completion, students will be able to understand the recruitment and staffing processes and will be able to design and prepare a staffing plan. Prerequisite: BAC 304

### **BAC 322-Compensation and Performance Management (3)**

This course examines quantitative and non-quantitative position/job evaluation systems and techniques. Emphasis is placed on individual wage and salary determination methods, compensation structures, incentives systems, employee benefits, and the strategic aspects of effective compensation design and performance management systems. Upon completion, students will learn to diagnose performance deficiencies, establish individual and group performance improvement plans, and design a best practices framework for compensation and benefits administration within an organization. Prerequisite: BAC 304

### **BAC 323-Training and Development (3)**

This course examines the principles and processes utilized by organizations in the training and professional development of their employees. Emphasis is placed upon needs assessment, instructional design, delivery methods, and training effectiveness evaluation. Emphasis is also placed upon the principles of organizational development within the total strategic human resources management construct. Upon completion, students will apply the decision-making approaches for the identification and structuring of training and development objectives and be able to design training and development plans that enhance organizational effectiveness. Prerequisite: BAC 304

### **BAC 324-Leadership and Motivation (3)**

This course applies leadership theories as well as applied concepts and skills to lead and motivate individuals and groups in organizational environments. This course integrates classical and contemporary models of leadership and motivation as well as ethical issues found in current leadership and motivational applications. Upon completion, students will be able to understand ethical and non-ethical issues of motivating others and be able to identify and integrate the characteristics associated with good leadership. Prerequisite: BAC 201

### **BAC 328-International Marketing (3)**

This course introduces students in marketing theory and methods as they apply to world markets. Emphasis is placed upon the importance of linking international marketing with the overall strategy of the business while examining the impact of cultural, political and legal issues and the economic differences in global strategies and the marketing mix appropriate to various international global environments. Upon completion, students will develop a strategic international marketing plan addressing opportunities within the organization's international scope. Prerequisite: 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 and Conflict Management (3)**

This course exposes students to the theory and skills used in all phases of the negotiation and conflict resolution processes. Emphasis is placed upon applications in one-on-one, multi-party, and cross-cultural negotiations, buyer-seller transactions, and the resolution of disputes. Upon completion, students will be able to identify, describe, explain, and apply the components and characteristics of effective business negotiation and conflict resolution strategies and techniques. Prerequisite: BAC 201

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

Students will develop a managerial appreciation of the role of research in marketing practice and how results are used in decision-making. The course will emphasize the total research process as well as specific research steps, stressing information needs, research formulation and design, and research procedure. Students in the course will integrate and apply concepts through managerially-oriented marketing research cases and a field research project. Upon completion, students will develop, implement, and present a research project on a real-life, community based issue. Prerequisite: BAC 280

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

This course will provide a conceptual understanding of consumer behavior, provide experience in applying consumer behavior concepts to marketing strategy and social policy decision-making through case analysis, and develop experiential capability in using consumer research. This course covers major influences on the consumption process, including psychological, situational, and socio-cultural factors. Specific topics include perception, attitudes, values, consumer decision-making, and customer satisfaction, among others. The marketing implications of understanding the consumer are emphasized, but social factors are also considered. Upon completion, students will understand why consumers behave the way they do in purchasing situations and predict future behavior based on variations of the four Marketing P's. Prerequisite: BAC 280

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

This course provides direction in the fundamental forms and styles for common types of business reports, correspondence, and oral communication. Emphasis throughout the course is given to written, verbal, nonverbal, graphical, electronic, and perceptual differences within the business structure. Students study cultural differences and practice how to communicate effectively by using these differences positively to achieve predetermined business/professional objectives. Upon completion, students will be able to apply communication principles in diverse circumstances requiring competent communication skills from presenting to a group to establishing a social media presence. Students will also gain skills in researching, organizing, writing, and delivering reports, presentations, and specialized business documents. Prerequisites: ENG 101 and COM 101 (WVS 3)

### **BAC 341-Intermediate Accounting I (4)**

This course is the first in a two course sequence that reinforces 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. Upon completion, students will demonstrate both a theoretical understanding of and a practical foundation for the preparation of financial statements. Prerequisite: BAC 241

### **BAC 342-Intermediate Accounting II (4)**

This course continues the two-course sequence that is begun in BAC 341. Students further develop their understanding of generally accepted accounting principles in the preparation of financial statements as advanced topics are studied. Upon completion, students will demonstrate an in-depth understanding of the foundation for the preparation of financial statements. Prerequisite: BAC 341

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

This course introduces and presents an overview of technology in business, particularly for accounting applications. It explores accounting information systems (AIS) within the framework of business processes, including controls, terminology, reporting, analysis, and trouble shooting. Upon completion, students will be able to define and create the parameters in setting up an AIS for a business enterprise to process and record business transactions which will allow them to generate and analyze financial information. Prerequisite: BAC 241 (WVS 3)

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

This course is the first in a two-course sequence that is a study of cost accounting focusing on its role in external and internal reporting and the resulting decision making processes. Emphasis is placed on cost understanding, cost behavior, Activity Based Costing, assignment and allocation of costs, job order and process costing, and application of standard costs. Upon completion, students will be able to apply the principles of cost accounting in the allocation and assignment of costs both for external and internal reporting and they will understand how this information impacts decision making in an organization. Prerequisite: BAC 242

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

This course continues the two-course sequence that is begun in BAC 351 with the study of cost accounting focusing on its role in planning, controlling and decision making. Emphasis is placed on financial, operating and capital budgeting, relevant cost analysis, responsibility costing, transfer pricing, inventory management, and performance management. Upon completion, students will be able to develop a financial, operating and capital budget and apply various additional cost management techniques used in planning controlling and decision making by organizations. Prerequisite: BAC 351



### **BAC 357-Special Topics in Business (3)**

### **BAC 406-Governmental and Nonprofit Accounting (3)**

This course is a comprehensive introduction to the unique environment, concepts, and procedures of accounting, financial reporting, auditing, and budgeting of governmental and nonprofit organizations. Fund accounting will be introduced emphasizing general, special revenue, capital improvement, debt service, trust agency, enterprise, intragovernmental, and other fund concepts used by governmental and other nonprofit entities. Upon completion, students will be familiar with and have a working knowledge of governmental and nonprofit accounting and will be able to distinguish it from accounting for businesses.

Prerequisite: BAC 342

### **BAC 408-Marketing Management (3)**

This course is designed as a capstone course in marketing and provides an applications oriented study of the marketing function at a Senior level. This course provides prospective marketing managers with marketing skills to develop strategic marketing plans to support organizations' mission and values. Emphasis is placed on the principles, strategies, and planning for effective marketing management and performance. Social media and other strategies are employed in the development of these plans and approaches. Upon completion, students will demonstrate analysis and problem-solving techniques via application of marketing tools, principles, and theories in a case study approach. Prerequisites: Completion of a minimum of 9 credits of upper level marketing classes beyond BAC 280 and senior standing

### **BAC 409-Sales Management (3)**

This course illustrates and enriches business complexities awaiting graduates who pursue selling and relationship management. This course focuses on the strategic and tactical aspects of selling and sales force management. It is appropriate for students who are interested in careers in sales and sales management or who will work for companies whose revenues and profits depend upon a productive sales force. Upon completion, students will have a firm understanding of the selling process and will develop the knowledge and skills needed to be effective sales managers. Prerequisite: BAC 309

### **BAC 411-Social Media Marketing (3)**

This course examines social media marketing strategies and best practices to promote organizational marketing objectives. Emphasis is placed on brand awareness, preference, and building customer loyalty. Students will examine developments and best practices in the social marketing field in light of their long-term potential, relevance to the target audience, and impact on marketing objectives. In addition, students will analyze an organization's customer resource management opportunities by identifying, listening, and engaging in customers through various social networks. Upon completion, students will develop a social media marketing plan that promotes organizational objectives and creates further engagement with an organization's stakeholders. Prerequisite: BAC 311

### **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: ECON 101 and MATH 111 or 112

### **BAC 420-Organizational Behavior (3)**

This course presents a systematic study of micro-level organizational behavior concepts. Emphasis is placed upon the theoretical and practical implications for understanding, analyzing, and predicting individual and group behavior. Upon completion, students will be able to show an understanding of organizational behavior concepts and theories, and demonstrate an ability to analyze and apply theoretical approaches to specific day-to-day organizational issues. Prerequisite: BAC 304 and BAC 324

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

This course is designed to help students explore the regulatory and legal issues of business. The course includes a study of legal principles governing business transactions as well as the study of administrative law and contracts. Upon completion, students will be able to analyze business transactions and apply critical thinking skills to solve business situations from a legal standpoint.

Prerequisites: Junior standing or consent of the instructor

### **BAC 424-Labor Relations (3)**

This course presents the principles of labor-management relations and basic requirements of federal labor laws. Emphasis is placed upon the topics of union representation rights and obligations, employee rights, organizing, election procedures, unfair labor practices, union avoidance techniques, collective bargaining negotiations, mediation impasses, grievances, and arbitration. Upon completion, students will demonstrate competency regarding the principles of labor relations applied in an organization from a legal and economic perspective. Prerequisite: BAC 304

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

This course is a study of advanced financial accounting topics. Emphasis is placed on accounting for equity investments, business combinations, consolidations and partnerships. Upon completions, students will be able to apply the principles necessary to account for investments in other corporations, prepare consolidated financial statements and properly account for partnerships.

Prerequisite: BAC 342

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

This course provides a broad overview of federal income tax by introducing the basics of tax law and the types of taxpayers; especially focusing on individual taxpayers. Terminology, tax accounting, ethical issues, and professional standards are introduced and emphasized. Students are introduced to the format for the Regulation portion of the CPA exam. Upon completion, students will develop tax planning and tax research skills and will be able to calculate taxable income and deductions. Prerequisite: BAC 242

### **BAC 442-Federal Taxation II (3)**

This course will build on the fundamental tax concepts learned from the Federal Taxation I course, apply these concepts to three business entity types (partnerships, C corporations, and S corporations) and to train students to research tax issues. Students will be introduced to methods and resources available for conducting applied professional tax research and to fundamental and complex issues of partnership, C corporation, and S corporation tax law. Upon completion, students will be able to clearly identify a tax issue, analyze it, understand the relevant tax theory involved, and develop a solution using secondary or primary tax authority through electronic and online resources. Students will also be able to complete and prepare tax returns for partnerships, C corporations, and S corporations. Prerequisite: BAC 441

### **BAC 446-Auditing (3)**

This course examines the theory, procedures, and techniques of auditing. Topics include risk assessment, internal control testing, substantive testing, the nature of audit evidence, sampling, and auditing for fraud. Upon completion, students will complete a comprehensive service-learning project consisting of the design and execution of a financial review for a non-profit entity.

Prerequisite: BAC 342

### **BAC 447-Experiential Audit (1)**

This course is an experiential project which enables participants to apply their auditing knowledge and skills under faculty guidance. The procedures and techniques of independent and internal auditing are reinforced as students work with faculty and other participants in performing audit/assurance steps in a real world setting. Successful completion of this course delivers hands-on experience in a business setting, strategies for effective problem solving and decision-making skills, and a deeper understanding of working in teams to achieve results. Prerequisite: BAC 446 or instructor approval

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

The capstone course for students majoring in Business, Marketing, Human Resource Management or Accounting which brings the application of business sub-disciplines – accounting, finance, economics, management, marketing, and global issues together. Emphasis is placed upon strategic decision and policy making in the context of a moral and ethical framework while working with other students in a competitive business environment simulating real world business conditions. Upon completion, students will be able to make objective ethical business decisions and assess the alternative actions of operating a business in a competitive environment. Students should take this course during their last semester of study. Prerequisites: BAC 300, Senior standing and Business, Marketing, Human Resource Management or Accounting major

### **BAC 485-Internship in Business (1-9)**

Paid or volunteer work experience with a for-profit or non-profit organization conducted in conjunction with a faculty facilitator. Participation in the internship gives students the opportunity to apply theories learned in the classroom to the workplace. Upon completion, students will acquire a better understanding of the professional demands and requirements of a particular career field, while gaining confidence in making the transition from college to career. Prerequisite: 6th, 7th or 8th semester standing

### **BAC 491-Independent Project (1-6)**

The purpose of this class is to allow the student and faculty member to create an independent business project. Topics for the project are expected to be determined in consultation between the student and the directing faculty member with final discretion residing with the faculty member. Students will be expected to apply the summation of their undergraduate business knowledge in meeting the objectives of the project. Upon completion, students will be able to propose an original business project, perform appropriate analysis and research and apply their results and business knowledge in achieving the objectives set forth in the business project. Prerequisite: 6th, 7th or 8th semester standing and approval by the Head of the Business & Accounting Department

# CHRISTIAN STUDIES (REL)

## Christian Studies Program Objectives

The Christian Studies Program offers core and elective courses for all students with the objectives of helping them:

- Acquire knowledge in the areas of the Bible, Christian doctrine, ethics and philosophy
- Learn to think about current issues in a Christian manner
- Develop critical thinking skills, including skills in logical and historical analysis, evaluation of information and arguments, synthesis of ideas, and self-reflection
- Develop skills in research, writing, and oral communication
- Gain experience in leadership and service to others

The department offers a BA degree and minor in Christian Studies.

## REQUIREMENTS FOR CHRISTIAN STUDIES MAJOR AND MINOR

Through the study of the Bible, Church history, theology and philosophy, and practical leadership experience, this major equips students to apply a Christian perspective to their lives, their work, and to the world, and prepares them for leadership and service in the world and in the church. Although the focus is on Christian theology and spirituality, students in this major are also exposed to at least one other religious tradition. In addition to knowledge of religious content, this major gives students skills in critical thinking, research, and communication. Students who complete the program will be able to explain basic Christian doctrines, recognize and interpret representative passages in the Bible, and be able to read, analyze and critique difficult writings; they will be able to communicate ideas and arguments in writing and orally. Before graduation, they will reflect upon the application of what they have learned in a semester-long internship or service experience. The major, by itself or along with another major provides a foundation for both lay leadership in the Church and for advanced theological study in a seminary or divinity school. A major (or minor) in Christian Studies is also a way for students majoring in another field to think through how their Christian faith and calling relates to work in their other field of study.

A **major in Christian Studies** consists of 39 credits including the specified number of courses and credits in each of the following categories:

### Required Foundational Courses (9 credits)

- PHL 111-Big Questions in Philosophy and Ethics
- PHL 114-Logical Reasoning
- REL 201-Christ and the Life of the Mind

### Biblical Studies (9 credits) - no more than 3 credits at the 100 level

- REL 110-Judeo Christian Journeys
- REL 121-The Gospel of Mark
- REL 220-Introduction to the Old Testament
- REL 221-Introduction to the New Testament
- REL 353-Life and Teachings of Jesus
- REL 354-Paul and His Theology
- BI 400-Introduction to Biblical Hebrew (*Seminary course*)
- BI 402-Introduction to New Testament Greek (*Seminary course*)
- BI 410- Old Testament Introduction (*Seminary Course*)
- BI 450-New Testament Introduction (*Seminary Course*)

### Ethics (3 credits)

- PHL 212-Ethics and Contemporary Issues
- REL 215-Christian Ethics
- PHL 216-Business Ethics
- PHL 312-Ethics and Issues
- PHL 314-Political Theory

### History, Philosophy & Theology (6 credits) - no more than 3 credits at the 100 level

- REL 115-Christian Beliefs

- REL 116-History of Christianity
- PHL 321-Philosophy of Religion
- REL 331-Issues in Science and Religion
- PHL 355-Ancient and Medieval Philosophy
- PHL 356-Modern and Contemporary Philosophy
- HT 400-Early and Medieval Church History (*Seminary Course*)
- HT 402-Reformation and Modern Church History (*Seminary Course*)

#### **Non-Christian Thought (3 credits)**

- REL 251-Religions of the World
- REL 253-Islam
- REL 255-Buddhism
- PHL 261-World Philosophies

#### **Mission, Leadership and Service (3 credits)**

- MN 401-Foundations of Christian Worship
- MN 472-Foundations of Pastoral Care
- MN 438-Planning and Leading Short-Term Mission Trips
- IN 481-Theology of Mission and Evangelism
- MN 430-Discipleship and Teaching

#### **Service and Leadership Practicum (3 credits)**

- REL 475-Service and Leadership Reflection (1 Credit)
- REL 485-Internship in Christian Ministry (at least 2 credits)

#### **Capstone/WV4 (3 credits) - REL 495-Senior Seminar**

A **minor in Christian Studies** consists of 21 credits including:

REL 201-Christ and the Life of the Mind (*will fulfill J-C Journey Requirement*)

REL 475-Service and Leadership Practicum **OR** REL 495-Senior Seminar

Additional elective courses from any of the categories listed for the major

#### **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 Bachelor’s degree, either a major or a minor in Christian Studies 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 114-Christian Sexual Ethics (3)**

This course explores the ethics of romantic and sexual relationships and issues in light of Christian theological and scriptural tradition(s), reason, and contemporary human experience. Students examine relational patterns including dating, and sexual intimacy, and marriage with the ultimate goal of integrating our best insights into a creative, constructive, and fulfilling sexual ethic for college students today. Students will demonstrate the ability to articulate and critically analyze traditional and liberationist perspectives on Christian sexuality, explain differing views on issues relating to sex and sexuality, clearly and persuasively explain their own position on an issue of sexual ethics, and discuss controversial and sensitive topics with rigor, accuracy, and compassion.

### **REL 115-Christian Beliefs (3)**

An introduction to the basic beliefs and practices of Christianity. This includes an investigation of central beliefs held by all Christians, and a brief introduction to the emphases of various Christian denominations and groups. Students are encouraged to reflect upon their own faith positions in light of the Christian beliefs covered. The course does not presuppose that students have any particular religious beliefs or impose any particular religious beliefs on students.

### **REL 116-History of Christianity (3)**

An overview of the history of the Christian church from its beginning to the present. This course introduces students to representative events, persons and movements within the history of Christianity. Students learn to identify and explain key events in Church history that lie behind various denominations and traditions in the world today.

### **REL 118-Religion at the Movies (3)**

This course uses the analysis of recent movies to illustrate themes in religion, including discussion of a Christian perspective on these themes. At the end of the course, students will be able to critically analyze films and evaluate ideas and worldviews expressed in films, and to articulate their own ideas and values in light of an understanding of a Christian worldview.

### **REL 121-The Gospel of Mark (3)**

This course is an introduction to the Christian faith through the study of the Gospel of Mark. Students will engage Christian Scripture as it points to the living God through a focused reading of one book of the Bible, the Gospel of Mark. Students will learn proper methods of interpreting the Bible both in individual study and in the context of the Christian community, through conversation with the whole class. Upon completion, students will be able to read and interpret passages from the Bible using input from others and appropriate research tools.

### **REL 201-Christ and the Life of the Mind (3)**

An orientation to Christian studies. This course introduces students to the academic study of the Bible, Church history, theology, and philosophy as a way to grow in one's understanding of Christian spirituality and discipleship. This course assumes a Christian perspective and seeks to orient students to think critically about their lives, their studies, their vocations, and the world from a Christian perspective. Students will participate in a service learning project as a part of the course.

### **REL 210-Judeo-Christian Themes (3)**

This course introduces students to Judeo-Christian beliefs through focusing on a topic chosen by the instructor. Students will explore biblical texts, Jewish and Christian practices, and Jewish and Christian beliefs as they address the topic chosen for that section of the course. At the end of this course, students will be able to demonstrate a basic familiarity with the Bible, articulate representative Christian beliefs, and reflect on their own ethics and beliefs in light of the material covered in the course. Past sections of the course have focused on Jesus in America, Christian Sexual Ethics, and Christianity and Money

### **REL 215-Christian Social Ethics (3)**

This course introduces students to some of the key issues we face at the beginning of the 21<sup>st</sup> century. Participants in the course are challenged to think ethically about themselves, their relationships, and human society through reading, reflection, immersion, and analysis. They are challenged to apply what they learn to current events. By the end of this course, students will explain some of the most pressing ethical puzzles in our lives and demonstrate their ability to think critically and creatively about them through writing and discussion. Students will be required to participate in an overnight homelessness simulation, or some other immersion experience, as part of their learning experience.

### **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. Students 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. Students 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. Through this course, students are better equipped to interact with others in the religiously pluralistic world in which we live.

### **REL 253-Islam (3)**

An introduction to the religion of Islam. Students are introduced to the basic beliefs and practices of Islam and its role in history and in the world today. In addition, students learn about the ways in which Islam is lived out in different cultures of the world. The course prepares students for informed and healthy interactions with individuals of another faith tradition in their lives and careers.

### **REL 255-Buddhism (3)**

This course is an introduction to Buddhism and covers the basic teachings of the Buddha, the practices of Buddhism, its history, art and architecture and how they apply to the contemporary world we live in. In addition to studying the core teachings of the Buddha, students will also be introduced to the pragmatic aspects of Buddhism, Buddhist cosmology, and Buddhist views on contemporary issues. At the end of this course, students will be able to demonstrate a basic understanding of Buddhism and articulate how the Dharma can be applied to daily living.

### **REL 331-Issues in Science and Religion (3)**

An exploration of the relationship between science and religion. Students will gain understanding of the nature and methods of western science, the nature and methods of religion, and the historical interaction between them. At the end of the course, students will be able to summarize ways in which others have characterized the relationship between science and religion, state arguments for the concord between science and religion, and demonstrate their own critical thinking skills in evaluating these arguments and formulating their own views.

### **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. The course includes a consideration of the similarities and differences of the four gospels. It addresses how the gospels can be interpreted properly and how the teachings of Jesus apply today. By providing a general understanding of the gospels and of Jesus, the course helps students come to understand Christian faith and equips students for leadership roles in Christian churches and organizations.

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. By providing a general understanding of the Acts of the Apostles and the Pauline letters, the course helps students come to understand Christian faith and equips students them for leadership roles in Christian churches and organizations.

Prerequisite: REL 221

### **REL 357-Special 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 475-Service and Leadership Reflection (1)**

In this course, Junior and Senior students will reflect on what they are learning in a semester-long ministry experience, service project or internship, on the ethical theological issues raised in this context, and on the place of this work in a life of Christian discipleship, and will write a final reflection on the experience, including the use of concepts learned during their coursework in Christian Studies. This course is to be taken concurrently with participation in a semester long service project (noncredit), A volunteer or paid ministry position in a church or Christian organization (non-credit), or an internship for credit. This course is required for the Christian Studies major, but is open to other Junior or Senior students. Prerequisites: at least 15 credits from the courses required for the Christian Studies major.

### **REL 485-Internship in Christian Ministry (CV)**

### **REL 491- Independent Research and Writing (1-3)**

An individually designed research project under the direction of a faculty member in the department. Students develop and demonstrate skills in research, reading, theological writing, and knowledge of theological content, through the writing of a research paper. Primarily for Christian Studies majors, but others may take the course as well. Junior or Senior standing required.

Prerequisites: One previous REL course and RES 104

### **REL 495-Senior Seminar (3)**

A capstone opportunity for Senior students to demonstrate mastery of concepts of Christian Studies and of skills in research, analysis, writing and oral presentation. Taught as a seminar, the class will study of a topic chosen by the instructor and engage in constructive theological dialogue. In addition to participating in the regular seminar meetings, each student writes an original research paper on some aspect of Christian studies and presents it to a group of students and faculty. Students also take Bible content and critical thinking exams and finalize a portfolio demonstrating their learning in the Christian studies major. PHL 495 is required of all Christian Studies majors, but is open to Christian studies minors and others by permission of the instructor.

Prerequisites: Three previous courses listed in the Christian Studies requirements.

## **GRADUATE-LEVEL COURSES AVAILABLE TO UNDERGRADUATES:**

In addition to the above courses, selected graduate-level theology courses are available to upper level undergraduates with at least 60 credits, or with permission from the instructor and the chair of the Department of Philosophy, Politics and History. These courses include the following:

### **BI 400-Biblical Hebrew (Seminary) (3)**

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- God's Word: New Testament Greek (Seminary) (3)**

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- God's Word: The Old Testament (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- God's Word: New Testament (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 Growth of the Church: 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- Renewal, Expansion, Fragmentation: 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

### **MN 401-Leading Worship (Seminary) (3)**

This course serves as an introduction to the biblical and theological roots of worship, to the history of worship in the Christian church, and to the character and shape of corporate worship in particular congregations and traditions. Attention will be given to the place of sacraments symbols, architecture and music in worship. Students will also be guided in the practice of liturgical

leadership and will reflect on their roles as worship leaders. Prerequisites: at least 60 credits of undergraduate work and admission to the three-three program or consent of both the instructor and the undergraduate Department Head.

### **MN 430-Making Disciples (Seminary) (3)**

This course introduces students to the teaching and discipling ministries of the church. It provides a biblical, theological, and practical foundation for the various educational and formational tasks of the local congregation. The focus is on the teaching office of the church as a means by which the gospel calls and shapes disciples in community. Emphasis is placed upon the key role of pastor and lay teachers and mentors. Students are given opportunity to practice basic skills in teaching and to develop a practical plan of aims, objectives and application for their leadership in the educational ministry of the church. Prerequisites: at least 60 credits of undergraduate work and admission to the three-three program or consent of both the instructor and the undergraduate Department Head.

### **MN 438-Planning and Leading Short-term Mission Projects (Seminary) (2)**

This course prepares students to develop ministries of short-term mission that are theologically grounded, culturally sensitive, tied to the ministry and mission of the wider church, and carried out by participants who are practically and spiritually well prepared. This course satisfies prerequisite classwork for seminary mission trips. The class is open also to students who do not intend to participate in a seminary mission team, and the content of the class is not tied to a particular mission outreach. Prerequisites: at least 60 credits of undergraduate work and admission to the three-three program or consent of both the instructor and the undergraduate Department Head.



# 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 Courses for Majors**

- COM 485-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 352-Social Media & Critical Digital Literacy (3)
- COM 354-Language and Social Identity (3)
- COM 357-Special Topics (3)
- COM 418-Advanced Public Relations (3)
- COM 491-Independent Reading/Research (CV)

## **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. Prerequisites: COM 101

### **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 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. Prerequisites: COM 101 and COM 210

### **COM 325-Argument 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. Prerequisites: COM 101

### **COM 328-Global Social Protest (3)**

This course introduces students to theories of controversy in public spheres, social movement development, and the rhetorical and performance frames of social protest. Upon completion of this course, students will be able to identify fundamental theories of social controversy in global public spheres, analyze the societal factors which contribute to and are affected by social movements and their protests, evaluate the protest action of those movements through rhetorical and performative frames, and synthesize their learning into an advisory presentation for a social movement relative to their protest activity.

### **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. Prerequisites: COM 101 and 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), dramatistic/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 term's work. Prerequisites: COM 101

### **COM 352-Social Media and Critical Digital Literacy (3)**

Social media has become an inevitable part of our personal and professional lives. This is a critical theory-driven course that introduces students to various social media applications in our personal and professional lives. We will closely and critically examine relevant case studies and explore current trends in social media as they relate to individuals and organizations. The class will employ multiple online environments, such as *Facebook*, *blogs*, and *Twitter*, to complete assignments. Students will be expected to engage with these digitally mediated environments in a critical and reflexive manner through weekly blogging. There will also be several opportunities for students to engage in hands-on visual projects that will require the application of theory and critical thinking to produce visual and auditory promotion materials.

**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. (WVS 3)

**COM 357-Special Topics in Communication (3)**

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

**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. Prerequisites: COM 250 and COM 318

**COM 485-Internship (CV)****COM 491- Independent Reading/Research (CV)****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 STUDIES & MATHEMATICS DEPARTMENT (CSM)

## COMPUTER STUDIES (CS)

The mission of the Computer Studies Program at the University of Dubuque is to prepare students with the technical and related competencies necessary to serve in various capacities in the evolving and growing technology industry. The program stresses technical skill development in networking, web development, security, database management, and computer programming. 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. Computer Studies coursework responds to recommendations from business community leaders and alumni. Students work in hands-on learning environments that utilize current hardware and software systems. Students have the opportunity to participate in meaningful internships.

The Computer Studies program prepares graduates for positions as project managers, business analysts, network and server administrators, web developers, database administrators, security consultants, and digital forensics specialists. Two of the three majors include business classes that provide graduates with knowledge in areas such as management, communication, and accounting. Upon completion of a degree, graduates will;

- 1) Have a sound foundation and desire for continual learning in core and/or advanced areas of Computer Studies;
- 2) Be critical thinkers and proficient communicators prepared to work in today's information technology environment;
- 3) Have developed strong personal character necessary for ethical decision making.

### Programs in Computer Studies include:

Bachelor of Science in:

- Computer Information Systems (CIS)
- Computer Information Technology (CIT)
- Computer Forensics & Security (CFS)

Minors in:

- Computer Information Systems
- Computer Information Technology
- Computer Security
- Web Design and Development

### BACHELOR OF SCIENCE IN COMPUTER INFORMATION SYSTEMS

Minimum of 58-59 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 280-Principles of Marketing (3) OR COM 320-Intercultural Communication (3)
- BAC 340-Effective Communication in Business (3)
- CIS 103-Computer Applications in Business (3)
- CIS 202-Introduction to Computer Studies (3)
- CIS 205 Web Publishing (3)
- CIS 213-Networking I (3)
- CIS 215-Programming Fundamentals with Java (4)
- CIS 284-Operating Systems (3)
- CIS 332-Database Systems I (3)
- CIS 404-Systems Analysis and Design (3)
- CIS 405-Project Management (3)
- CIS 495-Information Policy (1)
- COM 325-Argumentation & Persuasion (3)
- MATH 230-Intro to Statistics (3) OR MATH 440-Probability & Statistics I (3)

**PLUS 9** elective credits of CIS courses of 200 level or higher. No more than a total of 3 credits of one-credit CIS courses will be allowed for elective credit.

## **MINOR IN COMPUTER INFORMATION SYSTEMS**

Minimum of 24-25 credit hours as follows:

### **Core Courses:**

- CIS 202-Introduction to Computer Studies (3)
- CIS 205-Web Publishing (3)
- CIS 213-Networking I (3)
- CIS 215-Programming Fundamentals with Java (4)
- 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.

## **BACHELOR OF SCIENCE IN COMPUTER INFORMATION TECHNOLOGY**

Minimum of 68-69 credit hours as follows:

### **Core Courses:**

- BAC 201-Principles of Management (3)
- BAC 241-Principles of Financial Accounting (3)
- BAC 340-Effective Communication in Business (3)
- CIS 103-Computer Applications in Business (3)
- CIS 202-Introduction to Computer Studies (3)
- CIS 205-Web Publishing (3)
- CIS 213-Networking I (3)
- CIS 215-Programming Fundamentals with Java (4)
- CIS 284-Operating Systems (3)
- CIS 310-Servers (3)
- CIS 315-Advanced Programming with Java (3)
- CIS 332-Database Systems I (3)
- CIS 338-Security I (3)
- CIS 340-Network Forensics & Security (3) **or** CIS 313-Networking II (3)
- CIS 404-Systems Analysis and Design (3)
- CIS 405-Project Management (3)
- CIS 438-Security II (3)
- CIS 495-Information Policy (1)
- MATH 150-Precalculus (4) **or** higher-level math
- MATH 230-Intro to Statistics (3)

**PLUS 9** elective credits of CIS courses of 200 level or higher. No more than a total of 3 credits of one-credit CIS courses will be allowed for elective credit.

## **MINOR IN COMPUTER INFORMATION TECHNOLOGY**

Minimum of 24-25 credit hours as follows:

### **Core Courses:**

- CIS 202-Introduction to Computer Studies (3)
- CIS 213-Networking I (3)
- CIS 215-Programming Fundamentals with Java (4)
- CIS 284-Operating Systems (3)
- CIS 310-Servers (3)
- CIS 332-Database Systems (3)
- CIS 338-Security I (3)

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

## **BACHELOR OF SCIENCE IN COMPUTER FORENSICS & SECURITY**

Minimum of 67 credit hours as follows:

### **Core Courses:**

- CIS 103-Computer Applications in Business (3)
- CIS 202-Introduction to Computer Studies (3)
- CIS 205-Web Publishing (3)
- CIS 207-PC Internals (3)
- CIS 213-Networking I (3)
- CIS 215-Programming Fundamentals with Java (4)
- CIS 248-Computer Forensic Techniques (3)
- CIS 284-Operating Systems (3)
- CIS 310-Servers (3)
- CIS 332-Database Systems I (3)
- CIS 338-Security I (3)
- CIS 340-Network Forensics & Security (3)
- CIS 360-Penetration Techniques (3)
- CIS 438-Security II (3)
- CIS 495-Information Policy (1)
- SCJ 110-Introduction to Criminal Justice (3)
- SCJ 211-Criminal Law (3) [pre-req SCJ 110]
- SCJ 212-Criminal Procedure (3) [pre-req SCJ 110]
- SCJ 316-Forensics (3) [pre-req SCJ 212]

**PLUS 12** elective credits of CIS courses of 200 level or higher. No more than a total of 3 credits of one-credit CIS courses will be allowed for elective credit. **Note:** MATH 230-Introduction to Statistics is the preferred math course.

## **MINOR IN COMPUTER SECURITY**

Minimum of 24 credit hours as follows:

### **Core Courses:**

- CIS 202- Introduction to Computer Studies (3)
- CIS 213-Networking I (3)
- CIS 248-Computer Forensic Techniques (3)
- CIS 284-Operating Systems (3)
- CIS 338-Security I (3)
- CIS 340-Network Forensics & Security (3)
- CIS 360-Penetration Techniques (3)
- CIS 438-Security II (3)

While Computer Studies minors are not generally allowed for Computer Studies majors, CIS and CIT majors can pursue a Computer Security minor.

## **MINOR IN WEB DESIGN AND DEVELOPMENT**

Minimum of 24-25 credit hours as follows:

### **Core Courses:**

- CIS 202-Introduction to Computer Studies (3)
- CIS 205-Web Publishing (3)
- CIS 215-Programming Fundamentals with Java (4)\*
- CIS 305-Web Programming (3)
- CIS 365-Web Development with JavaScript (3)
- DART 130-Computer Graphics Introduction (3)
- DART 231-Web Design I (3)
- DART 332-Web Design II (3)

\*CIS 215 can be accepted as a 3 credit transfer

Students taking this minor are encouraged to take a one-credit WordPress CS topics course as well.

## COMPUTER STUDIES COURSE DESCRIPTIONS

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

This course provides an introduction to computer safety and applications. Topics include; e-safety such as preventing identity theft and viruses, the Internet and the World Wide Web, the desktop operating system, computer hardware and word processing, spreadsheet and presentation software. This is a hands-on application class. Upon completion, students will know how to protect their electronic identity and their computers, purchase a computer, and how to effectively use the desktop and the basic office applications. This course satisfies the University of Dubuque computer literacy requirement.

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

This course provides introductory and intermediate instruction about all four of the standard office applications. Students will learn how to use the various software programs as they are applied in a business environment. Upon completion, students will be able to create and integrate word processing documents, spreadsheets, databases, and presentations. This course satisfies the University of Dubuque computer literacy requirement.

### **CIS 202-Introduction to Computer Studies (3)**

This course provides an introductory survey of computer topics that support business operations, decision making, and creating a strategic advantage. Topics and hands-on activities relate to computer hardware and software, networking, management information systems, the Internet, databases, information security, and global issues. Upon completion, students will understand and be able to identify the basic principles and functions of various information systems within an organization. Prerequisite: CIS 101 or CIS 103 or departmental approval.

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

This course introduces students to the fundamentals of website design and development. Students will be taught HTML and CSS from a ground up approach and will move into more advanced topics such as JavaScript. Students will also learn how the Web is used as a marketing tool. Upon completion, students will be able to create a functional website that is accessible to those with disabilities using design practices that help market the site. Prerequisite: CIS 101 or CIS 103 or departmental approval. CIS 202 is also recommended. (WVS 3)

### **CIS 207-PC Internals (3)**

This course introduces students to computer hardware, what each component does, and how the components work together. It includes topics such as; identifying and troubleshooting hardware components, upgrading system memory, and replacing hard disks. Upon completion, students will be able to identify various types of computer hardware, debug defective hardware and software, build computer systems and use various diagnostic tools. This class also serves as a COMP-TIA A+ certification prep course for those desiring that certification.

### **CIS 213-Networking I (3)**

This course introduces students to data communication and computer networks. Topics include; understanding network architectures and topologies and network hardware, installing network hardware, communicating over networks, accessing networks, and basic troubleshooting. Upon completion, students will be able to build a simple Ethernet network using routers and switches, demonstrate an understanding of OSI and TCP/IP network models, and demonstrate an understanding of the role of firewalls and other security devices in a network. Prerequisite: CIS 202 or departmental approval.

### **CIS 215-Programming Fundamentals with Java (4)**

This course introduces students to programming logic and the basics of programming structure and design. Students will create programming algorithms using an interactive environment, then they will create programs in an object-oriented environment based on those algorithms. Topics include: algorithm design, I/O manipulation, variables, control structures, objects, classes, methods, GUI design, error handling and arrays. Upon completion, students will be able to properly identify and analyze problems. They will be able to understand terminology and functions of software programming, develop good programming and documentation habits, and an easy-to-understand coding style, and they will be able to apply this knowledge within the ethical programming standards. Prerequisites: CIS 101 or 103, and MATH 112 or higher-level math, or departmental approval.

### **CIS 225-Introduction to Digital Electronics and Microcontrollers (3)**

This course provides students with a foundational knowledge of digital electronics in general and micro-controllers in particular. In the digital electronics subject matter, topics covered will include; digital logic circuits, digital communications, sensors, and intermixing of digital and analog electronics. Topics pertaining to micro-controllers will include; programming and interfacing of



micro-controllers to other digital devices. Upon completion, students will have the basic knowledge needed to create hardware for digital forensics, computer security, or embedded systems. Lab fee required. Prerequisites: CIS 215 or instructor permission.

### **CIS 248-Computer Forensic Techniques (3)**

This course serves as an introduction to the field of digital forensics. The course covers methods for legally, ethically, and effectively collecting digital evidence from commonly used computing devices. Upon completion, students can expect to be able to recover data from the majority of personal computers that have experienced some sort of minor failure and from media that have been erased by novice computer users. Prerequisite: CIS 202 or departmental approval.

### **CIS 262-Introduction to Data Analytics (3)**

This course will provide an overview of fundamental terms, concepts, tools, and techniques used to transform masses of data into meaningful information in order to support effective decision making. Students will learn about data warehouses, data marts, and data mining tools, and how to cleanse, flatten and summarize data. They will be introduced to structured as well as unstructured data. Following this course, students will demonstrate an understanding of the basic premises needed to structure data in an ethical way for effective data analysis, and they will exhibit an ability to use popular data visualization tools. Prerequisites: CIS 202 and MATH 230

### **CIS 284-Operating Systems (3)**

This course introduces students to modern operating systems. Topics include; handling multimedia, multiprocessing, security, and operating systems design. The Linux operating system will be emphasized and used extensively throughout this course. Upon completion, students will be able to describe the basic principles used in the design of modern operating systems, use various operating systems effectively, identify an appropriate operating system for various scenarios, and identify ethical issues in computer usage. Prerequisite: CIS 202 or departmental approval.

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

This is an introductory course to Web application development. Course materials will primarily cover server-side application design and development including database access techniques and processing XML-structured data. Through classroom instruction and laboratory assignments designed around real world applications, students will learn elementary techniques using current technologies such as PHP and MySQL. Upon completion, students will understand Web server-side processing and be able to write the code. Prerequisite: CIS 205 and CIS 215, or departmental approval.

### **CIS 310-Server Hardware, Software & Administration (3)**

This course expands students' knowledge and skills to include the components commonly used in modern servers. Topics covered include server hardware, server software, clustering and redundancy, software-as-a-service, network-attached storage, server backup systems, and server administration. Upon completion of this course, students will be able to install, configure, and administer server hardware and software using best practices in the industry. Prerequisites: CIS 284 or instructor permission.

### **CIS 313-Networking II**

This course provides advanced study in the areas of networking and telecommunication in the business environment. Focus will be on the skills needed by today's computer information technology administrator and/or engineer. Students will learn how to design, develop, and support networks. Network architecture and administration issues will be highlighted and experienced through the use of a LAN/WAN environment. Additional topics include; the Intra-Internet, data transmission, and network security. Upon completion, students will be able to design and implement networks for a small to medium sized business Prerequisite: CIS 213 with a grade of C or better, or departmental approval.

### **CIS 315-Advanced Programming with Java (3)**

Students will deepen their understanding of object-oriented programming (OOP) languages by using advanced Java programming techniques to create more complex applications. Topics include: inheritance, polymorphism, error handling, advanced GUI programming and design, and database access. Upon completion, students will be able to properly identify and analyze problems. They will be able to demonstrate a well-versed knowledge of OOP terminology and software development ethics. They will also be able to create complex, well-documented and tested applications, and work within a standard programming framework. Prerequisite: A grade of C or better in CIS 215 or departmental approval.

### **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 I (3)**

This course covers fundamentals of relational database design and modeling, implementation, and management. Topics include; entity-relationship modeling, normalization, writing queries using stored procedures and triggers, and use of the structured query language (SQL). Upon completion, students will be able to design, develop, and implement a relational database and be proficient in SQL. Prerequisites: CIS 202 and CIS 215, or departmental approval.

### **CIS 338-Security I (3)**

This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. This course is 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. Upon completion, students will be able to identify and mitigate security threats to a computer system. Prerequisite: CIS 284, or departmental approval.

### **CIS 340-Network Forensics and Security (3)**

This course introduces students to security and forensic techniques that can be applied to the investigation of events that occur on networked systems. Topics will include the basics of defending networks from attacks, the effective use of access control lists to protect networks, appropriate network appliances, and other security-related techniques. Upon completion, students will be able to track attackers based on network traffic, detect suspicious network activity, and fortify networks against attacks. Prerequisites: CIS 213 w/grade of C or better and CIS 338 w/grade of C or better, or departmental approval.

### **CIS 350-Web Forensics and Security (1)**

This course introduces students to basic concepts and techniques used in Web forensics. Topics include; the identification of website and web server vulnerabilities, hardening websites against attacks, and applying forensic techniques to audit trails to identify and track the activities of hackers using web-based attacks. Upon completion, students will be able to identify, track, and mitigate web-based security weaknesses. Prerequisites: CIS 205 and CIS 338, or departmental approval.

### **CIS 351-Database Forensics and Security (1)**

This course introduces basic database security concepts and techniques applied in database forensics. Topics include; the methods used to attack databases (including those related to websites), forensic techniques used to determine how database breaches were perpetrated, and ways to harden database servers against attack. Upon completion, students will be able to identify and mitigate database breaches. Prerequisites: CIS 332 and CIS 338, or departmental approval

### **CIS 354-Mobile App Development (1)**

This course introduces students to the concepts and techniques of programming mobile apps. Topics covered include writing, debugging, and deploying mobile programs. Upon completion, students will be able to create apps for iOS and Android mobile device platforms. Prerequisites: CIS 205 or departmental approval.

### **CIS 357-Special Topics in Computer Studies (1-3)**

Special topics classes are offered to reflect current interests or new developments in Computer Studies. Upon completion, students will have exposure to new technologies and/or will be able to produce output based on some new technology. Prerequisites: CIS 202 or departmental approval.

### **CIS 360-Penetration Techniques (3)**

This course provides knowledge and skills in the current techniques used by testers to penetrate networked and stand-alone computer systems. Topics include: how known vulnerabilities are identified and exploited (authentication, protocol flaws, operating system deficiencies, physical security weaknesses, etc.), the use of scripting in penetration testing, and techniques for defeating authentication methods (password hacking, biometric spoofing, etc.), the analysis of security risks and determination of appropriate mitigation strategies, and penetration test expectations and reporting. Upon completion, students will understand techniques used by hackers to penetrate computer systems, and tools and strategies IT professionals use to test for penetration vulnerabilities. Prerequisites: CIS 338, or departmental approval.

### **CIS 365-Web Development with JavaScript (3)**

This course provides students with a foundation in JavaScript for web development. Students will learn how to use current libraries to speed front-end development, and have an introduction to using Node.js for back-end development. Upon completion, students will be able to create dynamic websites using JavaScript and current libraries while having a foundation to understand legacy code. Prerequisite: CIS 205 or departmental approval. CIS 215 is desirable.

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

This course covers problem solving with C++. Topics include data structures, algorithm design, structures and pointers, linked lists, stacks, queues, data abstraction, polymorphism, interfaces, packages, virtual and pure virtual functions, data streams, and operator overloading. Upon completion, students will be able to write advanced OO programming using C++. Prerequisite: CIS 215 with a grade of C or better or departmental approval.

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

This course introduces students to tools and techniques used to analyze business problems and opportunities and to design technology-based solutions. 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. Upon completion students will be able to analyze business problems and generate specification change documents. Prerequisites: Junior or Senior standing and CIS 205, CIS 215, and CIS 332, or departmental approval.

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

This is the capstone course for the major. It is designed to prepare students for managing information systems projects in today's business world. Topics include; project adoption, planning, scheduling, implementation, and assessment. Labs emphasize real-life project management experience using various project management tools. Upon completion, students will be able to create all the necessary deliverables required to successfully complete a project. Prerequisites: Junior or Senior standing and CIS 205, CIS 215, CIS 332, and CIS 404, or departmental approval.

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

This course covers advanced relational database topics. Those topics include; advanced data modeling, transaction management and concurrency control, data warehousing and data mining, OLAP (Online Analytical Processing) and Business Intelligence concepts, distributed databases, queries using triggers and cursors, query optimization, and database performance tuning and security. Moral and ethical issues are also covered. Upon completion, students will be able to perform advanced data modeling, write complex queries using triggers and cursors, analyze complex data, administer and monitor the database and tune databases. Prerequisite: CIS 332 with a grade of C or better or departmental approval.

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

Security II continues from principles taught in Security I and provides a detailed introduction to problems (weaknesses and targets) concerning Internet and Intranet information security. Topics include; risk analysis, computer crimes, human factors and technical failures, attacks on accounts, passwords and 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. Upon completion, students will be able to effectively utilize tools to detect and protect computer systems from security threats. Prerequisite: CIS 338 with a grade of C or better, or departmental approval.

### **CIS 440-Intrusion Detection and Prevention Tools (1)**

This course introduces students to intrusion detection systems (IDS) and intrusion prevention systems (IPS) as tools and gives them hands-on experience with popular implementations. Topics include; designing an IDS/IPS installation, installing an IDS/IPS system, configuring IDS/IPS, monitor IDS/IPS, and responding to incidents. The use of information gleaned by IDS/IPS systems in incident investigations will also be covered. Upon completion, students will be able to respond appropriately to IDS and IPS warnings of a network intrusion. Prerequisites: CIS 338 or departmental approval.

### **CIS 454-Mobile Device Forensics and Security (1)**

This course will introduce students to methods for securing mobile devices and performing forensic investigations on mobile devices. Topics include; securing mobile programs, recovering information from mobile devices, and using information on mobile devices to track attackers. Upon completion, students will be able to program, secure, and retrieve data from various mobile devices. Prerequisites: CIS 338 and CIS 354, or departmental approval.

### **CIS 485-Internship (1-6)**

The internship course enables a student to obtain hands-on work experience in the computer industry or computer center of a business. Students will learn firsthand the application and integration of topics studied in the CIS major. Upon completion, students will have; applied technical skills learned on the job, applied theoretical concepts and technical skills learned in the CIS program, enhanced their soft skills such as their interpersonal abilities, self-esteem building, collaboration, leadership, and independence, and

heightened their appreciation for diversity, social responsibility and spiritual awareness. Prerequisites: Junior or Senior standing and completion of at least 9 credit hours of CIS courses, or departmental approval.

### **CIS 491-Independent Study (1-6)**

This course allows for an 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. The student may develop a thesis statement, conduct a forward and backward literature review, identify a methodology, and gather and analyze data; or the student may design, develop and execute a project. Upon completion, the student will be able to produce a study or research project suitable for presentation. Prerequisites: Junior or Senior standing, a CIS Major or Minor, and completion of at least 9 credit hours of CIS courses or departmental approval.

### **CIS 495-Information Policy (1)**

This course solidifies the students' understanding of the development of information policies and satisfies the World View Four requirement for CIS majors. Topics include; policy formation and ethics in information systems. Students will study federal regulations and policies (such as Telecommunications Act, HIPPA, and FERPA) that regulate the creation, use, storage, access, communication and dissemination of information. Upon completion, students will be able to articulate their own ethical positions on information protection topics. Prerequisites: Senior standing and completion of at least 9 credit hours of CIS courses and RES 104, or departmental approval.

## MATHEMATICS (MATH)

It is the mission of the Mathematics Program at the University of Dubuque to promote enjoyment of learning mathematics and to foster an appreciation of the intrinsic beauty of mathematics. The program encourages inquiry as well as students' ethical application of mathematics in representations and decisions.

The structure and logical patterns which a background in mathematics provide intellectual enrichment and greatly enhance the marketability of all students. The program also encourages students' ethical application of mathematics in representations and decisions. Students completing a major or minor in mathematics will be prepared to pursue advanced study or a career in teaching or the private sector. Upon completion of a Mathematics major, graduates will;

- 1) Have computational and proof skills, and have an appreciation of mathematics;
- 2) Have the ability to communicate, apply, and represent mathematics;
- 3) Have developed strong personal character in order to ethically apply mathematics in representations and decisions

The **Mathematics MAJOR** consists of 37 credits consisting of the following:

### Required Courses (22 credits):

- MATH 250-Calculus I (4)
- MATH 260-Calculus II (4)
- MATH 270-Discrete Mathematics (4)
- MATH 345-Linear Algebra (3)
- MATH 350-Calculus III (3)
- MATH 360-Calculus IV (3)
- MATH 495-Mathematics Seminar (1)

### Elective Courses (15 credits):

- One 400-level MATH course (3)
  - Four 300 or 400 level MATH courses (12)
- CIS 215, Programming Fundamentals with Java, may be substituted for one of the 300 level MATH courses

*Program Completion Requirements:* To complete this program, students must earn a C or better in all courses in the major.

The **Mathematics MINOR** consists of 21 credits consisting of the following:

### Required Courses (18 credits):

- MATH 250-Calculus I (4)
- MATH 260-Calculus II (4)
- MATH 270-Discrete Mathematics (4)
- MATH 350-Calculus III (3)
- MATH 360-Calculus IV (3)

### Elective Course (3 credits):

Any additional 300 or 400 level MATH courses or CIS 215

*Program Completion Requirements:* To complete this program, students must earn a C or better in all courses in the minor.

### Math Placement for incoming first year or transfer students:

Students will be placed into the appropriate level of math based on an evaluation of high school and/or college transcripts in combination with their ACT or SAT math scores.

## MATHEMATICS COURSE DESCRIPTIONS

### MATH 090-Fundamentals of Algebra (1)

This course is the first of a two course sequence consisting of MATH 090 and MATH 091. It begins at the most elementary level with a review of computations involving whole numbers, integers, fractions, and decimals. Upon completion of this course, students will be able to use the basic properties of real numbers to solve a variety of problems including linear equations and inequalities in one

variable and ratio/proportion/percent applications. This course does not satisfy the mathematics literacy requirement. Students must earn a P to progress to MATH 091.

### **MATH 091-Fundamentals of Algebra (1)**

This course is the second of a two course sequence consisting of MATH 090 and MATH 091. Upon completion of this course, students will be able to use the basic properties of real numbers to solve a variety of problems including linear equations and inequalities in one variable, ratio/proportion/percent applications, scientific notation and exponents, polynomials and factoring, rational expressions and equations, absolute value equations, rational exponents and roots, and the quadratic formula. This course does not satisfy the mathematics literacy requirement. Students must earn a P to progress to MATH 112, PHL 114, or a higher level math course.

### **MATH 111-Collegiate Mathematics (3)**

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. Examples include a review of basic algebra, solving linear equations/inequalities of one or two variables, solving quadratic equations, statistics, number theory, sets and logic, geometry, problem solving, and logical thinking. Prerequisite: Students will be placed into MATH 111 based on high school or transfer coursework and test scores, or if they have passed MATH 091.

### **MATH 112-College Algebra (3)**

This course is intended to develop skills in algebra. Topics include linear and polynomial equations, an introduction to exponential and logarithmic functions, systems of equations and matrices. Upon completion, students will be prepared to take analytical courses in their majors. This course is not intended as a preparation for calculus. Prerequisite: Students who need to take MATH 090/091 when entering college based on math placement guidelines, will need to pass MATH 091 before taking this course.

### **MATH 150-Precalculus (4)**

This course is intended to form a bridge between the static concepts of algebra and geometry and the dynamic concepts of calculus. Topics include basic concepts and theories in algebraic, trigonometric, exponential, and logarithmic functions as well as functional inverses, inequalities, and graphs. Upon successful completion of this course, students will be able to apply theories of polynomial, rational, exponential, logarithmic and trigonometric functions to further their study in calculus. Prerequisite: Successful completion of MATH 091 or consent of instructor.

### **MATH 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 major. Prerequisite: MATH 112, its equivalent, or consent of instructor (*WVS 3*)

### **MATH 250-Calculus I: Differential Calculus (4)**

This course is an introduction to differential calculus or the study of change. Topics include analytical geometry, limits, and differentiation of basic functions (polynomial, rational, power, trigonometric, exponential, and logarithmic) of a single variable. Upon completion, students will be able to use their knowledge of calculus to solve application problems involving derivatives. Prerequisite: A grade of C or better in MATH 150, or departmental approval

### **MATH 260-Calculus II: Integral Calculus (4)**

This course is the second in the calculus sequence in which students will now use the integral to study the behavior of continuous functions and processes. Topics include antiderivatives, definite integrals, techniques of integration, and applications of integration to problems in the natural sciences, social sciences, business, and economics. Upon completion, students will be able to demonstrate a fundamental understanding of the definite integral via Riemann sums and compute definite and indefinite integrals using a variety of techniques. Prerequisite: A grade of C or better in MATH 250, or departmental approval

### **MATH 270-Discrete Mathematics (4)**

As a bridge from computational mathematics to theoretical mathematics, this course focuses on discrete mathematical structures, their properties and applications. Students will study symbolic logic, basic set theory, mathematical induction and other methods of proof. Applications of these topics will be integrated throughout. Upon completion, 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 MATH 250, or departmental approval

### **MATH 310-Differential Equations (3)**

This course provides an introduction to ordinary differential equations with an emphasis on applications. Topics include first-order, linear higher-order, and systems of differential equations; series solutions; and eigenvalues and eigenvectors. Upon completion, students should be able to use differential equations to model physical phenomena, solve the equations, and use the solutions to analyze the phenomena. Prerequisites: A grade of C or better in MATH 260 or departmental approval.

### **MATH 315-History of Mathematics (3)**

This course will focus on the historical development of various areas of mathematics within and across various civilizations. Topics include the important people, events and ideas that shaped the mathematics that we know today. Upon completion of this course, students will be able to explain how knowing the history of mathematics can lead to deeper understanding of the field. Students will read and demonstrate their understanding of some historical mathematics, including proofs and applications. Prerequisite: A grade of C or better in MATH 270, or departmental approval.

### **MATH 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 MATH 250 or MATH 270, or departmental approval

### **MATH 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 MATH 250, or departmental approval

### **MATH 350-Calculus III: Intermediate Calculus (3)**

This is the third course in the calculus sequence in which students will build upon their existing knowledge of differentiation and integration. Topics will include infinite sequences and series, Taylor polynomials, Taylor series and general power series, polar coordinates, parametric equations, and basic vector algebra. Upon completion of this course, students will be able to relate differentiation/integration of a given function to differentiation/integration of the corresponding power series representation and apply calculus to examine the properties of curves represented parametrically or in polar coordinates. Prerequisite: A grade of C or better in MATH 260, or departmental approval

### **MATH 357-Special Topics in Mathematics (3-4)**

### **MATH 360-Calculus IV: Multivariable Calculus (3)**

This is the final course in the calculus sequence which covers differential, integral, and vector calculus for functions of more than one variable. Topics will include basic vector review, partial derivatives, multiple integrals, line integrals, vector calculus, and applications. Upon completion of this course, students will be able to identify how concepts learned in Calculus I and II generalize to functions of several variables. Prerequisite: A grade of C or better in MATH 350, or departmental approval

### **MATH 370-Numerical Analysis (3)**

This course is an introduction to the fundamental algorithms and analysis of numerical methods commonly used by scientists, mathematicians, and engineers. Topics will include roots of equations, polynomial interpolation and approximation, and least-squares approximation. Upon completion of this course, students will understand the properties of different numerical methods and be able to choose appropriate methods and interpret the results for problems they may encounter in science and business. Prerequisite: A grade of C or better in MATH 260, or departmental approval

### **MATH 440-Probability and Statistics I (3)**

This course examines probability from advanced (calculus based) point of view. Topics include the theory and application of discrete and continuous probability distribution and density functions, mathematical expectation, moment generating function, several

specific probability distributions, and the central limit theorem. Upon completion, students will be able to recognize situations in which special distributions (binomial, normal, Poisson, exponential, gamma, chi-square, etc.) apply. Prerequisite: A grade of C or better in MATH 230 and a grade of C or better in MATH 260, or departmental approval

### **MATH 445-Probability and Statistics II (3)**

This course is a continuation of Probability and Statistics I. Topics include confidence intervals, hypothesis testing, regression, correlation, and analysis of variance. Upon completion, students will be able to apply statistical inference techniques to real world applications. Prerequisite: A grade of C or better in MATH 440, or departmental approval

### **MATH 450-Abstract Algebra (3)**

This course provides an introduction to the principles and concepts of abstract algebra. Topics will include groups, rings, integral domains and fields. Upon completion of this course, students will be able to prove results and give examples of applications of abstract algebra from a variety of mathematical areas including number theory, equation theory, and geometry. Prerequisite: A grade of C or better in MATH 270, or departmental approval

### **MATH 460-Real Analysis (3)**

This course is a rigorous course in the foundations of calculus. Analysis will be developed as a mathematical system using definitions, theorems, proofs, examples and counterexamples. Topics include the real and complex number systems, basic notions of set theory and point-set topology, the theory of limits, continuity, differentiation and integration. Students who successfully complete this course will be able to prove results in analysis using a variety of techniques including direct proof, proof by induction, and proving the contrapositive. Prerequisite: A grade of C or better in MATH 260 and MATH 270 or departmental approval.

### **MATH 491-Independent Study (CV)**

### **MATH 495-Mathematics Senior Seminar (1)**

This capstone course is an interactive seminar for Seniors graduating with a major in Mathematics. Students will engage with current mathematical literature which focuses on a topic in advanced mathematics. Upon completion of this course, each student will write a formal research paper and present the results of that research in an engaging manner. Satisfies the World View IV core requirement. Prerequisite: Declared mathematics major with Senior standing having completed at least 24 MATH credits at or above the 200-level, or departmental approval



## DIGITAL ART & DESIGN (DART)

The Digital Art and Design (DART) program prepares students for the engaging field of digital design and gaming. Offering a foundation for a broad understanding of digital media, this major stresses the aesthetics of design and effective technology for an engaging, interactive experience. Students will learn visual and technical skills, such as design principles, digital art creation, animation, and web development, to create interactive projects in the digital environment. These interactive digital arts and technology courses are combined with communication and business practices to best prepare the student to enter the workplace. Internships are highly encouraged. The need for talented and well-trained designers with extensive technology training is in high demand and career opportunities in this evolving field include video design and production, interactive media design and production, game development, motion graphics design, web development, print media, advertising and promotion design, internet presence and marketing, digital photography, consulting and digital project management.

### Points of Distinction

DART students learn to synthesize ideas and practices from across the spectrum of historical and contemporary contexts, focusing not just on making the new, but making the needed. Potential future opportunities for students graduating with the Digital Art & Design major include:

- Graphic/Digital Designer
- Web Designer
- Audio/Visual Performance Artist
- Artist
- Project Manager
- Instructional Designer
- Art Director (technical to creative liaisons)
- Game Designer/Developer
- Interactive Exhibition Designer
- 3D Model Maker
- Art Administrator
- Art Buyer
- Art Consultant
- Artist's Agent
- Gallery Owner

Upon completion of the Digital Art & Design major, graduates will;

- 1) Present work that demonstrates perceptual acuity, conceptual understanding and technical facility at a professional entry level;
- 2) Illustrate familiarity of historical achievements, current major issues, processes, and directions within their field and the ability to place works into proper contexts;
- 3) Select and utilize technology tools effectively in a variety of artistic and design media for the creation, reproduction, and distribution of visual messages;
- 4) Select and utilize technology tools effectively and ethically by examining use of fonts, use of illustrations/images, use of software, use of copyright/trademark issues and standards of professional practice a variety of artistic and design media for the creation, reproduction, and distribution of visual messages by displaying a personal aesthetic in the community;
- 5) Develop, design and create graphic art as an effective and informed tool of communication.
- 6) Integrate principles of visual organization, composition, information hierarchy and aesthetics;
- 7) Synthesize and utilize different theories, processes and media components to create and develop digitally-based visual forms.

**A major in Digital Art & Design** consists of 54 credits;  
36 credits of DART core courses plus 18 credits of elective credits

### **Required Digital Art & Design CORE Courses: 36 credits**

- ART 111-Survey of Western Art I (3)
- ART 112-Survey of Western Art II (3)
- ART 221-Drawing Fundamentals (3)
- DART 130-Computer Graphics Introduction (3)
- DART 135-Design Studies (3)
- DART 201-Graphic Design I (3)
- DART 231-Web Design I (3)

- DART 240-Digital Illustration I (3)
- DART 241-2D Animation (3)
- DART 250-Digital Imaging I (3)
- DART 270-3D Animation I (3)
- DART 495-Senior Seminar (3)

### **Digital Art & Design ELECTIVE Courses – 18 credits**

Any DART/ART courses not already required in the DART Core

**Note:** an Internship or Independent Study course may replace one of DART elective courses.

**A minor in Digital Art & Design** consists of 24 credits;

- DART 130-Computer Graphics Introduction (3)
- DART 201-Graphic Design I (3)
- DART 231-Web Design I (3)
- DART 240-Digital Illustration I (3)
- DART 250-Digital Imaging I (3)
- Three elective DART courses

The Department of Digital Art & Design offers the BS degree.

## **DIGITAL ART & DESIGN COURSE DESCRIPTIONS**

### **DART 130-Computer Graphics Introduction (3)**

This is an introductory level course in Digital Art and Design. Students will be introduced to the application fields of computer graphics and experience a number of them to expand their knowledge of the field. Students will develop projects in paint systems, graphic design applications, and animation (2D, 1 ½ D and 3D). The first DART course for majors, it is also open to non-majors.

### **DART 135-Design Studies (3)**

This course is a comprehensive review of the theory and terminology of design and practical application of design elements and principles. Emphasis is made on developing this understanding through analysis, research, and organization of visual information. The creation of solutions based on the content and the use of formal design principles will be developed through this class. Students will practice using the elements of design in spatial organizations and idea alteration. Prerequisite: DART 130

### **DART 201-Graphic Design I (3)**

This course introduces students to the Graphic Design field. Students will create electronic publishing projects using either QuarkXPress or Adobe InDesign. Emphasis is on introducing basic design principles, layout and creation of the finished file while learning the software. Students will design and produce portfolio quality projects that range from single to multiple pages and black and white to color. Prerequisite: DART 130

### **DART 231-Web Design I (3)**

This course concentrates on web design, web development, web implementation, web testing and web updating of effective interfaces based on principles of graphic design, interactivity and usability. Through lectures, in-class tutorials and coursework, students will be educated in a variety of visual, navigational and structural approaches. CSS, navigation systems, visual hierarchy, JavaScript and flash animations, image preparation, and file prep will also be covered. At the end of this course, students will have created online, interactive websites

### **DART 240-Digital Illustration I (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: DART 130

### **DART 241-2D Animation (3)**

This course introduces students to the design of two-dimensional animation with interactive features. Students will create storyboards, and execute the use of color, vector graphics, timing and key framing, sound, nesting and scenes, and rendering for animation. Coursework will acquaint students with the needs and procedures for creating two-dimensional web and television animations for the market place. Prerequisite: DART 240 or DART 250

### **DART 250-Digital Imaging I (3)**

The purpose of this course is to provide students with an in-depth view of the basic Photoshop techniques needed to enhance and manipulate digital images. The topics covered in this course will aid the student in becoming a true Photoshop practitioner and Photoshop solution provider, solving real-world issues easily. Students will not only learn Photoshop production techniques, but will understand the reasoning behind their use. Prerequisite: DART 130

### **DART 270-3D Animation I (3)**

The purpose of this course is to provide students with an in-depth view of the basic Photoshop techniques needed to enhance and manipulate digital images. The topics covered in this course will aid the student in becoming a true Photoshop practitioner and Photoshop solution provider, solving real-world issues easily. Students will not only learn Photoshop production techniques, but will understand the reasoning behind their use. Prerequisite: DART 130

### **DART 301-Graphic Design II (3)**

This course will allow students to develop additional skills in Graphic Design. Students will create advanced electronic publishing projects using the Adobe Creative Suite. Emphasis is placed on design, layout and creation of the finished file, rather than the software. Students will design and produce portfolio quality projects while using specialty functions in the software for automation and increase of operational speed. Projects will range from single to multiple pages, black and white to color, & 2-dimensional to 3-dimensional designs. Prerequisite: DART 201

### **DART 302-Typography (3)**

This course introduces the principles of typographic structure, composition, and hierarchy in the Graphic Design field. Students will learn to work with type intelligently and creatively. Emphasis is on the principles of symbolic communication while using and manipulating type with computer graphic programs. Students will design and produce portfolio quality projects that range from corporate identity to publication design. Prerequisite: DART 201

### **DART 321-Character Drawing (3)**

This course develops fundamental skills and techniques for the design, development and drawing of characters for print and motion graphics. Course work covers character development, expression, drawing techniques, issues of anatomy and costume. Students will illustrate best practices for creating and drawing characters, creating the illusion of motion, and prepare character drawings for animation. Students will further their fundamental drawing skills in a studio environment using traditional drawing media and computer graphic software. Prerequisite: ART 221

### **DART 325 – Mixed Media (3)**

This is a graphic art course furthering the application of art theory, skills and techniques including those specifically relevant to drawing, painting, composition and application of elements and principles of design. The course focuses on the experimental and creative use in integrating traditional and electronic media in image making. Students build concept development and production skills especially in digital photography, photo-image processing/masking techniques and the post-print production and presentation of imagery. Several assignments stress technical achievement and presentation, art/design/visual communication, and personal aesthetic. Students review selected readings pertaining to artistic approaches to electronic arts, graphic design and they will be asked analyze examples of professionally created computer mediated art and design works.

### **DART 332-Web Design II (3)**

Focus on the client side and server side of web development with an emphasis on team production, working with a client and JavaScript, css and HTML 5. Web 2.0 and mobility issues will be part of classroom production. Prerequisites: DART 130 & DART 231

### **DART 340-Digital Illustration II (3)**

This course develops student's understanding of illustration as a visual delivery system for ideas and feelings. The class focuses on developing advanced skills and methods for creating vector based images and files and for engaging the powerful partnership with the written word; effectively becoming a visual author of opinions and ideas. Topics covered include historical illustrative styles, contemporary uses of illustration, lighting and composition, and critical analysis of illustration as effective visual communication. Prerequisite: DART 240

### **DART 345-2D Gaming (3)**

This course focuses on the development of interactive and media rich games for two-dimensional delivery. Students will augment their articulation of color theory, titling, time and sound sequencing, storyboarding, rendering files and projects for various platforms. By the end of the course, students will have created a series of 2D games based upon bitmapped and vector assets for web and computer OS platforms. Prerequisite: DART 241

### **DART 350-Digital Imaging II (3)**

This course provides students who are already familiar with digital imaging with the opportunity to strengthen their existing skills and master advanced digital imaging tools and techniques. Students will learn to use Photoshop as a creation tool not just a photo manipulation tool. In addition to advanced selection and color correction techniques, increase their proficiency with the Bezier pen tool, layer masks, channels, blending modes, layer effects, filters, vector shape tools, typography, perspective tools, spot color channels, and advanced color selections. By the end of the course, students will have created a variety of themed images based upon the above techniques whose application is in graphic design, web development, 3D graphics, and media creation. Prerequisite: DART 250

### **DART 357-Special Topics in Digital Art and Design (3)**

Specific sub-disciplines within the framework of Digital Art and Design 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 & permission of instructor

### **DART 361-Motion Graphics (3)**

This course introduces the basic mechanics and practices for creating animation and editing digital video, by designing imagery in a digital timeline of layers within two and three-dimensional space. Topics covered include animation theory, cell animations and rotoscoping, stop animation photography, animation, sound production, and digital editing versus linear editing. Students are introduced to the use of storyboards, and the application of color theory, design principles, titling, special effects filters, and timing for animation. Prerequisites: DART 240 and DART 250

### **DART 365-Architectural Rendering (3)**

This is an advanced course covering 3D and modeling techniques used in architectural rendering, focusing on line drawings, shaded drawings, use of color, composition, organization, perspective, scale figures, entourage, reflections, and multimedia presentations. Students will develop fundamental architectural drafting and demonstrate pre-visualization techniques used in the architecture, gaming and educational gaming industries. Course is intended for advanced DART students. Prerequisites: DART 130 & DART 241

### **DART 370-Game Asset Creation (3)**

The purpose of this course is to introduce the student to the fundamental principles used in the production of 3D models for use in a real time game environment including the creation of suitable textures. Emphasis will be placed on developing the workflow that mirrors current practices in game art development. Topics covered in this course will include but are not limited to low poly modeling, high poly modeling, modeling on the grid, normal mapping, texture creation and painting, texture creation on the grid, lightmaps and specular maps, UV mapping, and game engine integration. Prerequisite: DART 270

### **DART 371-Game Level Design I (3)**

This course focuses on the development of game level design through current industry level editors. Students will augment the creation of game assets with sound, music and polygon models. At the end of the course, students will be able to demonstrate proper level flow as it directly relates to the different kinds of levels and how game play can be affected by the flow in both positive/negative ways. Students will also create fully functional game levels using industry-grade editing software.

Prerequisite: DART 270

### **DART 375-Character Modeling (3)**

This course focuses on an in-depth view of the basics of character modeling for animation. At the end of the course, students will demonstrate 3D modeling using a host of different software packages from Autodesk, Pixologic and Adobe. Students will create models using various approaches to figure construction. Prerequisite: DART 270

### **DART 401-Identity Design (3)**

This course introduces the principles of visual identity in the Graphic Design field. Students will learn to create logos and symbols intelligently and creatively. Emphasis is on the principles of symbolic communication while using and manipulating type and images with computer graphic programs. Students will design and produce portfolio quality projects that range from corporate identity and branding to environmental signage. Prerequisite: DART 201

**DART 402-Packaging Design (3)**

This course introduces the principles of packaging design by defining the role of packaging in product identification, presentation, and production. Students will be exposed to how package designers visually communicate using 3-dimensional form. Emphasis is placed on developing solutions for various products by adapting typography, illustration, design and materials to 3-dimensional forms with the aid of computer graphic programs. Research includes marketing objectives, structural integrity, display aesthetics, and environmental considerations. Students will design and produce portfolio quality projects for individual products and extended product lines, food and mass market products, and packages for a wide variety of products and clients. Prerequisite: DART 201

**DART 485-Internship (1-3)**

Experience and training in field related to Digital Art and Design 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 DART major. Prerequisites: Junior or Senior standing and permission of the department.

**DART 491-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 DIGITAL ART & DESIGN department. Student will present narrative for approval. Prerequisite: Junior or Senior standing

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

This course focuses on the professional skills development for the graphic industry and the capstone for the Digital Art and Design department. Students will be preparing the details and knowledge needed to enter the computer graphic profession. Emphasis is placed on professional skills and a capstone project. Research includes career roles in the 21st century and ethical issues. Students will design and produce a resume and portfolio in various forms including in print, in digital, and as a website. A group Senior thesis show is also required. Prerequisite: Senior standing or permission of the instructor

## ECONOMICS (ECON)

The Economics program at the University of Dubuque prepares students to be proficient in economic theory while helping them to develop data analytic and critical thinking skills and while nurturing the appreciation of ethical values. These skills are used to investigate real world economic problems and are used throughout the curriculum, culminating with a senior thesis written under faculty guidance.

The Bachelor of Science in Economics features a rigorous sequence of courses in the field, including two levels of microeconomics and macroeconomics, combined with coursework in calculus, statistics, and econometrics. Furthermore, in order to provide students with an international perspective to modern economic issues, at least one economics travel course is strongly recommended. Often, this course will be offered in the J-term.

Graduates of the Economics program can choose from a wide variety of careers in businesses of all sizes, nonprofits, law, banking, finance, healthcare, government, academia, etc. Economics majors can also choose to attend graduate school in various fields of applied economics, in finance, marketing, management, and other related disciplines.

The Economics program is committed to providing students with the opportunity to gain both theoretical and applied knowledge to analyze economic problems and issues, think strategically, and use these abilities in a continuously changing global marketplace. Students will develop the skills of decision making and independent research by using technology and understanding the value of ethics.

### Program Goals:

1. Students will apply economic analysis to evaluate everyday problems, as well as specific policy proposals, and will be able to compare arguments for alternative courses of action.
2. Students will collect relevant data, conduct statistical analysis, interpret statistical results, and analyze an economic issue, by using technology.
3. Students will effectively communicate arguments about specific economic issues.
4. Students will develop a deeper understanding of the field of economics and of the tools necessary to model consumer and producer behavior.
5. Students will be able to recognize the role of ethical values in economic decisions, and to identify the moral limitations of economic analysis.

### The Economics major requires a minimum of 58 credits.

This includes 40 credit hours of required courses in Economics, Business and Mathematics. In addition, majors complete a minimum of 18 elective credit hours.

### Required Courses (40 cr.):

- ECON 101-Principles of Microeconomics (3)
- ECON 102-Principles of Macroeconomics (3)
- ECON 220-Introductory Mathematics for Economists and Actuarial Scientists (3)
- ECON 231-International Economics (3)
- BAC 241-Principles of Financial Accounting (3)
- MATH 230-Introduction to Statistics (3)
- MATH 250-Calculus I (4)
- BAC 300-Principles of Finance (3)
- ECON 311-Intermediate Microeconomics (3)
- ECON 322-Intermediate Macroeconomics (3)
- ECON 341-International Finance (3)
- ECON 411-Econometrics I (3)
- ECON 495-Senior Thesis in Economics (3)

**Elective Courses (18 cr.) - Pick at least 6 courses from this list:**

- ECON 160-Analysis of Social Data (3)
- ECON 221-Contemporary Economics (3)
- ECON 232-Money and Banking (3)
- ECON 241 – Sports Economics (3)
- ECON 242 – Development Economics (3)
- ECON 261 – History of Economics (3)
- ECON 262 – Economic Thought (3)
- ECON 331 – Managerial Economics (3)
- ECON 332 – Investments (3)
- ECON 342 – Game Theory (3)
- ECON 441 – Econometrics II (3)

**The Economics minor requires a total of 21 credit hours.**

This includes 12 credit hours of required courses and 9 credit hours of Economics or Finance elective credits.

**Required Courses (12 cr.):**

- ECON 101-Principles of Microeconomics (3)
- ECON 102-Principles of Macroeconomics (3)
- ECON 220-Introductory Mathematics for Economists and Actuarial Scientists (3)
- ECON 311-Intermediate Microeconomics (3) **OR** ECON 322-Intermediate Macroeconomics (3)

**Elective Courses (9 cr.) in Economics or Finance**

*Note:* The Economics electives can be any of the required or elective courses for the Economics major.

The Finance electives can be one or more from the following list:

- BAC 262-Personal Financial Stewardship (3)
- BAC 300-Principles of Finance (3)

The Department of Economics offers the BS degree.

**ECONOMICS COURSE DESCRIPTIONS****ECON 101-Principles of Microeconomics (3)**

This is an introductory course in microeconomics which is the study of the behavior of individuals and organizations in the making of economic decisions. This course will focus on the overall topic of market exchanges and why people, organizations, governments, and nations work the way they do. Upon completion, students will demonstrate an understanding of economic issues from a market efficiency perspective.

**ECON 102 – 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. Upon completion, students will be able to recognize and articulate basic macroeconomic concepts and how they are being used to address domestic and global economic issues.

**ECON 160-Analysis of Social Data (3)**

This course is designed to provide students with hands-on experience in handling and interpreting social data. Upon completion, students will develop basic skills in finding, downloading, displaying, graphing, and analyzing economic and other social variables. Special emphasis will be placed on using software to study the relations among these real-world variables.

**ECON 220-Introductory Mathematics for Economists and Actuarial Scientists (3)**

This course introduces students to the mathematical tools employed in economics. Upon successful completion of the course, the students will be able to apply mathematical techniques to problems in basic economic theory and to master additional mathematical techniques efficiently and effectively as needed for advanced coursework and research. Topics covered include derivatives of functions of one or more variables; interpretation of the derivatives; convexity; constrained and unconstrained optimization; series; matrix algebra; and eigenvalues. Prerequisite: MATH 250 or instructor's consent.

### **ECON 221-Contemporary Economics (3)**

This course is a study of economic causes and solutions to common societal problems. Emphasis is placed upon intermediate microeconomic models as a tool to analyze policy options. Upon completion, students will be able to independently analyze an original problem and create a viable economic solution using microeconomic models. Prerequisites: ECON 101, and MATH 112.

### **ECON 231-International Economics (3)**

This course introduces students to the major theories in international trade and to models that are useful for applied policy and regional analysis. The economic implications of international trade and trade policy on consumers, workers, firms, and both on individual economies and the wider international community are also emphasized. Upon successful completion of this course, students will demonstrate an understanding of the major instruments of trade policy, their economic effects, and the issues created by their use in practice. Prerequisites: ECON 101 and ECON 102

### **ECON 232-Money and Banking (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. Upon successful completion of this course, students will demonstrate an understanding of the role of financial markets in the economy, the main aspects of financial institutions, and the importance of central banks and monetary policy. Prerequisite: ECON 102

### **ECON 241-Sports Economics (3)**

This course is designed to extend students' understanding of economic issues surrounding both amateur and professional athletics. Upon completion students will be able to employ microeconomic theory to evaluate market structures, salary caps, stadium financing, and fantasy leagues in sports. Prerequisite: ECON 101

### **ECON 242-Development Economics (3)**

This course exposes students to models of economic growth and development theories. It also introduces students to the problem of world poverty and to the meaning of economic development of the poor countries, as well as the theoretical means and ways through which the poor nations of the world can attain economic development. Upon successful completion of this course, students will be able to critically discuss key issues in the process of economic development and apply economic models to study development problems. Prerequisite: ECON 102

### **ECON 261-History of Economics (3)**

This course is designed to educate students on the importance of economics and economic progress in determining outcomes of historical events. After completing the class, students should expect to be conversant in the primary developments in economics and how these events in many ways determine social, political, and global order. Prerequisite: ECON 102

### **ECON 262-Economic Thought (3)**

This course is designed to extend students' understanding of the basic ideas and competing schools of thought in economics. After successfully completing the class, students will be able to differentiate between various schools of thought and how these school have been applied in the modern world. Prerequisite: ECON 102

### **ECON 311-Intermediate Microeconomics (3)**

This course is designed to extend students' understanding of the basic microeconomic principles and provides the foundation for their future work in economics. Employing mathematical techniques, this course gives students insight into how economic models help in comprehending important real-world phenomena. Topics include the interaction of supply and demand, elasticity, utility maximization, production functions, costs of production, profit maximization, market structures, and game theory-based oligopoly models. Upon completion, students will have a thorough understanding of consumer and producer behavior. Prerequisites: ECON 101 and ECON 220

### **ECON 322-Intermediate Macroeconomics (3)**

This course analyzes macroeconomic models in order to explain how economies grow over the long run, why economic performance deviates from its potential in the short run, and also what policy-makers can do – if anything – to improve the nation's economic well-being. The course builds on the basic macroeconomic principles and uses more advanced tools to offer a deeper understanding of the subject. Upon completion, students will demonstrate an understanding of real-world macroeconomic phenomena and aggregate indicators, and the impact on the economy of monetary or fiscal policies. Prerequisites: ECON 102 and ECON 220



### **ECON 331-Managerial Economics (3)**

This is a course in basic managerial economics, which is the study of applied economics in business settings. Issues of optimal pricing, elasticity, introductory game theory, and market structure will be covered in some detail. After completing the class, students will demonstrate an understanding of pricing problems in a wide variety of settings. Prerequisite: ECON 311

### **ECON 332-Investments (3)**

This course provides students with the skills needed to analyze the investment environment, the decision-making process, and the central role of asset allocation, and to understand security analysis, risk/ expected return trade-off, asset-pricing models, and portfolio performance evaluation. Upon completion, students will demonstrate theoretical knowledge and practical skills that will help them as practitioners or researchers. This course will also offer good practice for the Chartered Financial Analyst (CFA) examinations. Prerequisite: MATH 230

### **ECON 341-International Finance (3)**

This course introduces students to the theory and practice of international finance and equips them with insights of financial management useful when leading or managing an international firm. Topics to be discussed will include foreign exchange markets, international financial markets, international banking, currency derivative markets, euromarkets, risk management, and investment decisions in the global marketplace. Upon completion of the course, the students should be able to perform basic analysis of the risks and opportunities associated with various forms of internationalization. Prerequisites: BAC 300 and ECON 102

### **ECON 342-Game Theory (3)**

This course provides students with a basic understanding of key concepts and methods of game theory. It combines the case study approach (based on examples), with the theory of strategic behavior (based on general principles), to provide a better understanding of games, than any one of the two approaches could offer individually. Throughout the semester, students will explore various concepts, tools, and techniques such as equilibrium, game tree, game matrix, the minimax method, etc. Upon completion, students will be able to solve a variety of applications and to extend their abilities to think strategically. Prerequisite: ECON 101

### **ECON 411-Econometrics I (3)**

The objective of this course is to prepare students for basic empirical work in economics. In particular, topics will include basic data analysis, regression analysis, and hypothesis testing. Upon completion of the course, students will be able to use actual economic data to test economic theories. Prerequisites: MATH 230 and ECON 220

### **ECON 441-Econometrics II (3)**

The material covered in this course extends the material covered in Econometrics I. The course reviews basic statistics, regression and inference, and then introduces linear time series models, ARIMA models, estimation and forecasting with time series models, and forecasting of errors and confidence intervals. Upon completion of the course, students will be able to use advanced econometric techniques to test economic theories. Prerequisite: ECON 411

### **ECON 495-Senior Thesis in Economics (3)**

Students will investigate an idea, theoretical issue, or policy problem of keen economic interest. In this capstone course, students will use the knowledge acquired in other Economics classes. Upon completion of the course, they will write a research paper on a selected topic, comprising of a literature review, data collection, organization, manipulation, and organization, presentation of results, and conclusions. Prerequisites: Senior Standing, ECON 311, ECON 322 and ECON 411

## EDUCATION (EDU)

The mission of the Teacher Education Program is to prepare qualified, caring, and effective teachers. This mission is based on a conceptual framework with four components:

1. Knowledge of Learning and Learners
2. Knowledge of Content
3. Knowledge of Pedagogy
4. Professional Dispositions & Competency

These four components are synchronized to provide the conceptual framework for the program. The framework takes into account that learning to teach effectively occurs within professional learning communities found in the college classroom, school-based settings, and in student teaching. Our program also integrates education-related service to the learning community experience, thus supporting the unique mission of the University.

1. *Knowledge of learning and learners* means that the practitioner candidate understands theories of development and how students learn. This includes adapting teaching strategies to each learner's strengths and planning differentiated instruction for diverse learners with cultural or language differences and other exceptionalities. It also includes creating classroom environments that support all students to thrive.

2. *Content knowledge* is defined as a thorough understanding of the content required to teach a lesson or unit of study. The University's liberal arts focus and its general education core curriculum, in conjunction with the teacher education required curriculum which includes secondary subject content courses, provide a solid foundation of general education courses to successfully equip our practitioner candidates with a breadth of content knowledge to assure learner mastery of content.

3. *Knowledge of pedagogy* includes the general principles of teaching and an understanding of instruction and classroom management. The program's professional education and content core courses provide the knowledge of effective strategies and techniques to engage all students in learning. These courses focus on planning and delivering meaningful lessons, providing feedback and gathering formative and summative assessment.

4. *Professional dispositions & competency* are guided by the Iowa Code of Ethics to ensure that our practitioner candidates are morally fit and ethically centered. Ongoing self-reflection and self-renewal require regular critical examination of teaching to demonstrate competency in all professional standards and program goals, which are aligned with InTASC principles, the Iowa state core, the Iowa teacher preparation standards, and Iowa licensing regulations.

Successfully completing the Teacher Education Program prepares our practitioner candidates to be qualified, caring, and effective teachers. Program graduates who have met satisfactory levels of teaching competence and have demonstrated professional dispositions are then ready to begin the formal process required by the state to be licensed as a professional teacher.

### Teacher Education Major

Teaching endorsement program options in the major include:

1. Elementary Education, K-6; (Endorsement 102)
2. Reading, K-8; (Endorsement 148)
3. Instructional Strategist I: Mild & Moderate, K-8; (Endorsement 260)
4. Early Childhood, Pre K-Kdg. (Endorsement 103)
5. Science, K-8; (Endorsement 150)
6. English/Language Arts, K-8; (Endorsement 119)
7. Social Sciences K-8; (Endorsement 164)
8. Math, K-8; (Endorsement 142)
9. English/Language Arts, 5-12; (Endorsement 120)
10. Biology, 5-12; (Endorsement 151)
11. Chemistry, 5-12; (Endorsement 152)
12. All Science, 5-12; (Endorsement 185)
13. Basic Science, 5-12; (Endorsement 1541)
14. Math, 5-12; (Endorsement 143)
15. Physical Education, K-12; (Endorsement 146 and 147)
16. Health Education, K-12; (Endorsement 137 and 138)
17. Instructional Strategist I: Mild & Moderate, 5-12; (Endorsement 261)

- 18. Middle School; (Endorsements 1821-1824)
- 19. Coaching, K-12; (Endorsement 101)

In the state of Iowa, programs in elementary education require a major in elementary education and one teaching endorsement (we require a reading endorsement with our major); secondary programs require a teaching major in a subject area. The Middle School endorsement may be added to another endorsement area.

Students who complete the University of Dubuque's Teacher Education Program and pass Praxis II are eligible to be recommended and apply for an Iowa Initial Teacher License. Teaching Licensure is governed by the 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.

### **Teacher Education Minor**

In addition to the Teacher Education major leading to licensure, the University of Dubuque offers a minor in education. Requirements and information on this program are listed in this catalog following the major requirements.

### **Teacher Education Program Goals and Student Learning Outcomes**

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 four department goals and the student learning outcomes addressing the Learner & Learning, Content, Instructional Practice, and Professional Responsibility, are aligned with the INTASC (Interstate Teacher Assessment and Support Consortium) Principles and the Iowa Standards for Teacher Preparation. The Teacher Education Program has established the following goals and student learning outcomes, which are assessed throughout the Teacher Education Program.

### **Education Program Goals**

Goal I. Develop teacher candidates who understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.

Goal II. Develop teacher candidates who have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content.

Goal III. Develop teacher candidates who understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways.

Goal IV. Develop teacher candidates who engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration.

### **Education Program Student Learning Outcomes (INTASC Model Core Teaching Standards)**

#### **Standard #1: Learner Development**

The teacher understands how learners grow and develop recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#### **Standard #2: Learning Differences**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#### **Standard #3: Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

#### **Standard #4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

#### Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

#### Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

#### Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

#### Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

#### Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

#### Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### **Demonstration of Competency in the Program Goals**

Utilization of the INTASC Principles and the Iowa Standards has allowed the Teacher Education Program to assess student performance in areas characteristic of effective teaching for beginning teachers. Students are assessed on their level of competency in each program goal using numerous assessment strategies in course work and field experiences. Other means of assessment used in the program are CAAP scores, course grades, GPA, designated assignments for a goal, and evaluations from practicum and methods courses.

### **Admission to the Teacher Education Program**

Admission to Teacher Education is a formal process, representing the initial step towards becoming eligible for recommendation for an Iowa teaching license. Applications are electronic and may be requested from the Teacher Education Secretary at 307 Smith Hall. 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. It is recommended that students complete the process for Admission to Teacher Education by the second term of their sophomore year. The Teacher Education Admissions Committee, made up of Education faculty, meets in December and May. Application deadlines are December 1 & May 1.

### **ADMISSION CRITERIA**

1. Pass the CAAP exam
2. Earn a GPA of 2.75 or higher
3. No grade below C
4. You may not have taken any course leading to graduation or licensure more than 2 times (*only 1 retake of a course*)
5. Submit online application form (request the form from the Teacher Education Secretary at 307 Smith Hall)
6. Submit formal essay (see below)
7. Complete at least 10 hours of education-related service
8. Complete at least 20 hours of school-based experience
9. Have an excellent disposition to teach. This includes an average of 2.0 or higher on the UD Disposition Evaluation Assessment (as recommended by the State of Iowa) as well as written evaluations from education course instructors. Students who display behaviors, including academic dishonesty, that are in opposition to the University of Dubuque Mission Statement or values associated with the UD Wendt Character Initiative may not be accepted into the Program.

## **CAAP Test**

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 Collegiate Assessment of Academic Proficiency (CAAP) for admission to our Program. This test assesses the basic skills in mathematics, reading and writing (grammar and essay) through four individual tests. Students must pass all the tests and meet the cumulative score to be admitted to the program. Students may elect to take the test in two or more sessions by taking individual test(s) separately so they can concentrate on a particular area(s). This option will cost more in testing fees. The test and/or individual tests may be taken **a total of three times** until the student receives a passing score and meets the cumulative score. Failure to pass the CAAP tests in three tries makes the candidate ineligible for admission to Teacher Education. In this case students should meet with their advisor for counseling into a new major.

## **CAAP at a Glance**

1. The CAAP test is given on the campus of the University of Dubuque at least five times a year, twice in the fall term, twice in the spring term and once in the summer if a minimum number of students are registered.
2. Students sign up for the test in the Teacher Education office, Smith 307
3. The cost of the test is \$50.00. Retakes and individual tests are one for \$20.00, two for \$30.00, and \$40 for three.
4. University of Dubuque Passing scores: Students must attain **a cumulative score of 175** to pass the test which includes the following minimum scores for the subtests: **Reading-55; Math-55; Writing-60; and Essay-3.25**

The Praxis Core Academic Skills for Educators will be accepted for admission to the program for students who plan to teach in a state that requires the Praxis Core for licensure or if a student has previously taken Praxis Core and the scores meet the current criteria.

## **Formal Essay**

As a measure of the applicant's ability to express him/herself in writing, a formal essay will be required. Writing the formal essay is a course assignment in EDU 200, Foundations of Education. This essay must:

- Be composed clearly and correctly
- Contain a statement requesting admission to Teacher Education
- Be at least four pages in length
- Include factors influencing your 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 your potential to become an effective teacher
- Include a paragraph stating your personal teaching philosophy

## **Action by Teacher Education Admissions Committee**

The Teacher Education Admissions Committee reviews all admission applications. Students will be notified in writing regarding their admission status. If students have any questions or concerns about the status of the application or the admission process, they should contact their advisor or the Education Department Head, Debra Stork at 563-589-3453.

## **Readmission to the Teacher Education Program**

Students whose active status in Teacher Education has lapsed for more than one term must meet with the Department Head to discuss the readmission process. The Department Head will evaluate the student course work and determine if the student meets the current criteria for admission. The Department Head will present the student's written request to the Teacher Education committee for final determination.

## **Retention in Teacher Education**

A student accepted into the Teacher Education Program is expected to exhibit a level of professionalism that reflects 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 required general education and content core classes; 2) Earning a grade of C or higher in professional education classes; 3) Maintaining a minimum cumulative grade point average of 2.75; 4) Demonstrating the ability or potential to work effectively in an educational setting; 5) Successful demonstration of the competencies required in the Program; 6) Maintaining excellent dispositions as described in number nine of admission criteria. Failure to maintain these criteria will lead to removal of the student from privileges of admitted students and may include withdrawal from required courses until the student meets the requirements once again.

**Disclaimer:** Fraudulent or illegal behavior demonstrating poor character including but not limited to inappropriate use of social networking, inappropriate use of alcohol or drugs, use of offensive language, lack of respect to others, or academic dishonesty may result in immediate removal from the Teacher Education Program and/or required courses.

## **Transfer Students**

Students who transfer to the University of Dubuque's Teacher Education Program should meet with the Department Head on an individual basis to determine what courses meet the requirements of the program. Transfer students may be admitted to the Program after successfully completing one term at the University of Dubuque and meeting the criteria for admission. During their first term, Junior and Senior transfer students may take education courses in the general education core. Transfer students may not take any professional core courses until they have been admitted into the program. Transfer students who enter the University of Dubuque with an Associate's Degree do not need to meet all the university core requirements; they do need to meet the content requirements for licensure. The Head of the Department of Education will evaluate the core content needs.

## **STUDENT TEACHING**

### **University of Dubuque Approval to Student Teach Requirements**

Student teaching, the culminating experience for the Education student, should take place the term before graduation. During the spring term of the academic year prior to the year when a student expects to student teach, an electronic Application to Obtain Approval for Student Teaching may be requested from the Teacher Education Secretary at 307 Smith Hall and must be completed and submitted to the Teacher Education Office no later than March 1. Approval is necessary before student teaching. Final approval for student teaching is dependent on the Teacher Education faculty review of the following:

1. Admission to, and retention in, the Teacher Education Program
2. Application to Obtain Approval for Student Teaching (Due March 1<sup>st</sup> academic year prior to student teaching)
3. Academic transcripts to verify successful completion of all general education requirements, all professional education requirements, and content core requirements with a grade of C or higher. No incomplete or WIP grades may appear on the transcript except the current term, which must be completed in the current term.
4. Minimum cumulative grade point average of 2.75 or higher
5. Have an excellent disposition to teach. This includes an average of 2.0 or higher on the UD Disposition Evaluation Assessment (as recommended by the State of Iowa) as well as written evaluations from education and core course instructors. Students who display behaviors, including academic dishonesty, that are in opposition to the University of Dubuque Mission statement or values associated with the UD Wendt Character Initiative may not be accepted into the program
6. All required school-based experiences have been successfully documented
7. Submission of a program portfolio that demonstrates a rating of "Met" in each of the program goals
8. Attend a minimum of 5 Professional Development Workshops.

Approval for student teaching will be rescinded if a student does not maintain the above criteria during the term prior to student teaching.

Transfer students must consult with the Head of Teacher Education for their specific requirements, complete one term at the University of Dubuque and meet the above criteria.

### **Student Teaching Term Fees**

There are additional fees and expenses attached to the student teaching term. At present the following fees apply to **all** student teachers:

- \$75 fingerprinting/background check—goes to the BOEE, Iowa Board of Educational Examiners/State Licensure Board
- \$85 licensure fee – a money order made out to BOEE

These fees can be taken out of a financial aid package. It is the responsibility of the student teacher to make arrangements with financial aid to pay for these fees.

### **Test Fees (all education majors):**

Praxis II tests (one assesses content knowledge and the other pedagogical knowledge) are required for licensure. Current testing fees can be found on the ETS website. This fee is the responsibility of the student and can be paid when registering online for the exam. Tests must be passed with current Iowa cut scores prior to licensure.

## Student Teaching Policies and Procedures

### Placement Procedures

The University of Dubuque Teacher Education Program places teacher candidates in classroom settings for a sixteen-week experience in the Dubuque Community School District and other school districts located within a 30 mile radius of Dubuque. This policy ensures that student teachers: 1) meet the competencies of the program; 2) are fully supported by the University of Dubuque faculty; and 3) participate fully in the Senior Seminar which is a required part of the student teaching term. Placements meet necessary licensure requirements as described in Chapter 79 of the Iowa Code.

The Director of Clinical Experiences requests placements for student teachers in Dubuque and partner districts within 30 miles of Dubuque. Not all student teachers can be placed in the Dubuque School District; therefore, some student teachers will be placed in other area districts. The student teacher candidate **should not contact** schools for a student teaching placement. Sometimes a cooperating teacher may request a specific student teacher because of a previous field experience in a particular classroom, but that request cannot be honored by the Dubuque School District unless it is requested through the proper channels. Changes in placements will not be made unless extenuating circumstances develop. The Director of Clinical Experiences must approve all changes.

### Aldine/KIPP Settings

The University of Dubuque Teacher Education Program currently has two approved sites for student teaching outside of the 30 mile policy: the Aldine School District in Houston, TX and KIPP Columbus, Columbus, OH. We have established an alliance with these school districts and have qualified University supervisors trained in the competencies required for our program. Students requesting placement in Aldine or KIPP Columbus must meet the criteria to student teach outside the 30 mile radius of Dubuque as described below.

Teacher candidates who elect to student teach at these sites must meet all the requirements of the UD Senior Seminar in addition to the Aldine and KIPP student teaching seminars. Student teachers must return to the University of Dubuque following their student teaching and participate in the final requirements for licensure.

### Out of Area Placements

**Distant placements other than with the Aldine School District and KIPP Columbus are an exception, not the rule!** Exceptions to the current student teaching placement policy are granted on an individual basis. No more than 15% of the candidates in a year will be granted an exception to the policy. **All expenses incurred for an assignment will be paid by the student.**

### Criteria for Request to Student Teach outside the 30 mile radius of Dubuque

1. A statement requesting permission to student teach outside of the area must be received with the application to student teach by March 1 prior to your student teaching year
2. A detailed rationale for the request that includes a plan for completing EDU 495, Senior Seminar
3. Evidence of demonstrated competency in a methods class and practicum, such as evaluations and dispositions from the cooperating teacher and course instructor
4. 3.25 GPA
5. The Director of Clinical Experiences will seek recommendation from the student's advisor
6. Interview with the Director of Student Teaching

All requests are subject to the following:

1. Approval by the Director of Clinical Experiences and the Education Department Head
2. Availability of locating a qualified University supervisor and a cooperating teacher in the requested area
3. Ability of the candidate to pay all extra costs for the placement, including expenses for training of the University supervisor at the site or the mileage costs of a University supervisor to come to the setting (a minimum of 8 visits) and any additional salary for a University supervisor

### Senior Leadership Seminar

Students are required to take EDU 495, Senior Leadership Seminar during the student teaching term. The seminar sessions are held at regularly scheduled times, either Saturday morning or after school during the week. Topics are discussed that are pertinent to student teaching: the law and ethics of teaching, behavior management techniques, and issues related to job searches. The seminar also provides an opportunity for student teachers to share, brainstorm, and learn from others' experiences in the classroom.

Attendance at the seminar is mandatory. Student teachers are required to complete a portfolio including artifacts from a case study in behavior management and assessment data as a requirement of the course.

The University of Dubuque 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) Cumulative GPA of 2.75 or higher; 2) Grade of C or higher in required Teacher Education courses; 3) Completion of the University's core curriculum and a U.S. History or American Government required by the Teacher Education Program with a grade of C or higher in every course; 4) Demonstrate competency in the program goals through the portfolio and student teaching rubric; 5) State of Iowa Application for Licensure and fingerprinting with the required fees to the Licensure Officer; 6) Bachelor's degree; 7) All education students must pass the Praxis II as described below; and 8) Recommendation of the Licensure Officer.

### **All Education Majors Licensure Requirement: Praxis II Content and Pedagogy Assessment Tests**

The state of Iowa requires that all education majors completing a state approved preparation program must take a content test and pedagogy Praxis II test, to be recommended for licensure. This has been mandated by the Iowa Department of Education. Cost of the Praxis II tests is the responsibility of the student.

Students can contact the Department Head of Teacher Education for test numbers as they vary by endorsement. Refer to the ETS website ([www.ets.org/praxis](http://www.ets.org/praxis)) for test dates. Results from the Praxis II tests are mailed approximately four weeks after taking the test. The Education Department must receive notification of a passing score before it can recommend a candidate for licensure. Students must designate that results be sent to the University of Dubuque on their registration form for the Education Department to receive the scores.

### **Disclaimer**

The State of Iowa may disqualify an applicant for teacher licensure for any of the following reasons:

1. Applicant has been convicted of child abuse or sexual abuse of a child
2. Applicant has been convicted of a felony or other crimes
3. Applicant's application is fraudulent
4. Applicant's license or certification from another state is suspended or revoked

The University of Dubuque cannot guarantee that a student will be eligible to receive a teaching license or given a waiting period for licensure if any of these aforementioned circumstances apply.

### **Teacher Licensure in Other States**

Students graduating from the approved Teacher Education Program at the University of Dubuque meet the requirements for teacher licensure only from the state of Iowa. Students who meet Iowa licensure can be licensed in other states by applying to the licensing bureau of that state. Often times, students will receive a provisional license that will allow them to teach full time while completing a given state's requirement.

### **Degrees**

The University of Dubuque grants the B.S., 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.

### **TEACHER EDUCATION MAJORS - CURRICULUM REQUIREMENTS**

Teacher Education curriculum requirements are established in four categories: 1) General Education or UD Core Curriculum 2) Professional Education Core, 3) Content Core, 4) Professional Term.

1. **GENERAL EDUCATION/CORE CURRICULUM** - 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. Specific courses must also be completed by all education majors to meet the Teacher Education Program requirements for liberal arts and U.S History or American Government. Elementary Education majors require additional content requirements which must be met for licensure. Students who have a previous AA degree may need additional content course work to meet these licensure 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. Those courses marked with an asterisk require admission to the Teacher Education Program. Students must demonstrate competency of the specified core components designated within the course: learner development, learning differences, learning environments, content knowledge, application of content, assessment, planning for instruction, instructional strategies, professional learning and ethical practice, leadership and collaboration.
3. **CONTENT CORE** - The Content Core courses contain crucial content for specific endorsement areas. Designated core competencies for each course must be successfully met before a student teaching assignment is given. Those courses marked with an asterisk require admission to the Teacher Education Program.
4. **PROFESSIONAL TERM** - This is the capstone experience for education majors. All course work in the general education, the professional education core, and the content core in all endorsement areas must be completed. The process for approval to student teach must also be completed to participate in student teaching. Student teaching is a 16 week assignment for one endorsement and two 8 week assignments for two or more endorsements.

### **Professional Education Core** (ALL EDUCATION MAJORS)

#### **\*(Admission to Teacher Education is required for all 300 and 400 Level Courses)**

EDU 100 Introduction to Education (2) - 10 hours of school related service learning

EDU 119 Human Relations (3)

EDU 200 Foundations of Education (3) – 20 hours of field exp.

EDU 202 Introduction to Inclusion, K-12 (3) - 10 hours of field exp.

EDU 240 Learning and Teaching Processes (3)

\*EDU 303 Reading & Writing in the Content Areas (3)

\*EDU 310 Assessment of Regular & Exceptional Learners, K-12 (2)

\*EDU 318 (ESOL) Literacy & Language Diversity (3)

\*EDU 352 Technology in Education (2)

\*EDU 401 Portfolios (no credit)

### **Content Core - Elementary and Reading Major Curriculum Requirements, K-6** (Endorsement 102) and (Endorsement 148)

EDU 246 General Science for EDU Majors (3) (and 4 credit Biology w/lab – BIO 110, 111 or 145)

EDU 249 General Math I for K-8 Education (3)

EDU 269 General Math II for K-8 Education (3)

\*EDU 302 Curriculum & Instruction in Reading (3)

\*EDU 306 Children's Literature (3)

\*EDU 307 Corrective & Remedial Reading, K-12 (3) (prerequisite EDU 302) (School-based exp. 4 hrs)

\*EDU 308 Foundations of Reading and Literacy (3) - 10 hours of field exp.

\*EDU 311 Reading Assessment/Diagnosis (3) (prerequisite EDU 307) (Tutoring Practicum 20 hours)

\*EDU 343 Art/Music Curriculum for Elementary Teachers (2)

\*EDU 344 PE/Health Curriculum for Elementary Teachers (2)

\*EDU 331 Integrating Language Arts/Social Studies (6) (School-Based Practicum experience 40 hours)

\*EDU 346 Integrating Mathematics/Science (6) (School-Based Practicum experience 40 hours)

### **Professional Term – (Admission to Teacher Education Required)**

\*EDU 432 Student Teaching in the Elementary School (6 or 12 credits)

\*EDU 495 Educational Leadership Seminar (3)

Students in the combined Elementary Education/Reading major receive two endorsements. Students may elect to receive additional endorsements. Any EDU 100 or 200 level courses in an endorsement may be taken while completing the admission requirements to the Teacher Education Program. All EDU 300 and 400 level courses in an endorsement area may only be taken after admission to Teacher Education.

**K-8 Endorsements** \*Can only be taken after admission to Teacher Education

**English/Language Arts, K-8 – 27 hours**

Oral Communication (3 hours)

COM 101 Speech Communication

Written Communication (Choose 3 hours from the following courses)

RES 104 Introduction to Research Writing **OR**

ENG 350 Advanced Composition **OR**

ENG 352 Fiction Writing

Language Development (6 hours)

\*EDU 308 Foundations of Reading & Literacy

ENG 230 Modern Grammar

Reading

\*EDU 302 Curriculum & Instruction in Reading

\*EDU 303 Reading & Writing in the Content Areas

\*EDU 306 Children's Literature

Communication

THEA 224 Creative Drama & Improvisation **OR**

THEA 220 Storytelling & Performing Literature

American Literature

ENG 321 American Literature Survey I **OR**

ENG 325 Selected U.S. Writers

**Reading, K-8 – 24 hours**

\*EDU 302 Curriculum and Instruction in Reading

\*EDU 303 Reading & Writing in the Content Areas

\*EDU 306 Children's Literature

\*EDU 307 Corrective & Remedial Reading

\*EDU 308 Foundations of Reading and Literacy

\*EDU 311 Reading Assessment/Diagnosis

\*EDU 318 (ESOL) Literacy & Language Diversity

\*EDU 331 Integrating Language Arts/Social Studies (3 of 6 credit hours)

**Middle School, 5-8 – 33-36 hours**

PSY 223 Adolescent Development

\*EDU 303 Reading & Writing in the Content Areas

\*EDU 360 Middle School Methods

**Completion of Coursework in TWO of the following content areas:**

**12 Hrs** HIST 211 U.S. History to 1865 **or** HIST 212 U.S. History Since 1865  
HIST 121 World Civilization I **or** HIST 122 World Civilization II  
(Soc. Studies) POLI 120 American National Government  
INTL 115 World Geography

**12 Hrs** MATH 112 College Algebra  
**and a minimum of 9 additional semester hours from:**  
MATH 111 Collegiate Mathematics  
MATH 150 Precalculus  
(Math) EDU 249 General Math I for K-8 Education  
EDU 269 General Math II for K-8 Education

**12 Hrs** BIO 111 Biological Science  
ESC 115 Basic Physical Geology  
(Science) CHM 111 Gen Chemistry I or PHY 151 Gen Physics I with Lab  
ENG 101 Composition & Rhetoric or RES 104 Research Writing

**15 Hrs** ENG 230 Modern Grammar  
(Eng/LA) COM 101 Speech Communication  
ENG 260 Literature & Culture  
ENG 308 Adolescent Literature

### **Science-Basic, K-8 – 28 hours**

CHM 111 General Chemistry I  
EDU 246 General Science for Education  
CHM 119 Chemistry & the Environment or CHM 110 Chemistry & Society  
PHY 151 General Physics I  
BIO 111 General Biology  
HWS 241 Anatomy & Kinesiology  
ESC 115 Basic Physical Geology  
ESC 214 Meteorology

### **Social Sciences-Social Studies, K-8 – 24 hours**

HIST 121 World Civilization I  
HIST 122 World Civilization II  
HIST 211 U.S. History to 1865 or HIST 212 U.S. History From 1865  
SOC 112 Contemporary Social Problems  
POLI 120 American National Government  
PSY 110 Introduction to Psychology  
INTL 115 World Geography  
INTL 215 Global Perspectives

### **Math, K-8 – 24-25 hours**

MATH 111 Collegiate Mathematics  
MATH 112 College Algebra  
EDU 249 General Math I for K-8 Education  
EDU 269 General Math II for K-8 Education  
MATH 230 Intro to Statistics  
CIS 215 Programming Fundamentals with Java or CIS 202 Intro to Computer Studies or CIS 205 Web Publishing

### **6 credits from the following:**

MATH 150 Precalculus  
MATH 250 Calculus I: Differential Calculus  
MATH 270 Discrete Mathematics

### **Early Childhood Endorsement, PK-K – 23 hours (Plus required student teaching)**

EDU 220 Foundations of Early Childhood Education  
EDU 225 Early Childhood Development  
EDU 232 Curriculum and Activities I  
EDU 233 Early Childhood Practicum I  
EDU 323 Child Health and Nutrition  
\*EDU 332 Curriculum and Activities II  
\*EDU 334 Early Childhood Practicum II  
\*EDU 306 Children's Literature  
\*EDU 308 Foundations of Reading and Literacy  
\*EDU 422 Student Teaching Pre-K/Kdg

**Instructional Strategist I: Mild and Moderate, K-8 – 21 hours (Plus required student teaching)**

EDU 202 Introduction to Inclusion, K-12

EDU 204 Characteristics of Diverse Learners, K-12

EDU 206 Assessment, Diagnosis & Evaluation of Individuals with Disabilities, K-12

EDU 207 Methods & Strategies of Individuals with Disabilities K-8

\*EDU 307 Corrective & Remedial Reading (Prerequisite EDU 302)

\*EDU 363 Classroom Management & Social Skills Instruction, K-12

\*EDU 365 Communication & Collaborative Partnerships, K-12

\*EDU 490 Student Teaching in Special Education (EDU 370 can be used for in-service teacher in place of EDU 490)

**Content Core - Physical Education, K-12 Major**

**\*Can only be taken after admission to Teacher Education**

PED 100 Introduction, History & Principles of HPER

HWS 241 Anatomy & Kinesiology (pre-req BIO 145)

HWS 341 Prevention & Care of Athletic Injuries

HWS 401 Exercise Physiology

HWS 110 Activity Class

PED 231 Human Development & Motor Learning

PED 232 Introduction to Physical Education Skills

\*PED 342 Org/Adm of P.E./Athletics/Rec

\*PED 432 Adapted P.E. & Recreation

\*EDU 360 Middle School Methods

\*PED 330 Methods of Elementary Physical Education

\*PED 331 Movement Education

\*PED 350 Methods of Secondary Physical Education

**Professional Term \*Can only be taken after admission to Teacher Education**

\*EDU 465 Student Teaching Physical Education, 5-12 and/or

\*EDU 466 Student Teaching Physical Education, K-8

\*EDU 495 Education Leadership Seminar

**Content Core - Health Endorsement, K-12 Major**

**\*Can only be taken after admission to Teacher Education**

HEA 100 Community First Aid & CPR (or current CPR certification)

PED 100 Introduction, History & Principles of HPER

HWS 241 Anatomy & Kinesiology (pre-req BIO 145)

HWS 341 Prevention & Care of Athletic Injuries

HWS 401 Exercise Physiology

HWS 110 Activity Class

HWS 221 Family & Community Health

HWS 244 Wellness Lifestyles

HWS 246 Human Nutrition

\*HEA 301 Content for Health Teachers

\*EDU 360 Middle School Methods

\*HEA 340 Health Methods K-12

**Professional Term \*Can only be taken after admission to Teacher Education**

\*EDU 470 Student Teaching Health, 5-12 and/or

\*EDU 469 Student Teaching Health, K-8

\*EDU 495 Education Leadership Seminar

**Content Core - Secondary Education Major \*Can only be taken after admission to Teacher Education**

\*EDU 360 Middle School Methods and Materials (School-based exp. 40 hours)

\*EDU 351 Special Secondary Methods and Materials (School-based exp. 40 hours)

*Additional specific content courses listed by endorsement below.*

**Professional Term *\*Can only be taken after admission to Teacher Education***

\*EDU 452 Student Teaching in the Secondary School

\*EDU 495 Education Leadership Seminar

**Biology, 5-12 Option 1 – 36 hours**

BIO 135 General Zoology

BIO 136 General Botany

EVS 246 Ecology

BIO 211 Anatomy and Physiology or BIO 331 Comparative Vertebrate Anatomy

CHM 111 General Chemistry I

CHM 112 General Chemistry II

CHM 221 Organic Chemistry I

BIO 235 Cell Biology

BIO 236 Genetics

**OR**

**Biology, 5-12 Option 2 – 32 hours**

BIO 135 General Zoology

BIO 136 General Botany

BIO 236 Genetics

EVS 246 Ecology

CHM 111 General Chemistry I

EVS 105 Intro to Environmental Science

ESC 115 Basic Physical Geology

EVS 333 Geographical Information Systems Applications or EVS 248 Environmental Geology

**Chemistry, 5-12 – Option 1 – 24 Hours**

CHM 111 General Chemistry I

CHM 112 General Chemistry II

CHM 221 Organic Chemistry I

CHM 222 Organic Chemistry II

**AND an additional 8 hours from:**

CHM 331 Biochemistry I

CHM 241 Analytical Chemistry

CHM 338 Instrumental Analysis

EVS 247 Environmental Chemistry

**Chemistry, 5-12 – Option 2 – 36 hours**

BIO 135 General Zoology or BIO 136 General Botany

PHY 151 Physics I

PHY 152 Physics II

ESC 115 Basic Physical Geology

CHM 111 General Chemistry I

CHM 112 General Chemistry II

CHM 221 Organic Chemistry I

CHM 222 Organic Chemistry II

**AND one course from:**

CHM 331 Biochemistry I or

EVS 247 Environmental Chemistry

**Basic Science, 5-12 – 32 hours**

BIO 135 General Zoology

BIO 136 General Botany

CHM 111 General Chemistry I

CHM 112 General Chemistry II

EVS 105 Intro to Environmental Science  
ESC 115 Basic Physical Geology  
PHY 151 General Physics I  
PHY 152 General Physics II

**All Science, 5-12 – 47-48 hours**

BIO 135 General Zoology  
BIO 136 General Botany  
BIO 140 Evolution **or** BIO 235 Cell Biology **or** BIO 236 Genetics  
EVS 105 Intro to Environmental Science  
ESC 115 Basic Physical Geology  
EVS 248 Environmental Geology **or** EVS 333 Geographic Info Systems Appl **or** ESC 214 Meteorology  
PHY 151 General Physics I  
PHY 152 General Physics II  
PHY 357 Physics Special Topics  
CHM 111 General Chemistry I  
CHM 112 General Chemistry II  
CHM 221 Organic Chemistry I

**English/Language Arts, 5-12 – 36 hours**

THEA 220 Storytelling & Performing Literature  
ENG 201 Foundations of Literary Studies  
ENG 350 Advanced Composition  
ENG 230 Modern Grammar  
EDU 303 Reading & Writing in the Content Areas (Part of Professional Education Core)

**American Literature**

**Two courses including at least one survey:**

ENG 321 American Literature Survey I **or** ENG 323 American Literature Survey II

**And choice of one**

ENG 325 Selected U.S. Writers  
ENG 260 Literature & Culture (if taught with a focus on American Lit.)  
ENG 357 Topics (if taught with a focus on American Lit.)

**British Literature**

**One survey and Shakespeare**

ENG 311 English Literature Survey I **or** ENG 313 English Literature Survey II

**AND**

ENG 312 Shakespeare  
ENG 308 Adolescent Literature  
ENG 331 Studies in Global Literature  
ENG 495 English Seminar

**Math, 5-12 – 24-25 hours**

MATH 230 Introduction to Statistics  
MATH 250 Calculus I: Differential Calculus  
MATH 260 Calculus II: Integral Calculus  
MATH 270 Discrete Mathematics  
MATH 330 Modern Geometry  
MATH 345 Linear Algebra  
CIS 215 Programming Fundamentals with Java **or** (CIS 202 or 205 with modifications)

**Instructional Strategist I – Mild & Moderate, 5-12 – 21 hours (plus student teaching)**

EDU 202 Introduction to Inclusion, K-12  
EDU 204 Characteristics of Diverse Learners, K-12  
EDU 206 Assessment, Diagnosis & Evaluation of Individuals with Disabilities, K-12

- \*EDU 348 Transition Planning, 5-12
- \*EDU 349 Curriculum, Methods & Strategies for Individuals with Disabilities, 5-12
- \*EDU 363 Classroom Management & Social Skills Instruction, K-12
- \*EDU 365 Communication & Collaborative Partnerships, K-12
- \*EDU 488 Student Teaching in Secondary Special Education

### **Coaching, K-12 – 10 hours**

Education students may complete a *teaching endorsement* in coaching.

Other students may apply to the State of Iowa for a *coaching authorization*. Paper work may be obtained in the Teacher Education Office, Smith 307. Fees payable to the State of Iowa BOEE are \$160.00; which include a \$75.00 finger print processing fee and \$85.00 coaching authorization fee. All students take the following courses, in this recommended order:

- PED 231 Human Development and Motor Learning (3)
  - HWS 341 Prevention & Care of Athletic Injuries (pre-req BIO 145) (3)
  - HWS 210 Coaching and Theory Course – choose one (2)
  - PED 210 Coaching Decisions and Ethics (2)
- (Note: Current CPR and Concussion Training Required for state authorization/licensure)

### **Middle School, 5-8 (See above for course listing)**

### **EDUCATION MINOR – PROGRAM DESCRIPTION**

A minor in Education allows the student to explore the field of education by combining a study of educational philosophy, content, and pedagogy with field experiences in a variety of informal educational settings. A minor in Education would prepare students to work in informal fields such as interpretive naturalist, trainer, educational publishing, and day care aide or school paraprofessional and in the fields such as environmental science, business, social work, communication, etc. Students will need to complete background checks to work in schools or with children. Only students who are Teacher Education Majors, Education Minors, and have been approved by the Department Head may take Education courses. Students in the Education minor must earn a C or better in all courses leading toward the minor.

Students seeking the Education Minor will work directly with the department head to choose courses which meet their informal education career goals. Every attempt will be made to tailor teaching experiences to the students' career goals. Students in the Education Minor will meet all requirements for background checks, dress codes and other policies of the Teacher Education Department.

### **EDUCATION MINOR - CURRICULUM REQUIREMENTS**

**\*\*\*(Admission to Teacher Education or approval of department head is required for all 300 and 400 Level Courses)**

A minimum of 19 credits are required for a minor in Education, of which the following 14 credits are required. The additional credits are chosen from the EDU Elective Choices listed:

#### **Required:**

- EDU 119 Human Relations Skills (3)
- EDU 202 Introduction to Inclusion, K-12 (3)
- EDU 240 Learning and Teaching Processes (3)
- \*EDU 318 Literacy and Language Diversity (3)
- \*EDU 352 Technology in Education (2)

#### **Elective Choices:**

- EDU 100 Introduction to Education (2)
- EDU 200 Foundations of Education (3)
- EDU 210 Journeys in Nature (3)
- EDU 246 General Science in Education (3)
- \*EDU 302 Curriculum and Instruction in Reading (3)
- \*EDU 303 Reading/Writing in the Content Area (3)
- \*EDU 310 Assessment of Learners (2)

## **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. Introductory course recommended for First Year majors. 10 hours of school related service learning required. (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 Fall)

### **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. Integrates a 20 hour K-12 school-based experience that realistically reflects the challenges and rewards of teaching. Prerequisite: EDU 100 or approval of Head of the Education Department (Offered Fall and Spring)

### **EDU 202-Introduction to Inclusion, 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. Prerequisite: EDU 100 or approval of Head of the Education Department (Offered Fall and Spring)

### **EDU 204-Characteristics of Diverse Learners, K-12 (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 100, EDU 202 or approval of Head of the Education Department. (Offered Spring)

### **EDU 206-Assessment, Diagnosis & Evaluation of Individuals with Disabilities, K-12 (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 and EDU 204. (Offered Fall)

### **EDU 207-Methods & Strategies of Individuals with Disabilities K-8 (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/middle 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 and EDU 204. (Offered Fall)

### **EDU 210-Journeys in Nature (3)**

Journeys in Nature is an interdisciplinary approach focusing on conservation and environmental education with an emphasis on wildlife. The student will use the natural environment to increase their understanding of our complex environment, to stimulate critical and creative thinking, to develop the ability to make informed decisions on environmental issues, and to instill the confidence to take responsible action on behalf of the environment. Prerequisite: EDU 100 or approval of Head of the Education Department.



### **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. 8 hours school-based experience required.

### **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. 12 hours school-based field experience required. Prerequisite: EDU 100 or approval of Head of the Education Department.

### **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. Prerequisite: EDU 100, EDU 220 or EDU 225 and admission to Teacher Education or approval of Head of the Education Department. Co-requisite: EDU 233 (Offered Fall)

### **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. Prerequisite: EDU 100, EDU 220 or EDU 225 and admission to Teacher Education or approval of Head of the Education Department. Co-requisite: EDU 232. (Offered Fall)

### **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. Prerequisite: EDU 100 or approval of Head of the Education Department. (Offered Fall and Spring)

### **EDU 246-General Science for Education (3)**

This course focuses on general science (Physical Science, Earth and Space Science and Chemistry) concepts. It integrates lab, class discussion and demonstrations briefly covering metrics, inorganic chemistry basics, waves, sound, light, motion, and other topics from the Iowa Core Curriculum. Course is required for Elementary majors. Prerequisite: EDU 100 or approval of Head of the Education Department. (Offered Spring)

### **EDU 249-General Math I for K-8 Education (3)**

This course is designed for strengthening the mathematical background of elementary and middle level teachers with special attention to those concepts necessary to successfully teach in a K-8 classroom. This course will emphasize mathematical problem solving and critical thinking. The course focuses on NCTM standards of number sense operations and algebraic thinking with topics including study in sets, whole numbers, functions, numeration systems, number theory and representation of integers. This is not a methods course; it is a course in mathematics content. Prerequisite: C or better in MATH 111 or 112 (or MATH 230 or higher level math course) or approval of Head of the Education Department. (Education majors/minors only). (Offered Spring)

### **EDU 269-General Math II for K-8 Education (3)**

This course is designed for strengthening the mathematical background of elementary and middle level teachers with special attention to those concepts necessary to successfully teach in a K-8 classroom. This course will emphasize mathematical problem solving and critical thinking. The course focuses on the NCTM content standards: geometry, measurement, probability and algebra. This is not a methods course; it is a course in mathematics content. Prerequisite: C or better in MATH 111 or 112 (or MATH 230 or higher level math course) or approval of Head of the Education Department. (Education majors/minors only). (Offered Fall)

### **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. Prerequisite: EDU 100 and admission to Teacher Education or approval of Head of the Education Department. (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. Prerequisite: EDU 100 and admission to Teacher Education or approval of Head of the Education Department. (Offered Fall and Spring online) (WVS 3)

### **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. Prerequisite: EDU 100 and admission to Teacher Education or approval of Head of the Education Department. (Offered 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 or approval of Head of the Education Department. (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. Prerequisite: EDU 100 and admission to Teacher Education or approval of Head of the Education Department. (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. Prerequisite: EDU 100 & admission to TE or approval of Head of the Education Dept. (Offered Fall and Spring)

### **EDU 311-Methods of 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 or approval of Head of the Education Department. (Offered Fall and)

### **EDU 318 (ESOL) Literacy & Language Diversity (3)**

This course addresses the importance of language in culture, learning, and identity. Students will explore how the brain learns and processes language; how to modify curriculum for ELL students in the classroom; and ways to respect and maintain the cultural identity of all students in the classroom. New theories and approaches to language and literacy instruction will be explored. This course offers opportunities for pre-service teachers to interact with ELL students in an educational setting. Prerequisite: EDU 100 and admission to Teacher Education or approval of Head of the Education Department. (Offered Fall and Spring)

### **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. Prerequisite: EDU 100 and admission to Teacher Education or approval of Head of the Education Department.

### **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 40 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 or approval of Head of the Education Department. (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 anti-biased curriculum. The course is a continuation of Curriculum and Activities I. Prerequisite: EDU 100, EDU 220 or EDU 225 and admission to Teacher Education or approval of Head of the Education Department. Co-requisite: EDU 334. (Offered Spring)

### **EDU 334-Early Childhood Practicum II (1)**

30 hour field experience participating and teaching lessons in a pre-kindergarten and kindergarten setting. Prerequisite: EDU 100, EDU 220 or EDU 225 and admission to Teacher Education or approval of Head of the Education Department. Co-requisite: EDU 332. (Offered Spring)

### **EDU 343-Art/Music Curriculum for Elementary Teachers (2)**

An interdisciplinary course providing instruction in visual and performing arts and music methods for Elementary Education majors. This course provides enhanced understanding of basic skills in music and art, stresses the importance of the arts in the elementary curriculum, and provides instruction in the selection of materials and appropriate methods for use at all elementary grade levels. Prerequisite: EDU 100 and admission to Teacher Education or approval of Head of the Education Department. (Offered Fall and Spring)

### **EDU 344-Physical Education/Health Curriculum for Elementary Teachers (2)**

Physical Education/Health Curriculum for Elementary Teachers is an interdisciplinary course providing instruction in physical education, health, and wellness curriculum and methods for Elementary Education majors. This course provides the theoretical background, instruction in the selection of materials and appropriate methods of instruction for teaching elementary physical education, health and wellness. This course offers opportunities in school-based settings. Prerequisite: EDU 100 and admission to Teacher Education or approval of Head of the Education Department. (Offered Fall and Spring)

### **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 40 hour practicum experience. Prerequisites: EDU 100 and admission to Teacher Education or approval of Head of the Education Department.

### **EDU 348-Transition Planning, 5-12 (3)**

This transition course will explore, "Transition Services," the coordinated set of activities for a child with a disability focused on improving the academic and functional achievement of the child. It will explore the career, vocational, and transitional supports for students to post-school settings. It focuses on the decision making and job related skills and services needed for individuals with disabilities to succeed in the first years out of high school. The course includes planning for all types of transition individuals with disabilities may require, but is not limited to, planning for employment, community living, opportunities, and post-secondary

education. Includes a guided school-based experience. Prerequisite: EDU 202 and EDU 204 and admission to Teacher Education or approval of Head of the Education Department. (Offered Spring)

### **EDU 349-Curriculum, Methods and Strategies for Individuals with Disabilities, 5-12 (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. Prerequisite: EDU 202 and EDU 204 and admission to Teacher Education or approval of Head of the Education Department. (Offered Fall)

### **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. 40 hours school-based experience required. Prerequisite: EDU 100 and admission to Teacher Education or approval of Head of the Education Department. (Offered 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: EDU 100 or approval of Head of the Education Department. (Offered Fall and Spring)

### **EDU 357-Special Topics in Education (3)**

### **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 40 hour school-based experience in a middle school. Prerequisite: EDU 100 and admission to Teacher Education or approval of Head of the Education Department. (Offered Fall)

### **EDU 363-Classroom Management & Social Skills Instruction, K-12(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 and EDU 204 and admission to Teacher Education or approval of Head of the Education Department. (Offered Spring)

### **EDU 365-Communication & Collaborative Partnerships, K-12 (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 and EDU 204 and admission to Teacher Education or approval of Head of the Education Department. (Offered Fall)

### **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 unclassified students completing an endorsement in Instructional Strategist I who have student taught but not completed student teaching in a special education classroom. Prerequisite: EDU 100 and Admission to Teacher Education or approval of Head of the Education Department. (Offered as needed).

### **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. (Offered as needed).

### **EDU 401-Portfolios (NC)**

Students will learn how to create a professional electronic portfolio for state licensure. Students will develop the portfolio around the ten UD Teacher Education Program Goals (which are based on the INTASC Standards) and will learn how to select artifacts from their personal body of work that demonstrate their competency in each Standard/Goal. Students will be required to write Defense Statements supporting their competency in each Standard, as well. Portfolios will be submitted prior to approval to student teach for the first evaluation, and during the student teaching experience for the second evaluation. This is a required course for all education majors and must be completed two semesters prior to student teaching. EDU 401 is a pass/fail course. Prerequisite: EDU 100 and admission to Teacher Education or approval of Head of the Education Department.

### **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 422-Student Teaching in Pre-K/Kdg. (6)

EDU 432-Student Teaching in the Elementary School (6) or (12)

EDU 452-Student Teaching in the Secondary School (12)

EDU 490-Student Teaching in Special Education, K-6 (6)

EDU 488-Student Teaching in Special Education, 5-12 (6)

EDU 465-Student Teaching in Secondary Physical Education (6)

EDU 466-Student Teaching in Elementary Physical Education (6)

EDU 470-Student Teaching in Health, 5-12 (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

## **HEALTH EDUCATION COURSE DESCRIPTIONS**

### **HEA 100-Community First Aid & CPR (1)**

Course content leads to American Red Cross (ARC) or American Heart Association (AHA) certification. Competencies acquired enable students to administer First Aid/CPR.

### **HEA 200-Advanced Community First Aid & CPR (1)**

Course content leads to certification as Instructor of American Red Cross (ARC) or American Heart Association (AHA) course in Community First Aid & CPR. This course is an elective. Prerequisite: HEA 100

### **HEA 301-Content for Health Teachers (3)**

Students will have two main focal points, learning health content and teaching health content. Students will use a combination of learning theories and own education philosophy to develop instruction in health education that is conducive to a meaningful learning environment. Students will use a variety of teaching approaches that will match the different learning styles of K-12 students. Emphasis will be on a variety of pupil-centered learning experiences and activities to enable pupils to understand and experience health concepts in everyday life.

### **HEA 340-Methods of Teaching Health K-12 (3)**

This course in Health Methods K-12 introduces specific content area curriculum, methods, content, media, and teaching strategies pertinent to Health Education K-12. This course provides the theoretical background, instruction in the selection of materials and appropriate methods of instruction for health education for K-grade 12. Includes practicum hours in the K-12 classroom. Prerequisite: EDU 100 and admission to Teacher Education or approval of Head of the Education Department.

### **HEA 357-Special Topics in Health Education (3)**

## PHYSICAL EDUCATION COURSE DESCRIPTIONS

### **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. Current scientific principles in the fields of Physical and Health Education are emphasized. This course offers opportunity for teacher candidates to experience K-12 Physical Education setting.

### **PED 210-Coaching Decisions & Ethics (2)**

Students will learn a variety of concepts needed to become an effective youth, middle, high school or college coach. The course will cover sportsmanship, budgeting, fundraising and administration/parent/media communication, all grounded in ethics. At the end of this course, students will be prepared to serve as effective coaches at a variety of levels. Concepts learned in this course will meet or exceed state requirements for coaching certification.

### **PED 231-Human Development & Motor Learning (3)**

Students will learn the principles and components of human development in a physical education setting. Emphasis will be on sequential development of school-aged children, motor skill classification, locomotor movements, and life-span development or changes in motor learning. Concepts learned will meet or exceed state requirements for PK-12 Physical Education Teaching and Coaching certification.

### **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.

### **PED 330-Methods of Teaching Elementary Physical Education (3)**

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. This course offers opportunity for teacher candidates to experience K-8 Physical Education setting. 30 hours school-based experience required. Prerequisite: EDU 100 and admission to Teacher Education or approval of Head of the Education Department.

### **PED 331-Movement Education (3)**

This course includes a discussion of and application of the a) body awareness b) spatial awareness c) balance and d) eye-hand/eye-foot coordination to the physical education classroom. Performance evaluation of fitness level and motor performance are addressed. Students will gain experience in analysis, design and application of curriculum for K-12 Physical Education. Prerequisite: EDU 100 and admission to Teacher Education or approval of Head of the Education Department.

### **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. Prerequisite: EDU 100 or HWS 100 and admission to Teacher Education or approval of Head of the Education Department.

### **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. 30 hours school-based experience required. Prerequisite: EDU 100 and admission to Teacher Education or approval of Head of the Education Department.

### **PED 357-Special Topics in Physical Education (3)**

### **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. Prerequisites: EDU 100 or HWS 100 and admission to Teacher Education or approval of Head of the Education Department.

## **FINE AND PERFORMING ARTS (FPA)**

The department of Fine & Performing Arts offers an interdisciplinary major in the Fine & Performing Arts (FPA) with concentrations in Theatre, Music, Dance, or Art as well as a minors in Music and Theatre.

In addition to being prepared for advanced study in Interdisciplinary Arts or to work in nearly every arts-related field, students who complete the major in Fine & Performing Arts will be uniquely prepared to meet the challenges of the quickly changing working world by having garnered experience in the top skills that employers seek: teamwork, problem-solving and creativity, critical thinking, practical research, intellectual flexibility, analytical thinking, planning and project management, multicultural sensitivity and awareness, and interpersonal communication. They will enhance their skills within their own discipline while learning how to integrate those skills with other disciplines of the arts. FPA studies will encourage and facilitate collaboration between the various disciplines. Additionally, FPA graduates will be prepared to meet the challenges of the working world with a socially conscious foundation for ethical action and civil discourse.

### **Mission:**

The mission of the FPA department is to provide students at the University of Dubuque opportunities for participation and study in music, theatre, dance and art as distinct yet inter-disciplinary areas of the fine and performing arts. Through participation in FPA 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:

- Articulate 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;
- Demonstrate a fine arts perspective and insight into historical eras, sociological constructs and the human condition;
- Demonstrate skills in effective project planning and event management, interpersonal communication, marketing and audience development.
- Demonstrate technical competence by effectively using visual and aural support technology in live performance, in arts management, and in the creation of archival materials of performances.

### **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.

### **Fine & Performing Arts Major**

A major in Fine & Performing Arts consists of 54 credit hours as follows:

- FPA Foundational Coursework – 18 credits
- Interdisciplinary Coursework – 9 credits
- Concentration coursework in Music, Theatre, Dance, or Art – 27 credits

**TOTAL HOURS FOR MAJOR**

**54 credits**

Each major takes foundational coursework in each of the four disciplines of Music, Theatre, Dance and Art. Students will select one area of concentration from the four disciplines for in-depth study. The concentration coursework is augmented by Interdisciplinary Arts workshops in which majors from all FPA concentrations gather for weekly master classes. In addition to required coursework, students majoring in Fine & Performing Arts will complete:

- a *First Year* Community Arts Project and Reflection,
- a *Second Year* Portfolio with Artist's Philosophy Statement.
  - At the end of the *Second year*, students must also pass a sophomore review conducted by FPA faculty.
- a *Third Year* Recital or Show, adjudicated
- a *Fourth Year* adjudicated *Senior* Capstone project demonstrating the successful integration of academic study, skill development, and understanding of / preparation for professional work or advanced study in the arts.
- An internship, which may be completed at any time after the first year.

Each major will also participate in a **required** ensemble each semester, which serves as the laboratory for each of the arts disciplines, as follows: Vocal Music concentrators will participate in Choir; Instrumental Music concentrators will participate in Band; Theatre concentrators will participate in Production Techniques (cast or crew); Dance concentrators will participate in a dance ensemble. When an audition is required for participation in an ensemble, the audition may also serve as admittance to that particular area of concentration. Any credits for Ensembles or Labs count toward graduation total but do not count toward the FPA major, unless a transfer student is using those credits to complete the requirements for FPA Interdisciplinary Workshop.

## MAJOR REQUIREMENTS

A major in Fine & Performing Arts consists of 54 credit hours. Students must attain and maintain a 2.5 cumulative grade point average in all course work and a 2.75 grade point average in Fine & Performing Arts courses in order to pursue or continue to pursue a major in Fine & Performing Arts.

- Foundational Coursework (18 credits)
 

• FPA 101, 201, 301 Interdisciplinary Arts I, II, III	6 credits total (twice, <i>each</i> )
• FPA 150 Introduction to Arts and Production Management	3 credits
• FPA 350 Electronic Media in the Fine & Performing Arts	3 credits
• FPA 485 Internship in the Fine & Performing Arts	3 credits
• FPA 495 Senior Seminar in the Fine & Performing Arts	3 credits
<b>TOTAL: 18 credits</b>	

- Interdisciplinary Coursework (9 credits)

Students will also complete the following to include a minimum of three courses of Interdisciplinary Coursework:

- **THEATRE CONCENTRATION:** Students in the Theatre Concentration will select 9 credits of coursework, *at least one* course in EACH of the areas of Art, Music and Dance.
- **MUSIC CONCENTRATION:** Students in the Music Concentration will select 9 credits of coursework, *at least one* course in EACH of the areas of Art, Theatre and Dance.
- **DANCE CONCENTRATION:** Students in the Dance Concentration will select 9 credits of coursework, *at least one* course in EACH of the areas of Art, Music and Theatre.
- **ART CONCENTRATION:** Students in the Art Concentration will select 9 credits of coursework, *at least one* course in EACH of the areas of Theatre, Music and Dance.

Students who elect to concentrate in more than one area must have *at least* one course in all four areas.

### Transfer Students:

Students who transfer or who add the major at the Junior level may take FPA levels 101, 201 and 301 without repeating the course but the level projects must be completed before moving up to the next level. Credits from THEA 210 Production Techniques may substitute for Theatre and Dance concentrators as appropriate and under advisement. Credits from MUS 313 University Choir or MUSC 210 Instrumental Ensembles may substitute for Music concentrators, as appropriate and under advisement. The requirement of 27 credit hours remains, however. Students will select one area of concentration from the following: Music, Theatre, Dance, Art and complete a minimum of 27 credit hours as outlined in the concentration descriptions below.

PLEASE NOTE: students wishing to concentrate in *more than one area*, Theatre Arts, Music, Dance or Art may not use credits from one course to count toward *more than one* concentration. Examples: THEA 235 Stage Combat can be used as Theatre Arts credit OR Dance credit, but not both. MUSC 211 History of the Broadway Musical may be used as Music credit OR Theatre Arts credit, but not both. DART 135 Design Studies may be used as Art credit OR Theatre Arts credit, but not both. Each area of concentration requires 27 *separate* credit hours.



- Concentration Coursework (27 credits)

Students will select one area of concentration from the following: Music, Theatre, Dance, Art and complete a minimum of 27 credit hours as outlined in the concentration descriptions below.

### **THEATRE concentration:**

*Entrance Requirements:* An acting audition or theatrical design interview is expected before official admittance into the program.

The Theatre program of study is divided into three areas of requisite skill development. These areas are:

1. Literature, History & Theory
2. Performance Skill
3. Production Tech and Design

A Theatre concentration in Fine & Performing Arts requires 27 credits as follows:

#### **Area I. Literature, History & Theory (9)**

THEA 228 Great Plays Analysis (3)

THEA 250 Theatre History (3)

**PLUS** at least one additional course from the following:

THEA 310 Directing for the Stage (3)

MUSC 211 Broadway: A History of the Musical (3)

ENG 301 20<sup>th</sup> and 21<sup>st</sup> Century Drama (3)

ENG 312 Shakespeare (3)

#### **Area II. Performance Skill (6)**

THEA 115 Acting Methods (3)

**PLUS** at least one additional course from the following:

THEA 117 Acting for the Screen: Film, TV, Video (3)

THEA 213 Comedy Improvisation Ensemble (1)

THEA 217 Movement for the Stage (3)

THEA 220 Storytelling & Performing Literature (3)

THEA 224 Creative Drama & Improvisation (3)

THEA 225 Acting for Singers /Singing for Actors (3)

THEA 235 Stage Combat (3)

THEA 238 Contemporary Dance (1)

THEA 240 Ballet I (1)

#### **Area III. Production Technique & Design (6)**

THEA 204 Stagecraft (3)

**PLUS** at least one additional course from the following:

THEA 205 Scenic Painting Techniques (3)

THEA 206 Costume Design & Makeup for the Stage (3)

THEA 218 Murder Mystery Dinner Theatre (3)

THEA 222 Art of Puppetry (3)

THEA 306 Scene Design & Stage Lighting (3)

DART 135 Design Studies (3)

ART 221 Drawing Fundamentals (3)

ART 222 Perspective Drawing (3)  
ART 225 Life Drawing (3)  
Other ART design courses as appropriate and under advisement

FPA – Theatre Arts Concentration students must participate in the THEA 210 Production Techniques *every semester* that they are in the program. Exceptions to this policy are handled on a case-by-case basis, upon written request to the Director of Theatre & Dance. Credits for Ensembles count toward graduation total but do not count toward the FPA major, unless used by transfer students to make up credits in the Foundational Coursework requirement.

### **DANCE concentration:**

*Entrance Requirements:* A dance audition is expected before official admittance into the program.

A Dance concentration in Fine & Performing Arts requires 27 credit hours as follows:

Required Courses (15 credits):

THEA 130 Introduction to World Dance (3)  
THEA 206 Costume Design and Makeup for the Stage (3)  
HWS 241 Human Anatomy & Kinesiology (3) (*Note that BIO145 is a prerequisite for this course*)  
THEA 310 Directing for the Stage (3)  
HWS 341 Prevention and Care of Athletic Injuries (3) (*Note that BIO145 is a prerequisite for this course*)

Required Dance Courses (6 credits):

*At least FOUR CREDITS* of THEA 240 Ballet I (1) **AND**  
*At least TWO CREDITS* of THEA 238 Contemporary Dance (1) and/or THEA 230 Jazz Dance (1)

Electives in Theatre & Dance from the following list (6 credits):

THEA 115 Acting Methods (3)  
THEA 131 So You Want to Dance (3)  
THEA 214 Street and Hip Hop Dance Ensemble (1 – *may be repeated for credit*)  
THEA 217 Movement for the Stage (3)  
THEA 235 Stage Combat (3)

FPA - Dance concentration majors are required to participate in at least one of the academic dance ensembles every semester that they are in the program. Exceptions to this policy are handled on a case-by-case basis, upon written request to the Director of Theatre & Dance. Credits for Ensembles count toward graduation total but do not count toward the FPA major.

### **Theatre and Dance Production Laboratory**

The FPA-Theatre and Dance program works with the UD Drama Club and the UD Dance Company which are co-curricular student organizations, to provide the practical theatre laboratory of production in support of the academic programs. Performance production is considered the academic laboratory for the FPA-Theatre concentration, Theatre Minor, FPA-Dance concentration, and carries credit as **THEA 210 Production Techniques, MUSC 321 Musical Theatre Production or THEA 212 Touring Theatre Production**. FPA majors with a concentration in Theatre or Dance are expected to contribute significantly to academic productions by either performing onstage as a member of the ensemble or behind the scenes as a technical crew member. Exceptions to this policy are handled on a case-by-case basis, upon written request to the Director of Theatre and Dance.

Students who transfer or who add the major at the Junior level must participate in a minimum of FOUR productions for credit to meet this laboratory requirement.

### **MUSIC concentration:**

*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 pre-requisite 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.

A Music concentration in Fine & Performing Arts requires 27 credits as follows:

**Required courses (21 credits):**

MUSC 126 Music Theory I (2)  
MUSC 126L Aural Skills I (1)  
MUSC 127 Music Theory II (2)  
MUSC 127L Aural Skills II (1)  
MUSC 133 Piano Class I (1)  
MUSC 135 Music History I (3)  
MUSC 226 Music Theory III (2)  
MUSC 227 Music Theory IV (2)  
MUSC 233 Piano Class II (1)  
MUSC 235 Music History II (3)  
MUSC 302 Basic Conducting (3)

**Electives in Music from the following list (6 credits):**

MUSC 211 Broadway: A History of the Musical (3)  
MUSC 215 Introduction to World Music (3)  
THEA 225 Singing for Actors and Acting for Singers (3)  
MUSC 236 Jazz History (3)  
HIST 301 Music's Impact in History (3)  
MUSC 321 Musical Theatre Production (3)  
MUSC 368/368L – International Music and Culture/Trip (3)  
MUSC 402 Advanced Conducting (3)

FPA - Music Concentration students must participate in a University Ensemble *every semester* that they are in the program. Exceptions to this policy are handled on a case-by-case basis, upon written request to the Director of Vocal or Instrumental Music. Credits for Ensembles count toward graduation total but do not count toward the FPA major.

Instrumental students must participate: **MUSC 210 Instrumental Ensemble (1)**

Vocal students must participate in either **MUSC 313 University Choir (1)** or **MUSC 316 Chamber Singers (1)** or both.

FPA-Music Concentration students are expected to take private lessons for credit every semester that they are in the program.

**MUSC 110 Applied Lessons (1)**

**ART concentration:**

The ART program of study is divided into three areas of requisite skill development. These areas are:

1. Art History
2. Art Theory & Aesthetic Foundation
3. Art Studio

An Art Concentration in Fine and Performing Arts requires a minimum of 27 credit hours as follows:

Area I. Art History (3 credits):

ART 111 Survey of Western Art I (3) **or** ART 112 Survey of Western Art II (3)

Area II. Art Theory and Aesthetic Foundations (12 credits):

Required Courses:

DART 135 Design Studies (3)  
ART 221 Drawing Fundamentals (3)  
ART 230 Painting I (3)  
ART 250 Museum Studies (3)

### Area III. Art Studio (12 credits):

Choose 4 Elective courses from the following list (12 credits):

ART 213 Sculpture (3)  
ART 217 Ceramics I (3)  
ART 222 Perspective Drawing (3)  
ART 225 Life Drawing (3)  
ART 317 Ceramics II (3) *Course can be retaken for credit*  
ART 322 Illustration (3)  
ART 340 Painting II (3)  
ART 357 Special Topics in Art (3)  
ART 367 Digital Photography (3)  
DART 130 Computer Graphic Introduction (3)  
DART 240 Digital Illustration I (3)  
DART 250 Digital Imaging I (3)  
THEA 205 Scenic Painting Techniques  
THEA 206 Costume Design & Makeup for the Stage  
THEA 220 Storytelling and Performing Literature  
THEA 306 Scene Design and Stage Lighting

FPA - Art Concentration students must serve as a docent in the Bisignano Art Gallery *every semester* that they are in the program. Exceptions to this policy are handled on a case-by-case basis, upon written request to the Director of the Art program.

### Minor in Music

*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.

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.

A minor in Music requires 21 credits as follows:

#### **Required courses** (11 credits):

- MUSC 111 Music Appreciation (3)
- MUSC 126 Music Theory I (3)
- MUSC 126 L Aural Skills Lab I (1)
- MUSC 127 Music Theory II (3)
- MUSC 127 L Aural Skills II Lab II (1)

#### **One of the following courses** (3 credits):

- MUSC 211 Broadway: A History of the Musical (3)
- MUSC 215 World Music (3)
- MUSC 236 Jazz History (3)
- HIST 301 Music's Impact in History (3)

At least 3 credits of the following (each may be repeated for credit with no limit):

- MUSC 210 Ensemble (1)
- MUSC 313 University Concert Choir (1)
- MUSC 316 Chamber Singers (1)

At least 4 credits of the following (each may be repeated for credit with no limit):

- MUSC 110-Private Lessons (1-2)
- MUSC 133-Piano Class (1)

## Minor in Theatre

The Theatre Arts minor offers students in other majors the opportunity to expand their understanding of and abilities in theatre. In addition to greater enjoyment of the art form of theatre, students in this program will develop knowledge and skills that will serve them well in many other areas. Students in the minor program will learn how to contribute to the collaborative art form of theatre through performance, design or technical support, and front of house service. Students in this minor program may write or create and analyze performance texts, solve problems creatively, speak effectively to audiences of various kinds and sizes, and contribute significantly to any group or team.

Students minoring in Theatre Arts take one specified course and one elective course in *each* of the three areas of theatre studies. In addition, students must take at least FOUR term hours of THEA 210 Production Techniques or MUSC 321 Musical Theatre Production (practicum in four different productions) for a minimum total of 22 theatre credits.

### Area I. Literature, History & Theory (6 credits)

THEA 228 Great Plays Analysis (3)

**PLUS** at least one additional course from the following:

- ENG 301 20th/21st Century Drama (3)
- ENG 312 Shakespeare (3)
- MUSC 211 Broadway: A History of the Musical (3)
- THEA 343 Theatre for Young Audiences (3)
- THEA 357 Special Topics in Theatre (3)
- THEA 406 Dramatic Theory & Criticism (3)

### Area II. Performance Skill (6 credits)

THEA 115 Acting Methods (3)

**PLUS** at least one additional course from the following:

- THEA 220 Storytelling and Performing Literature (3)
- THEA 224 Creative Drama & Improvisation (3)
- THEA 225 Acting for Singers /Singing for Actors/ (3)
- THEA 235 Stage Combat (3)
- THEA 281 Murder Mystery Dinner Theatre (3)
- THEA 310 Directing for the Stage (3)
- THEA 315 Styles of Acting (3)
- THEA 330 Voice & Diction (3)

### **Area III. Production Technique & Design (6 credits)**

THEA 204 Stagecraft (3)

**PLUS** at least one additional course from the following:

THEA 203 Sound Design (3)

THEA 206 Costume Design & Makeup for the Stage (3)

THEA 222 Art of Puppetry (3)

THEA 306 Scene Design & Stage Lighting (3)

**And** 4 different productions (**4 credit minimum**)

THEA 210 Production Techniques **and(or)**

THEA 212 Touring Theatre Production **and(or)**

MUSC 321 Musical Theatre Production

## **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 150-Using Art to Cultivate Creativity (3)**

This course is an exploration of the cultivation of creativity and celebration of art in our daily lives and will help students investigate and analyze the concept of creativity, including what it is and how we can develop it. Students will discuss creative intelligence and taught strategic approaches to augment creativity to help encourage the development of their creative potential. A variety of art techniques will be explored including pointillism, watercolor, papier mache, collaging, photomontage, mosaic, geometric abstraction, typography, diorama, and stenciling.

### **ART 213-Sculpture I (3)**

This course will introduce basic 3D processes and materials emphasizing an understanding and manipulation of 3D space using form and scale. Students will be able to utilize visual elements and design principles to create 3D forms, demonstrate facility for basic craftsmanship and safe studio practices, discuss visual phenomena with acquired vocabulary as it applies to 3D, and create 3D objects using the design process. Students will explore various processes, techniques, tools, studio safety and develop the ability to analyze form and space relationships. Prerequisite: ART 221

### **ART 217-Ceramics I (3)**

This studio based course provides an introduction to the use of clay as a fine art medium and an introductory exposure to the history of ceramics. Students will be able to acknowledge the world's art history of ceramics, manipulate clay using essential wielding skills, produce embellished surfaces in expressive and meaningful ways, safely fire ceramic objects, utilize appropriate and safe studio practices, and articulate the multidimensional meaning, design and technical processes used to create ceramic arts. Both the functional and sculptural ceramic traditions will be explored. The focus is on creative decision making, craftsmanship and the construction process involved in the steps from raw clay to finished pots. Prerequisite: ART 221

### **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 222-Perspective Drawing (3)**

This course examines the drawing application and techniques of perspective measurements, point perspectives, obliques, isometrics, and grid systems, while developing a foundation of art knowledge, design theory, craftsmanship and visual communication. Students will be able to identify practical and theoretical concepts in creating perspective drawings, assemble the visual elements and principles of perspective, apply perspective theory and skills to create art using inventive processes and observation, and illustrate knowledge of fundamental perspective systems for application in a variety of visual situations. Assignments will utilize various systems to render perspective in drawings. Prerequisites: DART 135 and ART 221

### **ART 225-Life Drawing (3)**

This course aims to develop our perceptual skills in drawing a well-articulated human figure with proper proportions. Students will be able to resolve their basic knowledge of drawing the human figure in a objectively accurate manner; apply manipulative, work oriented and specific process drawing skills; and develop critical thinking skills, conceptual constructs, and visual vocabulary; and appreciation of the human figure by studying art history. Emphasis is on the basic knowledge of visual art elements of line, value, shape, texture, and color, and assignments develop skills to manipulate different types of special illusions, compositions and artistic expressions. Prerequisite: ART 221

### **ART 230-Painting I (3)**

This course provides a foundation in painting forms in two dimensions, figure/ground relationships, color theory, line, volume, value, shape, and texture. Emphasis will be on line, brush mark, shape, figure/ground, still life, linear perspective, architecture and compositional structure using acrylic paints. Students will render a variety of paintings ranging from simple exercises to more complex subjects and scale. Assignments will develop student's understanding of organizational possibilities, critical thinking skills and the fundamentals of artistic expression. Students will be able to use a more global critical lens in evaluating contemporary painting. Demonstrations, videos, lecture, critique (group and individual), and field trips may be used to support the studio environment. There are no prerequisites for this course.

### **ART 250-Museum Studies (3)**

This course offers an introduction to the field of museum studies. This will be accomplished by providing theoretical and practical approaches to the development, planning, design, and installation of museum exhibitions. At the end of the course, students will be able to demonstrate distinct methodologies in presenting museum exhibits; to articulate basic principles of exhibit, graphic design, and preparation techniques; and to create a series of gallery exhibitions. The curriculum will follow American Alliance of Museums accredited practices for museum exhibitions.

### **ART 317-Ceramics II (3)**

In this studio-based course students will be able to utilize materials and resources to become more aware of historical and contemporary ceramic art, grow more competent and demonstrate a multitude of techniques, further surface application skills and develop a palette of glazes and/or slips, more independently analyze advanced ceramic theory and be able to improve safe ceramic firing procedures. Ceramics II covers unique material and techniques each semester, allowing students the ability to take the class multiple times without much repetition of content. Students are expected to develop their own personal agenda in the medium with a focus on sculptural construction methods. Prerequisites: ART 213 and ART 217. May be repeated for up to 9 credits.

### **ART 322-Illustration (3)**

This course offers advanced study into Illustration as an art form and professional practice. Students will be able to apply illustrative art skills, communicate using visual artistic expression, apply problem solving skills, acquire knowledge of art illustration history, use appropriate vocabulary to describe artistic expression, and produce work in a professional manner. Students will explore the principles and practice of publication and advertising illustration, and the relationship between graphic design and fine art. Projects emphasize conceptual problem solving, technical skills, composition, craftsmanship, self-expression and the development of personal style. Prerequisites: ART 222, ART 225 and ART 230

### **ART 340-Painting II (3)**

This course builds on the foundation of painting skills developed in Painting I. Students will be able to creatively apply and develop their application of technical skills towards individual expression, be able to incorporate various painting mediums and applications in oil paints, from glazing to impasto, be able manipulate complex formal elements of drawing in wet media, and improve the

development of conceptual possibilities in their artwork. An emphasis will be placed on practice towards mastering painting's basic elements - contrast, color, composition, surface and description in paint. In this advanced painting class students will continue to work on representational art making from observation of objects, subjects and dimensional spaces. Demonstrations, videos, lecture, critique (group and individual), and field trips may be used to support the studio environment. Prerequisite: ART 230

### **ART 357-Special Topics in Art (3)**

### **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, and technology of the countries we visit. Must travel/study in the country(ies) to take this course for credit. May be taken twice. (WVS 3)

## **DANCE COURSE DESCRIPTIONS**

### **THEA 130-Introduction to World Dance (3)**

Social, historical, and technical aspects of world dance are studied, encouraging students to broaden their awareness of the influence of cultural diversity on contemporary dance. Through research, discussion, and experiential participation, students will explore the broader meaning of dance within particular societal contexts by focusing folkloric, religious, and theatrical dance traditions. By the end of the course, students will develop a contextual framework to broaden their perceptions of world dance.

### **THEA 131-So You Want to Dance? (3)**

This course is designed for non-dancers, who would like to give dancing a try. Various forms explored include partner dancing such as ballroom, swing, salsa, square dancing, etc. An introduction to hip hop, original choreography and, when practical, a public Flash Mob experience. Upon completion of this course, students will be able to dance effectively with a partner in a variety of dance styles

### **THEA 214-Street and Hip Hop Dance Ensemble (1)**

Students in this ensemble perform as the group, "Spartan Street." Employing Hip Hop, Step and other genres of contemporary street dance, they perform in a variety of venues, including athletic half-time performances and formal dance programs. Upon completion of this course, students will be able to perform Hip Hop style dance for a live audience. This course requires an audition and instructor approval, and may be repeated for credit.

### **THEA 217-Movement for the Stage (3)**

This course is a guided exploration of movement for the stage. Through intuitive exercises and improvisation work, students will learn to listen to their environment, their fellow actors, and their own internal impulses so that they may respond truthfully from a place of emotion rather than intellect. Students will discover the simplicity and specificity of their own movement, develop physicality, and learn to embrace external events. Students will explore a variety of movement styles, including elements of stage combat, clown, and commedia mask technique. Upon successful completion students will be able to perform improvisations and choreographed movements.

### **THEA 230-Jazz Dance I (1)**

Introduces various styles of movement unique to jazz dance including improvisation, isolations, and African-influenced polyrhythms. Working within a range of dynamic performance styles, students will learn fundamental dance skills and jazz vocabulary, from which more advanced skills can be developed. Upon completion of this course, students will be able to perform jazz dance choreographed for a live audience. This course may be repeated for credit.

### **THEA 235-Stage Combat (3)**

This introductory course teaches students how to create the illusion of violence for stage and screen including approaches to physical character development, actor preparation for stage fighting, and basic stage combat safety, techniques and movement. The emphasis is on safe and realistic violence for the stage. Upon successful completion of the course students will achieve personal understanding and command of their bodies as they relate to theatrical physical conflict, as well as demonstrate basic stage use of



weaponry in Unarmed (feet, fists, slaps, punches, kicks, falls, and rolls) and Rapier and Dagger (Parries, cuts, and thrusts) movements.

### **THEA 238-Contemporary Dance (1)**

This course will explore the body as an instrument of expression and how to broaden one's movement range in doing so. The course will consist of experiences in body awareness, technique, improvisation/exploration, and performance. Students will be provided opportunities to learn choreography and to perform, formally or informally. Upon successful completion of the course students will be able to perform various current dance forms including hip hop, break dance, modern, step, and street dance.

### **THEA 240-Ballet I (1)**

This course introduces students to the art of ballet. Students will work to develop dance technique, body alignment, strength, flexibility, and grace. Focus will be placed on practice of elementary ballet movement phrases. Dancers will study ballet vocabulary and will understand the terminology of the most commonly used ballet terms, including ballet positions and actions. Upon completion of this course students will successfully perform beginning ballet barre material, adagios of at least sixteen counts, tours (including single en dehors pirouettes and single pique turns) petite allegros and grand allegros of at least sixteen counts. Students will also know the eight ballet positions, the standard positions of the arms and feet, as well as most common positions of arabesque and attitude. This course may be repeated for credit.

## **FINE & PERFORMING ARTS COURSE DESCRIPTIONS**

### **FPA 101-Interdisciplinary Arts I (1)**

Students majoring in Fine & Performing Arts perform or present prepared works in progress to be analyzed, critiqued and coached by the faculty and guest artists in the format of a Master Class. Analysis of the creation and working process is the focus of the workshop. Students will learn from all areas of the arts essential skills in aesthetic development, approaches to creation and performance preparation, and how an artist works and grows as a life-long learner/artist. Students complete a community arts service project as part of this course. May be repeated for credit. Prerequisite: *none*

### **FPA 150-Introduction to Arts and Production Management (3)**

This course will introduce students to the practical skills required for the successful management of arts organizations and productions. Students will examine the fundamental structures and operating systems of organizations like orchestras and musical ensembles, opera companies, museums and art centers, galleries, theatre and dance companies, arts facilities, presenters and promoters. Upon completion of this course, students will be able to plan and manage an arts event.

### **FPA 201-Interdisciplinary Arts II (1)**

Students majoring in Fine & Performing Arts perform or present prepared works in progress to be analyzed, critiqued and coached by the faculty and guest artists in the format of a Master Class. Analysis of the creation and working process is the focus of the workshop. Students will learn from all areas of the arts essential skills in aesthetic development, approaches to creation and performance preparation, and how an artist works and grows as a life-long learner/artist. Students complete a community arts service project as part of this course. May be repeated for credit. Prerequisite: FPA 101

### **FPA 301-Interdisciplinary Arts III (1)**

Students majoring in Fine & Performing Arts perform or present prepared works in progress to be analyzed, critiqued and coached by the faculty and guest artists in the format of a Master Class. Analysis of the creation and working process is the focus of the workshop. Students will learn from all areas of the arts essential skills in aesthetic development, approaches to creation and performance preparation, and how an artist works and grows as a life-long learner/artist. Students complete a community arts service project as part of this course. May be repeated for credit. Prerequisite: FPA 201

### **FPA 350-Electronic Media in the Fine & Performing Arts (3)**

In this course, students will use various electronic and digital media in live performance, including sound design, recording and editing, video recording and editing, simple graphics design tools, front and rear projections and other digital media as appropriate. Students will be able to create performance work that combines live performers and recorded media. Prerequisite: FPA 101

### **FPA 485-Internship (3)**

### **FPA 495-Senior Seminar in the Arts (3)**

Students will discuss issues in the Fine & Performing Arts: the marketplace, job strategies, resume and audition preparation, headshots, e-portfolios, agent representation, union membership requirements and representation. Students will organize a Capstone project that synthesizes the most significant work that he or she has undertaken in the Fine & Performing Arts. This course gives the student the opportunity to focus on a particular area of the Fine & Performing Arts with particular attention to his or her next steps in career development: graduate school, education, ministry, or professional work. Prerequisite: Senior academic standing

## **MUSIC COURSE DESCRIPTIONS**

### **MUSC 110-Private Lessons (1-2, based on 30 min or 1 hr lesson per week)**

Students will receive individual voice or instrumental instruction each week with technique and repertoire being emphasized. Upon completion, students will be able to recognize and perform music at a level commensurate with their training. May be repeated for credit. Lesson fee required.

### **MUSC 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.

### **MUSC 126-Music Theory I (2)**

This course provides students with a review of music reading skills and introduces the concepts of harmony, melody and form. Upon completion of this course, students will understand basic harmony in music, recognize theoretical principles and their application, have an enhanced comprehension and appreciation of music, and will develop skills in critical and analytical thinking.

Co-requisite: MUSC 126 L

### **MUSC 126L-Aural Skills Lab I (1)**

A companion lab to MUSC 126, designed to build music listening skills through various aural exercises. Upon completion of this course, students will be able to sight-sing basic intervals and tap simple rhythms. Co-requisite: MUSC 126 or consent of instructor.

### **MUSC 127-Music Theory II (2)**

This course provides students with a continuation of the concepts of harmony, melody and form. Non-chord tones, seventh chords, and an introduction to chromatic harmony are presented. Upon completion of this course, students will expanded understand harmony in music, recognize theoretical principles and their application, have an enhanced comprehension and appreciation of music, and will continue to develop skills in critical and analytical thinking. Prerequisite: MUSC 126; Co-requisite MUSC 127 L.

### **MUSC 127L-Aural Skills Lab II (1)**

This is a co-requisite course with MUSC 127 in which students develop music listening skills through aural and dictation exercises. Both harmonic and melodic concepts are presented. Upon completion of this course students will be able to sight sing tonal melodies using solfege, notate basic rhythmic patterns by dictation, and notate one and two-part melodies by dictation.

Prerequisite: MUSC 126 L or permission of department head; Co-requisite MUSC 127

### **MUSC 133-Piano Class (1)**

A study of basic piano technique and technique repertoire. May be repeated for credit.

### **MUSC 135-Music History I (3)**

A study of music and its place in Western civilization from the Middle Ages to the Baroque. The student will be able to understand the development of music styles and genres, compositional procedures, and their relevance to other areas and repertoires; the student will be able to demonstrate score reading and analytical skills; the student will develop a comprehension of Western musical masterworks; the student will improve writing skills about music and musical styles.

### **MUSC 210-Ensembles (1)**

This course is designed to develop an understanding of the rich culture, heritage, and tradition of music through rehearsals and performances. An objective of the course is to create a sound of one body, rather than a group of individuals. Students will perform at university functions as well as serve as ambassadors and representatives of the University of Dubuque on campus, in the community, and on tours. Upon completion of the course, students will have learned to perform as an ensemble. Various ensemble options will be offered. May be repeated for credit.

### **MUSC 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.

### **MUSC 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.

### **MUSC 226-Music Theory III (2)**

This course, as part of a sequence, will focus on chromatic harmony found in nineteenth-century classical music and will specifically address secondary function, modulation techniques, large forms, mode mixture, Neapolitan and augmented sixth chords, enharmonic spellings and modulation, altered notes and mediant relationships. Upon completion of this course, students will have a reinforced understanding of musical structures and elements, will recognize theoretical principles, will develop the capacity to perform or listen to music with an enhanced level of comprehension, and will develop skills in critical and analytical thinking.

### **MUSC 227-Music Theory IV (2)**

This course, as part of a sequence, will focus on twentieth-century classical music and will specifically address the musical vocabulary of Impressionism including modes, pentatonic scales, parallelism, and pandiatonicism. Post-tonal theory will also be introduced including set theory and twelve-tone serialism. Upon completion of this course, students will have a reinforced understanding of musical structures and elements, will recognize theoretical principles, will develop the capacity to perform or listen to music with an enhanced level of comprehension, and will develop skills in critical and analytical thinking.

### **MUSC 233-Piano Class II (1)**

This course is a study of basic piano technique and note-reading skills. This course may be taken as an introduction to the keyboard before taking private piano or organ lessons. It may also serve as method to pass the piano proficiency exam in the FPA music concentration. Upon completion of the course, students will play piano selections with both hands, at specific levels as appropriate.

### **MUSC 235-Music History II (3)**

A study of music and its place in Western civilization from the Eighteenth Century to the Twentieth Century. The student will be able to understand the development of music styles and genres, compositional procedures, and their relevance to other areas and repertoires; the student will be able to demonstrate score reading and analytical skills; the student will develop a comprehension of Western musical masterworks; the student will improve writing skills about music and musical styles.

### **MUSC 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.

### **MUSC 302-Basic Conducting (3)**

This course will introduce basic conducting techniques including: baton technique, meter patterns, cueing and expressive gestures, score reading/interpretation and preparation, and rehearsal techniques. There will be instrumental and vocal conducting opportunities for all students regardless of major instrument. At the end of the course, students will be able to demonstrate basic conducting patterns, cueing gestures, score reading, and score preparation.

### **MUSC 313-University Choir (1)**

A choral group that studies and performs a wide variety of choral literature ranging from sacred to popular styles. This group 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.

### **MUSC 316-Chamber Singers (1)**

A choral group devoted to performance and study of works for smaller vocal ensembles. The group performs for public events several times per year. Admittance is by audition only. May be repeated for credit. Co-requisite MUSC 313 and consent of instructor

### **MUSC 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.

### **MUSC 357-Special Topics in Music (3)**

### **MUSC 368/368L-International Music and Culture/International Trip (1 + 2)**

This is an international study travel course. In classroom lectures and discussion, we review the music, culture, language, theatre, literature, geography, politics, and technology of the countries we visit. Must travel/study in the country(ies) to take this course for credit. May be taken twice. (WVS 3)

### **MUSC 402-Advanced Conducting (3)**

The content of this course includes the development of conducting techniques. Posture of the conductor, the conducting planes, the ictus, the preparatory gestures, eye contact, meters, releases, fermatas, styles, dynamics, use of the left hand, cues, and irregular entrances will be explored. The student will be able to utilize the above mentioned concepts to prepare, rehearse, and perform an ensemble work using non-gestural communication. The student will be able to identify structural, sub-structural elements and phrasal development in instrumental ensemble scores; the student will be able to render interpretive elements, such as Growth, RT Factor and Organic Unity as part of the score preparation process; the student will be able to recognize how ancillary elements impact upon interpretation and their usage in the rehearsal process; the student will be able to incorporate the concepts of Macro-Analysis, Middle-Analysis, Synthesis and Conclusion into each performance preparation process for each score in performance. Prerequisite: MUSC 302

## **THEATRE COURSE DESCRIPTIONS**

### **THEA 105-Theatre Appreciation (3)**

A basic survey course in the art form of theatre which includes an overview of theatre history, background of the contributions of important playwrights and plays, historical styles of performance, and theatre technical developments. The positions and responsibilities of collaborative theatre artists will be explored, and students will gain practical experience in theatre production. Attendance of live theatre performances will be arranged as appropriate.

### **THEA 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.

### **THEA 117-Acting for Screen: Film, TV, Video (3)**

Students will gain experience acting in front of a camera and demonstrate an understanding of the vocabulary, techniques and considerations necessary for acting in front of a camera, working with a director and camera crews. Upon completion of this course, students will be able to perform effectively in front of a camera, work with a director for screen, and define terms that are specific to screen work.

### **THEA 204-Stagecraft (3)**

An introduction to the technical knowledge and skills of theatrical production with an emphasis on stage scenery. Concepts of building flats, platforms, etc. and the use of tools and materials. Basic introduction to stage lighting. Students will build sets and hang lights for theatre productions. Laboratory required.

### **THEA 205-Scenic Painting Techniques (3)**

Students in this basic scene painting course will learn color theory, canvas preparation techniques, how to enlarge a design for appropriate theatrical scale, shadow, texturing, break-up, media and materials will be introduced and practiced. Upon completion of this course, students will be able to mix paint appropriately, stretch and size a canvas for painting, scale, draw and grid an image, and paint it effectively. Students will contribute practically to a realized production design when available.

### **THEA 206-Costume Design and Makeup for the Stage (3)**

A study of the elements and principles of costume and makeup design for the theatre. Students will develop skills in play analysis for costuming, basic rendering skills, and period research. The class will include an introduction to the various media used in communicating a costume and makeup design concepts. Lectures and workshops will include analysis of the diverse materials available to the designer and the skills involved in mastering them. Practical application through work on productions, both theoretical and literal, is included. Students will help create costumes for university theatre productions. Prerequisites: THEA 105 or THEA 228

### **THEA 210-Production Techniques (1-3)**

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.

### **THEA 212-Touring Theatre Production (3)**

A touring performance experience consisting of text analysis, characterization, role development, and scripts, travel to flexible performance spaces, load-in and performance. Upon completion of this course, students will be able to plan and execute a traveling theatrical performance for various audiences. May be repeated for credit.

### **THEA 213-Comedy Improvisation Ensemble (1)**

This course comprises the student performance group, "Spartaneous," which performs regularly throughout the academic year, both on campus and off. Students in this course will learn strategies for group improvisation and practice various approaches to ensemble performance. Upon completion of this course, students will be able to improvise scenes and characters for a live audience. May be repeated for credit.

### **THEA 218-Murder Mystery Dinner Theatre (3)**

This experiential course includes the performance of an interactive theatre production, utilizing some improvisation with stock characters from various styles of vaudeville and theatre. The course culminates in a dinner theatre performance with a live audience who tries to guess "whodunnit". Upon successful completion of this course, students will be able to perform in live improvisational and partially scripted theatrical production. May be repeated for credit.

### **THEA 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 telling 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.

### **THEA 222-Art of Puppetry (3)**

This course teaches students to construct a variety of puppets and their environments, using various materials. The class will offer an overview of puppetry, hands-on demonstrations, and performance and puppet creation workshops. Students will create original performances exploring the intersection of movement, sound, text and puppetry. Upon completion of this course, students will be able to build puppets from a variety of materials, write puppet scripts for various audiences, and perform with a variety of styles of puppets.

### **THEA 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-play for specific pedagogical goals. Formal theatre and informal drama will be defined, explored and experienced.

### **THEA 225-Singing for Actors and Acting for Singers (3)**

This is a workshop course in the singing and acting elements of musical theatre and opera. Students will develop a repertoire of songs to be acted using fundamentals of emotional connection, action, and kinesthetic awareness. Workshop will include exercises to strengthen breath, balance, alignment, imagination, sensitivity, and impulse, to integrate the voice, the body and acting technique into a complete performance. Course culminates with a cabaret performance of student work. Upon completion of this course, students will be able to select, analyze and perform a song from the canon of musical theatre work.

### **THEA 228-Great Plays Analysis (3)**

The ability to read, interpret and analyze dramatic script texts is an essential basis for all theatrical production work. In this course, students will learn various critical approaches to dramatic literature. A play is a process rather than a thing. It takes many steps for a dramatic idea to travel a path from the mind of the playwright, through conceptualization by the director through the collective imagination of the production team, all the way to the experience of the audience. Students will read, analyze and understand dramatic literature and imagine its production in time and space. (WVS 3)

### **THEA 250-Theatre History (2)**

The story of the theatre beginning with its origins in the rituals of primitive man through the cultural explosion of the Renaissance, to present day, contemporary theatrical expression. In addition to the text, several plays representative of the major theatrical ages will be read for insights into how the physical stage, the styles of acting and production, and theatrical convention influenced the dramatic literature of the various periods. Upon completion of this course, students will identify relevant historical periods as they apply to theatrical production and their socio-cultural impacts.

### **THEA 306-Scene Design and Stage Lighting (3)**

This course introduces the fundamentals of scene design and lighting design for the stage and includes study of the concepts, principles, and techniques of scene design in the modern theater. The emphasis is on developing an understanding of what a design concept involves, from script or theme analysis and how to put ideas into spaces, colors, and forms. Students will learn how to handle theater space and how designers and periods in history have solved these problems. Students will analyze the diverse materials available to the designer and the skills involved in mastering them. Practical application through work on productions, both theoretical and literal, is included. Prerequisite: THEA 204

### **THEA 310-Directing for the Stage (3)**

A practical course in the principles and techniques of bringing a play from the page to the stage. The course provides step-by-step practice in how to approach the play, how to find its dramatic values, and how to direct the production with these aims in mind. Upon completion of this course, students will be able to select a play, cast it, work with a stage manager, and direct it for performance.

### **THEA 313-Ensemble Theatre Company (1)**

With an emphasis on Viewpoints vocabulary and technique, students in this very interactive course will practice ensemble theatre techniques and develop a physical practice method for creating group composition in time and space. Additional physical theatre techniques to be explored include Suzuki Theatre, Noh, Mask, Commedia dell'arte, clown technique, Butoh, voice and diction techniques and other group acting exercises. The ensemble company presents at least one formal theatre production every year and will tour when appropriate. The company may also create group- devised performances on social justice themes. Upon completion of this course, students will be able to create ensemble-driven performances, including improvised movement for performance. This course is only open to FPA-Theatre majors or minors or instructor approval.

### **THEA 357– Special Topics in Theatre (CV)**

## HEALTH CARE ADMINISTRATION (LIFE Program only)

The Bachelor of Science Degree in Health Care Administration is a degree completion program designed for health care professionals wanting to gain upward mobility, make a career change, maximize earning potential, and obtain personal fulfillment. The major is only available to students who have been admitted to the LIFE program. Eligible students must have graduated from an accredited certificate and/or associate's degree program and possess current state or national licensure or registration in their profession. Upon completion of the Health Care Administration BS degree, students will be able to advance their careers by becoming hospital administrators.

### **Admission Requirements:**

1. \*An Associate in Arts or Science degree or Associate in Applied Science degree in an allied health field. The program must be nationally or state accredited in order for credits to be granted.
2. Proof of licensure, certification, or registration in an allied health field.
3. College GPA of 2.5 or higher
4. \*\*Official Transcripts
5. 2 letters of recommendation

\*Students with a professional health licensure or registration but without an associate degree will be evaluated individually

\*\*Allied health education courses may be given elective credit to be put towards the 120 credit BS minimum.

Students must complete the University of Dubuque's general education requirements in addition to the Health Care Administration major requirements. The last 30 credits of the BS degree must be earned at UD.

### **Major Requirements (36 credits):**

- HCL 200-Health Care in the Community (3)
- HCL 220-Current Issues in Health Care (3)
- HCL 240-Globalization and Health Care (3)
- HCL 310-Regulation & Legislation of Health Care (3)
- HCL 320-Accreditation in Health Care (3)
- HCL 340-Health Informatics (3)
- HCL 495-Health Care Senior Seminar (3)
- BAC 201-Principles of Management (3)
- BAC 304-Human Resource Management (3)
- BAC 340- Effective Communication in Business (3)
- BAC 415-Health Care Economics (3)
- MATH 230-Statistics (3)

## HEALTH, WELLNESS AND SPORT (HWS)

The mission of the Department of Health, Wellness, and Sport (HWS) is to prepare students for careers in a variety of health, wellness & fitness programs, sport marketing & management, as well as graduate studies. The HWS Department plans to offer four distinct programs of study: Bachelor of Science in both Wellness & Exercise Science (WES) and Human Health Science (HHS); a Bachelor of Arts in both Sport Marketing & Management (SM&M) and Public & Community Health (PCH).

The HWS Department is committed to providing students with an instructional program of high quality that involves the discovery, interpretation and application of knowledge related to the disciplines within the department. HWS is dedicated to providing an education that brings discipline to mind and body in the pursuit of knowledge and in the development of a healthy lifestyle. A central and unifying mission for the department is to promote the value of multidimensional wellness as a means of enhancing quality of life. In HWS we provide experiences for students that will help them develop as whole persons who emerge as champions of wellness and embrace lifelong learning in a changing society.

### Program Goals:

1. To prepare students to become quality health, wellness and fitness professionals through the acquisition of knowledge pertaining to the general functioning of the human body and fitness assessment.
2. To develop an appreciation of the role of multidimensional wellness in the balance of life through fitness and wellness programs.
3. To expose students to health and wellness topics among diverse populations across the lifespan
4. To prepare students with a solid foundation in the principles of business, communication, economics, and legal knowledge as they relate to the discipline of sport marketing and management.
5. To prepare students to become quality public and community health professionals through the acquisition of knowledge pertaining to the ecology and issues in public and community health.
6. To provide students with experiences that prepare them for various careers in health, wellness and sport professions, graduate/professional schools and lifelong learning where they incorporate the values and ethics of their profession and in turn provide leadership and service to their communities.

### Human Health Science major (70 credits) – BS degree

- HWS 100 Introduction to Health, Wellness & Sport (2)
- HWS 221 Family & Community Health (3)
- HWS 241 Human Anatomy & Kinesiology (3)
- HWS 246 Human Nutrition (3)
- HWS 301 Biomechanics (3)
- HWS 311 Geriatrics (3)
- HWS 341 Prevention & Care of Athletic Injuries (3)
- HWS 401 Exercise Physiology (3)
- HWS 495 Senior Seminar (2)
- \*BIO 145 Introduction to Human Anatomy & Physiology I (4)
- \*BIO 146 Introduction to Human Anatomy & Physiology II (4)
- BIO 211 Anatomy & Physiology I (4)
- BIO 212 Anatomy & Physiology II (4)
- PHY 151 Physics I (4)
- PHY 152 Physics II (4)
- MATH 230 Statistics
- CHM 111 General Chemistry I (4)
- CHM 112 General Chemistry II (4)
- PSY 110 Introduction to Psychology (3)
- PSY 227 Adult Development and Aging (3)
- SOC 111 Introduction to Sociology **or** SOC 112 Contemporary Social Problems (3)
- PRF 201 Career Development Strategies (1)

\* Not needed if students have successfully passed BIO 211/212. However, student will need to take 8 additional credits of BIO courses as substitutes for BIO 145/146.



## **Sport Marketing and Management major (56 credits) - BA degree**

### **Foundation courses:**

- HWS 100 Introduction to Health, Wellness & Sport (2)
- HWS 105 Socio-Historical Foundations of American Sport (3)
- HWS 202 Sports Facility and Event Management (3)
- PRF 201 Career Development Strategies (1)

### **Management:**

- HWS 342 Management and Leadership in Sports Organizations (3)
- BAC 201 Principles of Management (3)

### **Economics, Accounting and Finance:**

- ECON 101: Principles of Microeconomics (3)
- ECON 102 Principles of Macroeconomics (3)
- BAC 241 Financial Accounting (3)
- BAC 242 Managerial Accounting (3)
- BAC 300 Principles of Finance (3)
- HWS 330 Sport Finance (3)

### **Marketing and Communication:**

- BAC 280 Principles of Marketing (3)
- HWS 280 Sports Marketing (3)
- HWS 340 Media Relations in Sport (3)
- BAC 340 Effective Communication in Business (3)

### **Law & Ethics:**

- HWS 421 Sports Law and Ethics (3)
- HWS 471 Sports Administration, Governance, and Compliance (3)
- HWS 495 Senior Seminar (2)

### **Experiential:**

- HWS 485 Internship (3)

## **Wellness and Exercise Science major (55 credits) – BS degree**

- HWS 100 Introduction to Health, Wellness & Sport (2)
- HWS 110 Activity Class (1 cr x 6 courses)
- HWS 220 Sports Psychology (3)
- HWS 241 Human Anatomy & Kinesiology (3)
- HWS 246 Human Nutrition (3)
- HWS 301 Biomechanics (3)
- HWS 311 Geriatrics (3)
- HWS 333 Fitness Assessment (3)
- HWS 341 Prevention & Care of Athletic Injuries (3)
- HWS 401 Exercise Physiology (3)
- HWS 485 HWS Internship (3)
- HWS 495 Senior Seminar (WVS 4) (2)
- BIO 145 Human Anatomy & Physiology I (4)
- BIO 146 Human Anatomy & Physiology II (4)
- PED 231 Fundamentals of Motor Performance (3)
- PRF 201 Career Development Strategies (1)

### **One from the following is required:**

- HWS 221 Family & Community Health (3)
- HWS 244 Wellness Lifestyles (3)

### **One from the following is required:**

- HWS 370 Theory/Principles of Personal Training (3)
- HWS 470 Theory/Principles of Strength & Conditioning (3)

## Minor in Health, Wellness and Sport - HWS (23 credits)

### Required Classes (14 credits)

- HWS 100 Introduction to Health, Wellness & Sport (2)
- HWS 110 Activity Class (1 cr x 3 courses)
- HWS 241 Human Anatomy & Kinesiology (3)
- HWS 221 Family & Community Health (3) **or** HWS 244 Wellness Lifestyles (3)
- HWS 246 Human Nutrition (3)

### Elective Classes (and 9 credits from the following list)

- HWS 105 Socio-Historical Foundations of American Sport (3)
- HWS 220 Sports Psychology (3)
- HWS 301 Biomechanics (3)
- HWS 333 Fitness Assessment (3)
- HWS 341 Prevention & Care of Athletic Injuries (3)
- HWS 342 Management & Leadership in Sports Organizations (3)
- HWS 221 Family & Community Health (3) **or** HWS 244 Wellness Lifestyles (3)

## HEALTH, WELLNESS & SPORT COURSE DESCRIPTIONS

### HWS 100-Introduction to Health, Wellness & Sport (2)

This course provides a history and introduction to the profession, placing emphasis on health, wellness and sport. Topics covered in this course include: current trends and issues; professional preparation and career opportunities; and the responsibilities and characteristics associated with the effective health, wellness and sport professionals. Students will be able to identify guiding scientific principles of the discipline, differentiate between the various career paths, as well as identify current trends and issues of the profession.

### HWS 105-Social-Historical Foundations of American Sport (3)

The foundation course for the Sports Marketing and Management concentration is designed to give the students an understanding of the internal and external factors that shape sport in American culture. This course includes a chronological and topical examination of the history of American sport, beginning in the colonial era and ending in the present. The major events and trends in sports history are analyzed and placed within the broader context of American history, considering how historical processes influenced the rise of sport, and how sport influenced major social and cultural developments. Particular emphasis is given to the commercialization of sport. Throughout, students read seminal works on the history of sports. Through analysis of the historical, social, commercial, and economic context of American sport, the course teaches students to understand and manage contemporary issues in the business of sport.

### HWS 110-Activity : \_\_\_\_\_ (1)

Students will engage in learning fundamental skills, techniques, rules, safe practices, and etiquette of the given sporting activity. Upon successful completion of the course students will be able to perform the activity at least at a recreation level and demonstrate competencies in rules and regulations.

### HWS 202-Sports Facility and Event Management (3)

This course provides students with an understanding of the complexity involved in sport facility and event management for both the private and public sector. Sport facility management includes a variety of activities such as planning and designing a sports facility, staff management, facility marketing, developing revenue streams, and facility scheduling and operating. Sport event management consists of identifying goals of the event and coordinating people in the organizations involved to achieve those goals with the resources available.

### HWS 210 – Methods of Coaching: \_\_\_\_\_ (2 )

This course provides students with a hands-on approach to the art and methods of coaching and playing the given activity. Students will learn the many different coaching tactics, understand the means for delivery, examine the roles and responsibilities for each position player, and build a strength training program. Students will design practice drills, review game film to critique game strategy and engage in extensive game play. Upon completion of this course, students will be able to analyze performance on the field & in the practice setting. *Qualifies for partial fulfillment of a coaching endorsement*

### **HWS 220-Sports Psychology (3)**

This course examines human behavior in sport. Topics include human motivation, anger and fear; regulation of human thoughts, feelings and emotions; and how human behaviors can become more effective within the context of sport and competition. Successful completion of this course delivers first-hand experience with coaches and athletes, strategies for enhancing performance, and a broad understanding of group dynamics. Prerequisite: HWS 100

### **HWS 221-Family & Community Health (3)**

This is a foundation course that introduces students to a variety of health topics within the framework of family health and community health. Emphasis is placed on savvy consumerism, information literacy, and service within a vast array of health-related community organizations. Successful completion of this course includes a service-learning project consisting of reciprocal service and learning through work at a non-profit organization affiliated with health, wellness, or sport subdisciplines. Additionally, students will conduct secondary research on a health topic that relates to their service-learning site, which will conclude with a formal presentation of information from both secondary research and service-learning.

### **HWS 241-Human Anatomy & Kinesiology (3)**

This course provides instruction on the basic structure of the human body. Emphasis is placed on the attachments of the muscles and the corresponding actions as well as basic physics and physiology. Upon successful completion of this course, students will understand terminology, and application of the human body in relation to movement. Prerequisite: BIO 145, grade of C or better

### **HWS 244-Wellness Lifestyles (3)**

This course examines holistic health issues as well as evaluates lifestyle practices. Drug, alcohol and tobacco use/abuse as well as steroids and other performance enhancing drugs are also discussed. Upon completion of this course students will have a comprehensive knowledge of the components of wellness and be able to practically apply that knowledge to personal and community wellness.

### **HWS 246-Human Nutrition (3)**

This course provides an introduction to fundamentals of diet, exercise, metabolism, weight control and maturational development. Basic scientific principles as they apply to human nutrition maintaining health and preventing disease are discussed. Concentration is on the nutrient requirements of the human body throughout life. Biochemical functions and interrelationships of nutrients are examined. Current nutritional controversies are evaluated. Students gain practical experience in evaluation nutritional data by completing a self-study project.

### **HWS 280-Sports Marketing (3)**

This course will explore the concepts of marketing, promotions, and public relations for various components of the sports industry. At the foundation of marketing and promotion are strategic planning and coordination of efforts. This course will take an in-depth look at the marketing practices, procedures and operations of professional, college and recreational sport organizations and enterprises. Marketing strategies and varying consumer behaviors in different sports venues will be analyzed as social and economic issues related to buying and selling of sports. Students refine their marketing skills by examining the ways in which sport marketing organizations exercise promotions, marketing research, sponsorships and fund raising in the sport industry. Prerequisite: BAC 280

### **HWS 301-Biomechanics (3)**

This course focuses on the mechanical components of human structural movement, with emphasis placed on internal and external forces related to human movement. Upon successful completion of this course students will be able to qualitatively analyze and apply, both instructionally and correctively, the concepts of human movement in relation to forces that act on the body. Prerequisite: HWS 241, grade of C or better

### **HWS 311-Geriatrics (3)**

This course examines the relationship between physical activity and the aging process. The focus is on appropriate activities specific to social, physiological and psychological changes throughout the lifespan. Successful completion of this course will include a service-learning project consisting of first-hand experience mentoring, guiding, and leading physical activities for geriatric populations. Prerequisites: HWS 100 and current CPR/AED certification

### **HWS 320-Sports Promotion and Sales Management (3)**

This course provides a wide-range of views of what it takes to be successful in the field of Sports Marketing and Management. This course covers the theoretical foundations of sport promotion and sales to fundamental roles of sport sponsorship. Students will

examine incentives for sport consumers, licensing issues, sales management and servicing, and the role of technology in sport promotion and sales, customer retention, branding, and risk management. Upon successful completion of the course students will develop skills in sales promotion, selling strategies and the art of ticket sales. Prerequisite: HWS 280

### **HWS 330-Sport Finance (3)**

This course will discuss the fundamental issues associated with financing sport organizations (professional, collegiate, local, and recreational, etc.). Topics such as financial basics, pricing structures, sponsorship proposals and financial ethics will be covered, among others. Upon successful completion of this course, students will be able to apply financial theories to sport management issues, create financial documents pertinent to sport management professionals and compose a comprehensive sponsorship proposal. Prerequisite: BAC 300

### **HWS 333-Fitness Assessment (3)**

This course provides instruction on health-related fitness assessment. Topics include both field and laboratory assessments of each of the following: cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition. Upon successful completion of the course, students will understand and perform equipment calibration, proper risk stratification and implications based on risk category, and administer and direct both field and laboratory tests for each of the five health-related components of fitness (listed above). Prerequisite: BIO 145 and HWS 241, grades of C or better

### **HWS 340-Media Relations in Sport (3)**

Billions of dollars are spent annually by the sports industry in an attempt to generate awareness, establish images, and attract visitors. Such persuasion activities are the focus of advertising and public relations which seek to influence consumers' choices to participate in and/or attend sports or sporting events. This course delves deeply into this aspect of marketing through exploration of the techniques and activities used to advertise and promote sports events. Specific topics include: the marketing mix, the evolution of media in the 21st century, advertising awareness, brand awareness, critical and frequently used brand metrics, message recall, consumer motivation and attitudes, behavior, endorsements, promotions, naming rights, licensing, sponsorship, media management, constructing the advertising message, as well as designing advertising and, more broadly, sports marketing campaigns. Prerequisites of HWS 280 and COM 101, grade of C or better

### **HWS 341-Prevention and Care of Athletic Injuries (3)**

This course is designed to provide students with basic knowledge of the prevention and care of athletic injuries. The etiology, pathology, signs & symptoms, treatment, and rehabilitation of athletic injuries are covered. Also, lab work will emphasize techniques in preventive taping and conditioning, budgeting, record keeping, and equipment selection specific to athletic training. Upon successful completion of this course students will be able to apply proper methods of prevention, recognition, and immediate care of common sports-related injuries and illnesses. (Prerequisite: BIO 145 or HWS 241, grade of C or better or instructor permission)

### **HWS 342-Management and Leadership in Sports Organizations (3)**

This course provides an in-depth look at management and leadership theories and practices, both domestic and international, as they relate to sport organizations. This course provides students with a solid foundation in research and application of human resource management and leadership principles for success in the sport industry. Prerequisite: BAC 201

### **HWS 357-Special Topics in Health, Wellness & Sport (3)**

### **HWS 370-Theory & Principles of Personal Training (3)**

This course is designed as a preparatory course for the National Strength and Conditioning Association Certified Personal Trainer (NSCA-CPT) exam. Topics pertaining to personal training, including principles of personal training, physiological training adaptations, training methods, and program design are covered. A significant portion of this course will include working with a client. Successful completion of this course requires students to sit for the nationally-recognized NSCA-CPT exam. Prerequisites: HWS 333 and current CPR/AED certification

### **HWS 401-Exercise Physiology (3)**

Exercise physiology is a field of study that investigates the acute responses and chronic adaptations of physiological functions to a wide-range of physical exercise conditions, involving people of all ages and abilities. Upon successful completion of this course students will have an understanding of the physiological basis of physical activity with emphasis given to the special effects of exercise on body function, health-related fitness, nutrition and sports performance. Prerequisite: HWS 241, grade of C or better

### **HWS 421-Sports Law and Ethics (3)**

With specific reference to the role of the sports manager, this course provides an extensive overview of legal principles and ethical issues in domestic and international sports. The course reviews the legal and regularity aspects, elements, and relationships for all constituents participating in sports: administrators, coaches, athletes, agents, vendors, sponsors, facility managers and owners, and spectators. The course identifies the different fields of law and a survey of the broader issues related to sports law (such as antitrust exemption, labor law, and the athlete/agent relationship), before turning to consider the legal issues routinely faced by sports managers (such as the legal aspects of risk management). Seminal court cases are discussed. Students will examine the inextricable links between the law and business ethics and the application of ethics in the decision-making process. (Junior or Senior Standing)

### **HWS 470-Theory & Principles of Strength & Conditioning (3)**

This course is designed as a preparatory course for the National Strength and Conditioning Association Certified Strength and Conditioning Specialist (NSCA-CSCS) exam. Topics pertaining to strength and conditioning, including principles and theory of strength and conditioning, physiological training adaptations, training methods, exercise prescription, program design, organization and administration as well as policy and procedures of the profession are covered. Successful completion of this course requires students to sit for the nationally-recognized NSCA-CSCS exam. Prerequisite: HWS 333 and current CPR/AED certification. Must be of Senior status or within 365 days of graduation to sit for exam

### **HWS 471-Sports Administration, Governance, and Compliance (3)**

Sports create governance structures, policies, and procedures, even at the most rudimentary level. This course examines the purpose and practice of sports governance and how it relates to sports administration from little league, to the Olympic Games, to international federations, to professional sports. This course, normally taken in the last year, will build upon prior coursework (particularly finance, marketing, management, and facility/event superintendence) and apply the knowledge learned therein to the particular demands of the college setting. Through identification and analysis of the unique aspects of college sports administration, the course permits students to transfer the professional skills acquired in the program to the collegiate sector. Topics such as Title IX compliance, fundraising, and university communications are explored. Additionally, this course will cover basic regulatory, legal and due process rules that govern NCAA competition. This course will cover elements of NCAA regulations, rules interpretations, enforcement decisions and sanctions. An understanding of NCAA rules compliance will be gained through legal cases and actual NCAA enforcement proceedings. (Senior year)

### **HWS 485-Internship (3)**

The Internship in HWS provides students not currently working in the industry with hands-on experience in a wellness, health, or sports organization of their choice. Students will be required to successfully undertake, implement, and complete a timely, industry-specific project under the supervision of an internship instructor. Students completing internships meet with their instructor at least one time per credit to discuss the progress of their projects. At the end of the internship, students submit a written summary of their experience to the internship instructor. Although students have broad flexibility in the types of organizations at which they might intern, the internship and terms of service must be approved, in advance, by the internship instructor. Prerequisite: Junior or Senior year standing and PRF 201, grade of C or better

### **HWS 495-Senior Seminar (2)**

Students examine their faith, ethics, and vocation in relation to the theory and applied practices of their profession. 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 HWS majors and is taken during the Senior year. Satisfies World View 4 requirement.

## **INTERNATIONAL STUDIES**

### **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.

### **CCS 150-Bullying: Waiting on the World to Change (3)**

This course introduces students to the problem of bullying, covering such topics as: cyber-intimidation and the pitfalls of social networking; conduct of hazing & harassment; and the phenomenon of the bystander effect. Students will gain practical experience by facilitating and participating in school-based, anti-bullying service projects within the Dubuque community school district and listening sessions with local leaders. Upon successful completion of this course, students will be able to articulate the underlying foundation for the culture of bullying and apply prosocial behaviors. *(WVS 3)*

### **INTL 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.

### **INTL 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.

### **INTL 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.

### **INTL 357-Special Topics (3)**

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.

## DEPARTMENT of LANGUAGE AND LITERATURE

The Department of Language and Literature 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 Language & Literature 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 Department of Language and Literature'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 Department of Language and Literature 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 36 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: (24 hours)**

- ENG 201-Foundations of Literary Studies (3)
- ENG 251-Introduction to Creative Writing (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<sup>1</sup>: (minimum 12 hours)**

*Each of the following areas must be satisfied*

- A Focused Course in American Literature (3)
  - ENG 325-Selected U.S. Writers
  - ENG 260-Literature and Culture, when taught with an American literature focus.
  - ENG 357- English Topics when taught with an American literature focus.
  
- A Focused Course in British Literature (3)
  - ENG 315-Selected British Writers;
  - ENG 260-Literature and Culture, when taught with a British literature focus.
  - ENG 357- English Topics when taught with a British literature focus.
  
- Writing (3)
  - BAC 340-Effective Communication in Business
  - ENG 218-Journalism
  - ENG 341-Scientific & Technical Writing
  - ENG 350-Advanced Composition
  - ENG 351-Poetry Writing
  - ENG 352-Fiction Writing
  - ENG 485-Internship
  
- A Contemporary Course (3)
  - ENG 301-20th/21st Century Drama
  - ENG 302-20th/21st Century Poetry
  - ENG 303-20th/21st Century Fiction
  
- A Minority Literature Course (3)
  - ENG 260- Literature and Culture, when taught with a minority literature focus (e.g. Harlem Renaissance)
  - ENG 325-Selected U.S. Writers (e.g. Slave Narratives)
  - Any ENG course with focus on literature of American minorities

**Electives** – If the above requirements are satisfied with fewer than 36 hours of English credits, students may take any other 200- or 300-level English Course to reach the total number of hours required.

### **Writing Concentration**

Required Courses (24 hours)

- ENG 201-Foundations of Literary Studies (3)
- ENG 230-Modern Grammar (3)
- ENG 251-Introduction to Creative Writing (3)
- ENG 312-Shakespeare (3)
- ENG 350-Advanced Composition (3)
- ENG 485-English Internship (3)
- ENG 495-Seminar (3)
- COM 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 (3)

Writing Electives (6 hours)

- BAC 340-Effective Communication in Business (3)
- ENG 218-Journalism (3)
- ENG 341-Scientific and Technical Writing (3)
- ENG 351-Poetry Writing (3)
- ENG 352-Fiction Writing (3)

## English Minor

An **English minor** consists of 18 credits as follows:

- ENG 112 or ENG 260
- ENG 201- Foundations of Literary Studies (3)
- Four additional English courses (ENG), numbered above 201.

The Department of English offers the BA degree.

## ENGLISH COURSE DESCRIPTIONS

### 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

### 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.

### 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 fall term annually. Required of English majors and minors. Prerequisite: ENG 112

### **ENG 218-Journalism (3)**

Students will learn theories regarding the relationship between journalism and society, and learn genre-specific approaches to journalistic writing. Students will observe the new media critically and will review stories from a variety of media sources, including print and online news. Students will be writing frequently and critiquing writing on real and simulated events. Upon completion of this course, students will be able to understand basic journalism concepts and practices, as well as research, write and critique journalistic writing. Prerequisite: ENG 101 and RES 104.

### **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 251-Introduction to Creative Writing (3)**

In this course students will engage in the craft of writing fiction and poetry, with the goal of making students conversant in the foundational elements of both genres. The course has three main components – reading, writing and workshopping. Students will (a) read exemplary texts, which they will be asked to discuss from the perspective of creative writers; (b) write stories and poems (c) workshop, i.e. receive and give critical, constructive feedback on writing that is produced for class. Students will also be required to keep a writing journal, and attend literary events on campus as part of their writing practice. By the end of the course, students will produce a portfolio of complete work, and a process essay for final evaluation.

### **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 308-Adolescent Literature (3)**

Students will read widely in the field of adolescent literature (literature for and about the young adult), working towards a definition of the genre, critical standards for considering young adult texts, knowledge of modes and themes found in the literature, and an understanding of the place of this literature in middle and secondary school English programs. This course meets the requirement for a course in adolescent literature for secondary English education majors. Prerequisites: ENG 101 and ENG 112 or 260.

### **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 every third term. 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. Prerequisite: ENG 112. (WVS 3)

**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 every third term. Prerequisite: ENG 201 or permission of instructor

**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 BUS 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 encouraged to explore their own voices and to use poetry as an art with which to explore emotion and thought. Offered spring term, odd-numbered years. Prerequisites: ENG 112 & 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 spring term of even-numbered years. Prerequisites: ENG 112 and Junior standing or instructor's approval

### **ENG 355-Composition Practicum (3)**

This course will introduce students to composition theory and pedagogy to help prepare them to teach at the high school or college level. Students will work under the guidance of a composition instructor to learn and implement strategies for teaching and assessing writing. Upon successful completion of the course, students will have prepared and taught lessons, assisted students in groups and individually to improve their writing, evaluated student work, and reflected on their teaching practices. Co-requisites: EDU 351 and ENG 350 Advanced Composition; or instructor approval

### **ENG 357-Special Topics in English (3)**

Examination through intensive reading, writing, and discussions of a selected topic in English

### **ENG 485-Internship (CV)**

### **ENG 491-Independent Study (CV)**

### **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

## **LANGUAGES**

### **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 103- Intro to Conversation for International Students (3)**

This introductory 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 104- Conversation for International Students (3)**

This course is a continuation of LNG 103 and offers more advanced conversational skills. This course does not count toward meeting Core curriculum requirements. (Minimum passing grade is C)

## ARABIC

### ARAB 110-Conversational Arabic (3)

An introduction to Modern Spoken Arabic (MSA) with secondary emphasis on reading the written language and understanding the history and culture of Arabic-speaking peoples. After completing this course, students should be able to converse in Arabic at an elementary level, recognize and write the characters of the Arabic alphabet, and demonstrate a growing knowledge of the cultures that produced and currently use this language.

## MANDARIN

### MAND 111-Conversational Mandarin (3)

An introduction to oral Mandarin Chinese with secondary emphasis on recognizing written characters and understanding Chinese culture.

## SPANISH

### Mission:

The Spanish Program is committed to providing excellent instruction and learning opportunities that challenge students to develop to the maximum their language proficiency in Spanish as well as to know and understand the literature and cultures of the Spanish-speaking peoples of the world. We encourage our students to think critically, to question their cultural assumptions about the Hispanic world, and to seek to immerse themselves, as much as possible, in a Spanish-speaking community.

The University of Dubuque's mission calls for UD to be a community where diversity is appreciated. The Spanish Program supports the mission of the University by providing students the opportunity to learn about and be engaged in a culture significantly different than their own.

### Program Goals

1. Language Proficiency — Help students develop Spanish language competency in speaking, understanding, reading, and writing
2. Cultural Competence — Help students develop cultural competency with regard to Spanish-speaking communities throughout the world
3. Intellectual integration — Help students develop an occupational competency in Spanish within their major field of study (e.g., business, nursing, law, teacher education)

### Minor in Spanish (15-27 credits)

#### Language & Writing core (15 credits)

- SPAN 111 Elementary Spanish I (or exam or other equivalent) (3)
- SPAN 112 Elementary Spanish II (or exam or other equivalent) (3)
- SPAN 211 Intermediate Spanish I (or exam or other equivalent) (3)
- SPAN 212 Intermediate Spanish II (or exam or other equivalent) (3)  
(Courses covered by placement exam will not automatically appear on a student's transcript. Those credits, and their notation on the student's transcript, may be purchased from the university at a nominal rate. If a student places into SPAN 311/312 Advanced, and does not wish to purchase the lower level credits, he/she will be required to complete a minimum of 15 credit hours at UD to earn the Spanish minor.)
- SPAN 311 Advanced Spanish Proficiency (3) -or- SPAN 312 Advanced Spanish Writing Workshop (3)  
(SPAN 311 and SPAN 312 can be covered through transfer credits, but not by placement exam—students need to take one of these classes at the college level; students who arrive at UD with strong oral proficiency will be directed toward SPAN 312)

#### Cultural core (10-12 credits)

- SPAN 350 Occupational Spanish (taken through the major) (3)
- SPAN 368 Travel course to Hispanic country OR appropriate substitute (1-3)
- SPAN 411 History and Culture of the Hispanic World (3)
- SPAN 412 Literature of the Hispanic World (3)

### **SPAN 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.

### **SPAN 112-Elementary Spanish II (3)**

A continuation of SPAN 111. Designed to increase the student's knowledge of grammar, vocabulary, and writing skills. All lectures emphasize Hispanic cultural awareness.

### **SPAN 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: SPAN 112 or consent of instructor

### **SPAN 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: SPAN 211 or consent of instructor

### **SPAN 311 –Advanced Spanish Proficiency (3)**

Focus is on increasing proficiency in Spanish using the skills of listening, speaking, reading, writing, viewing, and showing in the interpersonal, interpretive and presentational modes and on developing cultural knowledge. Students increase their expertise in the analysis and interpretation of the literature of Spain and the Spanish speaking world.

### **SPAN 312-Advanced Spanish Workshop (3)**

This course is to be taken after successful completion of Intermediate Spanish I and II series at the University of Dubuque or equivalent. In this class, students are introduced to the writing of a research project in the Spanish language. Students will produce a sizable written artifact on either personal histories through memories elicited by things they see, songs, dreams, overheard conversations, collections, books, quotes, as well as reflections, or on a cultural research project, such as civil rights movement, leadership, major author, artist, etc. The student project will involve a compilation of entries with a focus on composing, revising, editing, and publishing their work in an artifact such as a "memoir book" or report.

### **SPAN 350-Occupational Spanish (3)**

This course is designed to allow the Spanish minor to develop and display proficiency in written and verbal Spanish as it is used in his/her undergraduate major. The student will develop a course of study in collaboration with his/her Advisor that allows the student to become competent in understanding the technical lexicon of the profession/field he/she is entering. This is a culminating experience course and as such a student would take this course near the end of their academic programming in Spanish. Prerequisites: Completion of Spanish Language & Writing Core

### **SPAN 357-Special Topics in Spanish (3)**

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: SPAN 212 or equivalent and consent of instructor

### **SPAN 368-Travel Course (Hispanic Country) (3)**

Living within a language is generally when that language gains real meaning for students of any language. The travel course will give students an ability to use Spanish in a daily living context and require them to listen to, speak, read, and write Spanish as it is used in a daily context. Two weeks or more travel to a Spanish speaking region. Students with previous extensive immersion in a Spanish speaking context outside of a classroom setting will be waived from this course. Prerequisite: SPAN 112

### **SPAN 411-History and Culture of the Hispanic World (3)**

This course will explore the rich linguistic, artistic, musical, historical and cultural patterns of the Hispanic world, from the Spanish Empire to modern day. Students will learn about the different Hispanic cultures by learning about the many countries and regions that define Hispanics today. The course will seek to provide the knowledge and information about Hispanic culture and history so that students may develop an understanding, appreciation and enjoyment of this diverse and colorful culture, its beauty, challenges and its "extraordinary paradoxes". Prerequisites: SPAN 211 and SPAN 212

**SPAN 412-Literature of the Hispanic World (3)**

A survey of Spanish-language literature from the Americas and around the world with a focus on comprehension, appreciation, and cultural and literary analysis. Prerequisites: SPAN 211 and SPAN 212

**SPAN 491-Independent Study (CV)**

## LIBERAL STUDIES (LST)

### Program Description (39+ credits)

The Liberal Studies Bachelor of Arts (BA) major is designed to give students the opportunity to pursue a broad-based education in liberal arts and sciences. Students are offered the flexibility to develop individualized programs of study with an interdisciplinary focus. Unlike other majors, the Liberal Studies major emphasizes breadth of study rather than focus on a single discipline. The program is designed to meet the needs of students whose interests may not be fully met with specific curricula and those who have integrative abilities to plan and develop a program appropriate to their interests. In addition, students planning to attend graduate school can use this major to develop a wide knowledge base upon which to build their specialized graduate training. Employers often welcome students with broad liberal arts background. Students can tailor their choice of courses and projects to their career interests. Enrolling in this major also allows students to explore other major or minor options. If a student majors in Liberal Studies, however, he or she cannot use credits from any of the three concentrations toward a minor in any of those three respective fields.

The mission of the liberal studies program is to teach students to think critically, write fluently, and speak articulately on any number of liberal arts topics: aesthetics, the human condition, the nature of the good life, and what it means to be a person of integrity. This major will provide broad training in the various liberal arts disciplines and seek to find interconnections between them. In keeping with the University's liberal arts core, the liberal studies program will strive for excellence in academic inquiry and professional preparation.

### Program Goals:

1. **Communication proficiency**—to develop the essential skills of effective written and oral communication
2. **Broad-based content exposure**—to ensure that students are conversant with the essential constructs and skills of three distinct academic disciplines, two of which are in the traditional liberal arts.
3. **Intellectual integration**—to develop in students the capacity to synthesize and integrate methods and insights from the intellectual disciplines in the student's liberal studies major.

The Liberal Studies Major consists of (39+ credits):

- Students are required to take a minimum of 12 hours in each of two disciplines, and 15 hours in a third field, the last 3 of which will be that discipline's WVS 4 course.
- Two of the three concentrations must be from the traditional liberal arts: fine and performing arts, history, language and literature, mathematics, philosophy, political science, psychology, the (DNAS) sciences, sociology, and Christian studies.
- At least 18 of the 39 credits must be taken at the 300-level or above, and students must take at least 6 hours at the 300-level or above in each of their three concentrations.

Students are encouraged to choose related disciplines (e.g. philosophy and Christian studies) so as to explore interrelations between them. Credits being applied to the Core curriculum cannot be counted in the required credits for the major.

Upon successful completion, graduates will earn a BA degree.



## MILITARY SCIENCE DEPARTMENT (MIL)

The Department of Military Science at the University of Northern Iowa 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 Bachelor's degree requirements or a minor in Military Science. All instructors in the Department are career U.S. Army Officers or NCOs. 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 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-Introduction to the Army & Critical Thinking (1)
- MIL 105-Introduction to the Profession of Arms (1)
- MIL 115-Leadership and Decision Making (2)
- MIL 117-Army Doctrine and Team Development (2) **OR**  
MIL 181-Military Science Leadership Practicum (6)  
(taken after sophomore year) or Basic Training

Advanced courses (18):

- MIL 332-Platoon Operations (3)
- MIL 340-Applied Leadership in Platoon Operations (3)
- MIL 494-Leadership Practicum (Ft. Lewis) (6)
- MIL 345-Mission Command and the Army Profession (3)
- MIL 350-Mission Command and the Company Grade Officer (3)

Plus one elective course from the following list (3):

- HIST 121 World Civilization I (3)
- HIST 122 World Civilization II (3)
- HIST 211-U.S. History to 1865 (3)
- HIST 212-U.S. History since 1865 (3)
- INTL 215-Global Perspectives (3)
- INTL 315-Developing Nations of the World (3)

ROTC cadets who complete the program are fully-qualified commissioned officers in the U.S. Army.

The student with a minor in Military Science 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 in the Mercer- Birmingham Hall, room 212. 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-Introduction to the Army and Critical Thinking (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- Introduction to the Profession of Arms (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-Leadership and Decision Making (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-Army Doctrine and Team Development (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 include: 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-Platoon Operations (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-Applied Leadership in Platoon Operations (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-Mission Command and the Army Profession (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-Mission Command and the Company Grade Officer (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

## NATURAL AND APPLIED SCIENCES (DNAS)

The mission of the Department of Natural and Applied Sciences is 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 scientific professionals in the 21st century, to develop scientific and mathematical competency for students pursuing science education, and to meet the needs of all students at the University of Dubuque for quantitative skills, scientific literacy, and an understanding of scientific processes. Students studying in the DNAS program will;

- Evaluate the ethics of behavior and decisions likely to be encountered in one's professional career.
- Gather and perform quantitative and qualitative analyses of scientific data using current methods and technology.
- Demonstrate significant contribution to multidisciplinary teams researching scientific problems.
- Produce, design, and defend science results according to professional standards in the form of reports, maps, graphics, and presentations.
- Model lifelong learning.
- Identify, analyze, and summarize significant biological issues of local and/or global concern and develop scientifically justifiable solutions.
- Demonstrate content knowledge by applying it to scientific professions or through entrance into graduate/professional programs.

## 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 health services, 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. To meet these related but different needs, the biology curriculum has two tracks, 1) Organismal & Ecological Biology and 2) Pre-Health Professions/Microbiology/Cell Biology.

### 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 (61-62 credits)** consists of the following **basic core of 22 credits** plus electives and allied courses:

- BIO 135-General Zoology (4)
- BIO 136-General Botany (4)
- BIO 140-Evolution (3)
- BIO 195-DNAS Introductory Seminar (1)
- BIO 235-Cell Biology (4)
- BIO 236-Genetics (4)
- BIO 295-DNAS Professional Preparation Seminar (1)
- BIO 495-Senior Seminar (1)

**Allied Sciences and Mathematics courses required of all Biology majors (23-24 cr.);**

- CHM 111-General Chemistry I (4)
- CHM 112-General Chemistry II (4)
- CHM 221-Organic Chemistry I (4)
- CHM 222-Organic Chemistry II (4)
- PHY 151-General Physics I (4)
- MATH 150-Precalculus (4) **or** EVS 230-Statistics (3)

**Plus 16 credits** of Biology electives

In addition, after completing the courses listed above, students are encouraged to choose between two tracks:

**Organismal and Ecological Biology Track** (16 cr.)

**Required:** 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 333-Geographical Information Systems (4)
- 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

**Pre-Health Professions/Microbiology/Cell Biology 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)
- CHM 331-Biochemistry I (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)
- **Plus 4 credits** of Biology electives

Endorsements for teaching Science are described in the Education Department section.  
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)**

This course is 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 evolution, morphology, physiology, reproduction, and ecology. Students will recognize the nature of scientific inquiry, evolution as the unifying principle in biology, and the relationship between structure and function in the organization of animals. In addition, students will investigate the taxonomic relationship of most animals including a comparison of major anatomical features and exploration of various animal specializations related to nutrition, respiration, reproduction, excretion, locomotion and sensory perception. Students will develop critical thinking skills, science writing skills, and effective group working skills. At the end of the course, students will be able to use a microscope to identify organisms and structures, identify animal life according to Phyla and Class, locate and differentiate internal structures through dissection, and articulate evolutionary relationships and patterns that exist within animal life. Prerequisite: Science majors or minors, and Science Education majors only.

### **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 140-Evolution (3)**

Evolution is the central organizing theory of biology. This course will expose students to the historical development of evolutionary theory, foundational data, its genetic basis, and current research. Upon completion of this course, students will be able to interpret scientific data and writings in light of a deeper understanding of evolution. Prerequisite: BIO 135 or similar introductory lab-based biology course.

### **BIO 145-Introduction to Human Anatomy and Physiology I and Lab(4)**

This is the first part of a two-term course which examines the structure and function of the human body and mechanisms for maintaining homeostasis within. Course topics include the study of cells, tissues, and integumentary, skeletal, muscular, and nervous system. After successful completion of the course students will understand the human body systems and develop and use a working vocabulary in anatomy and physiology, relate anatomical structures to unique and specialized functions in maintaining homeostasis, and be able to compare/contrast both structure and function using different organs from different animals to compare human anatomy and physiology through dissection. Course is intended to be a prerequisite for majors in HWS. This course does not count towards a Biology degree.

### **BIO 146-Introduction to Human Anatomy and Physiology II and Lab (4)**

This is the second part of a two-term course which examines the structure and function of the human body and the mechanisms for maintaining homeostasis within. Course topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems, as well as the concepts of development, metabolism, fluid and electrolyte balance, and acid-base balance. After successful completion of the course students will understand the human body systems and develop and use a working

vocabulary in anatomy and physiology, relate anatomical structures to unique and specialized functions in maintaining homeostasis, and be able to compare/contrast both structure and function using different organs from different animals to compare human anatomy and physiology through dissection. Course is intended to be a prerequisite for majors in HWS. This course does not count towards a Biology degree. (Prerequisite: BIO 145 with grade of C or better)

### **BIO 150-Medical Terminology (2)**

This course is designed to prepare students to communicate clearly using the language of medicine. Students are introduced to the way medical terms from each main body system are formed, pronounced, and translated. The goals for the student who successfully completes this course include familiarization with the language of medicine, introduction to the Greek and Latin roots of Medical Terminology, and equipping the student with the ability to translate medical language.

### **BIO 195-DNAS Introductory Seminar (1)**

This course is an introduction to the sciences, UD-DNAS, and career opportunities in the sciences. During this course students will research the diversity of job opportunities that exist in the sciences and the qualifications needed for those jobs, attend talks by multiple guest speakers from the sciences, and learn study skills relevant for the sciences. Upon completion of this course students will be able to identify their personal science career objectives and how they will optimize their time at UD to achieve those objectives.

### **BIO 205-Nutritional Physiology (3)**

This course provides an overview and introduction to human nutrition and its clinical applications. Emphasis is placed on the basis of peer reviewed scientific information on human nutrition, nutritional physiology, nutrition assessment, diet selection, and health and disease outcome during different life stages. Major aspects of interrelated problems due to malnutrition, over-nutrition, nutrient requirements, and computer-based diet analysis and diet formulation are examined. Physiological and biochemical pathways related to nutrition will also be introduced. Upon successful completion of this course students will be able to critically evaluate nutritional information as presented in the media and in popular culture for its authenticity and controversies. This is an applied basic human nutrition course with the emphasis of physiology and nutrition assessment during different life stages. Students should complete any introductory course in Biology or Chemistry prior to taking this course.

### **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: CHM 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 213-General and Medical Microbiology (4)**

A study of both prokaryotic and eukaryotic microorganisms, viruses, and pathogenic fungi as related to the health of human and animals will be undertaken. The morphology, physiology, biochemistry and genetics of these microbes will be covered. Emphasis will be on clinical microbiology and infectious diseases. Selected topics in immunology and food microbiology will also be included. The laboratory will include topics on aseptic technique, the growth and culture of microbes, how environmental factors affect growth, antibiotic sensitivity, microbial quantitation, and an introduction to immunological techniques. Students who successfully complete this course will be equipped to professionally apply these concepts in an allied health environment such as nursing and dental hygiene. Prerequisites: Four hours of BIO; CHM 105 or 4 hours of CHM with lab.

### **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 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 250-Conservation Biology (3)**

This course introduces Conservation Biology as a multidisciplinary topic. Starting with definitions of biological diversity and the subject of conservation biology, students will then identify global diversity hotspots and threats to biological diversity. Along the way, a discussion of values associated with diversity will explore multiple worldviews towards biological diversity. Students will then examine conservation strategies and roadblocks for protecting populations and species. Finally, a conversation of design aspects for creating conservation areas will occur. Throughout, students will be expected to determine some of the biological and human culture issues that explain both the reason for high levels of diversity and threats to diversity. This course will engage students in an overview of conservation of biological diversity ranging from local levels to an international scope.

### **BIO 264-Ecology of the Mississippi (4)**

An overview of the present state of the Upper Mississippi River and its environments. 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 295-DNAS Professional Preparation Seminar (1)**

This seminar is intended to prepare junior science majors for graduation, focusing upon preparation for careers and academic advanced degrees. Topics will include preparing for standardized tests and entrance exams, interview skills, networking, and resume building. In order to achieve these objectives, the course will have multiple guest speakers and several assignments. The assignments will include conducting a job search, preparing a resume, writing a cover letter, and participating in a mock interview. Students will develop science writing skills by preparing abstracts of science seminars by outside speakers. In addition, students will explore, reflect on, and discuss issues of character and ethics related to job searching and careers. All assignments will be discussed in class.

### **BIO 312-Histology (4)**

A study of normal human tissues and common pathologic changes. Major laboratory emphasis is placed on slide preparation and feature recognition that contribute to accurate classification and diagnosis. Combined lecture/lab for six hours of class/week



### **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; CHM 105 or CHM 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 336-Economic Botany (4)**

Human society is dependent on its relationship with plants. This relationship is mostly expressed through agriculture, but also includes other forms of direct and indirect botanical interactions (forestry, pharmaceuticals, aesthetics, etc.). In this course, students will learn how to apply their botanical, biological, and environmental understanding to management of human systems. Topics covered in this class include economically important botanical features and plant families, human uses of plants, plant identification, agricultural systems, and history and geography of agriculture. At the conclusion of this course, students will be able to identify and classify economically useful plants and understand agricultural systems. Prerequisites: BIO 136

### **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-Special 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 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 CHM 222.

### **BIO 475-Science Research Techniques (1)**

This course is designed for students to directly experience the process of science by actively participating in research. In this course students will perform research techniques that will prepare them for a career that includes a scientific research component. Additionally, students will develop a personal research library, properly maintain an active laboratory notebook, and create a final product for a science conference. Research projects may be lab-based, computer-based, and/or field-based. Typically Junior or Senior status expected. Repeatable up to 4 credits.

### **BIO 485-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.

### **BIO 491-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 495-Senior Seminar (1)**

A capstone course for Seniors graduating in Biology. 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.

## **CHEMISTRY (CHM)**

### **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 Program Goals**

- to prepare graduates who are well-versed in chemistry knowledge and skills and well qualified for employment as a chemist;
- to prepare students to pursue further education in graduate or professional schools in chemistry, biochemistry, medicine, veterinary medicine, and dentistry;
- to provide chemistry students with opportunities to conduct research in a laboratory; and
- to provide students with an appreciation of the breadth of the field of chemistry and its importance in their daily lives.

### **Chemistry Major**

The Bachelor of Science in Chemistry degree program at the University of Dubuque combines a rigorous foundation of chemistry skills and knowledge with the flexibility of an individually designed curriculum for students interested in pursuing a wide variety of careers in the field of chemistry such as pharmaceutical and chemical research and development, health professions, environmental testing and remediation, quality assurance design and implementation, and food research and production. This program also provides students with an excellent foundation to pursue just about any type of graduate education. Hands-on use of modern chemical techniques and instrumentation, along with close interaction with chemistry faculty, is stressed throughout the program. Student-faculty research is strongly encouraged, and opportunities for such are available across a wide variety of chemistry topics in analytical chemistry, biochemistry, environmental chemistry, organic chemistry, and physical chemistry. A major theme in the

program is chemical and laboratory safety, as well as the consideration of the impact on the environment that chemical use entails. To complete this program, students must earn a grade of C or better in all program courses, and have an overall GPA of 2.0 or greater.

The Chemistry Major consists of 66 credit hours, which includes 39 credits of core requirements and 19 credits of allied courses to be taken by all Chemistry majors and a minimum 8 credits to be selected from a list of electives.

### Required core courses for the Chemistry Major include:

- CHM 111-General Chemistry I (4)
- CHM 112-General Chemistry II (4)
- CHM 195-DNAS Introductory Seminar (1)
- CHM 221-Organic Chemistry I (4)
- CHM 222-Organic Chemistry II (4)
- CHM 241-Analytical Chemistry (4)
- CHM 295-DNAS Professional Preparation Seminar (1)
- CHM 331-Biochemistry (4)
- CHM 338-Instrumental Analysis (4)
- CHM 471-Physical Chemistry I (4)
- CHM 472-Physical Chemistry II (4)
- CHM 495-Senior Seminar (1)

**Total Chemistry Core      39 credits**

### Required allied courses include:

- MATH 230-Introduction to Statistics (3)
- MATH 250-Calculus I (4)
- MATH 260-Calculus II (4)
- PHY 151-General Physics I (4)
- PHY 152-General Physics II (4)

**Total Allied Courses      19 credits**

**Elective courses** – working with advisor, select at least 2 courses in science or math, 200 level or above

**Total Electives              8 credits**

Chemistry is a diverse field that interacts with and impacts many fields of science. Students engaged in the pursuit of a major in chemistry may find that they have a particular interest in one area of focus. Three of those areas that are aligned with the interests of many University of Dubuque science students are Biochemistry, Environmental Chemistry and Health Science. The Health Science focus prepares students for possible future studies in medical, dental, and veterinary programs. Students who are interested in such areas, particularly those interested in double majoring in other areas of science, should work closely with their advisors to choose electives that are most appropriate for their future careers. Suggested paths for elective credits in each of these areas are listed below. Some students may find a number of elective courses beyond the minimum 8 credit requirement will be recommended for certain career goals.

Suggested electives for a **Biochemistry** focus:

BIO 235-Cell Biology	4 <sup>2</sup>
BIO 236-Genetics	4 <sup>2</sup>
CHM 332-Biochemistry II	4 <sup>1</sup>
BIO 347-Molecular Biology	<u>4</u>
Total Elective Credits:	16

Suggested electives for a **Chemistry** focus:

CHM 325-Organic Synthesis	4 <sup>1</sup>
CHM 332-Biochemistry II	4 <sup>1</sup>
CHM 361-Inorganic Chemistry	4 <sup>1</sup>
CHM 491-Independent Research	<u>2</u> <sup>1</sup>
Total Elective Credits:	14

Suggested electives for an **Environmental Chemistry** focus:

EVS 247-Environmental Chemistry	4 <sup>3</sup>
EVS 341-Soil Chemistry	4
EVS 351-Geochemistry	4
EVS 401-Chemistry of Natural Waters	4
Total Elective Credits:	16

Suggested electives for a **Health Science** focus:

BIO 211-Anatomy & Physiology I	4 <sup>1</sup>
BIO 212-Anatomy & Physiology II	4 <sup>1</sup>
BIO 236-Genetics	4 <sup>2</sup>
BIO 314-Microbiology	4
CHM 332-Biochemistry II	4 <sup>1</sup>
Total Elective Credits:	20

<sup>1</sup> *Highly recommended*

<sup>2</sup> *Core requirement for Biology major*

<sup>3</sup> *Core requirement for EVS major*

## 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 pursue 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. To complete this program, students must earn a grade of C or better in all program courses, and have an overall GPA of 2.0 or greater.

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:

- CHM 111-General Chemistry I (4)
- CHM 112-General Chemistry II (4)
- CHM 221-Organic Chemistry I (4)
- CHM 222-Organic Chemistry II (4)

In addition to the core courses, students will take any two of the following elective courses (8 credits) to round out the required 24 program credits.

- CHM 241-Analytical Chemistry (4)
- CHM 325-Organic Synthesis (4)
- CHM 331-Biochemistry I (4)
- CHM 332-Biochemistry II (4)
- CHM 338-Instrumental Analysis (4)
- CHM 361-Inorganic Chemistry (4)
- CHM 471-Physical Chemistry I (4)
- CHM 472-Physical Chemistry II (4)
- EVS 247-Environmental Chemistry (4)
- EVS 341-Soil Chemistry (4)
- EVS 351-Geochemistry (4)
- EVS 401-Chemistry of Natural Waters (4)

## CHEMISTRY COURSE DESCRIPTIONS

### **CHM 105-General, Organic and Biochemistry and Lab (4)**

This course covers the basic concepts of general, organic, and biochemistry. The lecture covers the chemical and physical properties of inorganic, organic, and biochemical compounds. The laboratory covers common chemistry lab techniques and methods of analysis. Upon completion of this course students will be able to summarize the major aspects of general, organic, and biochemistry. Prerequisite: MATH 112 or equivalent with a grade of C or better.

### **CHM 110-Chemistry and Society and Lab (4)**

This course introduces non-science majors to basic chemical principles by exploring the chemistry of a focus topic such as materials, forensics, food, art, and others. Students learn how to use the scientific method; apply modern molecular theory; interpret reaction processes; evaluate the behavior of materials; synthesize compounds and analyze compounds; and review ethical situations in chemistry. Upon completion of this course, students will be able to discuss how chemistry affects our lives. Prerequisite: None.

### **CHM 111-General Chemistry I and Lab (4)**

This course is the first semester of a two semester sequence. Lecture 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. The lab topics in the course cover laboratory safety, measurement, techniques, and common methods of analysis such as gravimetric, titration, and molar mass determination. Upon completion of this course students will be able to explain the basic concepts of chemistry. Prerequisite: MATH 112 or equivalent with a grade of C or better.

### **CHM 112-General Chemistry II and Lab (4)**

This course is the second semester of a two semester sequence. Lecture covers equilibrium, reaction rate, electrochemistry, thermodynamics, and the process of chemical change. The lab topics in the course cover laboratory safety, measurement, techniques, and methods investigating kinetics and thermodynamics. Upon completion of this course students will be able to characterize chemical compounds and mixtures and their reactions. Prerequisite: CHM 111 or equivalent with a grade of C or better.

### **CHM 119-Chemistry and the Environment (3)**

This course covers the basic concepts of chemistry for non-science majors as they relate to the environment. Through lecture and lab activities the students will explore topics such as acid rain, global climate change, energy generation, and water treatment. Upon completion of this course students will be able to communicate the role chemistry plays in the environment. Prerequisite: None.

### **CHM 195-DNAS Introductory Seminar (1)**

This course is an introduction to the sciences, UD-DNAS, and career opportunities in the sciences. During this course students will research the diversity of job opportunities that exist in the sciences and the qualifications needed for those jobs, attend talks by multiple guest speakers from the sciences, and learn study skills relevant for the sciences. Upon completion of this course students will be able to identify their personal science career objectives and how they will optimize their time at UD to achieve those objectives.

### **CHM 221-Organic Chemistry I and Lab (4)**

This course covers the basic concepts of organic chemistry. The lecture covers the chemical and physical properties of organic compounds, organic reaction mechanisms, and organic compound spectroscopy. The laboratory covers common organic lab techniques and methods of analysis. Upon completion of this course students will be able to explain the background and demonstrate techniques important to organic chemistry. Prerequisite: CHM 112 or equivalent with a grade of C or better.

### **CHM 222-Organic Chemistry II and Lab (4)**

This course covers the basic concepts of organic chemistry. The lecture is a continuation of Organic Chemistry I's coverage of the chemical and physical properties of organic compounds, organic reaction mechanisms, and organic compound spectroscopy. The laboratory applies the concepts learned in the first semester toward selected natural product isolations and compound syntheses. Upon completion of this course students will be able to characterize chemical and physical properties of organic compounds and reactions. Prerequisite: CHM 221 or equivalent with a grade of C or better.

### **CHM 241-Analytical Chemistry and Lab (4)**

This course covers the basic concepts of elementary analytical chemistry. The lecture covers concentration, solubility, activity common methods of analytical analysis, determination of experimental error, and statistical analysis of data. The laboratory covers common analytical lab techniques and methods of analysis. Upon completion of this course students will be able to demonstrate quantitative chemistry skills. Prerequisite: CHM 112 or equivalent with a C or better.

### **CHM 295-DNAS Professional Preparation Seminar (1)**

This seminar is intended to prepare junior science majors for graduation, focusing upon preparation for careers and academic advanced degrees. Topics will include preparing for standardized tests and entrance exams, interview skills, networking, and resume building. In order to achieve these objectives, the course will have multiple guest speakers and several assignments. The assignments will include conducting a job search, preparing a resume, writing a cover letter, and participating in a mock interview. Students will develop science writing skills by preparing abstracts of science seminars by outside speakers. In addition, students will explore, reflect on, and discuss issues of character and ethics related to job searching and careers. All assignments will be discussed in class.

### **CHM 325-Organic Synthesis & Lab (4)**

This course covers the basic concepts of multi-step organic compound synthesis. The lecture covers functional group protection and transformation, synthesis scale-up and yield maximization, and product isolation and characterization. Upon successful completion of this course, students will demonstrate the ability to complete small research projects involving the total synthesis of organic compounds. Prerequisite: CHM 222 or equivalent with a grade of C or better.

### **CHM 331-Biochemistry I and Lab (4)**

This course covers the basic concepts of biochemistry. The first semester of lecture covers the chemical and physical properties of carbohydrates, lipids, proteins, and nucleic acids. The laboratory covers common biochemical lab techniques and methods of analysis. Upon completion of this course students will be able to analyze and characterize biochemical compounds. Prerequisite: CHM 222 or equivalent with a grade of C or better.

### **CHM 332-Biochemistry II and Lab (4)**

This course covers the basic concepts of biochemistry. The second semester of lecture covers the metabolism of carbohydrates, lipids, proteins, and nucleic acids. The laboratory applies the concepts learned in Biochemistry II toward selected small biochemical research projects. Upon completion of this course students will be able to analyze and characterize complex biochemical compounds. Prerequisite: CHM 331 or equivalent with a grade of C or better.

### **CHM 338-Instrumental Analysis and Lab (4)**

This course covers the basic concepts of elementary instrumental analysis. The lecture covers how selected modern chemical instrumentation is designed, the principals by which such instrumentation works, and how to enhance the signal-to-noise ratios of chemical measurements. The laboratory covers common chemical instrumentation techniques and methods of analysis. Upon completion of this course students will be able to communicate the principles of instrumental analysis and sample analysis. Prerequisite: CHM 222 or equivalent, with a C or better.

### **CHM 357-Special Topics in Chemistry (3)**

This course covers a selected advanced chemistry topic such as molecular modeling, computational chemistry, cheminformatics, or drug design. Students will develop a proficiency in an area related to the advanced topic that is the focus of the class. Upon completion of this course students will demonstrate the ability to utilize the skills and communicate the importance of the advanced topic. Prerequisite: Chemistry major or minor, Senior standing.

### **CHM 361-Inorganic Chemistry and Lab (4)**

This course covers the basic concepts of inorganic compounds. The lectures examine the chemistry of the periodic table, electronic spectroscopy of coordination compounds, organometallic compounds, catalysis, mechanisms, and reactions. The laboratory covers common inorganic lab techniques and methods of analysis. Upon successful completion of this course students will be able to characterize the physical chemical properties of inorganic compounds. Prerequisite: CHM 222 or equivalent with a grade of C or better.

### **CHM 471-Physical Chemistry I and Lab (4)**

This course covers the basic concepts of physical chemistry. The first semester of lecture covers the physical properties of gases, liquids, solutions, and solids; atomic structure, quantum mechanics, and spectroscopy; classical and statistical thermodynamics; and reaction kinetics, equilibria, and mechanisms. The laboratory covers common physical chemistry lab techniques and methods of analysis. Upon completion of this course students will be able to analyze and characterize the physical chemical properties of various gases, liquids, solutions, and solids. Prerequisites: CHM 338 or equivalent, with a grade of C or better and MATH 260 or equivalent, with a grade of C or better.

### **CHM 472-Physical Chemistry II and Lab (4)**

This course covers the basic concepts of physical chemistry. The second semester of lecture is a continuation of the first semester. The laboratory is also a continuation of the first semester. Upon completion of this course students will be able to analyze and characterize the physical chemical properties of various gases, liquids, solutions, and solids. Prerequisite: CHM 471 or equivalent, with a grade of C or better.

### **CHM 475-Science Research Techniques (1)**

This course is designed for students to directly experience the process of science by actively participating in research. In this course students will perform research techniques that will prepare them for a career that includes a scientific research component. Additionally, students will develop a personal research library, properly maintain an active laboratory notebook, and create a final product for a science conference. Research projects may be lab-based, computer-based, and/or field-based. Typically Junior or Senior status expected. Repeatable up to 4 credits.

### **CHM 491-Independent Research (1-3)**

This course will require students to conduct a research project under the direction of a faculty member. Credits are received for: a written proposal (1 credit), data gathering (1 credit), and data summary in the form of a poster or presentation (1 credit). Upon completion of this course students will demonstrate the ability to conduct scientific research. Prerequisite: Chemistry major or minor.

### **CHM 495-Senior Seminar (1)**

A capstone experience for Seniors graduating in chemistry. 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. Upon completion of this course students will be able to present scholarly works and demonstrate job seeking skills. Prerequisite: Chemistry major Senior standing.

## **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 66 credit hours, which includes 46 credits of core requirements to be taken by all Environmental Science majors, plus a minimum of 20 credits to be selected from approved electives.

### Courses for the Environmental Science Major include:

#### Required Courses (Total 46 cr.):

- EVS 105-Introduction to Environmental Science (4)
- EVS 195-DNAS Introductory Seminar (1)
- EVS 246-Ecology (4)
- EVS 247-Environmental Chemistry (4)
- EVS 248-Environmental Geology (4)
- EVS 295-DNAS Professional Preparation Seminar (1)
- EVS 495-Senior Seminar (1)
- BIO 135-General Zoology (4)
- BIO 136-General Botany (4)
- CHM 111-General Chemistry I (4)
- CHM 112-General Chemistry II (4)
- ESC 115-Physical Geology (4)
- MATH 230-Introduction to Statistics (3)
- MATH 250-Calculus (4) **or** EVS 430-Advanced Quantitative Methods (4)

#### Elective Courses, 20 credits selected from this list:

- EVS 256-Environmental Field Studies (3-4)
- EVS 333-Geographical Information Systems Applications (4)
- EVS 335-Remote Sensing of Environment (4)
- EVS 340-Limnology (4)
- EVS 341-Soil Chemistry (4)
- EVS 350-Instrumental Methods of Environmental Analysis (4)
- EVS 351-Geochemistry (4)
- EVS 357-Special Topics in Environmental Science (3)
- EVS 365-Ecosystem Interpretation in Natural Science\* (8)
- EVS 368-Field Studies (3)
- 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-Chemistry of Natural Waters (4)
- EVS 414-Wetland Science (4)
- EVS 415-Environmental Remediation (4)
- EVS 430-Advanced Quantitative Methods (4) *–if not used to fulfill EVS core requirement*
- EVS 475-Science Research Techniques (1)
- EVS 476-Fisheries & Wildlife Management and Conservation (4)
- EVS 485-Internship in Environmental Science (2-3)
- EVS 491-Independent Research (3)
- BIO 220-Vertebrate Field Zoology (4)
- BIO 221-Ornithology (3)
- BIO 223-Biology of Local Flora (3)
- BIO 250-Conservation Biology (3)
- BIO 318-Icthyology (4)
- BIO 320-Mammalogy (4)
- BIO 331-Comparative Vertebrate Anatomy (4)
- BIO 336-Economic Botany (4)

\*courses held at Audubon Center of the Northwoods



## Environmental Science Minor

The minor in Environmental Science consists of 20 credit hours.

Required course (4 cr.):

- EVS 105-Introduction to Environmental Science (4)

Two courses from this list (8 cr.):

- EVS 246-Ecology (4)
- EVS 247-Environmental Chemistry (4)
- EVS 248-Environmental Geology (4)

Plus one 4 cr. EVS 300+ level and 4 additional credits from EVS courses or electives

## Natural Resource Management Minor

The minor in Natural Resource Management (NRM) consists of 24 credit hours and is an interdisciplinary program combining basic management skills (Business department) and science (DNAS department). This minor targets students whose career interests are in government agencies such as the Iowa Department of Natural Resources, students interested in graduate programs in natural resources or students seeking opportunities in non-profit organizations.

Required Courses (Total 24 cr.):

- EVS 333- Geographical Information Systems Applications (4)
- One 4 cr. EVS or BIO course (300 level or higher) organismal in nature; consult advisor (BIO 318, BIO 320, BIO 331 EVS 476 or internship)
- One 4 cr. EVS or BIO course (300 level or higher), focus on soils, water, air or remote sensing; consult advisor (EVS 340, EVS 357, EVS 375, EVS 380, EVS 401 or internship)
- Six Business credits from these options:
  - BAC 201 – Principles of Management (3)
  - BAC 262 – Personal Financial Stewardship (3)
  - BAC 280 – Principles of Marketing (3)
  - BAC 340 – Effective Business Communication (3)
- Six additional credit hours of Business electives, (200 level or higher); consult advisor. Additional courses in the previous item are acceptable.

## 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 195-DNAS Introductory Seminar (1)

This course is an introduction to the sciences, UD-DNAS, and career opportunities in the sciences. During this course students will research the diversity of job opportunities that exist in the sciences and the qualifications needed for those jobs, attend talks by multiple guest speakers from the sciences, and learn study skills relevant for the sciences. Upon completion of this course students will be able to identify their personal science career objectives and how they will optimize their time at UD to achieve those objectives.

### 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 (WVS 3)

### 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: CHM 111 and CHM 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 295-DNAS Professional Preparation Seminar (1)**

This seminar is intended to prepare junior science majors for graduation, focusing upon preparation for careers and academic advanced degrees. Topics will include preparing for standardized tests and entrance exams, interview skills, networking, and resume building. In order to achieve these objectives, the course will have multiple guest speakers and several assignments. The assignments will include conducting a job search, preparing a resume, writing a cover letter, and participating in a mock interview. Students will develop science writing skills by preparing abstracts of science seminars by outside speakers. In addition, students will explore, reflect on, and discuss issues of character and ethics related to job searching and careers. All assignments will be discussed in class.

### **EVS 333-Geographical Information Systems Applications (4)**

An introduction to GIS with an emphasis on natural resource applications. GIS is a management system for spatial data that has gained significant societal importance. ArcGIS and ArcMap software will be used to perform spatial analyses. Analysis will include publicly available geospatial data and Global Positioning System (GPS) data collection. Students will build a portfolio of maps and analyses techniques that will include an individual project. Prerequisite: CIS 101 or equivalent

### **EVS 335-Remote Sensing of Environment (4)**

In this course, students will learn how to interpret and analyze images of the Earth collected using a number of different satellite and aerial platforms, especially in aspects relating to the environment. Environmental applications for remote sensing include habitat mapping, land use and land use change monitoring, weather monitoring, and other biophysical measurements. Topics covered in this class include an overview of the applications for remotely sensed imagery, basic physics of the detected energy, image processing, image interpretation, and familiarity with the more useful current remote sensing platforms. Prerequisites: CIS 101 or 103 and MATH 112 or higher.

### **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 CHM 112

### **EVS 341-Soil Chemistry (4)**

This course offers an introduction to the chemical composition, chemical properties, and the chemical reactions important in soil systems. Lecture topics will include chemical thermodynamics and kinetics, equilibrium, speciation, acid/base chemistry, solubility relationships, surface sorption reactions, and REDOX reactions. In the laboratory, common soil chemistry techniques and methods of analysis will be used to examine nutrient availability, transport, and fate in agricultural systems, and contaminant toxicity and availability in contaminated soil systems. Upon successful completion of this course students will be able to distinguish between various soil, chemical and physical properties. Prerequisite: EVS 247 or equivalent with a grade of C or better.

### **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: CHM 112 and EVS 247

### **EVS 351-Geochemistry (4)**

This course focuses on the scientific study of the chemical properties and behavior substances forming, and formed by geomorphological processes of the earth. Includes lecture instruction in chemical thermodynamics, equilibrium, atomic bonding, isotopic fractionation, geochemical modeling, specimen analysis, and studies of specific organic and inorganic substances. Common geochemistry lab techniques and methods of analysis including extractions, isotopic and elemental analysis will be covered. Upon successful completion of this course, students will demonstrate an understanding of the chemical properties and lab techniques to determine chemical properties in soil and water. Prerequisite: EVS 247 or equivalent with a grade of a C or better.

### **EVS 357-Special Topics in Environmental Science (3)**

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 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.

### **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 & 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 MATH 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 CHM 112

### **EVS 401-Chemistry of Natural Waters and Lab (4)**

This course provides an introduction to the chemical equilibria and reactions important in natural water systems. Lecture topics covered include chemical thermodynamics, acid/base chemistry, open and closed carbonate systems, solubility relationships and REDOX reactions. In the laboratory, common water chemistry techniques and methods of analysis such as titrations, extractions, and digestions will be covered. Upon successful completion of this course students will be able to characterize natural water systems.

Prerequisite: EVS 247 or equivalent with a grade of a C or better.

### **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 MATH 250, or permission of the instructor

### **EVS 430-Advanced Quantitative Methods (4)**

An advanced study of quantitative methods useful to environmental scientists. Focus will be on design of field experiments, analysis of data, and predictive quantitative tools. Prerequisites: EVS 230 or equivalent, MATH 112 or equivalent, or permission of instructor

### **EVS 475-Science Research Techniques (1)**

This course is designed for students to directly experience the process of science by actively participating in research. In this course students will perform research techniques that will prepare them for a career that includes a scientific research component.

Additionally, students will develop a personal research library, properly maintain an active laboratory notebook, and create a final product for a science conference. Research projects may be lab-based, computer-based, and/or field-based. Typically Junior or Senior status expected. Repeatable up to 4 credits.

### **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 485- 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.

### **EVS 491- Independent Research (3)**

Research for and writing of the Senior thesis, under the direction of a faculty member. Guidelines for the thesis are available from faculty members. Prerequisites: Submission of written proposal and approval of faculty member supervising the research.

### **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.

### **ESC 357-Special Topics in Earth Science (3)**

## **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 MATH 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 220-STEM and Engineering Design (3)**

This course provides an overview of the STEM (Science, Technology, Engineering, and Mathematics) disciplines through the perspective of Engineering Design. The class includes lecture, outside readings, field trips and/or outside lecturers, and lab-based, hands-on projects (including those from mathematics, chemistry, physics, robotics, and nanotechnology). Students will expand their horizons in terms of thinking like a scientist, technologist, engineer, mathematician, and creative collaborator. Students also will create their own project that integrates STEM disciplines. All or part of their created project will be student-supervised as an activity in the class. Upon successful completion of this course, students will learn to recognize and apply concepts from multiple STEM fields within various engineering designs.

### **PHY 357-Special Topics in Physics (3-4)**

## NURSING

The Nursing program at the University of Dubuque offers two paths toward a BSN.

- For students seeking to study nursing, but who are not already RNs, we offer the Pre-Licensure BSN program.
- For students who have graduated from an Associate of Applied Science in Nursing program (A.D.N.), we offer the RN to BSN program.

The Bachelor of Science in Nursing program at the University of Dubuque is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle NW, Suite 530, Washington, DC, 50036. Phone (202) 887-6791

### **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; and
- utilize informatics.

### 21<sup>st</sup> Century Curriculum

A 21st century curriculum to meet the demands of 21<sup>st</sup> century health care is the hallmark of the program. UD's program will prepare nurses with a bachelor's degree and focuses on the development of core competencies. Upon completion of the major, graduates will:

1. Deliver patient-centered care that is ethical, safe, effective, efficient, timely, and equitable using systematic assessment and critical analysis of the care situation and application of the best evidence, best practices, available technology, cultural considerations and ethical tenets.
2. Promote health care teamwork to affect the highest quality patient-centered care through the use of communication, relationship-building, quality improvement, management, and leadership skills.
3. Optimize patient, family, and population health and self-care ability in a variety of health care settings by constantly seeking to identify, develop, implement, and maintain best health care practices with other health care team members.
4. Identify, analyze, and maximize personal and professional opportunities for growth.
5. Participate in political, regulatory, and health care organizational processes to promote improvements in health care delivery systems and practices.

Nursing courses with a fieldwork or practicum component may not be taken by a person:

- who has been denied licensure by the board;
- whose license is currently suspended, surrendered, or revoked in an U.S. jurisdiction; or
- whose license/registration is currently suspended, surrendered or revoked in another country due to disciplinary action.

### **PRE-LICENSURE BSN**

Graduates of this curriculum are prepared to practice in all health care settings - critical care, outpatient care, public health, and mental health. Therefore, they are well-qualified to not only deliver care in traditional hospital settings, but also in private homes, outpatient centers, and neighborhood clinics where demand is fast expanding as hospitals focus increasingly on acute care and as health care moves beyond the hospital to more primary and preventive services throughout the community. These graduates are also eligible to apply to graduate programs in nursing, including those leading to PhD and DNP degrees.

### **Nursing Degree Requirements (Pre-licensure BSN)**

The pre-licensure BSN curriculum consists of 61 credits of required nursing core courses (NRS) offered in a traditional face-to-face classroom format. One cohort of students is admitted each year in the fall. General education/Core requirements for graduation from the University of Dubuque must be fulfilled by all candidates for any baccalaureate degree. In addition, prior to entering the major in the fall, all of the following must be completed:

### **A. Prerequisites**

- Composition and Rhetoric
- Introduction to Computers
- College Algebra
- Speech Communication
- Research Writing
- General, Organic, & Biochemistry (with lab)
- Psychology
- Sociology
- Microbiology (with lab)
- Anatomy & Physiology I and II (with labs)
- Human Development
- Nutrition (BIO 205 or HWS 246)
- Statistics (also meets World View Seminar III Core requirement)
- NRS 201-Introduction to Nursing: Exploration of the Call to Service\*

\*Transfer students may be allowed to take this course after entry into the nursing program with advisor approval.

### **B. Admission Criteria:**

- At least sophomore standing (24 credits or more)
- Pre-nursing GPA of 3.00 or above (courses listed above)
- C or better grade in all pre-requisite courses – no pre-requisite course may be repeated more than once (courses listed above)
- Science pre-requisites GPA of 3.00 or above

### **C. Additional Admission Requirements**

- Physical/Statement of Health
- Immunizations
- Criminal Background Check and Dependent Adult/Child Abuse Checks
- CPR and First Aid Certifications
- Current CNA Certification
- Provided 2 references from former professor of natural and social sciences
- Successful Completion of the Test of Essential Academic Skills (TEAS®) at Required Level
- English language learners must present a TOEFL® score of 550 on the paper-based test or 79 or higher on the Internet-based test

Students should refer to the ***BSN Student Handbook*** and consult with the Nursing Department faculty for complete admission information as the content presented here is an overview and not comprehensive.

### **Core Courses**

NRS 303  
NRS 305/305P  
NRS 306  
NRS 307/307L/307P  
NRS 308/308P  
NRS 309/309P  
NRS 310/310L  
NRS 311/311L  
NRS 401  
NRS 402  
NRS 403/403P  
NRS 404  
NRS 415/415P  
NRS 495P

## **NURSING DEPARTMENT COURSE DESCRIPTIONS**

### **NRS 201-Intro 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. There is a required fee for this course.

### **NRS 303-Pathophysiology and Applied Pharmacology (6)**

A course designed to present clinical pathophysiological mechanisms of disease and injury, integrating the pharmacological principles and therapies necessary to provide quality health care to the adult population across the care continuum. Students will gain knowledge of the major categories of disease and injuries affecting the adult population, diagnostic testing, risk factors and genetic factors, medical-surgical treatments, as well as the interrelationships between pharmacological treatments and pathophysiologies. Prerequisite: admission to the Nursing major.

### **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-requisite: NRS 305P

### **NRS 305P-Nursing Care of the Older Adult: Health Care Management Issues Practicum (1)**

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-requisite: NRS 305

### **NRS 306-Nursing Care at the End of the Continuum: End of Life (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 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. Prerequisites: NRS 303, NRS 305/305P, NRS 310/310L, NRS 311/311L. Co-requisites: None.

### **NRS 307/307L Nursing Care of the Adult Population I: Health Care Team Prevention and Condition Management Theory and Lab (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 provide quality health care to the adult population across the care continuum. The emphasis will be on the provision of safe nursing care for clients with various medical-surgical conditions including disorders of all body systems, structure and functions. The nursing process of client assessment, needs identification, planning (outcomes), interventions, and evaluation will be reinforced in order to provide safe and effective care. Students will gain knowledge of health care team management and nursing responsibilities for care. Theory, laboratory, and clinical experience are correlated to allow the student to gain a more in depth knowledge in the utilization of the nursing process and treatment modalities, including pharmacological treatment in caring for patients with selected medical-surgical conditions. Prerequisites: NRS 303, NRS 305/305P, NRS 306, NRS310/310L, NRS 311/311L. Co-requisite: NRS 307P

### **NRS 307-P Nursing Care of the Adult Population I: Practicum (4)**

A continuum of care of the 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 NRS 303. Prerequisites: NRS 303, NRS 305/305P, NRS 306, NRS 310/310L, NRS 311/311L. Co-requisite: NRS 307/307P



### **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: *Prerequisites:* NRS 303, NRS 305/305P, NRS 306, NRS 310/310L, and NRS 311/311L. Co-requisite: NRS 308P.

#### **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 305/305P, NRS 306, NRS 310/310L, NRS 311/311L. Co-requisite: NRS 308.

#### **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 305/305-P, NRS 306, NRS 307/307L/307P, NRS 308/308P. NRS 310/310L, NRS 311/311L. Co-requisite: NRS 309P

#### **NRS 309P-Care of the Patient with Mental Illness: Practicum (1)**

A practicum 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 practicum and simulated experiences. The practicum includes 20 direct patient care hours. Experiences are designed to decrease high risk behaviors and improve mental health outcomes within the population. Prerequisites: NRS 303, NRS 305/305P, NRS 306, NRS 307/307L/307P, NRS 308/308P, NRS 310/310L, NRS 311/311L. Co-requisite: NRS 309.

#### **NRS 310/310L-Basic Concepts & 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: NRS310/310L are co-requisite to each other. Students enrolled in one MUST be enrolled in the other.

#### **NRS 311/311L-Basic Concepts & 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. Prerequisite: admission to the Nursing major. Co-requisites: NRS 311/311L are co-requisite to each other. Students enrolled in one MUST be enrolled in the other.

#### **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 305/305P, NRS 306, NRS 307/307L/NRS 307P, NRS 308/308P, NRS 309/309L, NRS 310/310L, NRS 311/311L, NRS 403/403P, NRS 415/415P. Co-requisites: None.

### **NRS 402-Leadership and Management in Nursing and Health Care (3)**

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 305/305P, NRS 306, NRS 307/307L/NRS 307P, NRS 308/308P, NRS 309/309L, NRS 310/310L, NRS 311/311L, NRS 403/403P, NRS 415/415P. Co-requisites: None.

### **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 305/305P, NRS 306, NRS 307/307L/307P, NRS 308/308P, NRS 310/310L, NRS 311/311L. Co-requisite: 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 305/305P, NRS 306, NRS 307/307L/307P, NRS 308/308P, NRS 310/310L, NRS 311/311L. Co-requisite: NRS 403

### **NRS 404-21st Century Issues in Health Care: Health Care Systems, Economics, and Politics (2)**

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 305/305P, NRS 306, NRS 307/307L/307P, NRS 308/308P, NRS 309/309L, NRS 310/310L, NRS 311/311L, NRS 403/403P, NRS 415/415P. Co-requisites: None

### **NRS 415-Nursing Care of the Adult Population II: Health Care Team Prevention and Condition Management (3)**

As a continuation of NRS 307, this course resumes development of student preparation 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. The emphasis will be on the priority areas for national action identified by the Institute of Medicine, as well as complex medical-surgical conditions. The nursing process will be applied from the perspective of care coordination, self-management, and health literacy to the identified priority areas of care and complex medical-surgical conditions. Students will also build on knowledge of health care team management and nursing responsibilities for care. Theory and clinical experience (NRS 415P) are correlated to allow the student to continue to develop skills in the utilization of the nursing process and treatment modalities, including pharmacological treatment in caring for patients with high priority and complex medical-surgical conditions. Prerequisites: NRS 303, NRS 305/305P, NRS 306, NRS 307/307L/307P, NRS 308/308P, NRS 309/309L, NRS 310/310L, NRS 311/311L Co-requisite: NRS 415P

### **NRS 415P-Nursing Care of the Adult Population II: Practicum (1)**

As a continuation of NRS 307-P, this course resumes development of student preparation in the area of adult health population experiences designed to assist students in the application of essential health professional skills to improve the health outcomes of their adult patients. The emphasis will be on patients who fall within the priority areas for national action identified by the Institute of Medicine, as well as complex medical-surgical conditions. Students will participate in planning and providing safe, evidence-based, quality, patient-centered care to adult patients, in and out of health care settings, using the essential health professional core competencies learned in prerequisite courses. Prerequisites: NRS 303, NRS 305/305P, NRS 306, NRS 307/307L/307P, NRS 308/308P, NRS 309/309L, NRS 310/310L, NRS 311/311L Co-requisite: NRS 415

**NRS 495P-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 305/305P, NRS 306, NRS 307/307L/307P, NRS 308/308P, NRS 309/309L, NRS 310/310L, NRS 311/311L, NRS 403/403P, NRS 415/415P. Co-requisites: None

## **PHILOSOPHY, POLITICS AND HISTORY (PHL, POL & HIST)**

The Department of Philosophy, Politics and History at the University of Dubuque prepares students for their life and professions by introducing them to new ways of thinking and living. Philosophy courses challenge students 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? Religion courses give students the opportunity to learn about both the Christian faith and other faiths and to reflect on their own perspective on life. History courses broaden students' perspective beyond the present to include the people and events who have shaped the world we live in today. All of these courses, whether in philosophy, religion, or history, give students skills to think critically and analytically, to do research, to communicate effectively orally and in writing, and to relate to others effectively. By developing these types of skills, students lay a strong foundation for greater success in whatever calling they may pursue after graduation.

### **Mission**

The Mission of the Department of Philosophy, Politics, and History is to encourage the 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, history, and religion to students majoring or minoring in these fields. Courses offered by the department encourage critical thinking, develop skills in academic inquiry, deepen understanding of the Christian tradition and other religious and philosophical perspectives, and stimulate students in the formation of their ideas, values, and beliefs about the perennial questions of philosophy and religion.

### **Objectives**

To fulfill this general mission, the department offers courses in Philosophy, Politics and History. Within each of these areas, the department has objectives relevant to the general education of all students, and objectives for Philosophy & Ethics majors.

### **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.

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 a BA degree in Philosophy & Ethics and minors in Philosophy & Ethics and History.

### **The Philosophy & Ethics 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 & ethics, both in courses and individually, to help the student;

1. Analyze ideas and issues, including contemporary ethical issues arising in society and everyday life.
2. Explain and apply concepts from major figures and movements in ancient, modern, and contemporary philosophy and ethics, including at least one non-“Euro-American” figure or movement.
3. Articulate a framework for moral decision making, including an understanding of basic principles of philosophical ethics, and apply this framework to controversial social, political, and ethical issues.
4. Defend an extended thesis in a research paper by raising objections and replies, properly applying philosophical and ethical concepts, synthesizing material from multiple sources, and using proper formatting and style.
5. Participate in a civil philosophical and/or ethical dialogue by listening carefully and critically to other perspectives, formulating responses, and defending ideas orally in a seminar setting.
6. Critically reflect on their own intellectual and spiritual growth, including reflection on at least one semester-long service experience or leadership internship.

A **major in Philosophy & Ethics** requires 30 credits in Philosophy, including:

**Required Foundational Courses** (6 cr.):

- PHL 111-Big Questions in Philosophy and Ethics (3)
- PHL 114-Logical Reasoning (3)

**Philosophy Courses** (at least 6 credits from the following):

- PHL 118-Philosophy at the Movies (3)
- PHL 261-World Philosophies (3)
- PHL 355-Ancient and Medieval Philosophy (3)
- PHL 356-Modern and Contemporary Philosophy (3)
- PHL 357-Special Topics in Philosophy (3)
- PHL 485-Internship in Leadership & Service (1-3)
- PHL 491-Independent Research & Writing (1-3)

**Ethics Courses** (at least 6 credits from the following):

- PHL 115-Introduction to Ethics (3)
- PHL 214-Environmental Ethics (3)
- PHL 216-Business Ethics (3)
- PHL 251-Comparative Religious Ethics (3)
- PHL 270-Global Justice (3)
- PHL 312-Ethics and Issues (3)
- PHL 314-Political Theory (3)
- REL 114-Christian Sexual Ethics (3)
- REL 215-Christian Social Ethics (3)

**Electives** – 6 additional credits which may include any six credits from the Philosophy or Ethics categories above, or the following course, plus three credits from the Philosophy or Ethics categories:

- PHL 428-Quest for Leadership (3)

**Required 400-level** courses:

- PHL 475-Ethics in Community (3)
- PHL 495-Senior Seminar (3)

A **minor in Philosophy and Ethics** requires 21 credits chosen from all of the courses listed for the major and must include at least 6 credits from the Philosophy courses and at least 6 credits from the Ethics courses listed above.

## PHILOSOPHY COURSE DESCRIPTIONS

### **PHL 111-Big Questions in Philosophy and Ethics (3)**

This course introduces students to philosophy focusing on selected questions about reality, ethics and or knowledge. The specific questions discussed vary from semester to semester. Some possible topics include: What is the self? What is a person? What is right and wrong? What is real? How do we know? At the end of the course, students will be able to interpret brief philosophical passages, analyze arguments on differing sides of major life questions, and articulate and defend their own views in writing.

### **PHL 114-Logical Reasoning (3)**

This course introduces students to logic and critical reasoning. This includes both informal logic (critical thinking, informal fallacies) and an introduction to formal logic (basic propositional and categorical logic). On completion of the course, students will recognize common fallacies when they encounter them in advertising, news, and on the internet. Students will also be able to identify arguments in everyday language, analyze them into premises and conclusions, symbolize them, and evaluate them for validity, soundness and cogency. Prerequisite: ACT Math score of 19 or above, SAT Math score of 500 or above, or MATH 090.

### **PHL 115-Introduction to Ethics (3)**

This course presents concepts and methods of moral reasoning and examines how they apply to contemporary life. Students will gain knowledge of and acquire insights from differing approaches to ethics including utilitarianism, respect-for-persons theory, and virtue ethics. In class, students discuss case studies which involve both personal moral decisions and social and political issues faced in our world. Although the approach is primarily philosophical, religious considerations are not excluded. By the end of the course, students will be able to give examples of how moral reasoning applies to life, including campus life (e.g. academic integrity, diversity and hate speech, loyalty and friendship, personal relationships, sexuality and power), professional life, and personal life beyond school and job.

### **PHL 118-Philosophy at the Movies (3)**

This course introduces philosophy by focusing on philosophical questions illustrated in recent films. Issues and views discussed include questions of ethics (What is right and good?), metaphysics (What is real?), and epistemology (How do we know?). By the end of the course, students will recognize philosophical issues raised by movies and apply basic skills in analyzing and evaluating arguments related to these issues. They will be able to apply these critical thinking skills to their personal, social and professional lives.

### **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 Ethics (3)**

This course introduces students to the central issues at the intersection of philosophical and religious ethics as they apply to our natural environment. Through readings, written analyses, and experiences students learn to think critically and expansively about how humans interact with their physical environments. The course also considers our moral responsibilities to those within our land community—including both human and non-human animals. By the end of the course, students will demonstrate a knowledge of key issues in environmental ethics, articulate differing religious and philosophical views on these issues, analyze arguments on differing sides, and explain their own position on these issues orally and in writing. (WVS 3)

### **PHL 216-Business Ethics (3)**

This course applies philosophy and ethics to the practices and institutions of business. Students will be introduced to prominent ethical theories and to differing views on ethical issues related to business. By the end of the course, students will be able to demonstrate knowledge of prominent ethical theories, analyze ethical issues, and apply ethical reasoning in evaluating both business institutions and practices in general and particular decisions that arise in business contexts.

### **PHL 251-Comparative Religious Ethics (3)**

This course examines contemporary issues from different religious ethical perspectives. The topics explored in this course arise from the everyday: what to eat and when, work, bodies, families, violence, and so on. Students will leave this course able to analyze their everyday decisions from multiple religious ethical perspectives. Students will also be able to articulate a comparison between their own view and a view with which they disagree.

### **PHL 261-World Philosophies (3)**

This course introduces students to non-Euro-American philosophy. Through readings and other resources students study at least one philosophical tradition outside of the Euro-American philosophical tradition. Methods and concepts from different philosophical traditions are compared. By the end of the course, successful students will be able to explain ways in which at least one non-Euro-American philosophical perspective approaches questions of life and reality, apply insights from diverse philosophical perspectives, and synthesize these insights with their own philosophical perspective orally and in writing.

### **PHL 270-Global Justice (3)**

This course introduces contemporary debates and controversies surrounding the notion of global justice. It explores the concept of justice in light of our global context and considers how that context shapes a person's and a nation's moral obligations. By the end of the course, students will articulate and compare the central arguments of different schools of thought about global justice, demonstrate the ability to read and analyze a scholarly philosophical text in the field, and articulate their reflections on their own moral commitments to distant others in light of arguments considered in class and their faith/philosophical commitments.

Prerequisite: PHL 111 or PHL 112.

### **PHL 312-Ethics and Issues (3)**

This course applies ethical theory and reasoning to one or more contemporary issues facing our world. The topics vary from semester to semester. Example topics include: health care, immigration, war, violence and terrorism, poverty, and economic inequality. In the course, students demonstrate the ability to identify different views on the topic(s) covered, think critically about arguments on differing sides, engage in discussion with others about the issue(s), perform research using academic sources, synthesis information from these sources, devise and communicate new approaches to issues that go beyond the standard views and stalemates, and articulate and defend their own views orally and in writing. Prerequisite: PHL 111 or PHL 112, or consent of instructor.

### **PHL 314-Political Theory (3)**

This course explores the theoretical foundations of government. In particular, it asks, "Who should rule?" To answer this question the course examines differing political theories, focusing in particular on the concepts of justice, liberty and equality. At the completion of the course, successful students will be able to explain and evaluate major competing theories of justice, recognize assumptions made about justice in everyday political rhetoric, develop and defend arguments about what justice requires in particular cases, and articulate and defend arguments about justice which one does not personally accept. Prerequisite: PHL 111 or PHL 112 or at least one POLI course, or consent of instructor.

### **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 course or religion course. (WVS 3)

### **PHL 355-Ancient and Medieval Philosophy (3)**

This course examines ideas of representative Euro-American philosophers from the pre-Socratic Greek philosophers (approximately 600 BCE) to the late medieval period (approximately 1600 CE). The course focuses on how each philosopher conceptualized "the good life," including a look at the ethical, metaphysical and epistemological underpinnings of his or her view. Upon successful completion of the course, students will demonstrate their ability to read, research and write on philosophical ideas arising in ancient and medieval philosophy. They will also articulate their own thoughts on "the good life" in light of the philosophical views studied.

Prerequisite: PHL 111 or PHL 112, or consent of instructor.

### **PHL 356-Modern and Contemporary Philosophy (3)**

This course examines ideas of representative Euro-American philosophers from the seventeenth to the twenty-first century. The course will focus on how each philosopher conceptualized "the good life," including a look at the ethical, metaphysical and epistemological underpinnings of his or her view. Upon successful completion of the course, students will demonstrate their ability to read, research and write on philosophical ideas arising in the modern and contemporary philosophy. They will also articulate their own thoughts on "the good life" in light of the philosophical views studied. Prerequisite: PHL 111 or PHL 112, or consent of instructor.

### **PHL 357-Special Topics in Philosophy (3)**

This course investigates 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. By the end of the course, students will demonstrate skills in reading, research and writing on philosophers and philosophical issues, and demonstrate skills in philosophical discussion. Offered at the discretion of the department. Prerequisite: PHL 111 or PHL 112, or consent of instructor.

### **PHL 428-Quest for Leadership (3)**

This course introduces students to diverse concept and skills related to leadership. It is designed to give students a comprehensive understanding of leadership and its impact on organizations and individuals. Diverse concepts such as Character-Based Leadership, Authentic Leadership, Transformational Leadership and Servant Leadership. In addition, other theories will be explored. The course will provide students with the knowledge, skills and foundation necessary to be effective leaders in their community and profession. At the conclusion of this course, students will have the ability to synthesize their learning into a coherent philosophy of leadership to serve as a foundation on which they can build and improve their personal leadership style.

### **PHL 475-Ethics in Community (3)**

In this course students actively engage in service learning in an organization in the community and analyze through an ethical lens the social problem the organization is working to mitigate. Students will meet together one hour per week and spend the other two hours of class time working on a project developed in conversation with a site supervisor at the organization. This course serves as an ethics internship, giving students an on-the-ground experience of “doing” ethics. By the end of the course, students will demonstrate the ability to analyze situations and ethical disagreements using ethical theories and concepts, compare differing views on ethical issues, synthesize information, and explain their own original approaches to ethical questions in writing. They will also choose scholarly texts and facilitate discussion with peers about ethical issues, and articulate reflective thinking about the value and challenges of service. Prerequisite: a minimum of nine credits in the major.

### **PHL 485-Internship in Leadership & Service (1-3)**

This course enables students to apply skills learned in the major in experiential settings, such as businesses, law firms, and other organizations. Students in this course demonstrate the ability to analyze situations in work settings, apply philosophical and ethical concepts to these settings, and synthesize what they have learned in the academic and experiential setting. Prerequisite: a minimum of nine credits in the major.

### **PHL 491-Independent Research and Writing (1-3)**

This course allows students to pursue an individually designed research project under the direction of a faculty member in the department. The student works with the instructor to plan a course of study and research, culminating in a written paper or project. Students will demonstrate skills in research, reading, philosophical writing, and knowledge of philosophical content, through the writing of a research paper or project. Primarily for Philosophy and Ethics majors. Prerequisites: PHL 111 or PHL 112, and RES 104; Junior or Senior standing.

### **PHL 495-Senior Seminar (3)**

In this course, students will synthesize various strands of learning that have occurred during their college experience. Participating in the seminar, students demonstrate their ability to engage in civil, philosophical discussion of a topic chosen by the instructor and use philosophical concepts appropriately. In the writing, presentation and defense of a research paper, students demonstrate mastery of philosophical content and of skills in research, analysis, writing and oral presentation. Students formulate their own view of ethics and character through a personal ethics project. PHL 495 is required of all Philosophy and Ethics majors, but is open to Philosophy and Ethics minors and others by permission of the instructor. Prerequisites: PHL 111 and nine additional hours in philosophy or religion.

### **Minor in History**

The History minor offers students the opportunity to better understand their present through the past while positioning themselves for employment or graduate-level work. Students select from courses that consider subject matter through a historical lens and foster engagement with global cultural diversity. Through interdisciplinary study, the minor promotes making connections across time and space in a broad range of contexts. Students are encouraged to choose between the International Studies and Cultural Studies emphases, based upon their career objective. The strength of the History minor at UD is its focus on cultural diversity and interdisciplinary rigor that promotes an intellectual orientation especially responsive to rapidly changing vocational realities.



The **International Studies** emphasis will help prepare students for careers that require global awareness and sensitivity to the historical experience of diverse populations in a multi-ethnic society. Focus will be on the Americas, in relation to global societies. This emphasis will benefit those who seek a career in government, cultural and educational exchange organizations, international organizations, non-governmental organizations, transnational corporations, non-profit organizations that serve immigrant populations, and other domestic and foreign jobs.

The **Cultural Studies** emphasis will help prepare students for careers that engage the arts and plural American populations. As an actor, musician, poet, dancer, or some other type of practitioner, students who complete the History minor will benefit by understanding their preferred mode of cultural expression within a broader cultural and historical context. This emphasis will equally benefit those who seek a career as producer, director, museum educator, curator, events planner, historian of theater, art, music or dance, dramaturg, set designer, stage manager, technician, choreographer, development officer, or other arts-related roles.

The History minor prepares students for a wide range of jobs and graduate programs. For example, it will provide a useful critical complement to majors in the humanities and social sciences, including English, Fine and Performing Arts, Liberal Studies, Philosophy, Christian Studies, Sociology, and Criminal Justice (particularly those interested in pursuing a career in law). Graduate programs in these disciplines demand historical awareness, if not explicit history coursework, and therefore a minor in History will increase the chances of admittance into and success within such programs.

A minor in History requires 24 credits of coursework. Twelve of these hours will come from a set of courses from which all history minors select or are required to take. The other 12 will come from courses listed under the two emphases. Students will be encouraged to select one of these emphases in order to increase their degree's cohesion and usefulness.

**Required courses (12 credits):**

INTL 115 World Geography (3)

**Two of the following courses (6):**

- HIST 130 Aviation History
- HIST 211 U.S. History to 1877
- HIST 212 U.S. History since 1877
- HIST 234 African American History
- HIST 301 Music's Impact in History
- SPAN 411 History & Culture of the Hispanic World

**One of the following courses (3):**

- HIST 250 Museum Studies (3)
- HIST 260 Archival Research (3)
- HIST 270 Oral History (3)

**Four of the following elective courses (12):**

HIST 121	REL 116	HWS 105
HIST 122	REL 251	ART 111
INTL 215	REL 253	ART 112
INTL 220	REL 255	ART 368
INTL 315	MUSC 211	SOC 222
PHL 261	MUSC 215	
ENG 331	MUSC 236	

*A variety of theatre topics courses may satisfy elective requirements upon approval from the Department of Philosophy, Politics and History.*

Students are strongly encouraged (but not required) to pick courses within either an **International Studies** or **Cultural Studies** emphasis from the elective courses.

**International Studies emphasis:**

Select 4 courses (12 credits):

HIST 121 World Civilization I  
HIST 122 World Civilization II

INTL 215 Global Perspectives  
INTL 315 Developing Nations  
SOC 222 Introduction to Cultural Anthropology  
PHL 261 World Philosophies  
REL 116 History of Christianity  
REL 251 Religions of the World  
REL 253 Islam  
REL 255 Buddhism  
ENG 331 Studies in Global Lit

**Cultural Studies emphasis:**

**Select 4 courses (12 credits):**

HIST 121 World Civilization I  
HIST 122 World Civilization II  
MUSC 211 Broadway: A History of the Musical  
MUSC 215 Introduction to World Music  
MUSC 236 Jazz History  
HWS 105 Social-Historical Foundations of American Sport  
ART 111 Survey of Western Art I  
ART 112 Survey of Western Art II  
ART 368 Art and Culture

## **HISTORY COURSE DESCRIPTIONS**

### **HIST 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.

### **HIST 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.

### **HIST 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.

### **HIST 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.

### **HIST 234-African American History (3)**

African American History explores how people of African descent have shaped U.S. history from the 17<sup>th</sup> century to the present. Examining struggles for freedom and equality, the course addresses African origins and continuities, the slave trade, antebellum society, resistance to and abolishment of slavery, Reconstruction, the Black church, segregation, migration and urbanization, military service, the Civil Rights Movement, significant recent events, and the African American experience in Iowa. It draws upon music, art, photographs, and other cultural products to evoke the past and analyze issues of identity and class, race relations, and the concept of race. Upon completion of the course, students will identify specific people, ideas, and events that shaped the African American experience; explain and provide reasons for major movements; and articulate how history reflects the background of the historian and how differences in perspective shape our understanding of the past. Finally, students will analyze ethical issues related to broad social, cultural, political, and economic developments.

### **HIST 260-Archival Research (3)**

This course promotes learning about the past through hands-on exploration of primary source material, such as photographs, correspondence, and journals. Students will consider the various important functions that archives serve, while learning how to

properly search and utilize archival materials. By engaging several different archives in the Midwest, students will begin to develop an understanding of how historians piece together convincing interpretations of the past and gain a cross-cultural perspective on communities in and beyond Iowa.

### **HIST 270-Oral History (3)**

This course is an introduction to oral history, a key qualitative primary research method, and explores the past through orally-told stories. Through recordings, readings, lectures, and discussions, students will learn to identify the forms and uses of oral history, develop an understanding of the process of interviewing, transcribing and analyzing oral histories, and learn to fit individual stories within relevant historical contexts. The recordings and transcripts resulting from their interviews will be preserved and made accessible in the UD Archives.

### **HIST 277-Global Hard & Soft Power (3)**

This course explores the historical influence of the United States beyond its borders. Students will consider the nation's colonial and imperial past and its cultural, social, economic and political impact on other nations. In order to better understand this impact, students will engage foreign perspectives on the U.S. through readings, online research, discussion, and film. Students will develop a global awareness of American culture and a sensitivity to how other regions of the world view the U.S. and why. They will express this awareness and sensitivity by identifying major U.S. foreign interventions and global spheres of influence and articulating reasons for various Non-Western attitudes toward the U.S. If listed as an Honors section, students must be in the Honors Program or secure permission from the instructor

### **HIST 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. (WVS 3)

### **HIST 357-Special Topics in History (3)**

A selective examination of the ideas, movements, and institutions that have influenced history.

## **POLITICAL SCIENCE**

### **POLI 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.

### **POLI 210-State and Local Government (3)**

The new constitutional basis, organization and power of these governments, political trends and contemporary problems.

### **POLI 220-Environmental Politics (3)**

A study of selected environmental problems and the process by which they are treated by the American political system.

### **POLI 357-Special Topics in Political Science (3)**

## **PROFESSIONAL STUDIES & STUDENT DEVELOPMENT**

### **PRF 110-Exploring Health Professions (1)**

This course is an exploration of careers in the health professions and the requirements that must be met to gain successful entry into medical professional school programs. Students will gain insight into these professions through class lectures, discussions, shadowing and extracurricular experiences. Successful completion of this course includes the creation of a personal statement “living document”, firsthand experience shadowing a healthcare professional, exposure to issues facing healthcare and healthcare professionals, completion of an 8 semester plan of study, and research into a professional school program. Students will also be able to determine whether or not a career in healthcare is right for them and be able to make appropriate decisions regarding the preparation of a strong application to professional school programs

### **PRF 200-Personal Empowerment (3)**

Personal Empowerment develops the core skills necessary to be successful in making sustained and positive change. This course develops self-awareness, emotion regulation, empathy, and relationship management, all of which are core skills necessary for making sustained and positive changes that enhance relationship and career development and a positive lifestyle. The course provides high levels of student engagement and group interaction in a setting which promotes cohort support of change and growth by the individual. Whole group discussions, small group work, simulations, pertinent video clip viewings, and readings from both a textbook and pertinent articles coupled with reflections are used as tools for learning throughout the duration of the course. As a result of taking Personal Empowerment, students will have personally grown, increased their ability to be autonomous, have a stronger idea of what their purpose is, have the ability to more positively interact with others, and have more self-awareness.

### **PRF 201 – Career Development Strategies: Thinking Beyond College (1)**

This course will explore professional competencies and dispositions that are relevant in today’s work environments, in an effort to enhance student self-awareness and exploratory learning options in conjunction to career plans. Students will apply theories, skills and techniques in preparation for job shadow or internship placement opportunities, as well as, review graduate/professional school application requirements and employment search resources and strategies. (Not open to First Year students)

### **PRF 210-Preparing for Professional School (1)**

This course will prepare students who are on-track for applying to graduate school programs in the following health professions: Medicine, Dentistry, Optometry, Physician Assistant, Physical Therapy, Pharmacy, Occupational Therapy, Veterinary Medicine, and Athletic Training. Topics covered include determining appropriate steps to best prepare for professional school, timelines most advantageous to the application/admissions process, and the process for making a competitive application. At the end of the course, students will have created a final draft Personal Statement to be used in their applications to professional schools, determined the best personal timeframe for applying to graduate programs, be able to anticipate important aspects of the application process and entrance exam requirements, and have long-term academic and career plans.

### **SDV 105-Life-Career Planning & Academic Success Skills (1)**

The TRIO/Student Support Services workshop series provides students with skills and information for their college career success and development of learning processes and study skills. Students will have the opportunity to explore their academic and learning strengths while gaining knowledge and practice with effective strategies that will lessen stress, increase comprehension and memory. Upon completion of the workshop series students will gain a better sense of control in their lives by implementing the skills and strategies acquired in the TRIO/SSS workshops.

### **SDV 110-The American College Experience (1)**

This course is for incoming first-year international students at the University of Dubuque. This course will focus on acclimating students to UD and the American education system. This course incorporates cultural experiences, introduces students to available resources, and highlights study skills and college student expectations. Students who successfully complete this course will be aware of the resources available to them on campus and in the community. SDV 110 is a prerequisite for SDV 111.

### **SDV 111-College Study Skills (2)**

College Study Skills is specifically developed for first-year international students at the University of Dubuque. This course will focus on improving the strategies and skills that students use to successfully meet the expectations of college-level curriculum. Topics covered in SDV 111 will include note-taking, test taking, reading comprehension, time management, and professional communication. Students who successfully complete this course should feel confident in their personal application of the study skills taught throughout the semester. Prerequisite: SDV 110 or Instructor Consent.

## PSYCHOLOGY (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 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 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 excellence in academic inquiry and professional preparation; relationships that encourage intellectual, spiritual, and moral development; a community where diversity is appreciated and Christian love is practiced; and 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 important facts, concepts, theories, and issues in psychology;
- understand the scientific basis of psychology, including research methods, research designs, and statistics;
- develop the critical-thinking skills necessary to evaluate the adequacy of current research and theory in psychology;
- have the ability to speak and write effectively in the discourse of the discipline;
- understand the role of ethics and values in contemporary psychology.
- understand themselves and their relationships with others

A **major in Psychology** consists of 36 credit hours, including the following courses:

- PSY 110-Introduction to Psychology (3)
- PSY 132-Critical Thinking (3)
- PSY 220-Child Development (3), PSY 223-Adolescent Development (3), **or** PSY 227-Adult Development and Aging (3)
- PSY 230-Introduction to Statistics (3)
- PSY 243-Using APA Format (1)
- 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 363-Cross-Cultural Psychology (3)
- PSY 485-Internship **or** PSY 476-Empirical Research Project (3)
- PSY 495-Senior Seminar (3)
- Five 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 University and Loras College.

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)**

A survey of the life-span development of human beings; life 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 toward the Psychology major or minor.

### **PSY 132-Critical Thinking (3)**

An examination of skills needed to analyze and evaluate arguments and evidence presented in support of claims made by researchers and theorists. Although the major focus of this course will be on the social sciences, the skills developed in this course are applicable to other academic contexts and to everyday life. 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)**

A survey of 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: MATH 090

### **PSY 243-Using APA Format (1)**

A study of the American Psychological Association format. Students learn and apply the APA format for writing research reports and literature reviews, and will gain experience in writing various sections of a research report.

### **PSY 260-Marriage and Family Systems (3)**

This course provides an opportunity for students interested in counseling and mental health to study basic theories and application for the principles of family counseling. By studying various theories, students will learn how the application of Family Theories is used in developing a holistic understanding of the dynamics of a family. Through an in-depth comprehension of family systems, students will develop a family genogram to aid in their understanding of intergenerational behavioral dynamics and how their own family history has affected their personal development. Prerequisite: any completed Social Development pillar course

### **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, & prejudice. Prerequisite: PSY 110 (WVS 3)

### **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 342-Applied Behavior Analysis (3)**

Specialized study in the research literature, procedures, and application of behavioral principles as applied to classroom, clinical, and other settings. Included will be practice writing behavioral programs and other documents.

### **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 psycho-pathology 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 357-Special 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 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 and PSY 132

### **PSY 363-Cross-Cultural Psychology (3)**

An exploration of cultural components of theory, research, and application in the various sub-fields of psychology. The interplay of individual, social, and cultural factors in psychological growth and well-being, as well as in cross-cultural communication, is stressed through an examination of the three major worldviews (Western, Eastern, and Southern). Prerequisite: PSY110 or SOC111

**PSY 476-Empirical Research Project (1-3)**

A supervised experience in psychological research. The student will design and conduct an empirical research project, analyze the data, and write a report using the appropriate APA format. Open to psychology majors only, with 15 credit hours in psychology, Junior or Senior standing, and consent of instructor. Pass/fail option available.

**PSY 485-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.

**PSY 491-Independent Research (1-3)**

An individual examination of a selected topic through intensive reading. 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/CRIMINAL JUSTICE DEPARTMENT (SCJ)**

The Sociology/Criminal Justice Department prepares students for careers in criminal justice, human services, law, and related fields. Students gain an understanding of theories, principles, and practice in these disciplines with a focus on leadership, equity, and justice.

The Sociology/Criminal Justice Department serves the University's Mission by:

- Offering a program of study that is relevant and purposeful to the discipline;
- Enabling students to use the knowledge and methodologies of the discipline for conceptual thinking, critical analysis, oral and written communication, and the application of appropriate information technologies;
- Providing culminating capstone opportunities through independent research, internships or service learning projects, where learned theories and methods are applied to real-world experiences;
- Educating students to become informed, effective, and responsible leaders who embrace diversity in their communities, society, and the world;
- Empowering students to respond ethically and adhere to the professional standards of the discipline; and
- Recruiting and retaining outstanding faculty who teach students in exciting, innovative and effective ways.

Sociology or Criminal Justice graduates may seek careers as researchers and/or university teachers by continuing their study at the graduate level. The program provides an excellent background for graduate programs in social work, law, criminal justice, and other related disciplines. The study of Sociology also 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, business, and media and information systems.

### **SOCIOLOGY**

Students in the Sociology major will gain in-depth knowledge of the complexities of social life and will 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. Supplementary and elective courses provide students with a critical knowledge of social services, social identity and social change.

Social services, social identity, and social change are addressed through courses that provide students with a scientific and systematic approach for evaluating social issues in their personal and professional lives; provides 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; offers students opportunities to explore their own political beliefs, personal convictions, cultural and faith traditions in the context of the classroom, community, and global diversity; challenges 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 develops student commitment to issues of social justice and encouraging engagement with social issues as a lifelong pursuit.

### **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 member 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 40-43 credits consisting of:

**Sociology core** (21-24 cr.) to include:

- SOC 111-Introduction to Sociology (3)
- \*SCJ 120-Writing Proficiency in Criminal Justice (3)
- SOC 202-Inequalities of Race, Class and Gender (3)
- SOC 218-Women and Men in Contemporary Society (3)
- SOC 331-Social Stratification (3)
- SOC 335-Social Research (3)
- SOC 336-Social Theory (3)
- SOC 495-Senior Seminar (3)

\* required for students entering with ACT of 15 or lower in English or SAT 420 or lower

**Practicum** (4 cr.)

- PRF 201-Career Development Strategies (1) **and**

Choose one (3 cr.) from this group (or departmental approved substitution)

- SOC 485-Internship in Sociology (3)
- SOC 491-Independent Research (3)
- SCJ 333-Moot Court (3)
- SCJ 304-Mediation Team (1) – repeatable for up to 3 credits

**Social Services electives** (6 cr.):

Choose 2 from:

- SOC 205-Introduction to Human Services (3)
- SOC 229-Human Trafficking (3)
- SCJ 215-Court Systems and Judicial Process (3)
- SCJ 312-Victimology (3)
- PSY/SCJ/SOC 357-Topics (3) – as recommended by advisor & approved by Department Head

**Social Identity electives** (6 cr.):

Choose 2 from:

- SOC 112-Contemporary Social Problems (3)
- SOC 210-Kinship (3)
- SOC 222-Introduction to Cultural Anthropology (3)
- COM 320-Intercultural Communication (3)
- PSY 310-Social Psychology (3)

**Social Change electives** (3 cr.):

Choose 1 from:

- SOC 228-Social Justice (3)
- SCJ 233-Juvenile Justice (3)
- MATH 230-Introduction to Statistics (3)
- HIST 270-Oral History (3)

A **minor in Sociology** consists of 21 credits in Sociology including:

Required Courses

- SOC 111-Introduction to Sociology (3)
- SOC 218-Women and Men in Contemporary Society (3)
- SOC 331-Social Stratification (3)
- SOC 336-Social Theory (3)

**and** 9 credits of electives as follows: a minimum of 6 credits from Sociology and a maximum of 3 credits from either Criminal Justice or Psychology selected in consultation with the adviser and Department Head.

Students majoring or minoring in Sociology must achieve a cumulative GPA of 2.0 or higher in all Sociology coursework.

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.

## **GENDER STUDIES**

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 **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- Contemporary Social Problems (3)
- SOC 202-Inequalities of Race, Class, and Gender (3)
- SOC 210-Kinship (3)
- SOC 218-Women and Men in Contemporary Society (3)

**and** 6 credits selected in consultation with the department head.

## **SOCIOLOGY COURSE DESCRIPTIONS**

### **SOC 111-Introduction to Sociology (3)**

This course is an introduction to the social, political and economic aspects of human societies. Students learn basic concepts and principles that are developed through the study of several societies with emphasis on American culture and its institutions. Upon completion of this course, students will utilize a sociological perspectives in relation to human life and will demonstrate an understanding of how sociology strives to accurately describe and explain social behaviors and their meanings. Students will identify the social rationale justifying prejudice, bias and discrimination, and demonstrate a broad and deep understanding of the societal context that influences their own values, beliefs and actions.

### **SOC 112-Contemporary Social Problems (3)**

This course examines why and how social problems develop at national and global levels. The exploration of such social issues as poverty, environmental problems, housing, prejudice and crime will provide students a frame of reference for analyzing problems and alternative solutions. At the completion of this course, students will be able to articulate a sociological understanding of various social problems and identify avenues toward social change at both the individual and systemic levels.

### **SOC 202-Inequalities of Race, Class, and Gender (3)**

This course focuses on similarities and differences among forms of oppression and emphasizes the ways in which issues of race, class, and gender intersect. Students will examine the social construction of difference, analyze how differences become translated into inequalities, and adopt a critical stance in the exploration of how inequalities based on difference are maintained and changed. By course end, students will be able to evaluate various approaches currently employed within the sociology and criminal justice fields in order to address and redress social inequalities at both the individual and group level; students will be able to identify these approaches intellectually and apply them as future professionals. Prerequisite: SOC 111

### **SOC 205-Introduction to Human Services (3)**

This course introduces the purpose, sanctions, values, knowledge, and methods used in the field of Social Services. Students will 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. Upon completion of this course, students will describe a strengths based, problem solving approach in working with individuals, families and groups that are having problems living and functioning in today's society and learn the tools to link such persons to organizations and agencies that promote change.

### **SOC 210-Kinship (3)**

This course is an examination of the contemporary American family as an economic, political, ideological, and legal entity within the cross-cultural and historical framework of kinship. Kinship is an anthropological term referring to blood ties (consanguineal kinship), marriage ties (affinal kinship) and created family ties (fictive and created kinship). All three areas are covered in this course. Critical questions are raised concerning the impact of industrialization and modernization on courtship, engagement, marriage, and family life. Upon completion of the course, students will be able to critically analyze the “norms” of family life with which they are familiar through the lens of anthropological kinship and ecological theory, critical race theory, and sociological theory on the post-modern family.

### **SOC 218-Women and Men in Contemporary Society (3)**

This course introduces the role and status of women and men in the contemporary United States and gender differences and expectations. This course covers the problems of understanding sex differences and gender behaviors in society, as well as of gender inequalities created and reinforced through socialization, interactions, and institutional processes. The course explores the impact of these differences on peoples’ personal lives and the chances of their upward mobility. Upon completion of this course, students will demonstrate an understanding of gender, discrimination, feminism, and patriarchy; display basic knowledge of gender's significance in the U.S., culture, and social structures; demonstrate critical thinking about the dialogue emerging from different theories and perspectives pertaining to gender, race, class, and sexuality; and apply concepts from personal and/or family experience to analyze gender as a form of human exchange. Prerequisite: SOC 111

### **SOC 222-Introduction to Cultural Anthropology (3)**

This course introduces the discipline of cultural anthropology from both a holistic and critical approach. The holistic aspect will include 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. The critical component of the class will draw from post-structural feminist theory to critique issues of power involved in self/other analysis. By practicing film and textual analysis, students will learn to draw on post-colonial race theory to examine cultural appropriation and the issues involved with representation of insider cultures by cultural outsiders through the scholarly enterprise. By course end, students will have the ability to argue for or against the continuation of the discipline of cultural anthropology.

### **SOC 228-Social Justice (3)**

In this course, students explore definitions of justice from Aristotle to John Rawls. Students will apply various theories of justice to contemporary social issues. Students will analyze current domestic and international policies articulating the strengths and weaknesses through a social justice perspective. Ultimately, students will decide whether citizens have an ethical duty to “right” social injustice. Students will hone written and oral communication skills while learning to develop a well-reasoned argument. The class culminates with a research paper and parliamentary style debate held before a community-wide audience. Must be enrolled in UD Scholar Leader Program or obtain consent of instructor.

### **SOC 229-Human Trafficking (3)**

In this course, students will examine the topic and prevalence of human trafficking globally and within the borders of the United States, including the history of human trafficking, its functional roles worldwide, the recruitment and selection process of victims, the relationships between policing and law, and what can be done to stop the flow of demand or its overall impact on society. Upon completion of this course, student can describe society and the issues/benefits of human trafficking of past and present, what human trafficking looks and sounds like, and how it relates to sociology and/or criminal justice. Students will be able to identify the social rationale justifying the industry and articulate a broad and deep understanding of the societal context that influences one’s own, and that of others, values, beliefs, and actions.

### **SOC 331-Social Stratification (3)**

This course is a critical and historical examination of contrasting theories and the thoughts of those who are justifying or attacking social inequality. Students will explore various aspects of social injustice in society such as socioeconomic, political, sexual, racial, and international inequalities and compare class relations and disparities within the United States to class and caste systems in other societies. Upon completion of the course, students will describe the issues/benefits of inequality and power relationships in society and will also identify the social rationale behind stratification and demonstrate a broad and deep understanding of the societal context that influences one’s own, and that of others, values, beliefs, and actions. Students will construct a substantial foundation to build upon in their fields of study. Prerequisite: SOC 111

### **SOC 335-Social Research (3)**

This course is an introduction to the application of the scientific method in the study of sociology and builds upon writing skills gained in Research Writing. Students will review historical, qualitative, and quantitative research methods and data collection techniques, as produced by sociological scholars (and social science scholars) in current refereed journals. Through the active writing and revision process, students will gain an introduction to the key professional writing components involved in writing a professional sociological literature review, and an introduction to secondary library research methods necessary for the professional practice of sociology (applied or scholarly). Students will contact a professional in their intended profession and obtain a current research question from this professional. Students will then research the question and apply professional writing standards as they complete a written literature review which they will submit to the outside professional at semester's end. Prerequisite: RES 104

### **SOC 336-Social Theory (3)**

This course is a critical examination and comparison of the thoughts of classic Western sociopolitical theorists, philosophers, activists, and intellectuals such as Hobbes, Locke, Rousseau, Paine, Wollstonecraft, Marx, Weber, Durkheim, Du Bois, Ward, and Woolf. Students will critically examine various sociological theories such as conflict, structural-functionalism, and symbolic interactionism. This course will distinguish between various theorists in order to help students develop a critical perspective on each from an intense study of their key primary texts. Analysis and synthesis of this literature will grow from seminar-style class discussions from a variety of contemporary sociological perspectives including feminist post-structuralism, critical race theory, post-modernism, dramaturgical analysis, and post-colonial race theory. By course end, students will have a beginning mastery of theorists and theoretical perspectives foundational to their professional continuation in the field of Sociology as both academics (i.e. graduate school in the social sciences) and human service practitioners (facilitating discussions and interventions on a community assets model). Prerequisite: Junior or senior standing or a minimum of 12 credits in Sociology

### **SOC 357-Special Topics in Sociology (3)**

In this course, students will study a specialized topic based on instructor's expertise. Upon completion of this course, students will develop an understanding of the basic concepts and theories related the specialized topic through hands-on research design and presentation and will be conversant with emergent topics presented.

### **SOC 368-Sociology Travel Course (3)**

This course is designed to provide students with a global perspective of social systems of other countries/communities. Travel to select locations allows students to experience firsthand the cultural and sociological differences of other societies. Upon completion of this course the student will be able to compare the sociological systems of their native country with that of the travel locations. Prerequisite: Permission of instructor. Course can be repeated for credit as destinations change.

### **SOC 485-Internship in Sociology (3)**

This course provides an experiential learning opportunity designed to integrate academic learning with community-based experience through field observation and work involvement with a governmental, public or private organization affiliated with the field of sociology. The student is required to complete a minimum of 50 hours per credit of field experience (150 total for a 3 credit internship). In addition, the student will complete various written assignments and an oral presentation. Upon successful completion of the internship, the student will be able to explain and apply department/agency policies and procedures in field work. Prerequisites: SOC 111 and Junior or senior standing in the Sociology Program or Department Head approval.

### **SOC 491-Independent Research (3)**

In this course, students will work closely with a faculty member to design a program of study relevant to the student's future pursuits. Students will research, write, and/or present at a professional level of competence. Open to Senior Sociology majors and Juniors with consent of department chairperson.

### **SOC 495-Senior Seminar (3)**

In this course, students examine their faith, ethics and vocation in relation to sociological theory and applied service-based learning. Through an examination of texts and films, students will explore, discuss, and evaluate the ways in which ethics (including religious beliefs) informed the social activism of two major social/religious/political activists in the global context, Oscar Romero and Benedita daSilva. Students will apply these lessons directly to the development of an individual service learning project, give a presentation to an audience of mentors and peers, and write a professional project proposal, inclusive of impact analysis, and employ methods of time/task management to the project's successful completion. This is a required course for all Sociology majors, taken during Senior year, or Junior year with approval of Department Head. Not open to non-Sociology majors. Prerequisite: SOC 111

## CRIMINAL JUSTICE

The Criminal Justice (CJ) program provides students with an in-depth knowledge of the nature of crime and the personnel, institutions, and processes that prevent and respond to crime. Students learn about the theories, principles and practices of criminal justice with a focus on leadership, equity and justice. The curriculum covers crime and criminal behavior, law enforcement, courts, corrections, and investigation as well as emphasizes contemporary social issues, criminal behavior analysis, legal and ethical principles. Students will think critically about key issues by examining case studies involving ethical dilemmas, criminal data, associated procedural law, and public policy.

The Criminal Justice program provides a solid foundation for further study or entry into a variety of professions such as policing, corrections, courts, and other related disciplines, as well as prepares students for graduate studies in law. The University of Dubuque has a 3 + 3 agreement with the University of Iowa's School of Law which enables students to earn their undergraduate degree and law degree in six years. The B.A. or B.S. is awarded from the University of Dubuque following the successful completion of the first year of law school at the University of Iowa. Students in the CJ program are able to apply concepts and theories to a practicum experience, such as an internship, participation on mediation team and/or moot court, a research project, or other department-approved substitution.

### Objectives

Department objectives for the Criminal Justice major enable students to:

- identify the various components of the criminal justice system inclusive of law enforcement, courts, and corrections;
- demonstrate professional writing and oral communication skills;
- apply analytical and critical thinking skills to the theoretical perspectives of sociology and/or criminal justice;
- apply criminological and/or sociological theory to practical experience;
- evaluate the society in which they will perform their duties and the societal issues that contribute to and influence the work they perform;
- assess ethical implications of decision making relevant to their discipline as well as to the distribution of justice in society and;
- model a professional code of conduct consistent with the standards of their discipline.

A **major in Criminal Justice** requires 43-46 credits consisting of:

Program Pre/Co-requisites:

SOC 111 (3) **or** 112 (3) – Grade of C or higher

27-30 credits of department core to include:

- SCJ 120 Writing Proficiency in Criminal Justice (3)  
(Required only for students entering with ACT of 15 or lower in English or SAT 420 or lower)
- SCJ 110- Introduction to Criminal Justice (3)
- SCJ 210- Introduction to Law Enforcement (3)
- SCJ 211-Criminal Law (3)
- SCJ 212-Criminal Procedures (3)
- SCJ 215 Court Systems and Judicial Process (3)
- SCJ 225 Corrections (3)
- SCJ 231-Criminology (3)
- SCJ 313 Introduction to Constitutional Law (3)
- SCJ 495-Senior Seminar: Ethical & Contemporary Issues in Criminal Justice (3)

**and** 9 credits of Criminal Justice electives of 200 level courses or above from any SCJ course not already applied towards another category. One 3 credit 200 level SOC course may be applied (so long as it is not used for another category, such as Sociology Foundation).

**Sociological Perspective:** 3 Credits, PICK ONE

- SCJ 217- Gender, Race, Ethnicity, & Criminal Justice (3)
- SOC 202- Inequalities of Race, Class, Gender (3)
- SOC 331- Social Stratification (3)
- SOC 336- Social Theory (3)
- SCJ 317- Human Rights and Civil Liberties in Criminal Justice (3)

**Practicum: 4 Credits**

- PRF 201 Career Development Strategies: Thinking Beyond College (1)
- PICK ONE: 3 Credits **or** an approved department substitution
- SCJ 485- Internship (3)
  - SCJ 491- Independent Research (3)
  - SCJ 333- Moot Court (3)
  - SCJ 304- Mediation Team (1) –repeatable for up to 3 credits

A **minor in Criminal Justice** requires 21-24 credits in Criminal Justice including:

**Program Pre/Co-requisites: 3-6 credits**

- SOC 111 or 112 – grade of C or higher
- SCJ 120- Writing Proficiency in Criminal Justice (ACT of 15 or lower in English or SAT 420 or lower)

**Required Courses: 15 credits**

- SCJ 110- Introduction to Criminal Justice
- SCJ 210-Introduction to Law Enforcement
- SCJ 211- Criminal Law
- SCJ 225- Corrections
- SCJ 231- Criminology

And 6 credits of Criminal Justice electives (200 level of higher)

Students majoring or minoring in Criminal Justice must achieve a cumulative GPA of 2.0 or higher in all criminal justice coursework.

A major or minor in Criminal Justice prepares graduates for effective participation in a variety of public and private sector careers in areas such as police, courts and corrections. They will also be prepared for jobs in community service, mental health services and human services. Students may also 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.

The department offers the BA degree.

## CRIMINAL JUSTICE COURSE DESCRIPTIONS

### SCJ 110- Introduction to Criminal Justice (3)

This course provides an overview of the American criminal justice system with an emphasis on three core areas: police, courts and corrections. Students will study the history, structure, and the primary mission of the core areas of the criminal justice system and how they are interrelated. Students will discuss various constitutional requirements and their impact, as well as theories and concepts related to the criminal justice system. Upon successful completion of the course, students will be able to describe core components of the American criminal justice system, identify various constitutional requirements and be able to recognize learned theories in the context of real-world situations.

### SCJ 116-Careers in Criminal Justice (1)

This course examines career possibilities within the field of criminal justice. Special attention will be given to job expectations, possibilities, and skills necessary for students interested in the criminal justice profession. Topics include career choices, hiring requirements, and hiring processes. Upon completion of the course students will be able to identify criminal justice careers, understand the stages involved in the hiring process, and recognize what preparations need to be made for a career.

### SCJ 120-Writing Proficiency in Criminal Justice (3)

This course will help students review and apply specific writing and thinking skills necessary for upper level CJ courses, as well as in the criminal justice profession. Emphasis is placed on the preparation of various documents and reports common to the criminal justice system, with focus on proper rules of grammar, punctuation and spelling. Upon successful completion of the course students will be able to write concisely and correctly. Required for Criminal Justice majors achieving a 15 or lower in English on their ACT **or** SAT 420 or lower. Students with an ACT of 16 or higher are not eligible for placement in this course without the approval of the SOC/CJ Department Head. Additionally, this course is major specific. Students not majoring in SOC/CJ are not eligible to enroll without the approval of the SOC/CJ Department Head.

### **SCJ 210-Introduction to Law Enforcement (3)**

This introductory course to law enforcement provides students with the historical overview of policing in America, covering such topics as police organization, structure, and operations. Upon completion of the course the student will be able to describe police history and organization, discuss the personal side of policing, identify and examine various police operations, and identify and examine critical issues in contemporary policing. Prerequisite: SCJ 110.

### **SCJ 211-Criminal Law (3)**

This course is a study of substantive criminal law, including its origins, elements, foundational principles and supporting rationales. Students will review state criminal code provisions, the model penal code, federal criminal statutes, and supporting case law. Upon completion of this course, students will be able to define various criminal offenses and concepts. Prerequisite: SCJ 110 **and** SOC 111 or SOC 112.

### **SCJ 212-Criminal Procedure (3)**

This course provides an overview of constitutional regulations outlining procedures used by police and courts. Students will learn to identify police constraints of citizens during casual encounters, detentions, and arrests. From first contact with police through the appeals process, students will have an interpretive exposure to criminal justice procedures. Upon completion of the course students will be able to define terminology, define roles of various participants in the system, demonstrate vocational skills, recognize criminal procedures from arrest through trial, and interpret information when making valid procedural appraisals.

Prerequisite: SCJ 110

### **SCJ 214-Legal Writing (3)**

An intensive writing course designed to expose the student to a variety of legal documents, writing skills and mechanics necessary to succeed in the field of criminal justice, as well as prepare students desiring an advanced degree. Instruction will focus on advanced skills necessary to prepare memoranda, legal research, motions, appellate briefs and reports utilized in criminal justice. At the end of this course, students will be able to produce structured, concise, and effectively written correspondence. Prerequisite SCJ 110 **and** a "C" or better in ENG 101

### **SCJ 215-Court Systems and Judicial Process (3)**

In this course, students will examine the state and federal court systems, with special attention to the adjudication of criminal offenses and the political and social impact of court decisions. Upon completion, students will be able to name key actors and concepts, as well as assess broader forces that impact judicial processes. Prerequisite: SCJ 110 **or** departmental approval.

### **SCJ 217-Gender, Race, Ethnicity & Criminal Justice (3)**

Within the context of the criminal justice system, this course provides a study and appraisal of gender, race and ethnicity, as well as the responses to crime and stereotypes. Upon completion of this course students will be able to analyze the connections associated with historical experiences and patterns of offending and victimization; examine and explain the hypothetical backgrounds of their linkages; critically think and analyze interactions and their effects on and between gender, race, ethnicity, and crime with social class; analyze issues related to minority status and law enforcement, courts, and corrections, as well as their policy implications.

Prerequisite: SOC 111 **or** SOC 112.

### **SCJ 218- Police Report Writing (3)**

This course examines and explains methods of effective police writing. Topics covered are expository and police styles of writing, which include: letter writing, incident report, and arrest reports. Upon successful completion of the course students will clearly and concisely write accurate and detailed police reports and professional documents using proper grammar, punctuation, and spelling. Prerequisite SCJ 110 **and** a "C" or better in ENG 101.

### **SCJ 225- Corrections (3)**

This course examines the history and nature of the correctional system, from its beginning through current times, with a primary focus on corrections in the United States. Course topics will include goals of the correctional system, prison and jail management, special populations, inmate behaviors, current trends in contemporary corrections, and the ethical and sociological impact of policy and management decisions. Upon completion of this course, students will be able to compare and contrast the various goals of the correctional system, discuss the distinctions between jails, prisons and their respective populations, identify the challenges involved in dealing with various inmate populations and correctional management, and identify the factors influencing trends and population growth in the United States correctional facilities. Pre-requisite: SCJ 110 **or** departmental approval.



### **SCJ 231-Criminology (3)**

This course presents a biological, psychological and sociological analysis of crime and criminals. Fundamental factors related to criminal behavior will be explored as well as the impact criminal behavior has on society. Students will be able to articulate various theories of crime and apply these theories to individual and societal situations involving crime. Prerequisite: SOC 111 or SOC 112 or departmental approval.

### **SCJ 233-Juvenile Justice (3)**

This course examines the origins of the juvenile justice system, its function in current American society, and compares it to the adult criminal justice system. This course will explore theories of delinquency, including risk factors, intervention, and treatment strategies. Upon successful completion, the student will be able to identify the components of the juvenile justice system, differentiate between juvenile and adult criminal justice systems and analyze delinquency through from the perspective of various theories. The student will be able to identify risk factors and analyze ethical and critical issues facing the juvenile justice system. Prerequisite: SCJ 110 or departmental approval.

### **SCJ 303-Criminal Investigation (3)**

Students will learn about the purpose of criminal investigations. Topics will include duties and responsibilities of the criminal investigator, crime scene analysis, collection and preservation of evidence, investigation techniques, and laws and regulations relevant to criminal investigations. Current issues related to criminal investigations will also be addressed. Upon completion of this course, students will be able to describe and discuss roles, responsibilities and laws related to the function of criminal investigations. Students will also have a knowledge of investigative skills and their application as well as apply interview and investigative techniques in scenario exercises. Prerequisite: SCJ 211 or SCJ 212 or departmental approval.

### **SCJ 304- Mediation Team (1)**

Students will acquire knowledge of the mediation process and develop skills needed to be effective mediators. Students will conduct simulated mediations where they will determine and prioritize the interests of each party to the dispute and assist the parties in identifying and developing reasonable and mutually acceptable options for resolution. At the end of this course, students will have acquired sharpened communication and interpersonal skills, as well as learned the stages, roles, and duties involved in the mediation process. May be repeated 3 times for credit.

### **SCJ 310- Probation, Parole and Community Corrections (3)**

This course examines and discusses the historical roots, current trends, and rationale for probation, parole and community corrections, as well as the role of evidence-based practices. Students will be introduced to various tools and techniques utilized by probation and parole officers, and the roles and responsibilities of practitioners. The relationship of probation and community corrections to other components in the criminal justice system will be addressed. Prerequisite: SCJ 225 or departmental approval

### **SCJ 312-Victimology (3)**

This course provides a study of the history of victimization as well as its role within the criminal justice system. The impact and consequences of victimization on an individual and societal level will be evaluated. Categories of victimization (such as homicide, sexual, intimate partner, and child) will be examined. Resources available to victims as well as the role of restorative justice and victims' rights will also be addressed. Upon successful completion of this course, students will understand basic terms and concepts associated with victimology, analyze and assess the categories of victimization, and describe the development and growth of restorative justice in the criminal justice system. Prerequisite: SOC 111 or SOC 112

### **SCJ 313-Introduction to Constitutional Law (3)**

This course is a survey of constitutional law with a focus on civil rights and civil liberties. Students will learn about constitutional issues and principles by reading key Supreme Court opinions and engaging in regular discussion. At the end of this course, students will gain an understanding of how constitutional doctrines affect people's lives. Prerequisite: SCJ 110 and SCJ 215 or departmental approval.

### **SCJ 315-Interview and Interrogation Techniques (3)**

This course is a study and application of principles involved in effective interviewing. Topics include interview techniques, rapport building, and interrogation strategies and techniques. Additionally, students will become familiar with current legal decisions regarding citizen rights as related to interview and interrogation techniques. Upon completion of this course the student will be able to demonstrate and employ the skills necessary when executing effective interview and interrogation techniques. Prerequisites: SCJ 212 or departmental approval.

### **SCJ 316-Forensics and Crime Scene Investigation (3)**

This course covers various scientific methods and procedures of basic forensic science as well as crime scene investigation. Students will learn to apply forensic techniques in various lab exercises consisting of discovery research and evidence collection. Upon completion of the course the student will have acquired a discriminate understanding of evidence collection in forensics and related sciences. Additionally, the student will have the ability to design an evidence collection process, as well as identify, evaluate, classify, and sketch pieces of evidence. Prerequisite: SCJ 212

### **SCJ 317-Human Rights & Civil Liberties (3)**

This course is an examination of human rights and civil liberties and their application to emerging technological, economic, social, cultural, and political issues. Students will examine a variety of theoretical perspectives and discuss case-studies of international Human Rights violations and efforts to protect Human Rights. Upon completion of this course, students will be able to state basic principles of human rights and their importance to the criminal justice system and international law. Prerequisite: SOC 111 or SOC 112 or instructor permission.

### **SCJ 333-Moot Court (3)**

Moot Court simulates appellate argument before the U.S. Supreme Court. Students argue constitutional and statutory questions that are stated in a hypothetical Supreme Court case formulated by the American Collegiate Moot Court Association (ACMA). Students will strengthen their oral, written, and critical thinking skills as well as develop their understanding of judicial process and substantive issues of the law. The course culminates with students participating in the ACMA's Upper Midwest Regional Tournament with the possibility of earning a bid to the national tournament. There are no pre-requisites. Instructor approval, however, is required.

### **SCJ 357-Special Topics in Criminal Justice (3)**

Special topics classes are offered to reflect current interests or new developments in the criminal justice field. Upon completion, students will have exposure to a new topic and will be able to produce a paper or project based on what they learned in the course.

### **SCJ 368 Criminal Justice Travel (3)**

This course is designed to provide students with a broader perspective of the criminal justice (CJ) system. Travel to select locations allows students to experience firsthand the cultural and sociological differences in CJ systems. Upon completion of this course, students will learn about the criminal justice system of the community they visited and any differences between it and what they experience in their local community. Prerequisite: Permission of instructor. Course can be repeated for credit as study locations change.

### **SCJ 410-Criminal Justice Research Methods (3)**

This course is an introduction to basic research methods used to address problems and ultimately formulate policy in criminology and criminal justice. Students will learn about the various attributes of qualitative and quantitative sources used by professionals within the field of criminal justice. Upon completion of this course, students will gain a familiarity with concepts of empirical investigation. Prerequisites: SCJ 211 or SCJ 212 and SCJ 231

### **SCJ 485-Internship (3-9)**

This course provides an experiential learning opportunity designed to integrate academic learning with community-based experience through field observation and work involvement with a governmental, public or private organization affiliated with the field of criminal justice. The student is required to complete a minimum of 50 hours per credit of field experience (150 total for a 3 credit internship). In addition, the student will complete various written assignments and an oral presentation. Upon successful completion of the internship, the student will be able to explain and apply department/agency policies and procedures in field work. Prerequisite: PRF 201, Junior or Senior standing in the criminal justice program, or Department Head approval.

### **SCJ 491-Independent Research (3)**

This course enables students to examine a select topic in the criminal justice field through intensive study in literature review and research under the guidance of a supervising faculty member. Upon completion of the research students will be able to identify and reflect critically on connections between discipline-specific theory and practice and their research topic. Prerequisites: MATH 230 Statistics and approval of a learning contract by the sponsoring faculty member and Academic Affairs Office. Open to Junior and Senior Criminal Justice majors with consent of department chairperson.

### **SCJ 495-Senior Seminar: Ethical and Contemporary Issues in Criminal Justice (3)**

In this course, students will examine criminal justice issues through various ethical frameworks (e.g., Consequentialism, Kantianism, and Socialism). Students will examine ethical codes of conduct and dilemmas specific to the three parts of the criminal justice system (policing, courts, and corrections). At the end of this course, students will gain an understanding of the ethical dilemmas faced by current criminal justice professionals and how these dilemmas are often addressed. Students will also show a mastery of the necessary written, oral, and critical thinking skills appropriate to their chosen profession. Senior Standing or instructor permission.

## WORLD VIEW SEMINARS

*Total credit hours: 10-12*

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

World View 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 World View 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 World View Seminars lay the important foundations for academic excellence and Christian community that are integral to the University's Mission.

### **World View Seminar I: A Life of Purpose (3)**

In this interdisciplinary seminar, students and faculty explore various perspectives on a life of purpose, encounter a Christian perspective on a life of purpose, and develop a personal perspective on a life of purpose. All full-time first year students are required to register for World View Seminar I during their first semester at the University.

### **World View Seminar II: Self and Society (3)**

Students take World View Seminar II: Self and Society after completion of World View Seminar 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.

### **World View Seminar III: Multi-disciplinary Course (3)**

This course may be taken during a student's Sophomore, Junior, or Senior year. For the World View Seminar III, students select from a list of approved courses that will articulate and analyze two or more distinct worldviews or fields of study to broaden one's point of view using examples, facts, or theories. The particular seminars offered each term will vary. Note: This course may also count toward a student's General College Requirements and/or Major.

#### **World View III Courses**

*(at time of publication)*

ART 368	Art & Culture Trips
AVI 130	Aviation History
AVI 401	Applied Aerodynamics
BAC 340	Effective Communication in Business
BAC 346	Accounting Information Systems
CCS 150	Bullying: Waiting for the World to Change
CIS 205	Web Publishing
COM 354	Language and Social Identity
EDU 303	Reading and Writing in Content Areas
ENG 328	Environmental Literature
EVS 246	Ecology
PHL 214	Environmental Perspectives
PHL 321	Philosophy of Religion
PSY 310	Social Psychology
HIST 301	Music's Impact in History
MUSC 368	Music & Culture Trips
MATH 230	Introduction to Statistics
THEA 228	Great Plays Analysis

### **World View 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.

## **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/CampusLife/OfficeofStudentLife](http://www.dbq.edu/CampusLife/OfficeofStudentLife)

## 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.

### Student Life Department Mission Statement

The Student Life Department, at the University of Dubuque, is committed to the formation and well-being of the whole person. As people of faith, we are a nurturing community which equips students to find their purpose, refine their gifts, and fulfill their calling. Therefore, the Office of Student Life is committed to:

- The Presbyterian tradition for advancing higher education.
- The growth of the student – physically, spiritually, emotionally, and intellectually.
- A community which offers students a place of belonging, fun and fellowship, worship, and diverse perspectives.
- The exploration of vocation, recognizing that there are many gifts and that everyone has a calling.
- The development of servant-leaders who care for the holistic growth of others and themselves.
- The promotion of student ownership and engagement in the living-learning community.
- Collaboration with faculty, staff, and administration in the educational process for academic inquiry, professional preparation, character development, and lifelong learning.

### 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 Student Conduct 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 at <http://www.dbq.edu/CampusLife/InformationforStudents>. 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, Aitchison Halls and Chlapaty 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 four-person occupancy rooms, and typically houses First-Year students.

**Cassat and Donnell Halls** are contemporary stone buildings located near the athletic fields on Bennett Street. Cassat and Donnell Halls are four-story residence halls and have single and double occupancy rooms, typically housing First-Year students.

**Chlapaty Hall** is a pod-style residence hall where up to 14 students share a common pod with seven double rooms. There are three pods on each of the top three floors and two pods on the first floor, along with a common area. The hall will house primarily second year students.

**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 activities and programming events.

**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 <http://www.dbq.edu/campuslife/officeofstudentlife/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 during 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 [www.dbq.edu/campuslife/officeofstudentlife/campusministry](http://www.dbq.edu/campuslife/officeofstudentlife/campusministry).

## VOCATION, CIVIC ENGAGEMENT, & LIFE SERVICES

### Vocation & Civic Engagement

Students and alumni from all departments of the University have access to vocational and civic engagement opportunities through a collection of online library resources. Vocational and civic engagement services are located within the Center for Vocation and Advising, ground floor of Peters Commons. In addition, vocational and civic engagement services provide self and exploratory assessments regarding individual interests, abilities, strengths and values; using co-curricular, service-learning, and work experiences to explore options and build a repertoire of marketable skills; learning how to make meaningful decisions; and eventually in developing transferrable skills for satisfying opportunities.

Other services include assistance with online databases of information and resources on internship, and/or exploratory learning opportunities; resources on networking fairs at local, regional, and national levels; in-class topical presentations to prepare for the life after college experience; on and off-campus recruitment and networking opportunities; assistance with interview skills, resume, vitae, and portfolio; and campus educational programming relevant to vocational development.

The Vocation and Advising Center at the University of Dubuque is committed to assisting current and prospective students, as well as alumni, in developing, evaluating and initiating an effective plan. For further information about activities, events, programs, and services offered, please contact (563) 589-3132, or visit the website at <https://www.dbq.edu/CampusLife/OfficeofStudentLife/VocationalServices/>

### Counseling Services

UD's Counseling & Life Services provides a network and opportunities for personal growth and assistance to students in a comfortable, confidential setting. Short-term personal and vocational counseling, appropriate referrals and life coaching are available at no cost to students with specific emotional, social, academic, vocational, or personal concerns. Students must carry their own insurance to cover long-term counseling needs off-campus. Also, confidential HIV testing and counsel are provided to UD community members through this service, please review the AIDS Policy within the Student Handbook for more details.

Counseling services are offered through a team of counselors with a background in personal and career counseling. The counseling services staff are located on the second floor of Peters Commons, within the Department of Student Life. Students may walk-in during regular business hours to see a counselor (if available at that time) or call **563.589.3911** to schedule an appointment. For after hours, weekends, or holidays 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/CampusLife/OfficeofStudentLife/CounselingLifeServices/>

### UD CARES

The UD Cares Team is a team of professionals from across campus who are available to help students over the hurdles of college life. You may reach UD Cares by calling (563) 589-3270 or by e-mail at [UDCares@dbq.edu](mailto:UDCares@dbq.edu). All information received remains confidential. The Vice President/Dean of Students facilitates the UD CARES team.

### 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. Stop by the Campus Mom's office in Student Life on the second floor of Peters Commons, or by calling (563) 589-3455.

### INTERNATIONAL STUDIES

#### International Student Services

The International Studies Office fosters a welcoming environment for all international students. International advisors provide students with information and counsel regarding United States immigration regulations, assist them with social and cultural adjustment, and encourage their integration into campus life. The Office also develops cultural and educational programs of interest to all students. The International Studies Office is located in the Heritage Center, Suite 306. For more information, consult the UD website at <http://www.dbq.edu/CampusLife/OfficeofStudentLife/InternationalStudents/>.



## **Study Abroad**

Because experiencing other cultures is a valuable part of every student's college career, the International Studies Office coordinates and promotes short and long-term international study opportunities for students at both the graduate and undergraduate level. The International Studies Office is located in the Heritage Center, Suite 306.

Consult the UD website at [www.dbq.edu/campuslife/studyabroadopportunities/](http://www.dbq.edu/campuslife/studyabroadopportunities/) for more detailed information on faculty-led and affiliate semester abroad programs.

## **MULTICULTURAL STUDENT ENGAGEMENT**

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 Multicultural Student Engagement office 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 Multicultural Student Engagement office is located in the Susan Magill Smith Suite on second floor of the Heritage Center, and can be reached at (563) 589-3129 or consult the UD website at <http://www.dbq.edu/CampusLife/OfficeofStudentLife/MulticulturalStudentEngagement/> or follow us on Facebook at UDSME.

## **STUDENT ACTIVITIES**

The Office of Student Activities (OSA) aims to foster student development by providing opportunities for students to build and engage in community and develop leadership skills through student organizations, service related programs, and workshop opportunities. OSA serves as one of the primary hubs of campus involvement for all students. OSA is home to all student organization communications. OSA advises the Homecoming Student Committee which, in conjunction with the Advancement Office, plans the activities for Homecoming week. All student organizations can benefit from services provided by OSA including an open access conference room, computers and printers, unlimited use of paper, craft and office supplies, leadership training, and public information about all organizations on campus.

For more information, please stop by the OSA offices located in the Susan Magill Smith Suite on the third level of the Heritage Center, email [OSA@dbq.edu](mailto:OSA@dbq.edu), call (563)589-3583 or find us any of the following ways:

Web: [www.dbq.edu/campuslife/officeofstudentlife/studentactivities/](http://www.dbq.edu/campuslife/officeofstudentlife/studentactivities/)

Facebook: [www.facebook.com/udosa](http://www.facebook.com/udosa)

Twitter: [www.twitter.com/ud\\_osa](http://www.twitter.com/ud_osa)

## **Student Government Association**

The Student Government Association (SGA) exists to enable all undergraduate students to take part in making positive contributions to the University of Dubuque and local communities. SGA claims its existence in the formulation of ideas, student leadership, cooperation, and equal representation. The purpose of SGA is to unite the entire student body, be the official governing body of all student organizations, stimulate student leadership and involvement throughout the campus community, aid in establishing a sense of responsibility and fellowship among undergraduate students, be the official voice for the unified student body, act as a sounding board for student ideas and concerns, serve as a forum for communication among all student constituencies, constitute the legislative body that makes decisions for the general student body, and aid in maintaining healthy relations with the Seminary Student Council, the local community, and the faculty/staff of the University.

## **Student Organizations**

With 70 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.

## FIRST-YEAR EXPERIENCE

Leaving home to attend college can be a new experience for students and parents. For students new to the UD community, New Student Orientation is held before classes begin and allows students and families to spend time together while providing education about what to expect from the University of Dubuque. New Student Orientation is linked closely to first-year students' World View Seminar I course, other campus-wide programs and initiatives, and academic advising and exploration in the first year.

New Student Orientation offers current students a chance to develop leadership skills by becoming First-Year Experience Mentors, volunteer positions that mentor small groups of incoming students during Orientation and throughout the fall term.

## 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, lacrosse, soccer, softball, tennis, indoor and outdoor track and field, and volleyball. Men compete in ten sports: baseball, basketball, cross country, football, golf, lacrosse, soccer, tennis, indoor and outdoor track and field, and wrestling. UD also has a cheerleading and stunt team. Intercollegiate teams belong to the Iowa Intercollegiate Athletic Conference (IIAC), CCIW, and MWLC). For additional athletic information contact the Athletic Office or the UD website <http://www.dbq.edu/athletics/>.

### **Athletic, Intramural and Recreation Facilities**

The Stoltz Sports Center, McCormick Gymnasium and Chlapaty Recreation and Wellness Center and Veterans Memorial Training Center are homes to indoor intercollegiate and intramural programs. The Veterans Memorial Training Center is a 40,000 square foot multi-purpose facility which has a Mono Synthetic Turf playing surface. The Chlapaty Recreation and Wellness Center (CRWC), located on the south side of campus, features a weight room and aerobics area. The sports complex also includes a state of the art turf football field, outdoor track, baseball, softball, tennis and turf 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/fitness venues must present a valid UD student ID and have on file, their UD emergency/medical waiver form (updated annually). To reserve an athletic venue, contact the Athletic Facilities Director at **(563) 589-3244**.

### **Recreational Services**

Recreational Services offers programming for students to foster and maintain health and fitness activity while attending the university and beyond. The staff strives to offer students a wide variety of activities with the intent of developing healthy and active lifestyles, skill development and overall enjoyment and fun! Activities include intramurals, fitness classes and much more. The office of Recreational Services is located in the Chlapaty Recreation and Wellness Center, room 207.

## HEALTH SERVICES

UnityPoint Health/Finley provides UD students with health care. 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. The services also include being seen at UnityPoint/Finley Convenient Care after hours and on weekends. Specific visits to UnityPoint/Finley Convenient Care are provided free by UD. Any 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 UnityPoint/Finley, but also with other medical facilities. The Medical Coordinator is available to assist students 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 available to 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 [www.dbq.edu/campuslife/facilitiesandservices/medicalservices/](http://www.dbq.edu/campuslife/facilitiesandservices/medicalservices/) or call **(563) 589-3244**.

## HEALTH INSURANCE

While not required, it is highly recommended that students have health insurance that includes coverage for major medical and hospitalization. Students involved in intercollegiate athletics are required to have medical insurance coverage. The University will not be held liable for medical bills incurred by students. Maintenance of adequate medical insurance coverage is the student's responsibility.

# 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). 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 many cases these students may be admitted to the Bridge Program as a condition of admission. In such cases, active participation in the Bridge Program is mandatory.

## LIFE Program

Prospective students must be twenty-three years of age or older to be admitted to the LIFE program. First-time college students must have a minimum of a 2.5 GPA (on a 4.0 scale) on all previous high school work. Transfer students who have earned 24 or more college credits must have a 2.5 college GPA. First-time college students who have earned a GED in lieu of a high school diploma must have an overall GED score of 50 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 the University of Dubuque LIFE Education Program.

## Application Procedure

Persons wishing to be considered for admission to the university must submit the following for review:

1. A completed application for admission to the University of Dubuque (paper, on-line, or The Common Application) (LIFE application for LIFE students), which includes an essay, secondary school report, and two teacher/professor evaluations (the Dean of Admission may waive the requirement for secondary school report, and teacher/professor recommendations);
2. A \$25 nonrefundable application fee (a fee waiver request will be considered for financial need);
3. ACT or SAT test results (Waived for transfer students who have earned 24 or more transferrable credits);
4. TOEFL or IELTS (for international students/may be waived for some students);
5. Official transcripts submitted directly by the high school/college(s) attended, or an approved transcript processing agency (high school transcripts are not required for transfer students who have earned 24 or more transferrable credits).

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 admission deposit to confirm enrollment from admitted applicants planning to be degree-seeking students. The admission deposit is deposited into their student account, and applied to the first semester charges. The admission deposit is not refundable, and will be forfeited in the event the student does not attend the University of Dubuque.

## International Students

International applicants for first-time admission must demonstrate proficiency in English in one of the following ways: TOEFL(ibt) a score of 61, TOEFL(pbt) a score of 500, and IELTS, a score of 5.0 (4.5 if recommendations accompany the application certifying English speaking, reading, and writing skills) or by having had sufficient high school/college instruction in English.

## Transfer Students

Previous College Experience – The University of Dubuque will accept all non-remedial 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.

Up to 24 credit hours of credit will be accepted through correspondence and/or extension courses. Transfer students must complete the general college requirements of UD. Students transferring to the University of Dubuque from either Clarke University or Loras College will have their course work there evaluated on the same basis as any other transfer student. Courses taken at Clarke University or Loras College after the student has matriculated at the University of Dubuque are considered work in residence at UD. In most cases, 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 will be placed on academic probation.

## **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.

## **Vocational-Technical Schools**

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.

# 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 2018-19 school year.)

### Typical Cost for Full Time Students:

(12 to 16 credit hours each term)

Tuition .....	\$ 16,335.00
Fees .....	\$ 720.00
Total Cost per Year .....	\$ 34,110.00

### Part-time tuition:

1-11 hrs. or over 16 hours .....	\$880.00 cr hr
Audit (for no credit) .....	\$440.00 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
- Portfolio – one fifth of the regular per credit hour tuition
- Transcript of Record ..... \$8-10  
(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.

### Room (per term)

Room (Double)	\$2,430 /term
Park Village (Double)	\$3,200 /term
Park Village (Single)	\$3,750/ term

For other housing options, please contact Student Accounts.

### Meal Plans

All residence hall students are required to participate in a meal plan. The University offers three Block Meal options for its boarding students.

- **Option One:** 280 Block Plan – 280 meals per term
- **Option Two:** 200 Block Plan – 200 meals per term
- **Option Three:** 150 Block Plan - 150 meals per term

Block Plans are designed so you can choose when to use your meals throughout the term. You may choose to eat 7 meals one week and 19 the next, it's up to you. Meals are to be used by the card holder only and may not be used to obtain meals for a guest. Meal Plans may be utilized in the Peters Commons Café, CyberCafé and the CWRC Juice Bar (*exception: concessions*).

The CWRC Juice Bar is closed during term & summer breaks and any day when classes are not held. The PC Café is closed during term & summer breaks.

Students living off campus may participate in any of the three Block Plans or purchase a 5-meal per week plan.

All students can use the Points System to purchase items from the Babka bookstore, CWRC Juice Bar, the CyberCafé, PC Café and Sparty's. Points (funds) are placed on account via student's ID card. Funds can be placed on ID card and replenished in the Student Accounts office (Myers, 3<sup>rd</sup> floor).

#### Meal Plans - Resident Students

280 Block Plan	\$ 2,500 /term
200 Block Plan	\$ 2,425 /term
150 Block Plan	\$ 2,100 /term

5 Meals/week (*commuter students only*) \$1,050

## 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 in this section 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, and so on. 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

### Return of Title IV Funds

A student earns aid based solely on the length of time he or she attends. Until a student has passed the 60% point in the semester, only a portion of the student's dispersible aid has been earned. If a student completely withdraws or is expelled prior to the 60% point, then the Return of Title IV funds policy applies.

Title IV funds refer to the Federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and include the following programs: Direct Unsubsidized loans, Direct Subsidized loans, Direct Plus loans, Federal Perkins loans, Federal Pell Grant, Federal SEOG, and Federal TEACH Grant. Though the Federal Work-Study Program is also included in Title IV funds, it is not included when calculating the Return of Title IV funds.

If a student leaves school and fails to follow the withdrawal process, it is assumed the student withdrew at the midpoint of the period of enrollment, unless academically related activity can be documented past the 60% point. The Student Financial Planning Office is responsible for the calculation of the amount of Title IV funds a student has earned at the point of withdrawal. The software provided by the Department of Education is used and review of the software is available upon request from the Student Financial Planning Office at the University of Dubuque.

University of Dubuque will return any unearned aid that was applied to a student's institutional charges. The student must return any unearned funds allocated to a loan program under the terms and conditions of the promissory note. If a student owes a grant

overpayment, the student must make satisfactory repayment arrangements with the Student Financial Planning Office at the University of Dubuque.

In accordance with Federal regulations, the student (or parent for a PLUS loan) must return unearned aid for which the student is responsible by repaying funds to the following sources in order: Direct Unsubsidized Stafford Loan, Direct Subsidized Stafford Loan, Perkins Loan, Direct PLUS Loan, Pell Grant, FSEOG, and other Title IV programs.

If a student receives less federal student aid than the amount earned, the school must offer a disbursement of the earned aid that was not received. This is called a post-withdrawal disbursement. Any post-withdrawal disbursement due must meet the required conditions for Title IV funds disbursements and be in accordance with all rules and regulations governing Title IV policy. A post-withdrawal disbursement must be made within 120 days of the date the institution determines that the student withdrew. Written notification identifying the type and amount of Title IV funds that make up the post-withdrawal disbursement will be provided to the student no later than 30 days after the school determines that the student withdrew.

### **Example of Return of Title IV, State, and Institutional Funds Calculation**

This example is for illustration purposes only. Actual charges and refund amounts may vary. The following is an **example** of a return of funds for a student who totally withdrew from classes on the 42<sup>nd</sup> day of a 102 day fall term ( $42/102 = 41.2\%$ ).

The student would have earned 41.2% of the financial aid for the fall semester.

The remaining amount would have to be returned to the appropriate source.

<b>Original Financial Aid</b>	<b>Loan Name</b>	<b>Revised Financial Aid</b>	<b>Total Original Aid</b>	<b>Total Revised Aid</b>
\$1,698	Direct Stafford Loan (received amount)	\$0		
\$1,000	Perkins Loan	\$700		
\$700	Pell Grant	\$700		
\$2,000	Iowa Tuition Grant	\$1,176		
\$4,500	Honor Scholarship	\$2,646	\$9,898	\$5,222

### **Return of University of Dubuque and State Aid**

In calculating the unearned University of Dubuque and State aid, the procedure for determining the withdrawal date is the same as the federal policy. Once the federal policy has been applied, the University of Dubuque and State aid will be returned using the same unearned percentage as calculated in the federal policy.

### **Refund of Institutional Aid**

Return of unearned institutional financial aid program funds will be made in the following order:

- Any Institutional Grant or scholarship (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.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 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 six 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 qualitative and quantitative. A minimum grade point average and a minimum number of credit hours completed in an academic year are requirements. Both of these standards are designed to ensure a student keeps on schedule and completes within the prescribed program time, and not to exceed more than 150% of the program length.

The quantitative pace will be measured by dividing the cumulative number of hours successfully completed by cumulative number of hours attempted by the student. Generally, to complete within 150% the student should not have a pace below 67%. The following qualitative measure at the end of each term indicates the required minimum cumulative grade point average required to receive financial aid:

Full-Time		Part-Time	
Term	GPA	Term	GPA
1	1.6	1 & 2	1.6
2	1.8	3 & 4	1.8
3	1.9	5 & 6	1.9
4	2	7 & 8	2.0
5 thru 10	2	9 & 10	2.0
		11 thru 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, full-time students must complete 12 credit hours minimum each term, at the full time level as indicated in the following chart. Students enrolled part-time in a term (6 to 11 credit hours per term) must complete the minimum prorated credit hours per term.

**The following measure will be used to determine minimum quantitative progress:**

Credit Hours Required			
Term		Full-time	Part-time
1		12	<i>prorated</i>
2		24	<i>prorated</i>
3		36	<i>prorated</i>
4		48	<i>prorated</i>
5		60	<i>prorated</i>
6		72	<i>prorated</i>
7		84	<i>prorated</i>
8		96	<i>prorated</i>
9		108	<i>prorated</i>
10		120	<i>prorated</i>

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 warning for the following term during which the student will continue to receive financial aid.

If at the end of the warning 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 a term, the student will be placed on financial aid warning for the following term during which the student will continue to receive financial aid. If at the end of the warning period the student has not completed the appropriate minimum number of credit hours per policy, 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. the reasons regarding failure in maintaining satisfactory academic progress (for example the death of a relative, an injury or illness of the student, or other special circumstances)
- B. what has changed that will allow the student to meet the standards at the next evaluation and why financial aid should not be terminated.

The letter will be presented to the Financial Aid Committee for decision. Any decision by the committee will be final.

If the Financial Aid Committee votes to reinstate the student based on the appeal, the student will be reinstated on financial aid probation for one academic term. After the probationary term, the student must be making SAP or must be successfully following an academic plan. A student whose financial aid is terminated may not be reinstated until after one academic term 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 \$6,095 for 2018-2019 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**

A fixed interest rate loan, currently at 5.05% made by the Department of Education via the Direct Loan program to students. Annual Subsidized limits are freshmen (\$3,500), sophomore (\$4,500), Juniors and Seniors (\$5,500). The Subsidized Stafford loans are need-based with interest paid by the federal government while the student is enrolled at least half-time.

The Unsubsidized Stafford loans are based on cost of attendance less any other financial aid (dependent students). The interest rate is also a fixed rate of 5.05%. Dependent students are eligible for \$2,000 in Unsubsidized Stafford loan per year for four years. For independent students, loan maximums are \$6,000 per year for freshmen and sophomores and \$7,000 for Juniors and Seniors. Students have the option to pay the interest while in school or allow it to accrue.

### **Parental Loans for Undergraduate Students (PLUS)**

The PLUS program provides a 7.60% fixed interest rate, federal loan option to parents of undergraduate students. Parents may borrow up to the cost of attendance less any other financial aid received by the student. A credit check is required as part of the application process. Maximum eligibility is determined by the cost of attendance minus any other financial aid. The PLUS can be deferred while the student is at least half-time. Applicants for the PLUS can use an endorser if needed.

## **PRIVATE ALTERNATIVE 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. Most lenders participate in and offer private educational loan programs at very competitive terms and interest rates. Contact the Office of Student Financial Planning or the Admission Office for further information and details.

## **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 \$5,650 for the 2018-2019 year. 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).

## **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**

#### **Heritage Scholarship**

For First Year students with a cumulative high school GPA of 3.8, Transfer students with a cumulative GPA from most recent college of 3.8.

#### **Presidential Scholarship**

For incoming freshmen have a minimum cumulative grade point average of 3.5. Transfer students need a minimum cumulative grade point average of 3.5 from prior college transcripts.

#### **Honors Scholarship**

For incoming First Year students who have a minimum high school GPA of 3.3. Transfer students entering the University of Dubuque need a college GPA of 3.3 or above.

#### **Dean's Merit Scholarship**

First year students with a cumulative grade point average of 3.0. Transfer students entering the University of Dubuque need a college GPA of 3.0 or above.

#### **University of Dubuque Grants**

Awarded based on the need of the student.

## 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 was established by Marilyn Birmingham, the widow of Don Birmingham. Don was a long time football coach at the University of Dubuque. The recipient must be an education major and accepted into the Teacher Education Program and have 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.

### **The William Braucht Endowed Scholarship**

This scholarship is for student(s) at UD or UD Theological Seminary who need financial assistance to continue their study and meet the following conditions in order of preference: from (Aledo, IL) Mercer County, IL or Madison, WI with preference given to a Presbyterian student. If no one from those locations, student(s) from Illinois or Wisconsin and a minimum GPA of 3.25 are considered.

### **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.

### **Keith Carter Teacher Education Endowed Scholarship**

This scholarship was established in memory of Keith Carter, a 1958 graduate of the University of Dubuque. The student(s) should be from Iowa and majoring in Education and accepted into the Teacher Education Program. Recipient(s) shall be selected by the head of the education department and the dean of student financial planning.

### **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.

### **Class of 1961 Scholarship**

This scholarship is awarded to a student beginning their sophomore year, with at least a "B" average and proof of financial need.

### **Steve & Loretta Conlon Endowed Scholarship**

This scholarship is awarded to a Dubuque area student who has financial need.

### **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 Du Pont 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.

### **Judge Folsom & Helen Deckert Everest Scholarship**

This scholarship is made possible through a gift from Helen Everest and awarded to student majoring in social work or in social services who demonstrates 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(s) 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 longtime 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.

### **The Paul and Sara Knuth Endowed Scholarship**

This scholarship was established through the estate of Helen Knuth, a 1933 graduate of the University of Dubuque. The recipient must be a full-time student with a minimum GPA of 3.0 and demonstrate the desire of earning their degree. Recipients will be selected by the dean of student financial planning along with members of the Knuth family.

### **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.

### **The Jack T. Lindaman Endowed Scholarship**

This scholarship was established by Arnold Lindaman, a 1959 graduate of the University of Dubuque, in honor of his grandson Jack. This scholarship is for a Junior or Senior Education major with a minimum GPA of 3.0 and who has financial need. Preference is given to a student preparing to be an elementary or middle school math or science teacher.

### **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 Acappella 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.

### **Robert W. McCaffrie Endowed Scholarship**

This scholarship is for a full-time undergraduate student with a minimum GPA of 2.75, making satisfactory progress toward graduation with financial need.

### **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.

### **The Captain A.J. Metelak Endowed Scholarship**

This scholarship is awarded to a flight student of Junior standing to assist them in accomplishing their dream of flight and becoming a commercial airline pilot. The recipient must be a member of the flight team, with a minimum GPA of 3.25 and a strong conviction of determination and success.

### **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.

### **The Gordon Elmore Miller Endowed Prize**

This scholarship is for a student who is a Fine & Performing Arts Major, who has financial need and in good academic standing, with preference given to a choir member.

### **The Milton Mussehl Endowed Scholarship**

This scholarship is for a student who is in UD Choir or Band and demonstrates potential to become ensemble leader thru individual study on their instrument or voice. Student would be expected to continue their participation in the ensemble while attending UD and must maintain good academic standing and demonstrate commitment to the Arts at UD.

### **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.

### **William C. and Mary Helen 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 is given 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.

### **The Walter F. Peterson Endowed Scholarship for Music/Art**

This scholarship was established in memory of Walter F. Peterson, former University of Dubuque president and chancellor who had a passion for the arts on the UD campus. The recipient of this scholarship should be a member of the Concert Choir and demonstrate leadership ability and commitment to the arts at UD.

### **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. Sheppley Scholarship**

This scholarship is awarded annually to a worthy student with a scouting background.

### **Geneva Sheppley 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.

### **The John and Hanna Sturman Endowed Scholarship**

This scholarship is for a college student at UD who is a member of the First Presbyterian Church of Dubuque. If there is not a student from First Presbyterian of Dubuque, then another Presbyterian church in the Dubuque area may be considered. If there is not anyone from another Presbyterian church in Dubuque available then an associate member of any Presbyterian church in the area may be considered. The student must be an active participant church-wide and willing to help whenever needed.

### **UD BSN Student Association & Sigma Theta Tau Scholarship**

The recipient selected may be a full or part-time student, preferably a registered nurse, but may be any non-traditional adult student majoring in a health science.

### **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 should 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. This list is not all inclusive. Special application is not necessary.

### **Advanced Drainage Systems Scholarship**

This scholarship is made possible by Joseph Chlapaty and is administered by the Iowa College Foundation. Recipients are undergraduate students with financial need.

### **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.

### **The Class of 1959 Scholarship Fund**

This scholarship is for a full-time student in good academic standing with financial need.

### **David J. Dodds Memorial Aviation Scholarship**

This scholarship is awarded annually to two aviation majors with a 3.0 or higher GPA.

### **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.

### **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.

### **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.

### **Grant Vogt Flight Scholarship**

This scholarship is named in memory of Grant Vogt, a student who dies from injuries resulting from a flight training accident near Cassville, WI in the fall of 2008. The recipient must be a full-time flight student who demonstrates great character as well as high academic achievement.

## **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.

## UNIVERSITY FACULTY

Emily Appleton, *Assistant Professor of Physician Assistant Studies*. MPAS, BA, University of Iowa

Amandeep Arora, *Assistant Professor of Chemistry*. PhD, Oklahoma State University; MS, Guru Nanak Dev University, India; BS, Panjab University, India

Bindu Balakrishnan, *Assistant Professor of Neurophysiology*. National Institute for Mental Health & Neurosciences, India; MS, Kasturba Medical College, India; BS, St. Aloysius College, India.

Charles Barland, *Professor of Music and Head of Fine and Performing Arts Dept*. PhD, University of Kansas; MA, University of Iowa; BA, Carroll College

Ben Bartels, *Assistant Professor of Criminal Justice*. JD, Loyola University; BA, University of Iowa

Jonathan Barz, *Professor of English and Head of Language & Literature Dept*. PhD, University of Minnesota; MA Western Washington University; BS, Concordia College

Phil Baskerville, *Teaching Specialist of Criminal Justice*. MA, University of Northern Iowa; BS, Upper Iowa University

Jennifer Benson, *Teaching Specialist of Mathematics and Education*. MAT, Webster University; BA, Maryville University

Sean Benson, *Professor of English*. PhD, Saint Louis University; MA, BA, University of Iowa

Chad Biermeier, *Assistant Professor of Education and Co-Head of Education Dept*. EdD, Walden University; MS & BS, University of Wisconsin-Platteville

David Birkett, *Assistant Professor of Business*, MBA & BA, Xavier University

Katie Boyer, *Assistant Professor of Education*. MA & BA, Loras College

Angela Brandel, *Associate Professor of Education*. EdD, University of Wyoming; MA, Loras College; BS, Southwest State University

Becky Canovan, *Reference & Instruction Librarian*. MA, University of Wisconsin-Madison; BA, Cornell College

Kevin Cattani, *Associate Professor of Sport Marketing & Management*. PhD, MS & BS, University of Florida

Carol Chesterman, *Assistant Professor of Nursing*. MSN, University of Iowa; BS, Upper Iowa University; RN, Finley Hospital School of Nursing

Elmer Colyer, *Professor of Systematic Theology & Stanley Professor of Wesley Studies*. PhD, Boston College; MDiv, University of Dubuque Theological Seminary; BS, University of Wisconsin-Platteville

James Cullen, *Associate Professor of Digital art & Design*. MFA, The Academy of Art University; BA, University of Wisconsin-Eau Claire; BS, University of Wisconsin-Platteville

Ricardo Cunningham, *Professor of Business and Head of Business Dept*. PhD, Anderson University; MBA, Indiana Wesleyan University; BA, Anderson University

Christine Darr, *Assistant Professor of World View Studies and Head of Philosophy, Politics & History Dept*. PhD, University of Iowa, BA, Northwestern College

Christopher Doll, *Director of Charles C. Myers Library*. MLIS, University of Wisconsin-Milwaukee; MA, Yonsei University Graduate School of International Studies, South Korea; BA, St. John's University

Mary Emily Duba, *Visiting Professor of Theology, Louisville Postdoctoral Fellowship*. PhD, The University of Chicago Divinity School; MDiv, Yale Divinity School; BA, Seattle University

Dale Easley, *Professor of Geology*. PhD, MS University of Wyoming; BS Guilford College

Roger Ebertz, *Professor of Philosophy & Religion*. PhD, MA, University of Nebraska; MDiv, Fuller Theological Seminary; BA, Carleton College

Kristen Eby, *Assistant Professor of Music*. MM, University of Oregon; BA, Westmont College

Sara Ellert-Beck, *Assistant Professor of Aviation*. MS, Central Michigan University; BS, United States Air Force Academy

Pamela Fields, *Director of the Bridge Program and Assistant Professor of Education*. EdD, EdS, Drake University; MA, Clarke College; BA, Loras College

Daniel Fleming, *Assistant Professor of Computer Studies*. ABD, MDiv, Trinity Evangelical Divinity School; MA, Trinity Graduate School; BS, Emmaus Bible College

Susan Forshey, *Assistant Professor of Discipleship & Christian Formation*. PhD, Boston University School of Theology; MDiv, St. John's University; BA, Western Washington University

Tony Foster, *Instructor of Aviation & Assistant Chief Flight Instructor*. MAS Embry-Riddle Aeronautical University, BS University of Dubuque

Kathleen Gansemer, *Assistant Professor of Education*. EdD, University of Northern Iowa; MA, Upper Iowa University; BS, Cleveland State University

Alan Garfield, *Professor of Digital Art and Design and Head of Digital Art & Design Dept*. MA, State University of New York-Binghamton; BA, University of Iowa

Dennis George, *Associate Professor of Business*. MBA, University of Dubuque; BA, Loras College

Ken Godwin, *Assistant Professor of Aviation*. MBA, BS, University of Dubuque

Corissa Goertzen, *Assistant Professor of Mathematics*. PhD, University of Iowa; MA, University of South Dakota; BA, Wartburg College

Michelle Grace, *Assistant Professor of Communication*. MAC, University of Dubuque; BA, Loras College

Henry Grubb, *Professor of Psychology*. PhD, MS, Virginia Polytechnic Institute & State University; BS, Eastern Michigan University.

Kelly Grussendorf, *Assistant Professor of Biology*, PhD, University of Kansas, BA, Minnesota State-Morehead

Brian Hallstoos, *Associate Professor of History*. PhD, University of Iowa; MA, Rutgers University; BA, University of Minnesota

John Haman, *Assistant Professor of Communication*. ABD, MA, BA, University of Iowa

Jeffrey Haverland, *Assistant Professor of Education and Co-Head of Education Dept*. EdD, Edgewood College; MA, University of Northern Iowa; BS, Loras College.

Kim Hilby, *Assistant Professor of Sociology*. MSW, St. Ambrose University; BA, Loras College

Adam Hoffman, *Associate Professor of Environmental Chemistry*. PhD, University of Wisconsin-Madison; BA, University of Minnesota

Jean Holdener, *Assistant Professor of Digital Art and Design*. MFA, Memphis College of Art; BA, University of Wisconsin-Whitewater

Annette Huizenga, *Associate Professor of New Testament*. PhD, University of Chicago; MA, McCormick Theological Seminary, MA, Wesley Theological Seminary; BA, Vassar College

Christopher James, *Assistant Professor of Evangelism & Missional Christianity*. PhD, Boston University School of Theology; MDiv, Fuller Theological Seminary; BA, Wheaton College

Lalith Jayawickrama, *Teaching Specialist in Health Sciences*. MS, University of Delaware; BS, Ramapo College of New Jersey

Andrew Jones, *Teaching Specialist Faculty in English*. MFA, Minnesota State University; BA, California State University.

Polly Kadolph, *Associate Professor of Aviation and Flight*. MBA, BS, University of Dubuque

Joan Kariuki, *Instructor of Aviation*. MBA, University of Dubuque; BS, Western Michigan University

William Karkow, *Associate Professor of Biology*. MD, University of Illinois-Chicago; BA, University of Illinois-Urbana

Peg Kerr, *Professor of Nursing and Head of Nursing Dept.* PhD, BSN, University of Iowa; MS, Winona State University

Kate Kitchens, *Reference and Instruction Librarian*. MLS, UW-Madison, BA, UW-Whitewater

Alina Klein, *Assistant Professor of Economics and Mathematics*, PhD, West Virginia University, BS, Academy of Economic Studies, Romania

Rudy Klein, *Assistant Professor of Economics and Mathematics*, PhD, West Virginia University, BS, Academy of Economic Studies, Romania

David Koch, *Associate Professor of Environmental Science and Head of DNAS Dept.* PhD & MS, Kansas State University; BS, University of Wisconsin-Madison

Lisa Kragenbrink, *Assistant Professor of Nursing*. RN, MSN, Clarke College; BSN, University of Iowa

Cortney Kueter, *Clinical Instructor of Physician Assistant Studies*. MPAS, Des Moines University; BS, Loras College

Bonnie Sue Lewis, *Professor of Mission and World Christianity*. PhD, University of Washington; MA, Fuller Theological Seminary; BA, Whitworth College

Seth Lindokken, *Assistant Professor of Mathematics*. PhD, MS, University of Nebraska-Lincoln; BS, Buena Vista University

Bradley Longfield, *Professor of Church History*. PhD, Duke University; MDiv, Yale Divinity School; BA, Wesleyan University

Neil MacNaughton, *Associate Professor of Nursing*. PhD, MA, University of Iowa; BSN, Graceland University

Craig Marty, *Associate Professor of Business*. MBA, University of Wisconsin-Eau Claire; BS, University of Wisconsin-Madison

Ann Mauss, *Associate Professor of Computer Information Systems and Head of CSM*. MBA, Northern Illinois University, BA, Loras College

Beth McCaw, *Associate Professor of Ministry*. DMin, MDiv, Gordon-Conwell Theological Seminary; AB, Hope College

Linda McKeag, *Assistant Professor of Accounting*. MBA, University of St. Thomas; BS, University of Wisconsin-LaCrosse

Michele McKinlay, *Assistant Professor of English*. MA, BA, University of Northern Iowa

Rasika Mudalige-Jayawickrama, *Associate Professor of Plant Biology*. PhD, University of Hawaii; MS, Louisiana University; BS, University of Colombo, Sri Lanka



Jill Mulford, Assistant Professor of Nursing. MSN, Kaplan University; BSN, Coe College; AA, Allen College

Eric Munshower, *Professor of Economics*. PhD, Purdue University; BS, Saint John's University

Dawn Nelson, *Teaching Specialist Faculty in Computer Information Systems*. MS, Western Illinois University; MA, Ashford University.

Beth Neyen, *Assistant Professor of Nursing*. MS, BSN, Clarke University

Teresa Nickeson, *Associate Professor of Computer Information Systems*. MBA, BS, University of Dubuque

Alice Oleson, *Associate Professor of Sociology*. PhC, MA, University of Wisconsin-Madison; BA, University of Iowa

Julie Phillips, *Assistant Professor of Education*. PhD, Edgewood College; MBA, Nova University; MA, University of Iowa; BA, University of Northern Iowa

Jeannine Pitas, *Assistant Professor of Global Literature*, PhD, MA, University of Toronto, BA, Sarah Lawrence College

Chaminda Prelis, *Associate Professor of Aviation and Assistant Head of Aviation Dept.* MS, BS, University of North Dakota

Jim Romagna, *Assistant Professor of Health, Wellness and Sport and Head of HWS Dept.* MA, BA, Loras College

Jordan Ryan, *Assistant Professor of New Testament and Head of Christian Studies Dept.* PhD, McMaster University; MA, Toronto School of Theology; BA, University of Toronto

Sheila Sabers, *Assistant Professor of Digital Art and Design*. MAC, University of Dubuque; BA, Iowa State University

Joe Sabin, *Assistant Professor of Sports Management*. JD, University of Mississippi; MS, BS, University of Southern Mississippi

Eric Savage, *Assistant Professor of Aviation*. PhD, MS, BA, Purdue University; MBA, Southern Illinois University; AAS, Green River College

Erica Scheidecker, *Assistant Professor of Accounting*. MS, Northern Illinois University; BS, Iowa State University

Matthew Schlimm, *Professor of Old Testament*. PhD, MDiv, Duke University; BA, Asbury College

Jessica Schreyer, *Professor of English*. PhD, Indiana University of Pennsylvania; MA, University of Northern Iowa; BA, University of Iowa

Kimberly Schwartz, *Assistant Professor of Communication*. MAC, University of Dubuque; BA, Wartburg College

John Shook, *Associate Professor of Criminal Justice and Head of Sociology & Criminal Justice Dept.* MPA, Ohio State University; BS, Pennsylvania State University

Abdul Sinno, *Professor of Communication and MAC Director*. PhD, MA, University of Wisconsin-Madison; BA, Lebanese University, Lebanon

Rafic Sinno, *Assistant Professor of Business*. MBA, University of Dubuque; BA, Clarke University

Mark Sinton, *Assistant Professor of Chemistry*. PhD, Michigan State University; MS, University of Denver, BA, University of Denver

Sarah Slaughter, *Reference and Instruction Librarian*. MLS, UW-Madison, BA, Lawrence University

Timothy Slemmons, *Professor of Homelitics and Worship*. PhD, Princeton Theological Seminary; ThM, MDiv, Columbia Theological Seminary; BS, Kansas State University

Adam Smith, *Assistant Professor of Philosophy*. PhD, Brandeis University; MA, Institute for Christian Studies; BA, Olivet Nazarene University

Dick Smith, *Associate Professor of Mathematics*. MA, BS, Loras College

Richard Smith, *Assistant Professor of Physics*. MA, Mankato State University; BS, University of Dubuque

Kristine Steinbeck, *Assistant Professor of Nursing*. MSN, Walden University; BSN, Valparaiso University

Mark Stevens, *Professor of Psychology and Head of Psychology Dept*. PhD, MA, Bowling Green State University; BA, Baldwin-Wallace College

Debra Stork, *Director of Teaching and Learning and Professor of Education*. PhD, University of Wyoming-Laramie; MA, BA, University of Northern Iowa

Cheryl Straub-Morarend, *Associate Professor of Health Sciences*. DDS, BS, University of Missouri-Kansas City

May Sukumaran, *Teaching Specialist in Business*. MBA, University of Dubuque; BS, Upper Iowa University

Jenn Supple Bartels, *Associate Professor of Communication and Head of Communication Dept*. MA, University of Northern Iowa; BFA, Drake University

Josh Thomas, *Assistant Professor of Exercise Science*. PhD & MS, Iowa State University; BA, Northwestern College

Ken Turner, *Assistant Professor of Science Education*. EdD, National Louis University, MAT, DePauw University, BA, Valparaiso University

Natalie Weber, *Physician Assistant Program Director and Assistant Professor of Physician Assistant Studies*. MPAS, Des Moines University; BS, Loras College

Wendy Westemeyer, *Assistant Professor of Nursing*. MSN, BSN, University of Phoenix; AA, Northeast Iowa Technical Institute

Greg Wolf, *Assistant Professor of Theatre*. BS, Illinois State University

Roseanne Wolf, *Associate Professor of Mathematics*. PhD, University of Iowa; BS, Buena Vista University

Mark Woodhouse, *Assistant Professor of Computer Information Systems*. MS, Nova Southeastern University; BS, New Jersey Institute of Technology

Franklin Yartey, *Associate Professor of Communication*. PhD, Bowling Green University; MA, Indiana State University; BA, Northwestern College

Gerald Zuercher, *Professor of Biology & Vertebrate Ecology*. PhD, Kansas State; MS, University of Alaska-Fairbanks; BS, Mississippi State

Michele Zuercher, *Teaching Specialist Faculty in Natural Sciences*. MS, BS, Mississippi State University

## FLIGHT INSTRUCTORS

Jared Bennett, *Certified Flight Instructor*, BS University of Dubuque

Adam Eggerman, *Certified Flight Instructor*, BS University of Dubuque

Bryan Eggers, *Certified Flight Instructor*

Michael Evans, *Certified Flight Instructor*

Brian Forsberg, *Assistant Chief Flight Instructor*

Daniel Gashangi, *Certified Flight Instructor*, BS University of Dubuque

Mike Glynn, *Chief Flight Instructor*, BS University of Dubuque

Nick Glynn, *Certified Flight Instructor*, BS University of Dubuque

Ramon Gonzalez, *Certified Flight Instructor*, BS University of Dubuque

Tyler Hutchinson, *Certified Flight Instructor*, BS University of Dubuque

Maxwell Judnic, *Certified Flight Instructor*, BS University of Dubuque

Zarick Kuehl, *Certified Flight Instructor*, BS University of Dubuque

Trevor Lee, *Certified Flight Instructor*, BS University of Dubuque

Jack Lindsay, *Certified Flight Instructor*, BS University of Dubuque

Cathy Macatangay, *Certified Flight Instructor*, BS University of Dubuque

Ben Magee, *Certified Flight Instructor*, BS University of Dubuque

Matthew Mohr, *CRJ Simulator Instructor*

Emmanuel Munoz, *Certified Flight Instructor*, BS University of Dubuque

Blaze Murfin, *Certified Flight Instructor*, BS University of Dubuque

Kyle Neisius, *Certified Flight Instructor*, BS University of Dubuque

Duy Nguyen, *Certified Flight Instructor*, BS University of Dubuque

Michael Nickeson, *Certified Flight Instructor*

Sean O'Meara, *Certified Flight Instructor*, BS University of Dubuque

Suzanne Peterson, *Assistant Chief Flight Instructor*, BS University of Dubuque

Brian Quade, *CRJ Simulator Instructor*, BS University of Dubuque

Nick Rodts-Miranda, *Certified Flight Instructor*, BS University of Dubuque

Cameron Rowenhorst, *Certified Flight Instructor*

Tad Schoeny, *Certified Flight Instructor*, BS University of Dubuque

Nick Schwab, *Certified Flight Instructor*, BS University of Dubuque

Dallas Syverson, *Certified Flight Instructor*, BS University of Dubuque

Ching-Kuan Su, *Certified Flight Instructor*, BS University of Dubuque, AMT Liberty University

Randy Tolley, *CRJ Simulator Instructor*, BS University of Dubuque

Matt Vander Ploeg, *Certified Flight Instructor*, BS University of Dubuque

Colin Waldorf, *Stage Check Instructor*, BS University of Dubuque

Matthew Wiater, *Certified Flight Instructor*, BS University of Dubuque

Brett Wimberly, *Certified Flight Instructor*, BS University of Dubuque

Roger Wickman, *Certified Flight Instructor*, BS University of Dubuque

Edwin Zenke, *Certified Flight Instructor*, BS University of Dubuque

Jeremiah Ziebert, CRJ Simulator Instructor, BS University of Dubuque

## EMERITI FACULTY & STAFF

Marta Abele, *Professor Emerita of Education*.

PhD, Capella University; MEd, University of Missouri; BS, Phillips University

Steve Accinelli, *Professor Emeritus of Aviation*.

MS, Case Western Reserve University; MS, National Defense University; BS, University of Idaho

John S. Baird, *Professor Emeritus of Homiletics and Ministry*

STM & STD, Temple University; BD, San Francisco Theological Seminary; BA, Maryville College

Richard Birkenbeuel, *Associate Professor Emeritus of Business*. MS, BS, Illinois State University

G. Bert Carlson, *Professor Emeritus of English*

PhD, University of Maryland; MA, University of Iowa; BA, Upsala College

Calvin Colquhille, *Assistant Professor Emeritus of History*

PhD & MA, University of Iowa; MAR, University of Dubuque; MBA, University of Pennsylvania; BA, Ripon College

Samuel Deaver, *Assistant Professor Emeritus of Business*

MBA, University of Dubuque; BS, Peru State University

Arlo D. Duba, *Professor Emeritus of Worship*

PhD, Princeton Theological Seminary; BA, University of Dubuque

Henry Fawcett, *Professor Emeritus of Ministry*

D.D., Buena Vista College; D.D., University of Dubuque Theological Seminary

John Hoekstra, *Professor Emeritus of Chemistry*

PhD, Wayne State University; BS, Calvin College

William Jamison, *Professor Emeritus of Ministry*

EdD, University of Colorado; MS, Pennsylvania State University; BD, University of Dubuque Theological Seminary; BA, University of Southern California

Paul Johnson, *Professor Emeritus of Geography & University Registrar Emeritus*

PhD, University of Oklahoma; MS, University of Wisconsin/Milwaukee; BA, University of Wisconsin/Madison

Mary Jane Jones, *Professor Emerita of English*

PhD, University of Iowa; MA, University of Missouri; BA, Milwaukee-Downer College

Mary Anne Knepfel, *Professor Emerita of Library and Information Service*. MBA, University of Dubuque; MLS, University of Illinois; BA, Knox College

Robert S. Reid, *Professor Emeritus of Communication*

PhD, MA, University of Washington; MDiv, Fuller Theological Seminary; BA, California State University

Joel Samuels, *Professor Emeritus of Bibliography*

ThM, Eastern Baptist Theological Seminary; MA, Graduate Library School, University of Chicago; BD, Evangelical School of Theology; BA, Houghton College

Rodney Smith, *Professor Emeritus of English*

PhD, MA, University of Wisconsin-Milwaukee; BS, University of Wisconsin-Oshkosh

John Stewart, *Professor Emeritus of Communication*

PhD, University of Southern California; MA, Northwestern University; BA, Pacific Lutheran University

Joseph Suarez, *Professor Emeritus of Aviation*

MEng, University of Toronto; MBA, York University; BA, Queens University

Lyle Vander Broek, *Professor Emeritus of New Testament*

PhD, MS, Drew University; MDiv, Western Theological Seminary; BA, Northwestern College

C. Howard Wallace, *Professor Emeritus of Biblical Theology*

DTh, University of Basel; BD, McCormick Theological Seminary; BA, Park College

William C. Wellner, *Professor Emeritus of Education and Psychology*

EdD, University of Illinois; MA, University of Iowa; BA, Central College

Jacqueline Wilcox, *Associate Professor Emerita of Education*

PhD, University of North Dakota; MA, St. Cloud University; BS, Minot State University

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