UNIVERSITY of DUBUQUE

Undergraduate Catalog

2026-2027

University of Dubuque
2026-2027 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, 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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UNIVERSITY OF DUBUQUE
UNDERGRADUATE COLLEGE ACADEMIC CALENDAR 2026-2027
All Registrar's office business** DUE by 4 p.m. **unless otherwise noted

FALL 2026

UNDERGRADUATE COURSES	**Session I** **FACE TO FACE & ONLINE**	**Session II** **FACE TO FACE & ONLINE**
Term Length	August 26 (Wed) – October 14 (Wed)	October 19 (Mon) – Dec 11 (Fri)
Last day to add (with instructor consent)	August 27 (Thu)	October 20 (Tues)
Last day to drop	September 1 (Tue)	October 23 (Fri)
Last day to withdraw	September 24 (Thu)	November 16 (Mon)
Grades due	October 19	December 21

August 26	Wednesday	Classes begin
September 1	Tuesday	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 7	Monday	Labor Day - no classes
September 9	Wednesday	Full term courses - Last day to add (with instructor's consent) or drop
September 10	Thursday	Opening Convocation 10:45 a.m. | Classes cancelled 10:30 a.m. - Noon
October 1	Thursday	Graduation applications due in Registrar's Office for Spring & August 2027 grads
October 8-10	Thur-Sat	Homecoming 2026
October 14	Wednesday	Mid-term for full-term courses
October 15	Thursday	Service Day – no classes
October 16	Friday	Fall Break – no classes – University offices open
October 19	Monday	Mid-term grades due in Registrar's Office
October 26	Monday	Spring & Summer '27 Online Registration begins for Seniors (90+ credits) 7 am
October 27	Tuesday	Full term courses - last day to withdraw & receive a "W" grade
October 28	Wednesday	Spring & Summer '27 Online Registration begins for Juniors (58+ credits) 7 am
November 2	Monday	Spring & Summer '27 Online Regis. begins for Sophomores (24+ credits) 7 am
November 4	Wednesday	Spring & Summer '27 Online Registration begins for First Years 7 am
November 9	Monday	Spring & Summer '27 Registration begins for unclassified students (non-degree seeking)
November 23-27	Mon-Fri	Thanksgiving Recess – no classes
November 30	Monday	Classes resume
December 11	Friday	Full-term classes - last day
December 14-17	Mon-Thurs	Final Examinations
December 17	Thursday	Winter Commencement 3 pm
December 21	Monday	Final grades due in Registrar's office

www.dbq.edu/academics/registrar/academiccalendar
Calendar Subject to Change

SPRING 2027

All Registrar's office business** DUE by 4 p.m. **unless otherwise noted

UNDERGRADUATE COURSES	**Session I FACE TO FACE & ONLINE**	**Session II FACE TO FACE & ONLINE**
Term Length	January 11 (Mon) – February 26 (Fri)	March 8 (Mon) – April 23 (Thur)
Last day to add (with instructor consent)	January 12 (Tue)	March 9 (Tue)
Last day to drop	January 15 (Fri)	March 12 (Fri)
Last day to withdraw	February 8 (Mon)	April 5 (Mon)
Grades due	March 8	May 3

January 11	Monday	Full term courses begin
January 15	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
January 18	Monday	Martin Luther King Jr. day – no classes
January 25	Monday	Last day to add (with instructor's consent) or drop
February 26	Friday	Mid-Term for full-term classes
March 1-5	Mon-Fri	Spring Break
March 8	Tuesday	Mid-term grades due in Registrar's office
		Classes resume
March 19	Friday	Full term courses – last day to withdraw with a "W" grade
		Graduation applications due for Winter 2027 graduates
March 22	Monday	Fall '27 Online Registration begins for (current) Seniors (90+ credits) 7 am
March 24	Wednesday	Fall '27 Online Registration begins for (current) Juniors (58+ credits) 7 am
March 26-28	Fri-Sun	Easter Break
March 29	Monday	Fall '27 Online Regis. begins for (current) Sophomores (24+ credits) 7 am
March 31	Wednesday	Fall '27 Online Registration begins for (current) First Years 7 am
April 23	Friday	Full-term classes – last day
April 26-29	Mon-Thurs	Final examinations
May 1	Saturday	Spring Commencement 1 pm
May 3	Monday	Final grades due in Registrar's office

www.dbq.edu/academics/registrar/academiccalendar

Calendar Subject to Change

DEGREES & REQUIREMENTS

Undergraduate Degrees Offered:

- Associate of Applied Science – Flight Operations (Rotor Wing)
- Associate of Arts-Liberal Studies
- Associate of Science-Liberal Studies
- 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 General Education & degree requirements of at least one academic major)
- A maximum of 9 credit hours of developmental course work (000-099) may be applied to the 120 credit minimum of college work for graduation
- A maximum of 12 credit hours of HWS 110 (activity) course work may be applied to the 120 credit minimum of college work for graduation.
- A maximum of 8 credits each of MUSC 110, 200 or 210 may be applied to the 120 credit minimum of college work for graduation.
- To be eligible for a bachelor's degree from the University of Dubuque, students must complete a minimum of **30 credit hours in residence**. These credits may be earned at any time during a student's enrollment and do not need to be completed consecutively or during the final academic year. For the purposes of this policy, **in-residence credit** includes:
    - Courses taught on the UD campus
    - Online courses offered directly by UD
    - Approved cross-registered coursework from Clarke University, Loras College, and Emmaus Bible College
    - Courses taken through Acadeum that are aligned with UD's academic standards and approved by the appropriate academic program
    - Approved Study Abroad coursework
    - Transfer credits from designated Law School 3+3 programs

    All coursework applied toward the residency requirement must meet the University's academic standards and receive prior approval where applicable.
- 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 program descriptions for details of specific degree requirements of each Bachelor's degree offered.

The Bachelor of Arts, the Bachelor of Science, and the Bachelor of Business Administration degrees include a reasonable balance of three components:

- A major providing depth of preparation in an academic or professional field.
- A general education that forms broadly educated students at the undergraduate level by developing competence that engages students with questions and challenges in a variety of life contexts and is directed toward living out one's calling with character and conviction.
- 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 criteria when determining whether a major is offered as a BA, BS, or BBA 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 English, communication, fine and performing arts, psychology, theology, 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, of which at least 18 credits are at the 300-400 level.
- 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, AS and AAS degrees

Associate of Applied Science (AAS) – Flight Operations (Rotor Wing)

- Total of 68 credit hours required
- Minimum cumulative grade point average of 2.0 for all work completed.
- At least 30 hours must be completed in residence at the University of Dubuque.

Associate of Arts (AA) – Liberal Studies

- A minimum of 64 credits.
- General education requirements (excluding the major capstone).
- 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 hours must be completed in residence at the University of Dubuque.

Associate of Science (AS) – Liberal Studies

- A minimum of 64 credits.
- General education requirements (excluding the major capstone).
- Elective credits are to be concentrated, as specified, in programs that offer the BS.
- Minimum cumulative grade point average of 2.0 for all work completed.
- At least 30 hours must be completed in residence at the University of Dubuque.

THE UNIVERSITY OF DUBUQUE UNDERGRADUATE EDUCATIONAL PROGRAM

COMPONENTS OF THE UNDERGRADUATE PROGRAM

As part of our Mission, the University of Dubuque aims to prepare students for flourishing by educating and forming the whole person and pursuing excellence in scholarship, challenging students to live lives of worth and purpose, and preparing them for service to the church and the world. As a university that roots its work in the context of the Christian faith, 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. Our philosophy of education includes a:

- Christian view of the world, people, and our task in the world,
- Holistic understanding of the student,
- Formational approach to education,
- Caringly Intrusive approach to interactions, and
- Success-oriented outcomes.

The undergraduate program requires that students complete a comprehensive general education program of study and a major program of study in an academic area. These programs of study are described in the following section of this catalog. In addition, students may choose to pursue additional majors, minors, or certifications as part of their studies.

The comprehensive general education program has three goals:

1. Develop foundational intellectual and practical skills through progressively more challenging problems, projects, and standards for performance. At the completion of the program, the University of Dubuque student will be able to demonstrate foundational intellectual and practical skills in inquiry and analysis, critical thinking, written communication, oral communication, quantitative literacy, information literacy, teamwork, and problem solving.

2. Practiced in key life contexts through engagement with big questions, contemporary and enduring, and active involvement with diverse communities and real-world challenges. At the completion of the program, the University of Dubuque student will have explored the major questions and challenges in the following five contexts of human engagement: Natural World, Social Interaction, Human Expression, Personal Development, and the History and Faith.

3. Integrated and applied in the articulation of a calling/vocation that embodies personal and professional character. At the completion of the program, the University of Dubuque student will have developed a statement of personal calling/vocation that synthesizes knowledge, skill, and responsibility.

GENERAL EDUCATION REQUIREMENTS

*** Please note: Any given course may satisfy <u>only one</u> general education requirement.*

I. FOUNDATIONAL INTELLECTUAL AND PRACTICAL SKILLS

All courses in this category are required, and a minimum grade of C must be earned.

- Written Communication: ENG 101 Composition and Rhetoric (3)
- Oral Communication: COM 101 Speech Communication (3)
- Quantitative Literacy – Mathematics: MATH 107 or higher (3-4)
- Information Literacy/Inquiry & Analysis: ENG/RES 104 Introduction to Research Writing (3)

II. ENGAGEMENT AND RESPONSIBILITY

To explore the major questions and challenges in five contexts of human engagement.

<u>Natural World</u>

- **Natural Science Course**: select any 4-credit science course with a lab
  Recommended courses for non-science majors:
  BIO 110 - Human Biology and Lab (4)
  BIO 111 - Biological Science and Lab (4)
  CHM 110 - Chemistry and Society (4)
  ESC 115 - Basic Physical Geology/Lab (4)
  PHY 151 - College Physics I (4)
- **Environmental Stewardship** – Select one of the following:
  BIO 125 - Population, Resources and Environment (3)
  BIO 223 - Biology of Local Flora (3)
  BIO 250 - Conservation Biology (3)
  BIO 264 - Ecology of the Mississippi (4)
  BIO 319 - Ornithology (4) (has pre-req)
  BIO or EVS 368 – International Field Studies (3)
  CHM 119 - Chemistry & the Environment (3)
  EDU 210 - Journeys in Nature (3)
  EVS 246 - Ecology (4)
  EVS 250 – Environmental Perspectives of Health (3)
  EVS 256 - Environmental Field Studies (3-4) (has pre-req)
  EVS 321 – Climate Change (3)
  EVS 333 - Geographical Info. Systems Applications (4) (has pre-req)
  PHL 214 - Environmental Ethics (3)

<u>Social Interaction</u>

- **Social Development** – Select one of the following:
  COM 210 - Interpersonal Communication (3)
  EDU 119 - Human Relation Skills for Teachers (3)

PSY 250 – Adult Brain Health (3)
PSY 110 - Introduction to Psychology (3)
SOC 111 - Introduction to Sociology (3)
SOC 112 - Contemporary Social Problems (3)
SOC 228 - Social Justice (3)

- **Intercultural Engagement** – Select one of the following:
  --- 368 – International Travel Trip (3)
  COM 275 – Intercultural Communication (3)
  COM 328 - Global Social Protest (3)
  ECON 142-Developmental Economics (3)
  ENG 331 – Studies in Global Literature (3)
  HIST 233 – Histories of BIPOC Health (3)
  HIST 234 – African American History (3)
  INTL 115 - World Geography (3)
  INTL 215 - Global Perspectives (3)
  INTL 315 - Developing Nations of the World (3)
  MUSC 215 – Global Music Traditions (3)
  NRS 404 – Issues in Nursing & Health Care (2)
  REL 251 - Religions of the World (3)
  SOC 202 – Inequalities of Race, Class, and Gender (3)

Human Expression

- **Literature** – Select one of the following:
  ENG 112 - Introduction to Literature (3)
  ENG 260 - Literature & Culture (3)
  ENG 308 – Adolescent Literature (3)
  ENG 311 – Survey of British Literature I (3)
  ENG 312 – Shakespeare (3)
  ENG 313 – Survey of British Literature II (3)
  ENG 315 – Selected British Writers (3)
  ENG 321 – Survey of American Literature I (3)
  ENG 323 – Survey of American Literature II (3)
  ENG 325 – Selected U.S. Writers (3)
  ENG 328 - Environmental Literature (3)
  ENG 331 – Studies in Global Literature (3)

- **Fine and Performing Arts** – Select one of the following:
  ART 111 - Survey of Western Art I (3)
  ART 112 - Survey of Western Art II (3)
  ART 150 - Using Art to Cultivate Creativity (3)
  ART 221 - Drawing Fundamentals (3)
  ART 230 - Painting I (3)
  ART 250 – Museum Studies (3)
  ART 157/257/357 – Special Topics (3)
  ART 367 – Digital Photography (3)
  ENG 251 – Intro to Creative Writing (3)
  MUSC 200-Ensembles (1) – *six credits of any MUSC 200 fulfills the GenEd FPA requirement*
  MUSC 111 - Music Appreciation (3)
  MUSC 211 - Broadway: History of the Musical (3)
  MUSC 215 – Global Music Traditions (3)
  MUSC 236 - Jazz History (3)
  MUSC 157/257/357 – Special Topics (3)
  THEA 105 - Theater Appreciation (3)
  THEA 115 – Intro to Performance & Group Dynamics (3)
  THEA 157/257/357 – Special Topics (3)
  THEA 204 – Stagecraft I (3)
  THEA 220 - Storytelling and Performing Literature (3)

THEA 228 – Great Plays Analysis (3)
THEA 250 – Theater History I (3)

History and Faith

- **History/Philosophy/Politics** – Any 3-credit course with a prefix of HIST, PHL or POLI will meet this requirement

- **Judeo-Christian Traditions** – Any 3-credit course with a prefix of THEO will meet this requirement

Personal Development

- **Physical Wellness:** Select one from each category:
  1) Category One:
     - HWS 248 – Wellness for a Healthy Lifestyle (2)
  2) Category Two:
     - HWS 110 – Physical Activity Course (1)
     - Participation in an inter-collegiate sport at UD for one full season
     - Participation in ROTC Physical Training

- **Personal/Financial Stewardship** – Select one of the following:
  BAC 262 - Personal Financial Stewardship (3)
  ECON 123 - Personal Investing (3)
  PRF 200 - Personal Empowerment (3)

III. INTEGRATION AND APPLICATION

To develop a statement of personal calling/vocation that synthesizes knowledge, skill, and responsibility.
All courses in this category are required.

- World View Seminar One: WVS 101 (3)
- World View Seminar Two: WVS 201 (3)
- Capstone within Major (1-3)

Requirements for International Students:

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.

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 new 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.

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 division. The form (Student Record Change) for changing academic advisors is available online on MyUD. For more information on the Center for Advising, see page 36.

Academic Major

All students completing a bachelor's degree are required to have a program 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).

- A minimum of 120 credits are required for graduation. The specific requirements for each major are described in the program listings.
- A maximum of 9 credits of developmental coursework (000-099) may be applied to the 120 credit minimum needed for graduation.
- A maximum of 12 credit hours of HWS 110 (activity) course work may be applied to the 120 credit minimum of college work for graduation.
- A maximum of 8 credits each of MUSC 110 and MUSC 210 may be applied to the 120 credit minimum of college work for graduation.
- To be eligible for a bachelor's degree from the University of Dubuque, students must complete a minimum of **30 credit hours in residence**. These credits may be earned at any time during a student's enrollment and do not need to be completed consecutively or during the final academic year. For the purposes of this policy, **in-residence credit** includes:
    - Courses taught on the UD campus
    - Online courses offered directly by UD
    - Approved cross-registered coursework from Clarke University, Loras College, and Emmaus Bible College
    - Courses taken through Acadeum that are aligned with UD's academic standards and approved by the appropriate academic program
    - Approved Study Abroad coursework
    - Transfer credits from designated Law School 3+3 programs

    All coursework applied toward the residency requirement must meet the University's academic standards and receive prior approval where applicable.
- 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 program listings for details specific to the major.

UNIVERSITY OF DUBUQUE - Undergraduate Academic Majors

- Accounting
- Aviation Management
- Biology
- Biomedical Science
- Business
- Chemistry
- Communication
- Computer Information Systems
- Computer Information Technology
- Criminal Justice
- Cybersecurity
- Digital Art and Design
- Economics
- Elementary Education
- English
- Environmental Science

- Environmental Studies
- Flight Operations
- Health Care Administration – LIFE Program only
- Health Education, K-12
- Human Health Science
- Human Resource Management
- Liberal Studies
- Marketing
- Mathematics
- Medical Science
- Music
- Music Education, K-12
- Nursing
- Philosophy and Ethics
- Physical Education Teaching, K-12
- Politics
- Psychology
- Secondary Education (Biology, English, Environmental Biology, Chemistry, Mathematics, Basic Science, All Science)
- Sociology
- Sport Marketing and Management
- Theatre
- Theology
- Wellness and Exercise Science

Academic Minor

A minor consists of 15 to 27 credit hours in an area of study, as described in the program 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. At least 9 credits in the minor must be completed at the University of Dubuque, although some minors may require more, while others may not accept any transfer credits. See program listings for details specific to the minor. Academic minors must be completed at the time of degree conferral.

UNIVERSITY OF DUBUQUE - Undergraduate Academic Minors

- Accounting
- African American Studies
- Aviation Management
- Biology
- Business
- Chemistry
- Communication
- Computer Information Systems
- Computer Information Technology
- Computer Security
- Criminal Justice
- Data Analytics
- Digital Art and Design
- Economics
- Education
- English
- Environmental Science
- Flight Operations
- Health, Wellness & Sport
- History
- Human Resource Management

- Marketing
- Mathematics
- Military Science
- Music
- Natural Resource Management
- Philosophy and Ethics
- Politics
- Psychology
- Sociology
- Theatre
- Theology
- Web Design and Development
- Women's Studies

Multiple Academic Majors/Minors

With proper planning and academic class scheduling, undergraduate students may be able to complete multiple majors and/or minors within the minimum 120 credits required for an undergraduate degree.

Students who successfully complete the requirements for two or more majors will be awarded one undergraduate degree (BA, BS, BSN, or BBA), with each completed major reflected on the student's academic record and transcript. If a student completes majors that ordinarily lead to different undergraduate degree types, the student will receive only one undergraduate degree. The student will select the degree to be awarded at the time the graduation application is submitted.

Students who wish to declare an additional major or minor must complete a Student Record Change – Academic Information form available online and meet all requirements established for each major or minor.

For a student completing a second major, a minimum of **15 credits must be unique to the second major and not used to satisfy requirements for the first major.** Individual majors may require more than 15 unique credits. Students must satisfy all specific credit, course, and other academic requirements established for each major.

This policy applies regardless of the academic division in which the majors or minors are housed. A student may complete majors or minors offered within the same or different academic divisions, provided all applicable program requirements are met. This policy does not apply to students completing a major and a minor within the same academic program when the minor is specifically designed as part of that major's curriculum.

Double Degree

Students currently enrolled at the University of Dubuque who wish to pursue two undergraduate degrees simultaneously (e.g. BBA in Business, BS in CIT) must satisfy the program requirements for both degrees as well as completion of a minimum of 150 credit hours.

Individually Designed Major (IDM)

An Individually Designed Major (IDM) allows students to create an interdisciplinary program of study that aligns with their individual educational goals. Working with an academic advisor, students develop a structured academic plan that integrates different methodologies, topics, and perspectives of two or more disciplines.

The IDM must combine coursework from two or more disciplines into a coherent program of study. The curriculum must include introductory-level coursework, advanced content development, and a comprehensive, capstone project. Students must declare an IDM before the start of their senior year. The proposed program must be approved by the Academic Affairs Office and a faculty committee representing the disciplines included in the IDM.

<u>To complete an Individually Designed Major, students are required to</u>:

1. Have earned at least 60 credits and completed at least 6 at UD before declaring an Individually Designed Major.
2. Complete a minimum of 40 credits for the IDM consisting of courses from at least two existing areas of study.
3. Complete at least 15 credits in the IDM at UD, including 3-credit capstone course. The major must include at least 18 credits at the 300-level or above (excluding travel courses) within the 40 credits.
4. Satisfy all UD general education requirements.
5. Earn a minimum of 120 credits to achieve the bachelor's degree, including at least 30 credits completed in residence. These credits may be earned at any time during a student's enrollment and do not need to be completed consecutively or during the final academic year. For the purposes of this policy, **in-residence credit** includes:

- Courses taught on the UD campus
- Online courses offered directly by UD
- Approved cross-registered coursework from Clarke University, Loras College, and Emmaus Bible College
- Courses taken through Acadeum that are aligned with UD's academic standards and approved by the appropriate academic program
- Approved Study Abroad coursework
- Transfer credits from designated Law School 3+3 programs

  All coursework applied toward the residency requirement must meet the University's academic standards and receive prior approval where applicable.

6. In proposing an IDM, a student must do the following:
   - Provide a title for the major
   - Lay out a comprehensive set of learning goals for the IDM, and a compelling argument that established majors and minors will not fulfill the state goals
   - Outline a plan for completion and sequencing of courses
   - Identify a faculty member who agrees to serve as mentor until completion of the major, and who will oversee the capstone course.

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 General Education and major requirements, students in this program may begin taking first-year Seminary courses. These foundational courses are listed in the term schedule 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 Theology/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., B.B.A., or B.S. (depending on the major) 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.

UD Global Online/ Learning Institute for Fulfillment & Engagement (LIFE Program) HyFlex Programs

To meet the evolving needs of students and adult learners today, the University of Dubuque offers access to completely online degree programs as well as programs that are in-person, online synchronously in real-time from anywhere, or online asynchronously by watching a recorded class. UD Global offers flexible online degree programs that maintain the same academic rigor, faculty support, and institutional standards as our on-campus offerings. LIFE HyFlex maintains UD's unique one class at a time, five-week adult learner format while adding new and improved flexibility. Two programs with the same commitment to offering learners more control over their education than ever before.

- **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. The University of Dubuque has redesigned LIFE to give adult learners more control over their education than ever before. LIFE HyFlex maintains UD's unique one-class-at-a-time adult learner format while adding new and improved flexibility. For each five-week class session, students will be able to choose to attend classes in-person, online synchronously in real-time from anywhere, or online asynchronously by watching a recorded class. Students will be able to mix and match each session at LIFE - Dubuque and LIFE - Cedar Rapids sites based on class availability in each five-week term. For admission requirements, advising, current program listings, and schedule of classes, contact the UD LIFE office at (563) 589-3939.

- **UD Global**

When you choose UD Global, the University of Dubuque's College of Online Learning, you're part of our community - no matter where you study. Online students receive the same accommodations, support, and services as those learning on campus. We support you every step of the way - your goals, your schedule, your success.

With UD Global, you don't have to wait for the next semester to begin. We offer new sessions every seven weeks, and you can apply and enroll anytime throughout the year. For further information, email or call udglobal@dbq.edu or 563.589.3600.

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 Students
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. This includes students who are currently in high school and plan to take college courses. 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 - MyUD

Registration dates for the fall and spring terms can be found in the Academic Calendar. 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 the term** without instructor approval. From the **sixth through the tenth day**, students may add a class only with the written approval of the faculty member teaching the course. Students may drop classes (as long as they stay enrolled in at least one class) through the **tenth day of the term** without receiving a grade of "W."

For half-term courses, students may add a class during the **first two days** of the session with the written approval of the instructor. With the written approval of their academic advisor, students may drop half-term courses through the **fifth day** of the session.

Published add/drop dates can be found on the **Academic Calendar**:
👉 http://www.dbq.edu/Academics/Registrar/AcademicCalendar/
For summer school course dates and deadlines, refer to the **Summer School Calendar**:
👉 http://www.dbq.edu/Academics/Registrar/SummerSchool/

Complete Drops and Federal Aid Implications
If a student drops **all courses within the first ten days** of the term, the University is required to determine whether the student **attended any classes**, in accordance with federal financial aid regulations.

- If the student **did not attend any class**, the courses will be removed from the transcript, and the action will be processed as a **drop**.
- If the student **attended any class**, the action will be processed as a **withdrawal**, and a grade of **"W"** will be recorded for each course on the transcript.

Attendance includes, but is not limited to, physical presence in class, submission of assignments, or participation in online coursework. Faculty will verify student attendance as part of the University's compliance with Title IV financial aid regulations.

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 courses consist of lower levels (100 and 200) and upper levels (300-400). This course numbering system provides a general structure to guide students in course selection. The 100-level courses are geared for First-year students and the 200-level for sophomores. Upper level course work is numbered 300 and above. Developmental courses, numbered 000-099 are courses designed to prepare students for college-level courses.

Assignment of Credit Hours

The University of Dubuque follows the U.S. Department of Education standards for the determination of credit hours granted for course work, which defines a credit hour as,

> "an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours."

Courses are offered in a variety of formats (face-to-face, online, and hybrid) and length of terms. Regardless of the format or length of term, each course is assigned an appropriate amount of credit hours one of the two methods for determining equivalency as established by the U.S. Department of Education. The combined in-class time and out-of-class hours make up the minimum "learning time" or "engaged time" expected of the student. The total learning time, based on the expectation of two hours of outside-of-class activity for each hour of class, is 35 hours per credit hour (50 minutes in class + 100 minutes out of class x 14 weeks of class = 2,100 minutes = 35 hours for a one-credit course). To receive credit for a course, enrolled students must meet the learning objectives established for the course.

Credit hours are initially assigned to courses by way of a rigorous peer review process which includes review by a specific faculty curriculum committee, the full faculty, and the administration to ensure that each course, no matter the format or term length, meets the learning objectives set for the course and that the credit assigned to the course meets the U.S. Department of Education standards. Ongoing courses will periodically demonstrate that course objectives and learning time continue to reflect the credit hours generated. For procedure, see page 234.

Hour Load

A full-time load is defined as being any combination of 12-17 credits of day, evening or online classes. A tuition overload charge is made for each credit over 17. Exceptions to the charge for more than 17 credits are made only for credits earned in music performance, drama performance, ROTC courses and some flight courses.

To allow time for adequate focus on school work, students are not allowed to register for more than 20 credits per term (fall or spring). Students wishing to enroll in more than 17-20 credits in a fall or spring term must first request approval from their faculty advisor. Should an exception be warranted to exceed 20 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. The maximum number of credit hours in fall or spring term that a student may enroll in is 24 credit hours. 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. Prior approval must be obtained by completing the Request to Take a Course at Another College form found on MyUD.

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 (20 for Fall/Spring, and 16 for summer).

Undergraduate Students Taking Graduate Courses

Some UD Graduate programs allow qualified undergraduate students to enroll in graduate courses, based on the following criteria:

1. Be of senior standing and have earned a minimum of 12 credits from the University of Dubuque
2. Have a 3.0 cumulative grade point average or higher
3. Have no prior history of academic probation, suspension, or academic integrity violations
4. Have submitted a Graduate School Application Form to the Office of Graduate Studies
5. Have obtained approval from their Academic Advisor and the Director of Graduate Studies

No more than nine of graduate credits may be taken and used towards the undergraduate degree.

Students must be enrolled **full-time** at the undergraduate level to have graduate level courses included as part of their undergraduate tuition. If enrolled part-time, the student will be billed at the part-time undergraduate and graduate rates per course.

Students taking graduate courses are limited to no more than 1 course (3 credits) per term, unless permission for more is given by the graduate program director. Because graduate level work is considered more rigorous than undergraduate coursework, it is highly recommended that enrollment not exceed 16 credits total for fall or spring terms. Should overload be granted, whereby the student exceeds 16 credits, the overload will be billed at the Graduate level tuition rate.

Cross-Registration

University of Dubuque students may take courses at Clarke University, Loras College, or Emmaus Bible College on a space-available basis if they are not offered by the University of Dubuque. General Education 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 division 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 division chair 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.

Additionally, University of Dubuque students can access a list of pre-approved transfer courses on Acadeum College Consortium. These consortium courses have been pre-approved by UD for students to request registration. **Please note:** a student's capstone course in their major **cannot** be taken via Acadeum. Students who register for Acadeum courses 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 the Acadeum institution. For more information, please visit https://www.dbq.edu/Academics/Registrar/AcadeumCollegeConsortium/.

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 along with the instructor's signature. An audit course will not count in the number of total hours attempted; however, if the student is less than half-time, a charge of one half the tuition per credit hour rate will be assessed. 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 the course instructor and the division chair 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

Each term, the last date official date to withdraw from a course is established and published in the academic calendar. 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 regulations are: 1) through the tenth day of classes, the course will be deleted from the student's record as long as they have not attended the course; 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 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/ Exceptions to this policy can be petitioned with the Academic Affairs Office in cases of medical excuses, bereavement, deployment, or other reasonable excuses.

Independent Study Courses

Independent study courses may be taken in the area of the student's major for academic study not available within regular course offerings. These courses are offered to students with Junior and Senior standing only and are limited to six hours in a program. A Learning Contract is required of all independent study courses. Learning Contracts must be approved by the division chair and the Dean of the appropriate school or college and must be submitted at time of registration. Learning Contracts are available online at

MyUD. Independent study courses may not be used to satisfy General Education curriculum requirements and are offered at the discretion of the instructor.

Tutorial Courses

Some courses offered by the university may be taken as a tutorial. Students must be degree seeking and only qualify if there are extenuating circumstances. The student should confer with the professor for specific guidelines required for a course taken as a tutorial. Learning Contracts must be approved by the division chair and the Dean of the appropriate school or college and must be submitted at the time of registration. Learning Contracts are available online at MyUD.

Internships

Many academic programs provide an opportunity for out-of-class learning through workplace and community service internships. The internships, offered to students at the Junior and Senior levels, are credit-bearing courses and 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. Students can begin working at the placement site only after they have officially registered for their internship course (verifiable through MyUD).

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/, 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 Dean of the appropriate school or college. 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/.

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. The University of Dubuque Institutional Refund Policy (pp. 221-22) will still apply to medical withdrawals as appropriate. Please contact the Academic Affairs Office for more information regarding the process of requesting a medical withdrawal.

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.

Student Military Leave Policy

The University of Dubuque acknowledges and appreciates the important contributions of our students who have served or are currently serving in our military. In order to support these students, University of Dubuque pledges to make every effort to provide reasonable accommodations for students who must be absent from class due to military obligations or required medical treatment for service-connected conditions.

The policy will provide that students shall not be penalized for class absences due to military obligations or required medical treatment for service connected conditions as long as all the procedures and documentation requirements have been followed (see paragraph below). Faculty will provide reasonable accommodations to make up missed work. These accommodations may include a selection of comparable coursework as agreed upon by the faculty. If all students have the right to drop a test/quiz grade, military-related absences will not constitute the dropped test and make-up tests unless the student chooses to use this option.

Both student and instructor must agree that the length of the absence is reasonable given the type and structure of the course. Student and instructor will sign a plan which details expectations for successful completion of coursework. In situations where the length of absences is detrimental to the student's ability to successfully complete the agreed upon plan and remain current with coursework, it may be within the students' interest to withdraw.

Procedures and Documentation
In the case of military training or drill periods, the student should disclose the leave schedule to the instructor and the Office of the Registrar as soon as the unit provides such documentation. It is understood that training schedules are subject to change and if a change occurs, the student should submit a memorandum from the reservist's unit to the faculty member. A full eight hours shall be excused before or after the military training or medical treatment to allow for travel time, if travel is required.

In the case of medical treatment, documentation of a VA appointment may be requested to validate the reason for the absence. Documentation should be provided directly to the Office of the Registrar, who in turn will notify the instructor of the legitimacy of these absences.

If the student chooses to withdraw due to lengthy military training obligations or extended medical treatment during the semester, they should be directed to the Office of the Registrar to proceed with the Student Military Leave withdrawal or other necessary procedures.

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 students the opportunity to earn college credit for prior knowledge, helping to accelerate their educational journey. By achieving qualifying scores on any of the 30 introductory-level subject examinations, students can showcase their proficiency and bypass entry-level requirements. Please note, however, that CLEP exams cannot be taken for previously attempted courses or for lower-level coursework.

To explore available exams, access preparation materials, or locate an official, off-campus testing center to schedule your exam, please visit the CLEP College Board Website, www.collegeboard.org/CLEP . For more information on how qualifying CLEP scores transfer and apply toward your degree requirements, please contact the Registrar's Office.

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 division 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, divisions 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 program 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 program 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 division.

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 expectations for their courses. Students will be informed of the expectations by the instructor at the beginning of the term. Unless otherwise specified by the instructor, students are responsible to make up all missed work.

Students are expected to attend classes for which they have registered, and any exceptions to this rule will be made explicit by the instructor at the first class meeting. Any individual who is attending a course section must be properly registered for the course by the posted deadline on the academic calendar. No student will be permitted to register for or attend a class after this deadline. Individuals not properly registered for a course are not permitted to attend the class. Names of any non-registered students attending the class should be reported immediately to the Registrar's Office.

Exceptions to the attendance guidelines include college-approved guests, such as prospective students who are officially scheduled through the Office of Admission, college employees approved in advance by the instructor, other non-student guests not in regular class attendance as approved in advance by the Registrar, instructor, division chair and when necessary, the Office of Campus Security and Public Safety. These guests should be limited to attending one or two class meetings. Visits exceeding this amount require registration and tuition payment.

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 Drop/Withdrawal

In situations where a student has failed to attend a face-to-face class for at least one session or has not been "actively engaged" in an online course <u>within</u> 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.

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 school or college Dean.

The school or college Dean 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.

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 / Equivalent to C or better
I	Incomplete
W	Withdrawn
AU	Audit
CR	Pass (Credit) / Equivalent to C-, D+, D or D-
NC	No Credit
IP	In Progress

Pass/Fail Grading

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

- have earned at least 60 hours of college credit;
- have a cumulative grade-point average of 2.0 or better; and
- file the proper declaration with the Registrar, signed by the instructor of the course and the student's academic advisor no later than the end of the add/drop period

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

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

The grade submitted by the instructor at the end of the course shall either be Pass or Fail. A Pass grade, because it does not have grade points, does not affect the GPA of a student. A Fail grade will affect the GPA of a student. The Pass/Fail option, once taken, may not be revoked at a later time for a letter grade.

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. The deadline for requesting a change of grade (even if initiated by an instructor) is 60 days after the last day of the term in which the grade was earned or prior to degree conferral, whichever is earlier.

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 Dean of the appropriate school or college. If the request is approved, the Dean 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 Dean of the school or college which offers the course in question.

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 appropriate Dean. Deadline for initiating a final grade appeal is 60 days after the last day of the term in which the grade was earned or prior to degree conferral, whichever is earlier.

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. All of the following must be true for the student to be eligible to receive a grade of "I":

- The student is unable to complete course requirements because of documented circumstances beyond his or her control (illness, bereavement, approved ADA accommodation letter for extended time or military deployment)
- The student was passing the course up until the condition(s) that created the delay in progression occurred
- The semester is still in progress with at least one assignment or exam due
- The instructor approves the incomplete as a corrective measure

The student must first meet with an instructor to discuss the possibility of an Incomplete. If the instructor agrees to grant an Incomplete, the student should complete and sign the top portion of the Incomplete Grade Request Form, which can be found online at MyUD. The student will specify the reason for the request and the proposed completion date. The form will then be sent to the instructor to complete and sign their section. The student must send supporting documentation regarding their circumstances directly to the Dean of the school or college which offers the course in quesion for review. If the request is approved, the form is then 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 Incomplete Grade Request form, the instructor will assign a final grade and report it by completing a Change of Grade form found online at MyUD, by the conclusion of the following term (fall/spring). An extension for an Incomplete must be approved by the appropriate Dean. The Registrar will monitor 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 form) will be recorded for the course. If no default grade is recorded on the 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 Aviation Division Chair, 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. A student may repeat the course at another institution and the credits earned may be applied

toward graduation at UD, but the grade earned will not be used in computing a cumulative grade point average. The course taken at UD will be marked as forgiven (not included in computing cumulative grade point average). Repeated courses may affect federal financial aid. See the Financial Planning Office for further information.

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, Emmaus Bible College, Loras College and Acadeum.

Dean's List

Full-time students in good academic standing (registered for and having earned 12 or more letter grade credits for the term) who earn a term GPA of 3.5 or above and who do not have any grades of Incomplete (I) for the term are named to the Dean's List. Once grades have been submitted for any Incompletes, Academic Affairs will review their eligibility again for possible placement on the Dean's List for the given term. Dean's List is awarded for the fall and spring terms only and may be awarded retroactively.

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, the top 10% of the Junior and Senior classes, based on cumulative GPA and fulltime status, are invited to join the honor society, if not already members. This high distinction recognizes these students' outstanding achievements.

ACADEMIC PROGRESS

Academic Alert

If an instructor has an academic concern regarding a student and wishes to have University personnel follow up with the student, they will submit an Academic Alert form to the Office of Academic Affairs. Reporting student academic concerns such as class attendance, academic performance, and/or classroom incivility allows professional academic support staff to follow up with students early on in the term to help them get back on track.

In addition to possibly receiving these alerts during a term, students may also receive an Academic Alert notice once a semester is completed when they have at least 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.

Although an Academic Alert is not a formal academic standing, it is important that students understand early on if their academic progress may be impacted before they reach the point of being placed on academic probation. The Office of Academic Affairs will notify students to encourage them to consider available resources.

Academic Standing – 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 the minimum cumulative GPA required for the number of attempted hours will either be placed on academic probation or academically suspended from the University of Dubuque.

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

***Attempted Hours**	**Minimum Cumulative GPA**
0-17	1.60
>17-34	1.80

>34-51	1.90
>51+	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 in a Fall or Spring term are **limited to attempting a maximum of 13 credit hours** for that term 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 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. Any student whose appeal is approved and thus readmitted must meet with either the Academic Success Coach (or their designee) on a regular basis throughout the readmit term and attend all enrolled courses. Failure to follow either of these stipulations may result in the student being administratively withdrawn from all courses by the Academic Affairs Office. 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 within 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 a 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 courses 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, spring and summer terms combined. To be eligible for 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 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). 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.

Official transcripts should be sent to the Office of Admission directly from the other institutions attended. All college level coursework earned at a post-secondary degree granting institution in good standing with their academic accrediting association will be evaluated for transfer credit. Generally, those institutions will be accredited by one of seven accrediting associations. College level coursework completed at a post-secondary institution not accredited by one of the listed accrediting associations may require additional approval from a Division Chair and/or Dean. Academic accrediting associations:

- Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges (ACCJC)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Middle States Commission on Higher Education (MSCHE)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- WASC Senior College and University Commission
- The Commission of Accrediting of the Association of Theological Schools in the US and Canada (ATS)

Non-Accredited Institutions

Credits from established four or two year national or international institutions that are not accredited by regional or national accrediting agencies will be evaluated on a case-by-case basis.

Semester credits: UD credits are semester credits. In transferring courses credited in quarter hours, the conversion formula is [semester credits] = [(2/3) x (quarter credits)].

Course Equivalency Approval for Current University of Dubuque Students

Approval by the UD Registrar is required for courses taken at other institutions, if the student wishes to transfer the course back to UD to fulfill a graduation requirement, prior to enrollment and completion of outside coursework. Approval of Clarke University, Emmaus Bible College, Loras College and Acadeum coursework is also required. Students are encouraged to consult with the UD Registrar's Office on questions regarding transfer equivalency of courses. Request to take a course at another college form is available on MyUD, under the Student tab.

Consortium Course Policy

University of Dubuque students who have completed at least 30 credits and who are in good academic standing, may take online, consortium courses through our partnership with Acadeum. A consortium course will count as a UD course. While these courses are offered by a different college or university, they have been deemed fully equivalent to a specified UD course. As such, the course will appear on the student's UD transcript as a UD course (designated with a letter "A") and the grade that a student receives will impact the student's UD GPA. Please note that all grades completed through Acadeum, including grades of F, will count towards a student's GPA. UD students will be eligible to take a course through Acadeum only if UD does not offer the course in the semester needed. Enrollment in online courses is permitted up to six (6) undergraduate semester credit hours per academic semester with a total of 24 credits applied to student's UD academic record. Students need to contact the Registrar's Office if they are interested. Requests to take a course does not guarantee enrollment. Approval must be granted from the Acadeum college or university and UD.

Transferring Credits

The University of Dubuque will evaluate all non-remedial courses passed at an accredited 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 only evaluate credit for courses in which grades earned were C or better. A course with a grade of "P" or "S" may be awarded transfer credit at the discretion of the Office of the Registrar. The equivalent number of credit hours, as offered at UD, of developmental credit from an accredited institution may be awarded. Military credit will be evaluated on an individual basis and generally awarded as elective credit(s) toward Bachelor's degree requirements with a grade of CR. Transfer students should note that courses equivalent to the skills courses of the UD General Education Curriculum (listed below) may transfer to the University of Dubuque with a grade of less than C, but they will not fulfill the General Education requirement. To satisfy these specific requirements, transfer courses must be completed with a grade of C or higher, independent of the cumulative grade point average for all transferring credits:

- COM 101-Speech Communication
- ENG 101-Composition and Rhetoric
- MATH – any math course that applies to the General Education requirement
- ENG 104 – Research Writing

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.

Transfer Credit on UD Transcript

Courses awarded transfer credit will be indicated on the University of Dubuque's transcript by the name of the College attended and the total number of credits accepted for transfer. Transfer courses are not calculated into the UD's grade point average. If a student completes a course at UD that had previously been awarded transfer credit from another institution, the transferred course will be marked as a repeat and the student will only receive credit for the UD course.

Reverse Transfer Policy

The reverse transfer policy allows students to work toward a bachelor's degree at the University of Dubuque while completing the courses needed to complete their associate's degree. Students who earn an Associates of Art (A.A.) or Associates of Science (A.S.) degree through reverse transfer may be considered to have their general education requirements met if the following conditions are met:

1. All remaining credits for completion of the associate's degree must be completed within the first year of enrollment at the University of Dubuque or before they start their second year of enrollment at UD.
2. The official transcript, designating completion of the associate's degree from the awarding institution, must be received by the University of Dubuque's Registrar's Office before the first day of the student's second year of enrollment.

Note: The student is responsible for ensuring that credits completed at UD are accepted by the community college to meet any remaining associate's degree requirements.

Course work not awarded transfer credit

Non-collegiate level coursework that was intended to be a review of secondary material (for example, but not limited to, English, mathematics or reading enrichment courses), credit awarded for intercollegiate athletic participation, physical education activity courses, and continuing education units (CEUs) may not be awarded transfer credit. In general, vocational technical training is not eligible for transfer credit. Military Occupational Specialty courses are evaluated on a case-by-case basis using ACE-approved JST military transcripts. Coursework that is found to be similar in content to UD courses may be awarded transfer credit.

Vocational-Technical Credit

Credits from vocational-technical coursework, provided that the awarding school is 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. Vocational-technical credit and grades will be listed on the student's permanent record, labelled with CR if the records are submitted as a block.

In cases where college-parallel courses (e.g., algebra, psychology, etc.) have been completed in a vocational-technical program, the student may petition the appropriate UD division 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.

Credits for courses completed in vocational –technical programs 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/or two-year accredited colleges and universities;
4.A special examination given by the appropriate University of Dubuque divisoin is successfully completed.

Transfer Equivalency Decision Appeal

If, upon review of the official transfer equivalency form, an accepted student disagrees with the equivalency decision, that student may appeal the decision by following the instructions below:

1. The student must arrange for the course syllabus to be sent to the Office of the Registrar.
2. The Registrar will work with the appropriate faculty to determine a) if the original decision is accurate and b) why the decision either is or is not accurate.

3. If the original decision is accurate, the student will be notified that no change to their transfer equivalency decision has been made.
4. If the original decision is inaccurate, the student's record will be updated to reflect the updated decision and the student will be informed of the update.
If any change to the student's transferred equivalencies results in duplication of credit, the transfer credit is forfeited.

Special Procedures for International Credit

International credit must be evaluated by World Education Services (WES), www.wes.org or
ECE, https://www.ece.org/ECE/Credential-Evaluations/US-Institutions/Services-and-Fees both independent evaluation services, with the exception of credit that was earned through an approved study abroad experience. A course-by-course evaluation must be submitted to be considered. Courses that are found to be similar in content to UD courses may be awarded transfer credit.

World View Seminars

World View: WVS 101 and WVS 201 are required for all first-time, degree-seeking students entering the institution who have not earned an associate degree (AA or AS) or higher. This requirement applies regardless of previously earned credit, including dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), or other credit earned while in high school.

Transfer students (those who have attended another college after high school graduation) who have not earned an associate degree (AA or AS) or higher are subject to the following requirements based on the number of earned credit hours:

- Fewer than 24 credit hours: must enroll in both WVS 101 and WVS 201.
- 24 to 57 credit hours: must enroll in WVS 201 only.
- 58 or more credit hours: exempt from both WVS 101 and WVS 201.

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.

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, Fine & Performing Arts and Nursing majors. Consult program listings for specific details on GPA requirements of all majors.

Students transferring to the University of Dubuque from either Clarke University, Emmaus Bible College 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, Emmaus Bible College 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 credit hours in residence at the University of Dubuque.

Students entering with an Associate of Arts, Associate of Science, or a Bachelor's degree from an accredited two- or four-year institution will have all general education requirements considered met, as the senior capstone requirement is completed as part of their major coursework.

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 General Education Curriculum requirements will be satisfied.
- 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.
- 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 Winter and Spring. The University of Dubuque confers degrees three times a year- Winter (December), Spring (April) and Summer (August). All academic requirements, including submission of final grades, transcripts, or required documentation, must be completed and received by the designated conferral date for the degree to be awarded for that term. Degrees are not backdated under any circumstances. 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 April & August graduates (participating in Spring ceremony) October 1, 2026
- For December & August graduates (participating in Winter ceremony) March 15, 2027

Graduation Application forms are available online. Applications are good for one year after the initial intended date to graduate. For example, if you intend to graduate April 2027 and fail to meet the requirements at this time, your application will remain on file until April 2028. 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 complete an additional degree (after your initial degree conferral), you will need to complete a Graduation Application with the new degree and pay the full graduation fee. Students should be aware that participation in the commencement ceremony is not equivalent to graduation from UD and that, if they 'walk' before their graduation requirements have been completed, they will not be permitted to walk again when they graduate. A student may participate at Commencement once per degree.

Spring Commencement Participation Policy

Students in the following categories may participate in the Spring 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 expect to graduate at the end of the summer term.
- Students who have previously completed all degree requirements and did not participate in the Winter ceremony.
- Students who are of Senior standing.

Winter Commencement Participation Policy

Students in the following categories may participate in the Winter 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 Spring ceremony.
- Students who are of Senior standing.

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 2017 may follow the provisions of the 2017-18 catalog through August of 2027. If the student remains enrolled for a term in 2019, the student may elect to follow the 2019-20 catalog in place of a previous edition and will have until August of 2029 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's 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 3.5000
- Magna cum laude at least 3.7500
- Summa cum laude at least 3.9000

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.

Finalizing the Academic Record

The transcript is an official record of courses taken, grades received, academic honors, and degrees conferred to a student. Official transcripts may be obtained through the Registrar's Office. Once a student graduates, the transcript is considered 'sealed' for that particular degree and changes cannot be made.

Duplicate Diploma Policy

A duplicate diploma may be issued upon request. The graduate must log into Parchment to make the request, available at https://www.dbq.edu/Academics/Registrar/Forms/. 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 my 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.

STUDENT GRIEVANCE PROCESS

The student grievance process provides guidance for students in addressing academic grievances, and complaints of unlawful discrimination or unfair treatment. A "student" is an individual who is matriculated or otherwise enrolled to attend classes full or part-time at the University of Dubuque (UD). Students wishing to file a grievance should do so within 15 business days of the event by submitting their concerns in writing. The Student Grievance form is available in the Office of Academic Affairs.

Informal Resolution

1. Before initiating the formal grievance process, the student is encouraged to make every effort to resolve the problem informally with the person(s) alleged to have caused the grievance.
2. Alternatively, or additionally, the student may present the informal grievance in writing to the person(s) alleged to have caused the grievance. This attempt to resolve the grievance informally should be started as soon as the student first becomes aware of the act or condition that is the basis of the grievance.
3. The student may present the informal grievance to the direct supervisor of the person alleged to have caused the grievance. Students uncertain about how to identify this person or determine how to proceed may consult the Dean of the appropriate school or college.

Formal Complaint Resolution

1. When appropriate, students are encouraged to work with their academic advisor and other parties involved to arrive at a solution before filing a formal complaint. If the student desires to file a formal complaint, the student grievance form is to be completed and submitted to the Dean of the appropriate school or college, or their designees, for evaluation.
2. The appropriate Dean, or her/his designee, will review and act on the issue within fifteen business days of receipt.
3. The student may elect to appeal the Dean's decision to the Vice President for Academic Affairs who will review and act on the issue within thirty calendar days of receipt.
4. The student may elect to appeal to the Vice President for Academic Affairs' decision to the President of the university, who will review and act on the issue within thirty calendar days of receipt.

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 students how to find, evaluate and use those resources. The beautiful building is a center for learning on campus, encouraging the exploration of new ideas and learning among individuals and groups while also providing the databases, books, and journals students need to be successful in research assignments.

The collection is a blend of print, electronic and media resources. Access to these resources is available via the library web page (www.dbq.edu/library). Items not available through the collection may be ordered via interlibrary loan free of charge.

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

Reference librarians are available for individualized research assistance at the reference desk Monday through Friday, online via the library help page (http://libguides.dbq.edu/help), and by individual appointment. The building has wireless access and computers are available throughout the building.

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

The library sponsors and co-sponsors a variety of programming, including Finals Study Breaks.
During the academic year, the library is open the following hours with extended hours at the end of the term.

Library Hours (Academic Year) – *subject to change*
Monday—Thursday..... 7:00 am - 10:00 p.m.
Friday..... 7:00 am - 6:00 pm
Saturday..... 10:00 a.m. - 4:00 p.m.
Sunday..... Noon - 10:00 p.m.

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, located in Severance Hall, second floor. Students will be assigned to a faculty advisor within the division of their declared major during the spring term of their first year at UD.

Transfer students with college experience outside of high school and 24 + credits accepted to UD are assigned to a faculty advisor within the division 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. Academic Coaching Services are also housed within the Center for Advising.

The Academic Success Coach works with students who may be struggling academically. Students identify barriers that may be affecting their academic performance and then work with the Academic Success Coach to find 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 attempting 13 credit hours in their probationary term and may be required to make use of academic resources (tutoring, studying) on a regular basis as part of their success plan.

TRIO STUDENT SUPPORT SERVICES (SSS)

TRIO Student Support Services (SSS) is a federally funded program that has been at the University of Dubuque since 2010. The program offers academic, personal, career, and financial support to students who identify as first-generation, low-income and/or students who have a documented disability.

TRIO-SSS supports students in pursuit of their success by getting to know them on a personal level and advising them throughout their time at the University. When students are active in the program, it has led to higher GPA's, graduation rates, and scholarship opportunities.

Support Includes:

- Academic advising to help students better understand degree requirements and major and career options
- Individual support and mentoring by TRIO staff throughout students' career at UD
- Educational workshops to develop necessary strategies for academic success. Topics include: time management, study skills, financial aid, graduate school prep, budgeting, writing skills, test taking strategies, and more
- Peer and professional tutoring through the ASC
- Opportunity to partake in new experiences through attending activities or events, such as Leadership Conferences, Graduate school visits, performing arts shows, museum tours, and more

To learn more about the program or apply, please visit our website or stop by our office on second floor Severance Hall, to connect with TRIO staff.

ACADEMIC SUCCESS CENTER

The University of Dubuque supports all students and their diversity of learning styles and strengths. The Academic Success Center (ASC) provides a positive learning environment and a variety of resources and learning support services to assist students in becoming motivated and independent learners. An affirmative and proactive approach supports student development of the learning strategies necessary for success in the classroom and professional life.

Free Learning Support Services include:

- Tutoring & Writing Consulting
- Academic Mentoring
- Accessibility Services
- Testing Services

The ASC is located on the second floor of the Charles C. Myers Library. Students may schedule appointments at https://dbq.mywconline.com. For more information, contact the ASC@dbq.edu or call the ASC at 563.589.3262.

Tutoring & Writing Consulting

The ASC offers course-specific tutoring to assist students in understanding course concepts or homework assignments and preparing for exams. ASC peer tutors are UD students who have excelled in their field of study and want to help other students succeed.

Writing consulting is also available to assist students with written assignments for any course. Peer writing consultants help students develop their writing skills, equipping them with the confidence and strategies to engage successfully in the writing process.

Tutoring and writing consulting services are offered both face-to-face and online. During fall and spring terms, appointments can be scheduled from 9:00 a.m. - 9:00 p.m. Monday through Thursday, 9:00 a.m. - 4:00 p.m. on Friday, and 4:00 p.m. - 8:00 p.m. on Sunday. Walk-in appointments are accepted but are not guaranteed as they depend on peer staff availability. Summer hours vary.

Academic Mentoring

The ASC offers academic mentoring to assist students in developing the skills and habits that promote college success. Professional Learning Support Coaches provide individualized support for students as they make and carry out plans for academic and personal improvement.

Learning Support Coaches assist students in:

- Identifying their strengths and challenges
- Eliminating barriers to learning
- Setting academic goals and making action plans
- Choosing the right learning strategies for their learning style
- Developing organizational skills
- Improving time management

- Communicating effectively
- Utilizing academic resources
- Navigating campus processes
- Remaining accountable

Learning Support Coaches also support the Bridge Scholar Program as well as other campus groups such as Athletics, ROTC, academic divisions, and more.

Accessibility Services

The University of Dubuque (UD) complies with the Americans with Disabilities Act Amendment Act of 2008 (ADAAA), Section 504 of the Rehabilitation Act of 1973, Fair Housing Act, and other applicable federal and state laws that prohibit discrimination on the basis of disability. UD encourages students with documented disabilities to fully participate in the community of the University of Dubuque. All faculty, staff, and administrators will actively support students with disabilities in all the University's educational programs, services, and activities.

The Accessibility Services Coordinator supports students with disabilities and develops their academic accommodation plans. The process involves a student-initiated review of the individual's documentation, consultations with the student to identify appropriate accommodations, production of a Verification of Individual Student Accommodations (VISA) letter, as well as support and education of campus community members who are responsible for the implementation of accommodations. UD is committed to providing access for all members of the learning community. More information can be found in the Student Handbook (www.dbq.edu/CampusLife/StudentGuidelines/).

It is the responsibility of the student with a documented disability to initiate a request for reasonable accommodations, based on their disability, by contacting the Accessibility Services Coordinator at ASC@dbq.edu.

Testing Services

The ASC houses the University of Dubuque Testing Center. It provides testing services 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 Verification of Individual Student Accommodations (VISA) letter
- A student is taking an FAA Airman Knowledge Test, math placement exam, ATI TEAS exam, or other approved external exams
- Additional situations may qualify with approval

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 business 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 7:45 a.m. to 4:00 p.m. Monday through Friday. Hours are subject to change during final exam periods or holidays.

BRIDGE SCHOLAR PROGRAM

The Bridge Scholar Program supports students as they transition into the college environment. Through an affirmative, proactive approach and supportive community, Bridge scholars are empowered and equipped to reach their full potential. Primarily a one-year program, the Bridge curriculum is designed to help students gain the skills and motivation to become successful, independent learners. The services, resources, and habits utilized during this first year remain available as Bridge scholars continue growing through graduation.

The foundation of the Bridge Scholar Program is two courses during students' first year: a 3-credit Bridge I course during the fall semester and a 1-credit Bridge II course in the spring. The curriculum guides students in navigating higher education and covering topics such as learning strategies, time management, organization, growth mindset, motivation, goal setting, stress management, emotional intelligence, and an introduction to the campus community and resources. For additional information about the program, contact ASC@dbq.edu.

BRI 006-Bridge I (3)

Bridge I assists students in developing the skills necessary for a successful transition to college. The course addresses effective communication, use of digital resources, reading comprehension, critical thinking, organization, and study strategies. Students who successfully complete this class will apply skills learned in this course to all other courses. This course is required for students

enrolled in the Bridge Scholar Program, and a minimum grade of C is required to enroll in BRI 007. Prerequisite: Admission to the Bridge Scholar Program. Offered each fall; offered in spring as needed.

BRI 007-Bridge II (1)
Bridge II assists students in developing the skills necessary for academic success in college. The course addresses critical thinking, organization, effective speaking skills, and the five-paragraph writing structure. Students who successfully complete this class will apply literacy skills learned in this course to all other courses. Prerequisite: Passing BRI 006 with a C or better.

LESTER G. WENDT AND MICHAEL LESTER WENDT CHARACTER INITIATIVE

In alignment with the University of Dubuque's *Mission*, the Wendt Center for Character and Leadership's vision is to cultivate good character and lives of purpose for the common good in an ever-changing world. Good character is thinking, feeling, and acting in alignment with moral values, preparing us to learn, engage, and lead in our communities. At the heart of our work is servant leadership, firmly grounded in character development.

We cultivate character virtues and bring our vision to life through four core pursuits that offer intentional pathways for students to grow as whole persons while preparing to lead lives of purpose for the common good.

- **Seeking Knowledge and Insight** to guide our choices and develop a worldview grounded in good character. This pursuit is established to develop character virtues such as curiosity, perseverance, humility, truthfulness, and integrity.
- **Supporting Wellbeing** to cultivate growth and flourishing in ourselves and our communities. This pursuit is established to develop character virtues such as compassion, hope, patience, gratitude, and resilience.
- **Strengthening Community** to build connections that inspire collaboration and shared purpose. This pursuit is established to develop character virtues such as respect, honesty, inclusivity, empathy, and accountability.
- **Serving Others** to create meaningful change for the common good that ripples throughout generations. This pursuit is established to develop character virtues such as stewardship, courage, justice, practical wisdom, and purpose.

The Wendt Center for Character and Leadership oversees the Initiative and seeks to foster a community where individuals learn, grow, and serve to create a more just and flourishing world. The Initiative aims to integrate character into the curriculum, athletics, and student life and sponsors programming such as the Wendt Character Scholars, Pathways to Purpose, the Michael Lester Wendt Character Lectures, faculty and staff grants, and campus orientations.

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, working, and the Golden Rule exemplified by Lester and Michael that informed their concerns for lives of purpose and character.

HONORS PROGRAM

The Honors Program welcomes students who show a wide-ranging curiosity about their world, a strong capacity for self-discipline, and a passion for academic excellence in service to their communities. The mission of the program is to enable these students to build an intellectual community of peers who recognize and develop those qualities in one another.

Any UD student is welcome to take an Honors course, with the Director's permission and subject to limitations of space. In order to join the Honors program itself, a student must be invited by the Director. Faculty, advising staff, and admissions staff may also nominate students for membership. Students may also nominate themselves. Nominations and self-nominations should be sent to the Director. Additional information is available from the Director of the Honors program.

To complete the Honors program and graduate with honors, students must complete the three program requirements:

1) 16 credits of Honors coursework, consisting of:
   WVS 101 Worldview I: A Life of Purpose (3 credits)
   WVS 201 Worldview II: Self and Society (3 credits)
   HON 101 Honors Seminar – first semester (1 credit)
   HON 101 Honors Seminar – second semester (1 credit)

Two Honors courses from two different General Education categories (8 credits total):
Natural World course (4 credits)
Social Interaction course (4 credits)
Human Expression course (4 credits)
History and Faith course (4 credits)

2) A Leadership Development Project
A year-long project that involves using the intellectual tools of your discipline to address a concrete problem in your community. Typically completed during Junior year.
3) A Capstone Research Project
A year-long project that involves working with a faculty mentor to produce original work in your discipline. Typically completed during Senior year.

In addition, Honors students must maintain a 3.7 GPA. Unsatisfactory academic performance may result in a student's dismissal from the program at the discretion of the Director and the Honors Advisory Board. Successful completion will be marked on official transcripts and recognized at graduation. Honor students may also be eligible for scholarships, program prizes, research funds, and support in preparing for entrance exams like LSAT and GRE.

HON 101-Honors Seminar (1)

This seminar enables Honors students to build supportive intellectual community and enhance their collaborative leadership skills by organizing and participating in a variety of events that encourage wide-ranging curiosity and rigorous thinking. Honors Seminar is a series of events occurring at various times and places on campus & in the community. Events may include lectures, readings, guided study sessions, debates, book discussions, and research presentations. Honors students work with the program director to create the schedule for each semester. Normally there is one event per week. To complete the Honors program, students must pass at least two semesters of Honors Seminar. Enrollment in HON 101 requires the permission of the Honors program director. May be repeated for credit with a maximum of 4 credits toward total credits required for graduation.

AVIATION (AVI/FLI)

The School of Aviation manages three Aviation Programs that provide students with academic and professional tools needed to achieve success in the constantly changing aviation industry. These include Aviation Management (AVI), Flight Operations (FLI), and Flight Operations-Professional Aeronautics (AAS).

Division Mission
The mission of the School of Aviation is to provide students with professional skills that allow for success in all segments of the Aviation Industry while enhancing their critical thinking and decision-making skills. The School of Aviation 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 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.

AVIATION MANAGEMENT
The Bachelor of Science (BS) degree 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).

Program Mission
The mission of this program is to equip students with the professional skills necessary for success in key segments of the aviation industry in managerial roles across domestic and international domains while enhancing their critical thinking and decision-making skills.

Program Educational Goals (PEGs):

1. Prepare students for immediate entry into the job market providing them with a comprehensive understanding of business management principles, operational aspects of domestic and international airlines, modern airports, corporate aviation, and fixed-base operators (FBOs).
2. Cultivate a passion for lifelong learning in students, encouraging them to continually update their knowledge and skills in the ever-evolving field of aviation.
3. Foster professionalism and integrity in students, nurturing their ethical comprehension and personal character, and enabling them to incorporate advanced technology and safety practices into their aviation roles.

Program-specific student learning outcomes:

1. Demonstrate knowledge and impact of contemporary aviation industry issues over time, including technology, business and environmental sustainability.
2. Apply the techniques, skills, and modern aviation management tools to perform business-related tasks.
3. Solve technical and management issues on a multi-disciplinary and diverse management team.
4. Apply knowledge of mathematics, science and/or applied science to ensure safe and efficient operations.
5. Accurately analyze and interpret data to solve a variety of problems.

FLIGHT OPERATIONS (PROFESSIONAL AERONAUTICS)
The Bachelor of Science (BS) degree 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.

The Associate of Applied Science (A.A.S.) degree in Flight Operations with a specialization in Rotor-Wing is designed to efficiently prepare students for careers as professional helicopter pilots. This specialized program includes general education courses and a focused curriculum of aviation and helicopter-specific classes. Graduates of the program will be equipped to enter the workforce with national pilot certifications/licensure, including Commercial Pilot, Rotorcraft/Helicopter, Instrument—Helicopter, and Certified Flight Instructor (CFI) with Instrument Instructor (CFII) credentials.

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.

Program Mission
The mission of the program is to equip students with the professional skills necessary for success in key segments of the aviation industry as professional pilots while enhancing their critical thinking and decision-making skills.

Program Educational Goals (PEGs):

1. Prepare students for immediate entry into the job market by providing a comprehensive understanding of the competencies required for a professional pilot to function at a high level within various domains, including but not limited to airlines, corporate, and cargo operations.
2. Cultivate a passion for lifelong learning in students, encouraging them to continually update their knowledge and skills in the ever-evolving field of flight operations.
3. Foster professionalism and integrity in students, nurturing their ethical comprehension and personal character, and enabling them to incorporate advanced technology and safety practices into their aviation roles.

Program-specific student learning outcomes:

1. Demonstrate knowledge and impact of contemporary aviation industry issues over time, including technology, business and environmental sustainability.
2. Apply techniques, skills, and modern aviation tools to flight operations.
3. Operate as a crew member in an aircraft flight deck on a multi-disciplinary and diverse team.
4. Apply knowledge of mathematics, science and aerodynamic principles to ensure safe and efficient flight operations.
5. Accurately analyze and interpret data to solve a variety of problems.

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 Division 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 and may not necessarily coincide with the beginning and ending dates of the published term schedule.

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 52 credit hours. Additionally, students must also complete a minimum of 9 credit hours of Aviation Industry Electives. This results in a minimum of 61 credit hours.

The following Aviation Core courses are required, resulting in a minimum of 31 credits:

- AVI 121 - Fundamentals of Flight Operations (2) **or** AVI 131 – Basic Ground School (6) **or** AVI 132 – Basic Flight Experience (3)
- AVI 145 - Safety & Ethics in Aviation (1)
- AVI 214 – Aviation Meteorology (3)
- 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 495 - Aviation Senior Seminar (3)
- PRF 201 - Career Development Strategies (1)
- Aviation Practicum (3 cr) in any combination from the following courses:
    - AVI 485-Aviation Internship (1-6); <u>or</u>
    - AVI 491-Independent Study (1-3); <u>or</u>
    - AVI 496-Aviation Colloquium (1-12)

The following Foundation courses are required (21 credits):

- BAC 201 - Principles of Management (3)
- BAC 241 - Principles of Financial Accounting (3)
- BAC 242 - Principles of Managerial Accounting (3)
- CIS 166 – Data Analysis (3) **or** ECON 160 – Social Science Data Analysis (3)
- COM 210 - Interpersonal Communication (3) **or** BAC 324 – Leadership & Motivation (3) **or** BAC 332 – Negotiation & Conflict Management (3)
- ECON 102 – Principles of Macroeconomics (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 329 – UAS Operations (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 234-ATC Procedures & the 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)

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 51 credit hours. Additionally, students must also complete the courses specific to the aircraft track and a minimum of 6 credit hours of Aviation Industry Electives. Completion of the airplane track requires a minimum of 69 credits while the helicopter track requires a minimum of 67 (Turbine track) or 65 (CFI track) credits.

The following Aviation Core courses are required (51-53 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 341 – Aviation Law (3)
- AVI 349 - Aviation Safety Management (3)
- AVI 401 - Applied Aerodynamics (3)
- AVI 434 - Human Factors (3)
- AVI 495 – Aviation Senior Seminar (3)
- FLI 110 – Flight Training – Private Solo (1)
- FLI 111 – Flight Training – Private Cross-Country (1)
- FLI 112 - Flight Training – Private Proficiency and Standards (1)
- FLI 113 - Flight Training – Certification Evaluation (0.5)
    - Only required for students with prior certifications or ratings
    - May be repeated as necessary based on the extent of previous training
- FLI 132 - Flight Training – Commercial Cross Country (2) or FLI 133 – Flight Training – RW Turbine XC (4)
- FLI 210 – Flight Training – Instrument Fundamentals (2)
- FLI 211 - Flight Training – Instrument Proficiency and Standards (1)
- FLI 232 - Flight Training – Commercial Maneuvers (2)
- CIS 162 – Fundamentals of Excel (1), CIS 166 – Data Analysis (3), or ECON 160 – Social Science Data Analysis (3)
- PRF 201 - Career Development Strategies (1)
- PHY 151 – College Physics I (4) **or** *MATH 150 - Precalculus (4) **or** *MATH 250-Calculus I: Differential Calculus (4) **or** Higher Level Mathematics

All students are required to take a minimum of 6 credits from the following Aviation Industry Electives:

- AVI 234 – ATC Procedures & the National Airspace System (3)
- *AVI 237 - Helicopter Operations (3)
- AVI 241 - Advanced Automation and Technology (3)
- AVI 322 - Aviation Human Capital and Employee Management (3)
- *AVI 329 – UAS Operations (3)
- AVI 333 - Aviation Security and Crisis Management (3)
- AVI 337 - Airport Management (3)
- AVI 344 - Corporate Aviation (3)
- AVI 346 - Airline Management (4)
- *AVI 348 - Fixed Base Operations (3)
- *AVI 496 - Aviation Colloquium (1-3)

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

Airplane Track (12-21 credits):

Students have the option of completing the multi-engine concentration by taking the following courses (12 credits):

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

Students have the option of completing the flight instructor (initial) concentration by taking the following courses (15 credits):

- AVI 332 – Advanced Aircraft Systems (3)
- AVI 430 – Fundamentals of Instruction (2)
- AVI 431 – CFI Aeronautical Knowledge (3)
- AVI 447 – Crew Resource Management and Advanced Systems (3)
- FLI 334 – Flight Training – Complex or Technically Advanced Aircraft (2)
- FLI 431 – CFI Flight Training (2)

Students have the option of completing the flight instructor (instrument) concentration by taking the following courses (16 credits):

- AVI 332 – Advanced Aircraft Systems (3)
- AVI 430 – Fundamentals of Instruction (2)
- AVI 431 – CFI Aeronautical Knowledge (3)
- AVI 447 – Crew Resource Management and Advanced Systems (3)
- FLI 334 – Flight Training – Complex or Technically Advanced Aircraft (2)
- FLI 431 – CFI Flight Training (2)
- FLI 432 – CFII Flight Training (1)

Students have the option of completing the flight instructor (multi) concentration by taking the following courses (21 credits):

- AVI 332 – Advanced Aircraft Systems (3)
- AVI 430 – Fundamentals of Instruction (2)
- AVI 431 – CFI Aeronautical Knowledge (3)
- AVI 435 – Ground School – Multi-Engine (2)
- AVI 447 – Crew Resource Management and Advanced Systems (3)
- FLI 334 – Flight Training – Complex or Technically Advanced Aircraft (2)
- FLI 431 – CFI Flight Training (2)
- FLI 432 – CFII Flight Training (1)
- FLI 433 – CFI, Multi-Engine (1)
- FLI 435 – Flight Training – Multi-Engine (2)

Flight Operations majors declaring the Airplane track must complete at least one concentration in it's entirety.

Helicopter Track (8-10 credits):

Students have the option of completing their instructor ratings by taking the following courses:

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

Or students may take the following courses to complete the Turbine Rotor-Wing training:

- AVI 237 – Helicopter Operations (3)
- AVI 306 – Aircraft Systems and Components (3)
- FLI 133 – Flight Training – RW Turbine Cross Country (4)

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 (2)
- FLI 431 - CFI Flight Training-Airplane (2)
- FLI 432 - CFII Flight Training-Airplane (1)
- FLI 433 – MEI Flight Training-Multi-Engine (1)
- PHY 151 - College Physics I (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 110 – Flight Training – Private Solo (1)
- FLI 111 – Flight Training – Private Cross-Country (1)
- FLI 112 - Flight Training – Private Proficiency and Standards (1)
- FLI 210 - Flight Training – Instrument Fundamentals (2)
- FLI 211 – Flight Training – Instrument Proficiency and Standards (1)

The **Flight Operations Associate of Science** (A.A.S.) degree includes a set of university and Aviation core courses and Aviation Industry Electives, resulting in a minimum of 68 credit hours.

The following university and Aviation Core courses are required (62 credits):
University general education courses:

- ENG 101-Composition and Rhetoric (3), Written Communication
- COM 101-Speech Communication (3), Oral Communication
- MATH 107-Mathematics for Liberal Arts (3) or higher (3-4), Quantitative Literacy
- ENG 104-Introduction to Research Writing (3), Information Literacy, Inquiry and Analysis
- PHY 151-College Physics I (4), Natural Science

Aviation 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 232 - Ground School- Advanced (3)
- AVI 233 - Air Transportation (3)
- AVI 237 – Helicopter Operations (3)
- AVI 306 – Aircraft Systems and Components (3)
- AVI 349 - Aviation Safety Management (3)
- AVI 401 - Applied Aerodynamics (3)
- AVI 434 - Human Factors (3)
- FLI 110 – Flight Training – Private Solo (1)
- FLI 111 – Flight Training – Private Cross-Country (1)
- FLI 112 – Flight Training – Private Proficiency and Standards (1)
- FLI 113 – Flight Training - Certification Evaluation (0.5)
    - Only required for students with prior certifications or ratings
    - May be repeated as necessary based on the extent of previous training
- FLI 132 - Flight Training – Commercial Cross Country (2) **or** FLI 133 – Flight Training – RW Turbine XC (4)
- FLI 210 - Flight Training – Instrument Fundamentals (2)
- FLI 211 - Flight Training – Instrument Proficiency and Standards (1)
- FLI 232 - Flight Training – Commercial Maneuvers (2)
- PRF 201 - Career Development Strategies (1)

All students are required to take a minimum of 6 credits from the following Aviation Industry Electives:

- AVI 234 – ATC Procedures & the National Airspace System (3)
- AVI 241 - Advanced Automation and Technology (3)
- AVI 322 - Aviation Human Capital and Employee Management (3)
- *AVI 329 – UAS Operations (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 430 – Fundamentals of Instruction (2)

- AVI 431 – CFI Aeronautical Knowledge (3)
- *AVI 496 - Aviation Colloquium (1-3)
- FLI 431 – Flight Training - CFI (2)
- FLI 432 – Flight Training – CFI Instrument (1)

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

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.

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 provides an introduction to the fundamentals of flight operations using virtual reality technology. It is designed for aviation professionals with limited experience and includes both theoretical and practical components. The course uses virtual reality simulations to enhance the learning experience. Students will gain a comprehensive understanding of essential aviation concepts and procedures necessary for successful flight operations. They will engage with standard operations procedures (SOPs), maneuvers, and flight procedures through immersive virtual reality experiences. Upon completion of the course, students will be able to apply the knowledge and skills they have acquired to virtual flight operations. This will lay a strong foundation for their further pursuits in aviation. Prerequisite: FLI, AVI, or AAT major

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 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)

This course provides a comprehensive study of the principles, systems, and procedures required for safe and effective instrument flight operations under instrument flight rules (IFR). Topics include the theory and operation of flight and navigation instruments; instrument approach and landing systems; airway and airspace systems; aircraft control and autopilot systems; aviation communications; and instrument navigation and approach procedures in accordance with current FAA standards. Upon successful completion of the course, students will possess the knowledge required to successfully complete the FAA Instrument Rating knowledge (written) examination. Prerequisite: AVI 131 Corequisites: AVI 214 and FLI 112

AVI 232-Ground School – Advanced (3)

This course provides advanced aeronautical knowledge required for commercial-level flight operations. Topics include theory of flight, advanced flight maneuvers, air navigation, aircraft systems, meteorology, and related subjects relevant to complex and high-performance aircraft operations. Upon successful completion of the course, students will possess the knowledge necessary to prepare for and successfully complete the FAA Commercial Pilot knowledge (written) examination. Prerequisites: AVI 231 and AVI 214 Corequisite: FLI 210

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 provides an in-depth exploration of Air Traffic Control (ATC) procedures and their interaction with various components within the National Airspace System (NAS). It covers a range of topics including navigation systems, communication protocols, regulations, personnel roles, and the history and future developments of ATC and NAS. Upon successful completion of the course, students will have a comprehensive understanding of ATC procedures, their role within the NAS, and the impact of current and future developments on these systems and will be able to analyze and interpret the complex interactions within the NAS, preparing them for further study or roles within the aviation industry. Prerequisite: AVI 121 or 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 provides advanced instruction in the use of modern aviation technology and automation to support safe and efficient flight operations. Emphasis is placed on pilot information management, navigation, and decision-making using integrated avionics and electronic flight tools, including the Garmin G1000, ForeFlight, Flight Management Systems (FMS), Flight Director (FD), and related advanced cockpit technologies. Upon successful completion of the course, students will be able to explain the functionality of these systems and effectively utilize aviation automation and technology commonly used by professional pilots in contemporary flight operations. Prerequisites: AVI 231 and FLI 211

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)

This course provides a foundation in the theory of components, application and an in-depth review of electrical, hydraulic, fuel, advanced power plant systems and other aircraft systems related to turbine or turboprop aircraft will be discussed. At the end of this course, students will have comprehensive knowledge of the operations of advanced aircraft systems and power plants. Prerequisites: AVI 131 and FLI 112

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 (3)

This course is designed to prepare students for jet aircraft flight experiences. The course covers advanced jet aircraft systems, inclusive of simulation experiences with high altitude weather, collision avoidance, and emergency situations, with high altitude performance considerations 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 Corequisite: FLI 211 Students are required to complete a minimum number of training sessions in a training device as prescribed in the course syllabus. Lab fee $885

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 and Business Aviation Department Management and the functions it fulfills. A review of the regulations, types of on-demand air transportation, benefits of on-demand air travel, flight department management, maintenance management, safety, and aircraft selection related to corporate aviation and executive transportation will be conducted. At the end of the course, students will be able to articulate the functions, operations, and challenges of managing a Corporate and Business Aviation Department. 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 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. Prerequisites: AVI 121 or AVI 131, and AVI 233 or instructor consent.

AVI 357 –Special Topics in Aviation (3)

AVI 401-Applied Aerodynamics (3)

This course delves into the principles of aerodynamic forces and their impact on aircraft performance and limitations. It covers a broad spectrum of topics, including longitudinal, lateral, and directional stability and control, as well as low-speed and high-speed aerodynamics. The course also explores how these principles relate to transport design characteristics. Upon successful completion of the course, students will have a solid understanding of aerodynamic principles and their application in the field of aviation. Students will be able to analyze and interpret aerodynamic forces and their effects on aircraft performance, stability, control, and design, preparing them for further study or roles within the aerospace industry. Prerequisites: CIS 162, CIS 166, or ECON 160; and MATH 150, PHY 151, and MATH 250 or higher-level math.

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 <u>or</u> EVS 335, or instructor consent.

AVI 430-CFI – Fundamentals of Instruction (2)

This course prepares advanced aviation students for the instructional knowledge and teaching competencies required of a certified flight instructor. Emphasis is placed on the fundamentals of learning theory, human behavior, and effective teaching methods, including lesson organization, lesson-plan development, instructional delivery techniques, and the use of instructional aids. Upon successful completion of the course, students will be able to apply instructional principles to develop and present effective aviation lessons and will possess the knowledge necessary to prepare for and successfully complete the FAA Fundamentals of Instruction (FOI) knowledge (written) examination. Prerequisites: AVI 232 and FLI 334

AVI 431-CFI – Aeronautical Knowledge (3)

This course develops the advanced aeronautical knowledge and instructional foundations required of future Certified Flight Instructors. Students examine core aeronautical concepts from a teaching and evaluation perspective, with emphasis on explaining, demonstrating, and assessing aviation knowledge in accordance with FAA standards. The course prepares students to effectively instruct aviation-related subject matter and supports readiness for the FAA Certified Flight Instructor knowledge examination. Prerequisites: AVI 430 and FLI 334

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

This course provides advanced aeronautical knowledge for certificated flight instructors seeking authorization to provide instrument flight instruction. Emphasis is placed on instructional techniques, instrument procedures, regulations, and knowledge areas required for effective instrument instruction. The course prepares students for the FAA Certified Flight Instructor–Instrument (CFII) knowledge examination. Prerequisites: AVI 431 and FLI 232

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. Prerequisites: 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 and FLI 334

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 447-Crew Resource Management and Advanced Systems (3)

This course prepares advanced flight students for multi-crew, high-performance flight operations in corporate and regional airline environments. Instruction emphasizes crew resource management (CRM) principles and the application of advanced operational procedures, including flight operations above 25,000 feet, advanced navigation techniques, complex aircraft systems, and advanced weather detection and avoidance technologies. Through classroom instruction and required training sessions in a CRJ Flight Training Device (FTD), students will develop the knowledge and skills necessary to effectively manage crew coordination, automation, and system operations in a professional flight environment. Prerequisites: AVI 332 and FLI 211 Co-requisite: AVI 434 or instructor consent. Students are required to complete a minimum number of CRJ FTD training sessions as prescribed in the course syllabus. Lab fee $885

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 (1-12)

This course, which requires prior academic studies in aviation, offers an Aviation Internship that formally integrates academic learning with practical on-the-job work experience in the aviation industry. The course covers a variety of topics, including the application of academic knowledge in a professional setting, the development of practical skills, and an understanding of the aviation industry's workings. Upon successful completion of the course, students will have gained valuable industry experience, developed professional skills, and received hands-on experience that prepares them for a successful career in the aviation industry. No more than 9 of the maximum 12 hours of internship that may be applied to the B.S. degree can be completed at the same internship site. Sophomore standing required.

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 Division Head

AVI 491-Independent Study (1-3)

This course offers an opportunity for Independent Study in the field of Aviation. The course allows a student to delve deeper into specific areas of aviation, tailored to the student's individual study plan. Upon successful completion of the course, students will have gained a deeper understanding of their chosen aviation topic, developed independent research skills, and earned up to a maximum of 6 credit hours towards their Aviation degree. This independent study experience prepares them for future research or roles within the aviation industry. Prerequisite: Aviation major with Junior or Senior standing.

AVI 495-Aviation Senior Seminar (3)

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. Upon successful completion of the course, students will be able to discuss, debate, and defend their opinions on current issues in the aviation industry. Prerequisites: Senior standing and PRF 201

AVI 496-Aviation Colloquium (1-3)

This course provides opportunities for students to visit various locations related to aviation and interact with government agencies, industry associations, and other stakeholders engaged in the aviation and aerospace industry. Students will be required to do advanced reading, attend all programmed events, and prepare course assignments. At the end of this course, students will gain comprehensive knowledge of the aviation and aerospace industry in the area covered by the Colloquium. Can be repeated for up to 12 credits. Prerequisite: Sophomore standing, or instructor consent

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 Division 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 Division Head

FLIGHT COURSE DESCRIPTIONS

FLI 110 – Flight Training – Private Solo (1)

This course provides foundational flight training focused on preparing students for their first solo flight. Instruction covers basic aircraft control, flight maneuvers, airport operations, traffic patterns, radio communication, and emergency procedures, along with essential ground topics such as aerodynamics, aircraft systems, weather, and applicable Federal Aviation Regulations. Upon successful completion, students will demonstrate the ability to conduct thorough preflight inspections, execute safe and coordinated flight maneuvers, communicate effectively, and apply sound judgment to operate an aircraft independently within the traffic pattern in compliance with regulatory standards. Course educational objectives for fixed-wing are expected to be achieved with 34 flight hours, 1 simulated flight hour, and 15 hours of ground instruction for a flight lab fee of $9,215. Rotor-wing objectives are expected to be achieved with 34 flight hours and 15 hours of ground instruction for a flight lab fee of $21,865.

FLI 111 – Flight Training – Private Cross Country (1)

This course provides advanced flight training focused on the planning and execution of cross-country operations in preparation for the Private Pilot practical test. Instruction emphasizes aeronautical decision-making, navigation using pilotage, dead reckoning, and electronic navigation systems, flight planning and performance calculations, weather analysis, fuel management, and risk assessment. Students conduct solo and dual cross-country flights to towered and non-towered airports while complying with applicable Federal Aviation Regulations and airspace requirements. Upon successful completion, students will demonstrate the ability to plan and conduct safe and efficient cross-country flights, manage in-flight contingencies, communicate effectively with air traffic control, and exercise sound judgment consistent with private pilot privileges and limitations. Prerequisite: FLI 110
Course educational objectives for fixed-wing are expected to be achieved with 38 flight hours, 3 solo flight hours, 1 simulated flight hour, and 13 hours of ground instruction for a flight lab fee of $10,739. Rotor-wing objectives are expected to be achieved with 38 flight hours and 13 hours of ground instruction for a flight lab fee of $26,014.

FLI 112 – Flight Training – Private Proficiency and Standards (1)

This course provides advanced flight training focused on achieving proficiency and meeting Airman Certification Standards for the private pilot practical test. Instruction emphasizes refinement of all required maneuvers, emergency procedures, navigation skills, and aeronautical decision making, along with comprehensive review of regulations, performance calculations, and oral exam preparation. Upon successful completion, students will demonstrate the ability to perform all tasks to ACS standards, exhibit sound judgment and risk management, and be fully prepared for the FAA private pilot checkride.
Prerequisite: FLI 111 Corequisite: AVI 131
Course educational objectives for fixed-wing are expected to be achieved with 31 flight hours, 5 solo flight hours, 1 simulated flight hours, FAA written examination, and 15 hours of ground instruction for a flight lab fee of $9,475. Rotor-wing objectives are expected

to be achieved with 31 flight hours, 7 solo flight hours, FAA written examination, and 15 hours of ground instruction for a flight lab fee of $24,029.

FLI 113 – Flight Training – Certification Evaluation (0.5)

This course is designed to evaluate prior aeronautical training for students entering the University of Dubuque with an existing FAA certificate or rating. The course verifies that incoming pilots meet all knowledge, skill, and proficiency expectations associated with the FAA Airman Certification Standards. Assessment will include review of logbook entries, aircraft experience, prior training documentation, oral evaluation, and a flight proficiency check conducted by authorized instructors. Upon successful completion, students will demonstrate that their prior training aligns with UD's and FAA's requirements and will receive appropriate credit or placement within the flight training sequence. Course educational objectives for fixed-wing are expected to be achieved with 5 flight hours and 5 hours of ground instruction for a flight lab fee of $1,455. Rotor-wing objectives are expected to be achieved with 5 flight hours and 5 hours of ground instruction for a flight lab fee of $3,330.

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 fixed-wing are expected to be achieved with 80 flight hours, 3 simulated flight hours, FAA written examination, and 10 hours of ground instruction for a flight lab fee of $20,723. Rotor-wing objectives are expected to be achieved with 92 flight hours, FAA written examination, and 10 hours of ground instruction for a flight lab fee of $62,916.

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

This course focuses on advanced cross-country flight operations in preparation for commercial pilot certification. Topics include advanced navigation procedures and day and night cross-country flight operations conducted in accordance with commercial pilot training standards. Upon successful completion of the course, students will have satisfied the applicable cross-country aeronautical experience requirements and be prepared to plan and conduct commercial-level cross-country flight operations. Corequisite: FLI 210
Course educational objectives for fixed-wing are expected to be achieved with 65 flight hours and 5 hours of ground instruction. Flight lab fee is $16,660. Rotor-wing objectives are expected to be achieved with 40 flight hours, and 5 hours of ground instruction for a flight lab fee of $27,703.

FLI 133-Turbine Helicopter Cross-Country (4)

This course focuses on turbine helicopter cross-country flight operations in preparation for commercial pilot certification. Topics include advanced navigation procedures and cross-country flight operations in turbine powered helicopters conducted in accordance with commercial pilot training standards. Upon successful completion of the course, students will have met the applicable aeronautical experience requirements and be prepared to plan and conduct commercial-level turbine helicopter cross-country flight operations. Corequisite: FLI 210
Course educational objectives are expected to be achieved with 40 flight hours for a flight lab fee of $64,000.

FLI 210-Flight Training – Instrument Fundamentals (2)

This course introduces the fundamentals of instrument flying, providing initial exposure to all core elements of instrument operations. Instruction covers basic attitude instrument flying, instrument navigation, holding patterns, instrument approaches, departure and arrival procedures, and essential IFR regulations, along with interpretation of instrument charts and clearances. Upon successful completion, students will demonstrate the ability to control the aircraft solely by reference to instruments, execute standard instrument procedures, and apply foundational skills necessary for progression toward full instrument rating requirements. Prerequisite: FLI 112
Course educational objectives for fixed-wing are expected to be achieved with 7 flight hours, 22 simulated flight hours, and 15 hours of ground instruction for a flight lab fee of $4,565. Rotor-wing objectives are expected to be achieved with 25 flight hours and 15 hours of ground instruction for a flight lab fee of $16,240.

FLI 211-Flight Training – Instrument Proficiency and Standards (1)

This course builds on fundamental instrument skills by focusing on the en route phase of IFR flight and introducing instrument cross-country operations. Instruction emphasizes flight planning under IFR, navigation using en route charts, airway procedures, holding patterns, and instrument approaches, along with clearances, alternate planning, and weather considerations. Training ensures proficiency and adherence to Airman Certification Standards in preparation for the instrument rating practical test. Upon successful completion, students will demonstrate the ability to plan and execute IFR cross-country flights, manage en route navigation and communications, and perform all required procedures to certification standards.

Prerequisite: FLI 210 Corequisite: AVI 231
Course educational objectives for fixed-wing are expected to be achieved with 33 flight hours, FAA written examination, and 8 hours of ground instruction for a flight lab fee of $8,578. Rotor-wing objectives are expected to be achieved with 30 dual flight hours, FAA written examination and 10 hours of ground instruction for a flight lab fee of $19,160.

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 for fixed-wing are expected to be achieved with 32 flight hours, 18 simulation hours, FAA written examination, and 10 hours of ground instruction for a flight lab fee of $10,238. Rotor-wing objectives are expected to be achieved with 55 dual flight hours, FAA written examination and 10 hours of ground instruction for a flight lab fee of $38,341.

FLI 232-Flight Training – Commercial Maneuvers (2)

This course focuses on the development of advanced commercial pilot flight maneuvers in preparation for the FAA Commercial Pilot practical test. Topics include precision flight maneuvers such as advanced turns, chandelles, lazy eights, spirals, and other maneuvers required to meet commercial pilot performance standards. Upon successful completion of the course, students will be prepared to demonstrate required commercial pilot maneuvers to established FAA standards during a practical examination.
Prerequisites: FLI 132 and FLI 334 Corequisite: AVI 232
Course educational objectives for fixed-wing are expected to be achieved with 41 flight hours, 10 solo flight hours, and 5 hours ground instruction for a flight lab fee of $12,639. Rotor-wing objectives are expected to be achieved with 20 flight hours, FAA written examination, and 5 hours of ground for a flight fee of $26,851.

FLI 235-Transition Training (Private Pilot) (2)

This course provides opportunities for pilots that currently possess a private pilot certificate to obtain an additional airplane (fixed-wing) or helicopter (rotor-wing) category rating. The course is designed to allow application of the student's powered flight experience and obtain the airplane or helicopter category rating in the minimum amount of time. At the conclusion of this course, students will gain the knowledge and skills necessary to exercise the privileges of a private pilot certificate in either category of aircraft. Prerequisite: Must possess current Private Pilot certificate
Course educational objectives are expected to be achieved at 20 flight hours, 10 flight instruction hours, and 5 hours ground instruction. Fixed-wing flight lab fee is $7,240; rotor-wing flight lab fee is $13,851.

FLI 334-Flight Training – Complex or Technically Advanced Aircraft (2)

This course focuses on flight operations in complex aircraft or Technically Advanced Aircraft (TAA) in preparation for commercial pilot certification. Topics include the operation and management of complex aircraft systems such as retractable landing gear, controllable-pitch propellers, flaps, and advanced avionics as applicable. Upon successful completion of the course, students will have met the required aeronautical experience and be prepared to operate complex or technically advanced aircraft in accordance with commercial pilot standards. Corequisite: FLI 210
Course educational objectives for Complex are expected to be achieved with 24 flight hours, 1 simulation hour, and 5 hours of ground instruction. Flight lab fee is $6,895.
Course educational objectives for TAA are expected to be achieved with 24 simulator hours, 15 flight hours, and 5 hours of ground instruction. Flight lab fee is $6,355.

FLI 337-Transition Training (Commercial Pilot) (3)

This course provides opportunities for pilots that currently possess a commercial pilot certificate to obtain an additional airplane (fixed-wing) or helicopter (rotor-wing) category rating. The course is designed to allow application of the student's powered flight experience and obtain the airplane or helicopter category rating in the minimum amount of time. At the conclusion of this course, students will gain the knowledge and skills necessary to exercise the privileges of a commercial pilot certificate in either category of aircraft. Prerequisite: Must possess current Commercial Pilot certificate
Course educational objectives for fixed-wing are expected to be achieved with 52 flight hours, 3 simulation hours and 5 hours of ground instruction for a flight lab fee of $13,510. Rotor-wing objectives are expected to be achieved with 40 flight hours, and 5 hours of ground instruction for a flight lab fee of $27,003.

FLI 338-Transition Training (Instrument Pilot) (2)

This course provides opportunities for pilots that are currently Instrument rated to obtain an additional airplane (fixed-wing) or helicopter (rotor-wing) category rating. The course is designed to allow application of the student's powered flight experience and obtain the airplane or helicopter category rating in the minimum amount of time. At the conclusion of this course, students will gain the knowledge and skills necessary to exercise the privileges of an instrument rating in either category of aircraft. Prerequisite: Must possess current Private Pilot or Commercial Pilot certificate.

Course educational objectives for fixed-wing are expected to be achieved with 10 flight hours, 3 simulation hours, and 5 hours of ground instruction for a flight lab fee of $3,010. Rotor-wing objectives are expected to be achieved with 13 flight hours and 5 hours of ground instruction for a flight lab fee of $8,953.

FLI 340-Currency and Refresher (1)

A course for licensed pilots who need to stay current, utilizing dual flight training to improve proficiency on the private, commercial and instrument level. May be taken more than once. Prerequisites: Pilot's license and division approval
Course educational objectives are expected to be achieved at 20 flight hours or less and 5 hours ground instruction. Fixed-wing flight lab fee is $5,210 and rotor-wing flight lab fee is $13,851.

FLI 431-Flight Training-Certified – Certified Flight Instructor (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 fixed-wing are expected to be achieved with 33 flight hours, 1 simulation hour, FAA written examination and 31 hours of ground instruction for a flight lab fee of approximately $9,621. Rotor-wing objectives are expected to be achieved with 25 flight hours, FAA written examination, and 25 ground instruction hours for a flight lab fee of $19,405.

FLI 432-Flight Training – CFI Instrument (1)

This course focuses on flight training preparation for conducting instrument flight instruction. Topics include instructional techniques, instrument flight procedures, risk management, and regulatory requirements associated with instrument instructor privileges. Upon successful completion of the course, students will be prepared for the FAA Instrument Flight Instructor practical test. Prerequisite: FLI 431
Course educational objectives for fixed-wing are expected to be achieved with 10 flight hours, 1 simulation hour, FAA written examination, and 5 hours ground instruction for a flight lab fee of $2,805. Rotor-wing objectives are expected to be achieved with 11 dual flight hours, FAA written examination and 5 hours of ground instruction for a lab fee of $7,568.

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 for fixed-wing are expected to be achieved with 21 flight instruction hours, 1 simulation hour and 5 hours of ground instruction hours. Flight lab fee is $9,272.

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

This course focuses on flight training in the operation of multi-engine aircraft in preparation for multi-engine pilot certification. Topics include multi-engine aircraft systems and operation, performance planning, flight techniques, systems management, and normal and emergency procedures conducted in accordance with multiengine training standards. Upon successful completion of the course, students will be prepared for the FAA Multi-Engine practical test. Prerequisite: FLI 232 Corequisite: AVI 435
Course educational objectives for fixed-wing are expected to be achieved with 25 flight hours, 1 simulator hour, and 5 hours of ground instruction. Flight lab fee is $10,980.

FLI 436-Turbine Helicopter Experience (2)

This course focuses on turbine helicopter flight operations in preparation for commercial aviation employment. Topics include turbine helicopter operational characteristics and the application of previously acquired flight skills within turbine-powered helicopter environments. Upon successful completion of the course, students will be prepared to operate turbine helicopters and exercise the privileges of their flight certificate in accordance with commercial operational standards. Corequisite: FLI 210
Course educational objectives for rotor-wing are expected to be achieved with 20 dual flight instruction hours and 5 hours of ground instruction for a flight lab fee of $32,192.

BUSINESS AND ACCOUNTING (BAC)

The University of Dubuque's Business and Accounting Division 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 Division 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 Division, 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 division 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 (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 (3)
- BAC 421-Business Law (3)
- BAC 475-Administrative Policy Seminar/Capstone (3)
- BAC 485-Internship (3)

While not required, these courses are highly encouraged for **all** majors in the Business and Accounting Division:

- BAC 100 – Introduction to Business (1)
- CIS 162 – Fundamentals of Excel (1)
- PRF 201 – Career Development Strategies: Thinking Beyond College (1)

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 446-Auditing (3)
- Six accounting elective* credits (as approved by the advisor) (6)

Note: Once a student matriculates, they must acquire divisional approval to transfer in accounting courses from another university.

* Electives

- BAC 342 Intermediate Accounting II (4) – *required for major, elective for minor*
- BAC 346 Accounting Information Systems (3) – *required for major, elective for minor*
- BAC 352 Cost Accounting II (3)
- BAC 406 Government & Nonprofit Accounting (3)
- BAC 430 Advanced Accounting (3)
- BAC 441 Federal Taxation I (3) –*required for major, elective for minor*
- BAC 442 Federal Taxation II (3)
- BAC 446 Auditing (3) – *required for major, elective for minor*
- BAC 447 Experiential Audit (1)

Note: In order to fulfill a double-major within the Division 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:

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

*Electives

- BAC 252 Enactus (if paired with 2 of the following: BAC 252 (take 3 times), BAC 447, PRF 201, CIS 162 & 164 (3)
- Any 300-level and above BAC course

Note: In order to fulfill a double-major within the Division 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 21st 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)

*Electives

- BAC 252 Enactus (if paired with 2 of the following: BAC 252 (take 3 times), BAC 447, PRF 201, CIS 162 & 164 (3)
- BAC 323 Training and Development (3)
- BAC 420 Organizational Behavior (3)
- BAC 424 Labor Relations (3)
- Any 300 level and above BAC course

Note: In order to fulfill a double-major within the Division 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)

*Electives

- BAC 252 Enactus (if paired with 2 of the following: BAC 252 (take 3 times), BAC 447, PRF 201, CIS 162 & 164 (3)
- BAC 328 International Marketing (3)
- BAC 409 Sales Management (3)
- BAC 411 Social Media Marketing (3)
- Any 300-level and above BAC course

Note: In order to fulfill a double-major within the Division 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 Division:

Accounting minor - consists of 22 credits including 16 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 300-Principles of Finance (3)
- BAC 341-Intermediate Accounting I (4)
- BAC 351-Cost Accounting I (3)
- Six accounting elective credits (6)

Students outside the Division of Business & Accounting wishing to pursue a minor are encouraged to meet with the division 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 Division of Business & Accounting.

Note: Students with majors within the Division of Business & Accounting cannot declare a business minor. No student regardless of division 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 Division of Business & Accounting wishing to pursue a minor are encouraged to meet with the division 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 Division of Business & Accounting.

Note: Students with majors within the Division of Business & Accounting cannot declare a business minor. No student regardless of division 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 Division of Business & Accounting wishing to pursue a minor are encouraged to meet with the division 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 Division of Business & Accounting.

Note: Students with majors within the Division of Business & Accounting cannot declare a business minor. No student regardless of division 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 Division of Business & Accounting wishing to pursue a minor are encouraged to meet with the division 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 Division of Business & Accounting.

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

BUSINESS COURSE DESCRIPTIONS

BAC 100-Introduction to Business (1)

This course is designed to expose students to key aspects of business including accounting, finance, marketing, and human resources. Students will explore how business ethics & social responsibility are integrated into business, while being challenged to think from a global perspective within the new world economy. Prerequisite: none

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. Prerequisite: Sophomore standing. It is strongly recommended that students have completed MATH 112 or higher.

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. It is strongly recommended that students have completed CIS 162, 164 or 166.

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 112 or higher. It is strongly recommended that students have completed CIS 162, 164 or 166.

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 112 or higher, ECON 101, ECON 102, and BAC 241. It is strongly recommended that students have completed CIS 162, 164 or 166.

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 305-Professional's Edge (3)

Professional's Edge introduces students to establishing a professional brand. Students develop core employable skills including professional brand development through the emphasis on emotional intelligence competencies. Students will apply these skills in developing and communicating their professional brand through interactive class discussions, exercises, simulations, projects, and presentations. Pre-requisite: BAC 280 and Sophomore or higher standing.

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 a thorough familiarization with theories and techniques of operations management as they apply to all types of business operations. Students will learn how to effectively apply a broad knowledge of progressive business and technical processes that are applicable to manufacturing and service operations. Prerequisites: BAC 201, BAC 241, BAC 242, BAC 300 and MATH 112 or higher.

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 335-Organizational Psychology (3)

This course will provide students with the opportunity to apply the principles of psychology to the workplace. Topics to be addressed include ethics in the workplace, employee motivation, leadership, personality types at work, interpersonal communication, work-team dynamics, and coping with debilitative and facilitative emotions. Upon completion of this course, students will have the knowledge and skills to apply inter- and intra-personal skills to prepare for transitions into today's workforce.
Prerequisite: PSY 110 or BAC 304

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

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

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 107 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 completion, 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 341

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. May be repeated for credit. Prerequisite: BAC 446

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: Junior standing or divisional approval

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 Division

COMMUNICATION (COM)

Division Mission, Learning Outcomes, and Program Description

Communication plays an integral role in personal and professional success in a variety of fields, such as for-profit business, non-profit organizations, higher education, political campaigns, governmental agencies, and public administration.

Students graduating with a Bachelor of Arts degree from the Communication Division will be able to:

- Describe the communication discipline and its central questions
- Employ communication theories, perspectives, principles, and concepts
- Critically analyze messages
- Create messages appropriate to the audience, purpose, and context
- Utilize communication to embrace difference
- Apply ethical communication principles and practices
- Influence public discourse

After fulfilling core communication coursework, student can then focus on an area of emphasis for their communication elective courses: Digital Media, Strategic Communication, or General Communication Studies. All majors in the Communication Division are required to participate in an academic internship to prepare them for their professional lives in these environments. Majors complete their course of study by honing their professional preparation skills, engaging with their larger civic community, and developing a sense of vocation for their path beyond college.

Communication Major Requirements

A major in Communication consists of 40 credit hours, including 22 credits of core communication coursework, plus 18 credits of elective coursework. Elective coursework can follow a Digital Media, Strategic Communication, or General Communication Studies emphasis.

Core Courses in Communication for Majors

- COM 101-Speech Communication (3)
- PRF 201-Career Development Strategies: Thinking Beyond College (1)
- COM 155-Applied Communication Studies (3) – Grade of C or higher
- COM 210-Interpersonal Communication (3)
- COM 250-Introduction to Mass Media (3)
- COM 275-Intercultural Communication (3)
- COM 485-Internship (3)
- COM 495-Communication Senior Seminar (3)

Communication Minor Requirements

A minor in Communication consists of 24 credit hours, including 15 credits of core communication coursework, plus 9 credits of elective coursework. The communication minor does not offer areas of emphasis.

Core Courses in Communication for Minors

- COM 101-Speech Communication (3)
- COM 155-Applied Communication Studies (3) – Grade of C or higher
- COM 210-Interpersonal Communication (3)
- COM 250-Introduction to Mass Media (3)
- COM 275-Intercultural Communication (3)

Elective Courses for Communication Majors and Minors

ELECTIVE COURSES FOR THE MAJOR (18 credits total)
- General Communication Emphasis = 18 credits from any of the courses in Groups A and B below
- Digital Media Emphasis = 15 credits from courses in Group A plus 3 additional Communication Elective credits
- Strategic Communication Emphasis = 15 credits from courses in Group B plus 3 additional Communication Elective credits

ELECTIVE COURSES FOR THE MINOR (9 credits total)
- General Communication Studies Minor = 9 credits from any of the courses in Groups A and B below

Group A

- DART 201-Graphic Design I (3) - *Digital Art & Design division*
- ENG 218-Journalism (3) - *Language & Literature division*
- COM 305-Mass Media Writing (3)
- COM 325-Persuasion & Influence (3)
- COM 336-Media History & Culture (3)
- COM 340-Media of Social Movements (3)
- COM 352-Critical Digital & Social Media (3)
- COM 360-Producing Identity Online (3)
- COM 378-Media & Communication Ethics (3)
- COM 405-Visual Online Culture (3)

Group B

- PRF 200-Personal Empowerment (3)
- DART 201-Graphic Design I (3 credits) - *Digital Art & Design division*
- COM 310-Organizational Communication (3)
- COM 315-Event Planning (3)
- COM 318-Introduction to Public Relations (3)
- COM 321-Health Communication (3)
- COM 325-Persuasion & Influence (3)
- COM 328-Global Social Protest (3)
- COM 333-Project Management (3)
- COM 354-Communicating Social Identity (3)
- COM 378-Media & Communication Ethics (3)
- COM 410-Organizational Culture (3)
- COM 415-Nonprofit Operations (3)
- COM 418-Public Relations Management (3)
- COM 420-Crisis Communication (3)
- COM 475-Leadership & Problem Solving (3)

The Division of Communication offers the BA degree.

COMMUNICATION COURSE DESCRIPTIONS

COM 101-Speech Communication (3)

This course is an introduction to speech communication, which emphasizes the practical skill of public speaking in academic, business, and social settings. Students will develop skills in developing and delivering speeches, techniques to lessen speaker anxiety, and the use of visual aids to enhance speaker presentations. Upon successful completion of this course, students will be able to identify what it means to publicly speak with ethical standards, as well as demonstrating improved public speaking and critical listening skills.

COM 155-Applied Communication Studies (3)

This course introduces students to communication competencies that emphasize oral, written, and digital skills for organizational settings. Students will apply communication theory to plan, create, and transmit information to internal and external audiences. Upon successful completion of this course, students will effectively produce well-structured and supported written documents, deliver successful oral presentations, and demonstrate aptitude in the uses of technology in professional communication settings.

COM 210-Interpersonal Communication (3)

This course develops students' awareness of what is happening when a person communicates with other individuals – family, friends, relational partners, and members of communities. Students will analyze how identity, verbal and nonverbal communication, listening, emotions, conflict management, and relational dynamics affect their interpersonal experiences with others. Upon successful completion of this course, students will be able to apply scholarly research and observation to assess how these choices impact them personally, as well as their success at work, as a relational partner, as a family member, and as a contributing member of their communities. Prerequisite: COM 101

COM 250-Introduction to Mass Media (3)

This course provides students the tools to think critically about the media and the many ways it impacts society and culture. Students in this course develop an understanding of the technological developments that have spurred the growth of mass communication throughout human history and the dizzying number that now define everyday life. Upon successful completion of this course, students will be able to apply conceptual knowledge of media history to their own experiences with media and synthesize their own unique perspectives of the impact of mass media. Prerequisite: COM 101

COM 275-Intercultural Communication (3)

This course explores how individuals communicate with those of other cultures. Students will apply intercultural communication theory to deconstruct conversations, make inferences, and find evidence to support their analysis. Upon successful completion of this course, students will demonstrate intercultural competence in communicating effectively about their own and others' cultures. Prerequisite: COM 101

COM 305-Mass Media Writing (3)

This course develops students' awareness of the oral, visual, and written forms of mediated communication for a mass audience. Students will explore the relationship between communication theory and ethics, media forms, and composition skills required for professional careers in integrated communication, journalism, and public relations. Upon successful completion of this course, students will demonstrate skills in oral, visual, and written mass media forms, distinguishing how their viewpoint impacts their composition and audience comprehension of their message. Prerequisites: COM 101 and COM 155

COM 310-Organizational Communication (3)

This course introduces students to the systematic, functional, and cultural aspects of communication within organizations. Students will apply communication theories, perspectives, and principles so as to analyze and evaluate the messages, processes, and ethical frameworks of hypothetical and real-life organizations for communicative effectiveness. Upon successful completion of this course, students will synthesize these skills in creating effective communication objects and measures for hypothetical and real-world case study organizations. Prerequisites: COM 101 and COM 155

COM 315-Event Planning (3)

This course explores the facets of event planning needed to successfully execute public and private organizational events. Students will analyze the elements of a successfully-planned event and critically apply course information in planning events to anticipate and solve problems. They will evaluate events post-execution to make recommendations for the planning process of future functions. Upon successful completion of this course, student will synthesize their class experience to effectively create and manage an event for a professional organization. Prerequisites: COM 101 and COM 155

COM 318-Introduction to Public Relations (3)

This course examines the field of public relations from its historical beginnings to its present expression as a form of directed communication between an organization and its publics. Students will identify the discipline's guiding principles (e.g. ethics codes, communication law, and formulae), in order to produce a document including research, planning, communication, and evaluation. Upon successful completion of this course, students will plan and deliver an actual public relations campaign for an on-campus client. Prerequisites: COM 101 and COM 155

COM 321-Health Communication (3)

This course develops the skills needed for health communication professionals to serve people from diverse backgrounds in modern medical fields. Students will analyze the ways to communicate health information efficiently in various contexts and before various audiences. Upon successful completion of this course, students will be able to identify issues associated with health and health communication topics, and evaluate the effectiveness of health communication initiatives in the United States and the global health marketplace. Prerequisites: COM 101 and COM 155

COM 325-Persuasion and Influence (3)

This course explores the power of persuasion and the effects of influence in professional and public settings. Students will learn to identify influence techniques and persuasive tactics and strategies as they occur in public discourse and marketing in contemporary American culture, from the perspectives of both practitioner and consumer. Upon successful completion of the course, students will be able to analyze models of public discourse and rhetorical approaches, evaluate elements of effective and ethical influence strategy, and apply contexts and tactics for persuasion. Prerequisites: COM 101 and COM 155

COM 328-Global Social Protest (3)

This course exposes 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 333-Project Management (3)

This course introduces students to the fundamental principles and practices of project management. Student will work individually and in teams to determine appropriate project goals, necessary tasks and resources, and realistic timelines. Students will apply critical thinking and problem-solving skills to adapt to changing variables throughout the project process. Students will analyze and evaluate their progress and the performance of others on course project work. Upon successful completion of the course, students will be able to synthesize their course learning to develop a project management tool of their own design. Prerequisites: COM 101 and COM 155

COM 336-Media History & Culture (3)

This course examines the role of the American press in shaping the nation, as well as critically evaluating the broad social and political contexts within which it has developed. Students will analyze how journalists and other media workers have defined conflicts between elites and workers, men and women, and racial and ethnic groups as they struggled for the public's attention and validation. Upon successful completion of this course, students will develop an appreciation for the ordinary people who utilized journalism to carry to fruition Thomas Jefferson's ideas regarding the role of the press in a democratic society, along with the skills to think critically about media and culture in the present. Prerequisites: COM 101, COM 155, and COM 250

COM 340-Media of Social Movements (3)

This course explores advocacy on behalf of minority groups in America today in their utilization of media to formulate ideas, mobilize supporters, and contend for greater public visibility. Students will identify moments throughout history, when these groups have turned to alternative media sources to express their views and coordinate reform activities. Students will analyze the digital networks of today, which have enabled prominent social movements to gain larger audiences for their messages. Upon successful completion of this course, students will synthesize a historical perspective on the uses of media by social movements with a collaborative analysis of the ways social media and mobile technology help modern movements gain support. Prerequisites: COM 101, COM1 55, and COM 250

COM 346-Sport and Media (3)

Professional sports in American life provide an important communication context where cultural ideas about gender, sexuality and race are embodied and performed. In some situations, sports work to reinforce social norms while in others they provide arenas for challenging dominant cultural values. The technologies and human perspectives related to mass communication play a powerful role in shaping the multifaceted impact of sports on society even though sometimes their influence is subtle. We will approach these issues through a critical lens that seeks to interrogate both overt and hidden meanings in media coverage and analyze the methods by which the "medium shapes the message." Upon successful completion of this course, students will be able to describe the symbiotic relationship between sports and media in the U.S. and identify how and why mass mediated sports construct and maintain cultural understandings of gender, sexuality, race, ethnicity and class. Prerequisite: COM 101

COM 352-Critical Digital & Social Media (3)

This course introduces students to the communication theory behind various digital/social media interfaces in private and public entities. Students will apply relevant digital frameworks to analyze relevant case studies and evaluate current trends in social media as they relate to individuals and organizations. Upon successful completion of the course, students will engage with these digitally mediated environments in critical and reflexive ways, synthesizing the application of theory and critical thinking to produce visible and auditory promotion materials. Prerequisites: COM 101 and COM 155

COM 354-Communicating Social Identity (3)

This course explores theoretical and practical issues regarding relationships between the communication processes of individuals, informal groups, and formal organizations. Students will identify socially constructed and communicated aspects of identity: gender, race, sexual identity, social class, ability, and age. Students will analyze how communication occurs between social groups, as well as how it functions to organize social and organizational relationships. Upon successful completion of the course, students will apply the above to evaluate how systems of power and privilege help shape perceptions of salient social identity groups within the United States. Prerequisites: COM 101 and COM 155

COM 355-Strategic Social Media (3)

At the end of this course, students will be able to list the necessary elements for building a brand for both for profit and non-profit organizations. Students will be able to articulate elements needed to create influence on social media platforms and identify cost-effective social media marketing strategies. Students will identify elements of personal brand and evaluate their personal brand on current social platforms. Students will be able to examine social media communication examples to determine which meet recommended brand elements and provide dialogue with target audience. Students will be able to identify and describe social

media marketing tools and articulate which tool meets an organization's goals. Students will be able to tell an organization's story through social media.

COM 360-Producing Identity Online (3)

This course examines the role that the creation of identities online plays in the field of communication, and in the personal and professional lives of students. Students will analyze case studies from recent press coverage of digital culture, as well as produce and curate digital images informed by identity theory. Upon successful completion of this course, students will be able to both produce and critique online identity pieces based on digital theory frameworks. Prerequisites: COM 101 and COM 155

COM 378-Media & Communication Ethics (3)

This course engages students with the process of thinking critically about the communication principles that guide their behavior and provides them with additional tools to enhance those principles further. Students will analyze sources of ethical conflict, analyze the importance of dialogue, creativity, and engagement, and evaluate the value of diverse viewpoints. Upon successful completion of this course, students will develop a coherent set of ethical communication practices, an effort that is imperative for those who will seek communication-intensive careers, including jobs in the media field. Prerequisites: COM 101, COM 155, and COM 250

COM 405-Visual Online Culture (3)

This course introduces students to the study of visual cultures and the role that power plays in constructing and representing others online. Students will learn to identify who does and does not have access to the tools of media production, and how that influences the representational practices of organizations, especially charities and online microfinance institutions. Upon successful completion of this course, students will apply conceptual tools to carefully analyze and critique various visual cultures online.
Prerequisites: COM 101, COM 155, and COM 352

COM 410-Organizational Culture (3)

This course delves into the culture of organizations across a broad spectrum of organizational types. Students will build upon the foundational theories of organizational communication to analyze organizational culture in real-world and hypothetical case studies through a variety of theoretical frameworks, and evaluate the effectiveness and ethical commitments of those cultures. Upon successful completion of this course, students will be able to apply these skills to perform organizational culture assessments and create culture change recommendation documents for a real-world organizations. Prerequisites: COM 101, COM 155, and COM 310

COM 415-Nonprofit Operations (3)

This course provides students with an introduction to the world of nonprofit operations. Students will begin by identifying the laws and standards applicable to non-profit operation. They will also analyze non-profit management methods, and evaluate those practices based on the major issues and concerns facing non-profit organizations in the present day. Upon successful completion of the course, students will then apply their knowledge gained in non-profit operations to create a business plan for a non-profit organization. Prerequisites: COM 101 and COM 155

COM 418-Public Relations Management (3)

This course builds on the foundational concepts, theories, and frameworks of public relations practice. Students will analyze public relations methods for existing and hypothetical organizations, apply knowledge learned to their own practice, and evaluate current and future best practices and ethical issues for the field of public relations management. Upon successful completion of this course, students will be able to utilize historical precedent, formulae, and ethics of the public relations profession to effectively conduct research, plan, and evaluate a client's public relations campaign. Prerequisites: COM 101 and COM 318 (BAC 280 or HWS 280 will also be accepted in place of COM 318)

COM 420-Crisis Communication (3)

This course examines the directed communication between an organization and its publics during a natural disaster, manmade crisis, or terrorism event. Students will learn the guiding principles of this communication form (e.g. theory, risk identification, and ethical issues), through reading of historical case studies and current event discussion for the discipline. Upon successful completion of the course, students will be able to apply crisis communication theory to identify proper alignment of crisis team members, determine stakeholder and media response messaging, and handle rumor mitigation and reputation damage.
Prerequisites: COM 101, COM 155, and COM 318

COM 475-Leadership and Problem Solving (3)

This course explores theories of leadership and provides students with the applicable skills needed to function as a leader in an organizational setting. Students will identify, analyze, and apply concepts in various leadership theories and models, leadership across cultures, leadership ethics and attributes, organizational change/development, and the role of the leader in establishing organizational culture and facilitating change to hypothetical and real-life leadership scenarios. Students will assess, refine, and

expand their current problem-solving skills, acquire new knowledge, and advance leadership abilities. Upon successful completion of this course, students will demonstrate knowledge of traits and skills of effective leaders, be able to analyze and evaluate leadership situations, and develop the student's own leadership characteristics. Prerequisites: COM 101 and COM 155

COM 485-Internship (CV)

This course provides students with experiential opportunities in professional workplace and community service communication positions. Junior and senior level Communication majors will employ their educational knowledge while gaining practical career experience. Upon successful completion of this course, students will be able identify, analyze, evaluate and demonstrate the professional expectations of the field, communication patterns of their chosen organization, and the responsibilities of their specific position. Prerequisite: Junior/Senior standing (60 credits) at time of registration.

COM 495-Communication Senior Seminar (3)

This course is a capstone for communication majors in their senior year. Students will further develop the foundational concepts, theories, and frameworks of their previous Communication coursework. They will apply their written, oral, and visual communication skills effectively in professional settings, and evaluate the ethical choices made by professionals in their chosen communication field. Students will create platforms for connecting their sense of vocation to a larger civic community. Upon successful completion of this course, students will demonstrate mastery of these skills in a professional portfolio piece. Prerequisite: declared Communication major having completed at least 20 communication credit hours, senior standing, or divisional approval.

COMPUTER STUDIES & MATHEMATICS (CSM)
COMPUTER STUDIES (CS)

The mission of the Computer Studies program at the University of Dubuque is to cultivate a hands-on educational environment in which students develop the technical, soft and critical thinking skills essential to their professional careers. Students will be nurtured by the UD faculty and the UD community to build and shape a desire for life-long learning and service.

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) analyze problems and develop appropriate technical solutions
2) apply quantitative and/or technical skills required to interpret data that drive the decision-making processes
3) apply technical competencies in the use of hardware and software associated with computing devices
4) utilize effective communications skills to explain functional and technical information to diverse audiences
5) apply excellent moral character and professional ethics to their discipline

Programs in Computer Studies include:

Bachelor of Science in:

- Computer Information Systems (CIS)
- Computer Information Technology (CIT)
- Cybersecurity (CYS)

Minors in:

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

BACHELOR OF SCIENCE IN COMPUTER INFORMATION SYSTEMS

Minimum of 62 credit hours as follows:

Core Courses:

- BAC 201-Principles of Management (3)
- BAC 241-Principles of Financial Accounting (3)
- BAC 300-Principles of Finance (3)
- BAC 340-Effective Communication in Business (3)
- CIS 166-Data Analysis (3)
- CIS 205- Web Publishing (3)
- CIS 207-PC Internals (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 338-Security I (3)
- CIS 404-Systems Analysis and Design (3)
- CIS 405-Project Management (3)
- CIS 495-Information Policy (1)
- ECON 101-Principles of Microeconomics (3)
- ECON 102-Principles of Macroeconomics (3)
- MATH 230-Introduction 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 SYSTEMS

Minimum of 22 credit hours as follows:

Core Courses:

- 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 66 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 166-Data Analysis (3)
- CIS 205-Web Publishing (3)
- CIS 207-PC Internals (3)
- CIS 213-Networking I (3)
- CIS 215-Programming Fundamentals with Java (4)
- CIS 284-Operating Systems (3)
- CIS 310-Server Hardware, Software & Administration (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 495-Information Policy (1)
- MATH 150-Precalculus (4) **or** higher-level math
- MATH 230-Introduction 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 22 credit hours as follows:

Core Courses:

- 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 CYBERSECURITY

Minimum of 66 credit hours as follows:

Core Courses:

- CIS 166-Data Analysis (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-Server Hardware, Software & Administration (3)
- CIS 332-Database Systems I (3)
- CIS 338-Security I (3)
- CIS 340-Network Forensics & Security (3)
- CIS 438-Security II (3)
- CIS 460-Penetration Techniques (3)
- CIS 495-Information Policy (1)
- CJU 110-Introduction to Criminal Justice (3)
- CJU 212-Criminal Procedure (3) [pre-req CJU 110]
- MATH 150-Pre-Calculus or higher-level Math (excluding MATH 230) (4)
- MATH 230-Introduction of Statistics (3)

PLUS 12 CIS elective credits, six of which must be 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 SECURITY

Minimum of 21 credit hours as follows:

Core Courses:

- 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 438-Security II (3)
- CIS 460-Penetration Techniques (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 DATA ANALYTICS

Minimum of 19-20 credit hours as follows:

Core Courses:

- CIS 166 Data Analysis (3)
- CIS 215 Fundamentals of Programming with Java (4)
- CIS 262 Introduction to Data Analytics (3)
- CIS 332 Database Systems I (3)
- MATH 230 Introduction to Statistics (3)

PLUS one course from the following (3-4 credits):

- ECON 160 Social Science Data Analytics (3)
- ECON 411 Econometrics I (3)
- EVS 333 Geographical Information Systems Applications (4)
- MATH 250 Calculus I: Differential Calculus (4)

MINOR IN WEB DESIGN AND DEVELOPMENT

Minimum of 22 credit hours as follows:

Core Courses:

- 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 142-Technology Tools for Presentations (1)

This course is about identifying different technology techniques and tools that can be used for presentations purposes. Topics include using MS Power Point along with other presentation software to visually present information in varied forms. Upon completion of this course, students will be able to demonstrate the ability to create effective presentations using these tools.

CIS 152-Digital Document Development (1)

This course is about document processing with a focus on MS Word and MS Publisher software. Topics include creating, editing and formatting documents and integration between software applications. Upon completion of this course, students will be able to create letters, reports, brochures, newsletters, and other business documents.

CIS 162-Fundamentals of Excel (1)

This course is about using MS Excel to examine spreadsheet concepts and explore the MS Excel environment. Topics include creating and formatting worksheets; entering and manipulating data; using formulas and built-in functions to condense, summarize and evaluate numeric data; and employing a variety of techniques for improving the appearance and accuracy of spreadsheet content. Upon completion of this course, students will be able to efficiently create robust worksheets and workbooks.

CIS 164-Advanced Excel (1)

This course will work with the in-depth functions of MS Excel software and apply already-learned concepts to more advanced projects. Topics include resolving error messages, creating data validation options, exploring more complex functions, and summarizing data using advanced tools and objects. Upon completion of this course, students will be able to demonstrate the ability to modify and enhance more detailed worksheets and workbooks. Prerequisite: CIS 162 or divisional approval

CIS 166-Data Analysis (3)

This course focuses on evaluating and analyzing different types of business-related data and developing effective solutions. It will utilize current spreadsheet and database software tools and techniques to facilitate the interpretation of the data. Upon completion, students will be able to use various software utilities to solve simple and complex problems, analyze and organize data, and appropriately apply various types of functions. Prerequisite: MATH 112 or higher, or by divisional approval.

CIS 205-Web Publishing (3)

This course introduces students to the fundamentals of website design and development. This course teaches 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.

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.

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. Prerequisite: MATH 112 or higher-level math, or divisional 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.

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 166 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.

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 divisional 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 telecommunications systems. Major topics included VLANs, Advanced routing protocols, and ACLs. Upon completion, students will be able to demonstrate how to properly plan for and build advanced network installations; how to implement advanced security protocols; and how to identify and resolve issues in network functionality. Pre-requisite: CIS 213

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 divisional 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. Prerequisite: CIS 215, or divisional 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 213, CIS 284, or divisional 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 divisional approval.

CIS 355-Applied Forensic and Security (3)

This course applies forensic and security techniques to web, database, and mobile platforms. Topics include: attack identification and investigation; specifically attacks against websites, mobile programs and devices, and database; and how to protect the various platforms from these attacks. Upon completion students will be able to identify common vulnerabilities and proactively and reactively mitigate their impact. Prerequisites: CIS 332 and CIS 338, or divisional approval.

CIS 357-Special Topics in Computer Studies (3)

Special topics classes are offered to reflect current interests or emerging technologies in information technology or information systems. Upon completion, students will have exposure to new technologies and/or will be able to produce output based on some new technology.

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 divisional approval. CIS 215 is desirable.

CIS 404-Systems Analysis and Design (3)

This course introduces students to the 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, process and UML modeling tools, and the future of systems analysis and design. Upon completion students will be able to analyze business problems and generate systems requirements documents. This course is part of the capstone experience and is not open to transfer equivalency. Prerequisites: Junior or Senior standing and CIS 213, CIS 215, & CIS 332, or divisional 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. This course is part of the capstone experience and is not open to transfer equivalency. Prerequisites: Junior or Senior standing and CIS 404, or divisional 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 divisional approval.

CIS 460-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 exploited (authentication, protocol flaws, operating system deficiencies, physical security weaknesses, etc.), 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 215 & CIS 338

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 divisional 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 division. 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 divisional 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 ENG 104, or divisional 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 average or better in all program courses.

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 095. This course begins with a basic 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 095.

MATH 095-Fundamentals of Mathematics (3)

This course prepares students for success in future college mathematics courses by allowing students to gain skills and confidence as math learners. Topics include expressions, polynomials, functions, graphs, and equations. Students are required to earn a C or better to pass MATH 095. Students will be placed in MATH 095 based on math placement guidelines. This course does not satisfy the mathematics literacy requirement.

MATH 107-Mathematics for Liberal Arts (3)

This is a mathematics course intended for the liberal arts student with topics to include a review of basic algebra, sets and logic, number theory, problem solving, geometry and logical thinking. Upon completion of this course, students will have developed mathematical skills necessary to function in today's ever-changing society. This course is not intended as preparation for further study of mathematics. Prerequisites: Successful completion of Math 095 with a grade of C or higher. Sophomore standing or by instructor approval.

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 will be placed in MATH 112 based on math placement guidelines or if they have passed MATH 095 with a grade of C or higher.

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: MATH 112 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; parametric tests (z-test, t-test, F-test, analysis of variance) and non-parametric tests (chi-square); and correlation and regression analysis. By the end of the course, students will be able to apply basic statistical techniques to real-world situations involving estimation, inference, or decision-making in a variety of different potential careers. This course is a required prerequisite to the nursing program. Prerequisite: MATH 112 or higher, its equivalent, or consent of instructor

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 divisional 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 divisional 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 divisional 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 divisional 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 divisional 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 divisional 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 divisional 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, and parametric equations. 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 divisional 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 divisional 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 divisional 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 360, or divisional 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 divisional 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 divisional approval

MATH 460-Real Analysis (3)

This course is a rigorous course in the foundations of calculus. Topics include the study of the behavior of real numbers, sequences and series of real numbers and real functions. Students who successfully complete this course will be able to prove results in analysis using a variety of techniques. Prerequisites: A grade of C or better in MATH 260 and MATH 270 or divisional 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 divisional approval

CRIMINAL JUSTICE (CJU)

The Criminal Justice (CJU) 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 division-approved substitution.

Objectives

Division 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.

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 Criminal Justice 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.

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 division core to include:

- CJU 120 Writing Proficiency in Criminal Justice (3)
  (Required only for students who are required to take ENG 090)
- CJU 110- Introduction to Criminal Justice (3)
- CJU 210- Introduction to Law Enforcement (3)
- CJU 211-Criminal Law (3)
- CJU 212-Criminal Procedures (3)
- CJU 215 Court Systems and Judicial Process (3)
- CJU 225 Corrections (3)
- CJU 231-Criminology (3)
- CJU 313 Introduction to Constitutional Law (3)
- CJU 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 CJU 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

- CJU 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)
- CJU 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 division substitution

- CJU 485- Internship (3)
- CJU 491- Independent Research (3)
- CJU 333- Moot Court (3)
- CJU 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
- CJU 120- Writing Proficiency in Criminal Justice (Required for students required to take ENG 090)

Required Courses: 15 credits

- CJU 110- Introduction to Criminal Justice
- CJU 210-Introduction to Law Enforcement
- CJU 211- Criminal Law
- CJU 225- Corrections
- CJU 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 division offers the BA degree.

CRIMINAL JUSTICE COURSE DESCRIPTIONS

CJU 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.

CJU 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.

CJU 120-Writing Proficiency in Criminal Justice (3)

This course will help students review and apply specific writing and thinking skills necessary for upper level SOC and CJ courses, as well as in the criminal justice and sociology professions. Emphasis is placed on the preparation of various documents and reports common to the field of sociology and 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 Sociology and Criminal

Justice majors who are required to take ENG 090. Additionally, this course is major specific. Students not majoring in SOC/CJ are not eligible to enroll without the approval of the SOC/CJ Division Head.

CJU 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: CJU 110

CJU 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.
Prerequisites: CJU 110 and SOC 111 or SOC 112

CJU 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: CJU 110

CJU 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.
Prerequisites: CJU 110 and ENG 101 with a grade of C or better

CJU 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: CJU 110 or divisional approval.

CJU 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

CJU 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.
Prerequisites: CJU 110 and ENG 101 with a grade of C or better

CJU 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. Prerequisite: CJU 110 or divisional approval.

CJU 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 divisional approval

CJU 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: CJU 110 or divisional approval.

CJU 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: CJU 211 or CJU 212 or divisional approval.

CJU 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.

CJU 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: CJU 225 or divisional approval

CJU 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

CJU 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. Prerequisites: CJU 110 and CJU 215 or divisional approval.

CJU 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.
Prerequisite: CJU 212 or divisional approval.

CJU 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: CJU 212

CJU 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

CJU 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 prerequisites. Instructor approval, however, is required.

CJU 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.

CJU 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.

CJU 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: CJU 231 and CJU 211 or CJU 212

CJU 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 division/agency policies and procedures in field work. Prerequisite: PRF 201, Junior or Senior standing in the criminal justice program, or Division Head approval.

CJU 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 division chairperson.

CJU 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.

DIGITAL ART & DESIGN (DART)

Digital Art and Design (DART) is the study of visual communication using digital technologies in graphic, animation, and web design. At the University of Dubuque, students will study the world of digital design through a project-based curriculum that is enriched with one-on-one interaction with the DART faculty to create professional portfolio work. Program studies culminate in a capstone project, featuring an exhibition of student work in the Bisignano Art Gallery. Students will leave ready to build a successful career as a designer in the digital art and design industry.

The division of Digital Art and Design offers a major and minor in the Digital Art and Design.

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 Designer
• Digital Designer
• Web (UI/UX) Designer
• Art Director
• Creative Director
• Social Media Designer
• Motion Graphics Designer
• Packaging Designer
• Brand Identity Designer
• Multimedia Artist

Our mission is to develop designers for a professional career in the evolving digital design field.
Upon completion of the Digital Art & Design major, graduates will;

1) Demonstrate perceptual acuity, conceptual understanding, and technical facility in professional presentations of original work;
2) Select and utilize technology tools effectively for the creation, reproduction, and distribution of visual messages in a variety of media;
3) Design effective forms of communication and solve visual problems by synthesizing design theories and processes and utilizing critical thinking skills;
4) Apply excellent moral character and professional ethics to the field of Digital Art and Design.

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 (3)
- DART 240-Digital Illustration I (3)
- DART 241-2D Animation (3)
- DART 250-Digital Imaging I (3)
- DART 260-Media Design(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 21 credits;

- DART 201-Graphic Design I (3)
- DART 231-Web Design (3)
- DART 240-Digital Illustration I (3)
- DART 250-Digital Imaging I (3)
- Three elective DART courses (9)

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

DIGITAL ART & DESIGN COURSE DESCRIPTIONS

DART 130-Computer Graphics Introduction (3)

This course introduces students to the Digital Art and Design discipline and culture. In this projects-based course, students will develop habits of inquiry and curiosity in the production of digital art and design projects, experiment and explore how technology has multiple solutions to design problems and identify how the design principles are executed in digital art and design. Topics include industry technology, terminology, design principles and ethics issues, and design production process.

DART 135-Design Studies (3)

This course is an introduction to the theory and terminology of design. The class explores the design and practical application of design elements and principles by creating a variety of art images and projects. Students will be able to describe visual relationships, demonstrate design research methods and use formal design principles, create concepts to amplify content, apply the concept and process of color theory, and create a portfolio of materials balancing form and function.

DART 201-Graphic Design I (3)

This course introduces students to the Graphic Design field. Students will be able to create and apply design concepts and color principles, apply principles of typography with structure, hierarchy, and semiotics, and select appropriate software tools. 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, black and white to color, and create design systems to corporate identity.

DART 231-Web Design (3)

This course concentrates on web design, web content, user interface, and web development using multiple content management systems (CMS). Emphasis is on designing effective user interfaces based on principles of graphic design, interactivity, usability and visual hierarchies. Through this projects-based course, the students will be able to create efficient websites utilizing navigational systems, visual hierarchy, animations, image preparation, and file prep. At the end of this course, students will have created online interactive websites in industry standard software.

DART 240-Digital Illustration I (3)

This course explores digital illustration, with focus on the fundamentals of designing with imagery, the relationship between verbal and visual communication, and proficiency in illustration fundamentals and vocabulary. Students will be able to apply digital illustration tools to create original imagery in a vector format, solve visual design problems that depict activity, depth, and visual narrative, and debate ethical usage of copyright images. Course structure uses a project-based approach to develop creative and critical thinking in producing solutions for technical renderings, portraits, multiple-point perspective, page-layout, and typography.

DART 241-2D Animation (3)

This course introduces students to the design of two-dimensional animation and animation principles by creating a handful of short animations. Students will be able to create storyboards, design and edit imagery for animation with linear perspective, incorporate and synchronize imagery and sound, and organize compositions and scenes. Coursework will acquaint students with the needs and procedures for creating two-dimensional web and television animations for the marketplace.

DART 250-Digital Imaging I (3)

This course provides students with an in-depth view of rasterized graphics and the compositing techniques needed to enhance and manipulate digital images. This course focuses on the fundamentals of design balancing visual and verbal communication. Students will be able to apply digital imaging tools, solve visual design problems, manipulate and create photos with cohesive and consistent qualities in a visual narrative, and debate ethical usage of copyright images. Course structure uses a project-based approach to develop visual problem-solving skills, creative and critical thinking, and strategic application of tools in producing solutions.

DART 260-Media Design (3)
This course introduces the principles of and design practices for social media content. Students will be able to analyze and design for branding, develop storyboards, utilize creative storytelling techniques, shoot and edit video content, and create artwork and photos for social media posts and campaigns. Emphasis is on the design and creation of social media content while using industry standard applications to produce projects in detail and artistic sensibility into polished, captivating stories that resonate with the viewers.

DART 270-3D Animation (3)
This course introduces the base on which digital 3D animation and spatial graphics are founded and developed. Students will be able to navigate 3D software, apply terminology and methodology, use tools in modeling objects in 3D using a variety of techniques, integrate lights and materials to 3D objects and animate 3D scenes of objects using keyframe and timeline controls into short animation sequences. Emphasis will be placed on developing a working knowledge of the underlying process of 3D modeling and animation including: the mechanics of 3D geometry, lighting, cameras, shaders, material types and rendering methods, animation principles, and key frame animation. Students will design and produce portfolio quality projects of 3D images and short animations.

DART 301-Graphic Design II (3)
This course will allow students to develop additional skills in Digital Arts Graphic Design. Students will create advanced electronic and print projects using industry standard software. Emphasis is placed on effective design by capturing attention, controlling eye movement, conveying information, and evoking emotion through the design principles and the examination of the history of graphic design. Students will create effective graphic design solutions using images, text and space for visual communication, design portfolio quality projects for potential clients from design concepts for electronic and printing processes. Projects will range from single to multiple pages, black and white to color, and 2- dimensional to 3-dimensional designs. Prerequisite: DART 201

DART 302-Typography (3)
This course reinforces the intelligent and creative practice of working with type. Emphasis is placed on principles of typographic structure, composition, and hierarchy. Students will validate the terminology and history of type, apply design concepts and color theory to solve typographical problems, and analyze typographic relationships, including the integration of images, symbolic communication, and digital design. Projects will range from corporate identity and typeface creation to publication design, all aimed at producing portfolio-quality work. Prerequisite: DART 201

DART 310-Design Tour (3)
This course explores a variety of design field environments, ranging from small boutique shops to larger, more established design studios, and in-house design divisions of specialized companies. Emphasis is on networking and drawing inspiration from top design professionals, applying design concepts and principles used for visual communication, and producing portfolio-quality projects. Students will research and prepare for multiple company visits, participate in tours and job shadows, and complete a professional design project summarizing the digital design tours. Students will have the opportunity to network with professionals and open a window to their future careers. Junior or Senior standing is required.

DART 321-Character Drawing (3)
This course develops fundamental skills and techniques for the design, development and drawing of characters for multiple digital graphic purposes. Course work covers character development, expression, drawing techniques, issues of anatomy and costume. Students will be able to develop personal expression of concept, thought process and interpretive skills, render character drawing techniques effectively, revise weaknesses in terms of conceptual development, design, or technique, and differentiate between influence and appropriation of illustrators and character designers. 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 design. The course focuses on the experimental and creative use in integrating traditional and electronic media in image making. Students will be able to apply visual qualities for image making, demonstrate proficiency and craftsmanship in handling tools, integrate computer applications for post-print production techniques, develop communication ideas using non-traditional production of printed images, examine historical and contemporary role of image making and digital prints, and explore the possibilities of image making. Prerequisite: DART 201

DART 332-Web Design and Development (3)
This course focuses on blending the principles of Web Design and Web Publishing. Students will design layouts of websites and implement the design with code into a functional site using industry standard software. Emphasis is on learning basic HTML and CSS,

applying graphic design principles, and understand UX/UI (user experience/user interface) design to create and produce portfolio quality projects in this project-based course. Students will be able to demonstrate a basic knowledge of web coding and design principle that constructs the visual and tactical design, evaluate and adapt UX/UI design for projects, and create mock-ups of sites to producing functional websites.

DART 340-Digital Illustration II (3)

This course develops students' understanding of illustration as a visual delivery system for ideas and feelings. Students will be able to develop diverse and advanced visual illustrations utilizing standard software, create original and provocative illustrations by integrating design principles, design creative solutions that communicate concepts through images and develop strong conceptual skills for problem solving and brainstorming while exploring digital tools and media. The class emphasis is on the creation of vector-based images and files, integrating them effectively with written content to empower students as visual storytellers of their ideas and opinions. Prerequisite: DART 240

DART 350-Digital Imaging II (3)

This course provides advanced development of digital imaging skills in creating illustrations and digital paintings and compositing photographs together using industry-standard applications, like Adobe Photoshop. Students will be able to employ appropriate terminology in the directing, producing, and reviewing of digital imaging techniques and works, create and use appropriate media formats and resolution levels based on output needs, select and apply advanced methods in producing digital images, employ digital painting techniques to create, repair, and enhance digital imagery, dissect an existing composition to utilize some of its elements in a new project or work and be able to dispute ethical copyright issues involved in image manipulation. 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. Topics covered include animation theory, cell animations and rotoscoping, stop animation photography, animation, sound production, and digital editing versus linear editing. Students will be able to articulate the various animation formats, image types, animation principles and terminology and visual aesthetics, design and edit imagery and digital video for animation, gauge the quality and variety of appropriate visual and audio materials, and articulate and create with animation principles. Students are introduced to the use of storyboards, and the application of color theory, design principles, titling, special effects filters, and timing for animation. Prerequisite: DART 241

DART 401-Identity Design (3)

This course introduces the principles of visual identity in the Digital Art field. Emphasis is on the creation and development of visual elements for brands, organizations, or individuals while applying logo design, typography, color theory, brand guidelines, and visual storytelling. Students will develop corporate identities, create symbols, brand products, and design environmental signage. They will learn to select and use fonts that align with the brand's personality, acknowledge the impact of colors on perception, and create comprehensive guides to ensure consistent use of visual elements across various platforms. The course combines theoretical knowledge with client-based projects, allowing students to build a portfolio that showcases their skills in identity design. Prerequisite: DART 201

DART 402-Packaging Design (3)

This course introduces the principles of packaging design, emphasizing the role of packaging in product identification, presentation, and production. It focuses on how package designers visually communicate using 3-dimensional forms. Students will learn to apply principles of packaging design, composition, structure, and hierarchy. They will explore the relationship between product, environment, communication, and marketing objectives, apply design concepts and color principles, integrate typography with images and symbols, and develop custom food and mass market products and packages for various materials and clients. Additionally, students will develop technical skills in constructing 3D mock-ups and preparing concepts for the print manufacturing process. Research topics include marketing objectives, structural integrity, display aesthetics, and environmental considerations. 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 division.

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 DART division. 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 division. Students will design and produce a resume and portfolio in various forms including in print, in digital, and as a website. Students will be able to examine design terminology, methods, and technical issues in digital arts, validate their application of design principles, explore specific skills in software tools and hardware, evaluate competencies in using techniques for design applications, assess design skills in visual communication, articulate issues involved in communicating with design clients, and defend the issues of ethics in digital arts and use of imagery and intellectual property. Research and investigate design career roles in the 21st century and the ethical issues of the design industry. Participation in a group Senior thesis show is required.
Prerequisite: Senior standing or permission of the instructor

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-International Art and Culture/International Art Trip (3)

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.

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.

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 apply excellent moral character and professional ethics to Economics.

The Economics major requires a minimum of 55 credits

This includes 40 credit hours of required courses in Economics, Business and Mathematics. In addition, majors complete a minimum of 15 elective credit hours.

Required Courses (40 cr.):

- ECON 101-Principles of Microeconomics (3)
- ECON 102-Principles of Macroeconomics (3)
- ECON 160-Social Science Data Analytics (3)
- ECON 220-Mathematics for Economists (3)
- ECON 231-International Economics (3)
- BAC 241-Principles of Financial Accounting (3)
- MATH 150-Precalculus (4)
- MATH 230-Introduction to Statistics (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 (15 cr.) - Pick at least 5 courses from this list:

- BAC 300 – Principles of Finance (3)
- ECON 123 – Personal Investing (3)
- ECON 142 – Development Economics (3)
- ECON 161 – History of Economics (3)
- ECON 221-Contemporary Economics (3)
- ECON 232-Money and Banking (3)
- ECON 241 – Sports Economics (3)
- ECON 252 – Environmental Economics (3)

- ECON 262 – Economic Thought (3)
- ECON 331 – Managerial Economics (3)
- ECON 332 – Portfolio Theory (3)
- ECON 342 – Strategic Social Interaction (3)
- ECON 441 – Econometrics II (3)
- POLI 374 – Public Policy (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)
- Select one: ECON 160-Social Science Data Analytics (3) **OR** ECON 220-Mathematics for Economists (3)
- Select one: ECON 231-International Economics (3), ECON 311-Intermediate Microeconomics (3), ECON 322-Intermediate Macroeconomics (3), **OR** ECON 342-Strategic Social Interaction (3)

Elective Courses (9 cr.):

- ECON courses not already applied toward the required courses for the Economics minor
- Students may also select one: BAC 262-Personal Financial Stewardship (3) **OR** BAC 300-Principles of Finance (3)

The Division 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 use to address domestic and global economic issues.

ECON 123-Personal Investing (3)
This course provides students with basic skills needed to analyze various financial markets and instruments, to understand stock analysis and valuation, the risk/expected return trade-off, portfolio performance evaluation, and the important role of asset allocation. Students will also be engaged in trading simulations in the form of a virtual trading game. Upon completion, students will demonstrate both theoretical knowledge and practical skills that will help them as practitioners or researchers. Prerequisite: none

ECON 142-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 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 understand key issues in the process of economic development and apply economic models to study development problems.

ECON 160-Social Science Data Analytics (3)
This course is designed to provide students with hands-on experience in handling and interpreting social science data. Upon completion, students will develop basic skills in finding, organizing, auditing, displaying, graphing, and analyzing economic and other social science variables. Special emphasis will be placed on using software to study the relations among these real-world variables.

ECON 161-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.

ECON 220-Mathematics for Economists (3)
This course introduces students to the mathematical tools employed in economics. Topics covered include derivatives of functions of one and several variables; interpretations of the derivatives; convexity; constrained and unconstrained optimization; and series. Upon successful completion of the course, 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. Prerequisite: MATH 150

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 107 or 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 252-Environmental Economics (3)
This course is as an introduction to the concepts, theories, and methods used in the economic analysis of environmental and natural resource issues. The course covers topics such as scarcity, choice, economic concept of value, the principles of market efficiency, and market failures (such as pollution). The course explores economic policies addressing these failures. Upon completion of this course, students will be able to examine environmental stewardship by using economic terms such as choices, tradeoffs, scarcity, and renewable and nonrenewable resources. Prerequisite: ECON 101

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-Portfolio Theory (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. These skills will also help students to understand security analysis, the 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: ECON 102; and BAC 300 or ECON 123

ECON 342-Strategic Social Interaction (3)

This course provides students with a basic understanding of key concepts and methods of strategic social interaction. 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 the interacting choices of agents with respect to the preferences of those agents. 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.

<u>Teacher Education Major</u>; 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. Music Education, K-12 (Endorsement 144 and 145)
18. Instructional Strategist I: Mild & Moderate, 5-12; (Endorsement 261)
19. Middle School; (Endorsements 1821-1824)
20. 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 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 division 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 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, May and August. Application deadlines are December 1, May 1 and August 1.

ADMISSION CRITERIA

1. Complete ENG 101, ENG 104, COM 101, MATH 112 (or higher), EDU 100, EDU 200, and EDU 202
2. Earn a GPA of 2.75 or higher
3. Earn no grade below C
4. Complete an admission interview
5. Student may not have taken any course leading to graduation or licensure more than 2 times *(only 1 retake of a course).*
6. Submit online application form (request the form from the Teacher Education Secretary at 307 Smith Hall).
7. Submit formal essay (see below).
8. Complete at least 10 hours of education related service (mandatory beginning in Fall 2011).
9. Complete at least 20 hours of school-based experience.
10. Possess an excellent disposition to teach. This includes an average of 1.5 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.

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 Division Head, Chad Biermeier, 563-589-3590.

Readmission to the Teacher Education Program

Students whose active status in Teacher Education has lapsed for more than one term must meet with the Division Head to discuss the readmission process. The Division Head will evaluate the student course work and determine if the student meets the current criteria for admission. The Division 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 Division 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 Division of Education will evaluate the core content needs.

Foundations of Reading Test (FoRT)

Effective January 1, 2025, students in the following endorsement areas need to take the Foundations of Reading Test (FoRT) developed by Pearson:
Elementary Education K-6
Reading K-8
Instructional Strategist K-8
Early Childhood Pk-K
Birth-Grade 3 Inclusive Settings

To pass this test, students need to obtain a score of 240. Any student that does not pass this test will take a required remediation class. The division recommendation is to take this test one to two semesters before student teaching. Additional information and study materials will be shared in the EDU 401 Portfolios class.

Senate File 2411-Student Teaching

Effective July 1, 2024, teacher candidates may be forgiven weeks of student teaching for work completed prior to the student teaching semester. There are two tracks included in this law. Candidates must be admitted to an approved practitioner preparation program. The following are criteria for each track:

Track 1: credited 1-10 weeks of prior work experience as a substitute teacher or a paraeducator, including prior experience under the TPRA grant program, towards the requirements associated with the fourteen-week (UD requires 16 weeks) student teaching experience if all of the following requirements are satisfied:

a) The Board of Educational Examiners has issued a substitute license, a substitute authorization, or a para-educator certificate to the candidate.
b) The candidate's prior work experience must take place in the classroom of a cooperating teacher who is appropriately licensed in the subject area and grade level endorsement for which the candidate is being prepared.
c) The candidate bears the primary responsibility for planning, instruction, and assessment within the classroom during the student teaching experience.

Track 2: credited 1-14 weeks of work experience as a para-educator toward the requirements associated with the fourteen-week (UD requires 16 weeks) student teaching experience if all of the following requirements are satisfied:

a) The Board of Educational Examiners has issued a para-educator certificate to the Candidate
b) Candidate works as a para-educator for at least one-half of each school day during the student teaching experience.
c) The candidate's work experience takes place in the classroom of a cooperating teacher who is appropriately licensed in the subject area and grade level endorsement for which the candidate is being prepared. d) Candidate bears the primary responsibility for planning, instruction, and assessment within the classroom during the student teaching experience.

Students should meet with the Division Head to discuss these options.

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 1st 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 1.5 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.

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, TX and Commerce City, CO

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 the Adams 14 School District in Commerce City, CO. UD has established an alliance with these school districts and they have qualified University supervisors trained in the competencies required for our program. Students requesting placement in Aldine or Adams 14 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 this site must meet all the requirements of the UD Senior Seminar in addition to the Aldine or Adams 14 student teaching seminar. 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 Adams 14 School District 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 Division 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 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; and 7) Recommendation of the Licensure Officer.

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 244 Social Studies for K-8 Education (3)
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) (School-based exp. 4 hrs)
*EDU 308 Foundations of Reading and Literacy (3) - 10 hours of field exp.
*EDU 311 Reading Assessment/Diagnosis (3) (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 credits)
COM 101 Speech Communication

Written Communication (3 credits)
ENG 104 Introduction to Research Writing **OR**
ENG 350 Advanced Composition

Language Development (6 credits)
*EDU 308 Foundations of Reading & Literacy
ENG 230 Modern Grammar

Reading (9 credits)
*EDU 302 Curriculum & Instruction in Reading
*EDU 303 Reading & Writing in the Content Areas
*EDU 306 Children's Literature

Communication (3 credits)
THEA 224 Creative Drama & Improvisation **OR**
THEA 220 Storytelling & Performing Literature

American Literature (3 credits)
ENG 260 Literature and Culture **OR**
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, K-12
*EDU 308 Foundations of Reading and Literacy
*EDU 311 Reading Assessment & Diagnosis
*EDU 318 Literacy & Language Diversity for Education
*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:

	HIST 211 U.S. History to 1865 **or** HIST 212 U.S. History Since 1865
12 Hrs	HIST 121 World Civilization I **or** HIST 122 World Civilization II
	POLI 120 American Politics
(Soc. Studies)	INTL 115 World Geography
	MATH 112 College Algebra
12 Hrs	**and a minimum of 9 additional semester hours from:**
	MATH 107 Mathematics for Liberal Arts
	MATH 150 Precalculus
	MATH 230 Introduction to Statistics
(Math)	EDU 249 General Math I for K-8 Education
	EDU 269 General Math II for K-8 Education

	BIO 110 Human Biology & Lab **or** BIO 111 Biological Science
12 Hrs	ESC 115 Basic Physical Geology **or** EVS 105 Introduction to Environmental Science & Lab
(Science)	CHM 111 General Chemistry I **or** PHY 151 College Physics I
	ENG 101 Composition & Rhetoric **or** ENG 104 Research Writing
	ENG 230 Modern Grammar
15 Hrs	COM 101 Speech Communication
	ENG 260 Literature & Culture
(Eng/LA)	ENG 308 Adolescent Literature

Science-Basic, K-8 – 25-30 hours

Physical Science (12 credits)
Required: EDU 246 General Science for Education (3)

And a minimum of 9 credits from
CHM 110 Chemistry and Society (4) **OR** CHM 111 General Chemistry I (4) **OR**
CHM 119 Chemistry and the Environment (3)
And
PHY 151 College Physics I (4) **OR**
PHY 220 STEM and Engineering Design (3)

Biology (6 credits)
BIO 110 Human Biology and Lab (4)
BIO 111 Biological Science and Lab (4)
BIO 125 Population, Resources, and Environment (3)
BIO 135 General Zoology and Lab (4)
BIO 136 General Botany and Lab (4)
BIO 140 Evolution (3)
BIO 145 Introduction to Human Anatomy and Physiology I and Lab (4)
HWS 241 Human Anatomy & Kinesiology

Earth/Space Sciences (6 credits)
ESC 115 Basic Physical Geology and Lab (4)
ESC 214 Meteorology (3)
EVS 105 Introduction to Environmental Science and Lab (4)
EVS 246 Ecology and Lab (4)

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 – 26-27 hours
MATH 107 Mathematics for Liberal Arts
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

5 credits from the following:
MATH 150 Precalculus
MATH 250 Calculus I: Differential Calculus
MATH 260 Calculus II: Integral Calculus
MATH 270 Discrete Mathematics
MATH 315 History of Mathematics

Instructional Strategist I: Mild and Moderate, K-8 – 21 hours (and 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, K-12
*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)

Early Childhood Endorsement, PK-K – 23 hours (and 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 Literacy
*EDU 422 Student Teaching Pre-K/Kdg

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
HWS 202 Sports Facility and Event Management
PED 231 Human Development & Motor Learning
PED 232 Introduction to Physical Education Skills
*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 248 Wellness for a Healthy Lifestyle
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

MUSIC EDUCATION, K-12 (106 credits)

Required Education courses (48 credits):

EDU 100 Introduction to Education
EDU 119 Human Relations
EDU 200 Foundations of Education
EDU 202 Introduction to Inclusion, K-12
EDU 240 Learning &Teaching Processes
EDU 303 Reading & Writing Content Areas
EDU 310 Assessment of Regular & Exceptional Learners
EDU 318 Literacy & Language Diversity for Education
EDU 347 Elementary Music Methods
EDU 351 Special Secondary Methods & Materials
EDU 352 Technology in Education
EDU 360 Middle School Methods & Materials
EDU 401 Portfolios
EDU 461 Student Teaching K-8 Music
EDU 462 Student Teaching 5-12 Music
EDU 495 Senior Seminar

Required Music Education & Music courses (58 credits):

MUSIC EDUCATION Course descriptions can be found starting on page 120
MUSC 100 Studio Class - students must be enrolled for every semester they are a declared Music Education major
MUSC 240 String Techniques
MUSC 242 Brass Techniques
MUSC 244 Woodwind Techniques
MUSC 246 Percussion Techniques
MUSC 450 Choral Methods
MUSC 455 Instrumental Methods

MUSIC Course descriptions can be found starting on page 133
MUSC 110 Applied Lessons – repeatable, 8 credits required
MUSC 126 Music Theory I
MUSC 126L Aural Skills Lab I
MUSC 127 Music Theory II
MUSC 127L Aural Skills Lab II
MUSC 133 Piano Class I
MUSC 200 Ensembles – repeatable, 8 credits required
MUSC 205 Music History I
MUSC 226 Music Theory III
MUSC 226L Aural Skills Lab III
MUSC 227 Music Theory IV
MUSC 227L Aural Skills Lab IV
MUSC 233 Piano Class II
MUSC 235 Music History II
MUSC 302 Basic Conducting
MUSC 305 Music History III

MUSC 352 Music Technology
MUSC 402 Advanced Conducting

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** – 32 Hours

CHM 111 General Chemistry I
CHM 112 General Chemistry II
CHM 221 Organic Chemistry I
CHM 222 Organic Chemistry II
CHM 331 Biochemistry I
CHM 241 Analytical Chemistry
CHM 341 Chemical Instrumentation
EVS 247 Environmental Chemistry

Chemistry, 5-12 – **Option 2 –** 36 hours

BIO 135 General Zoology or BIO 136 General Botany
PHY 151 College Physics I
PHY 152 College 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 College Physics I
PHY 152 College Physics II

All Science, 5-12 – 36 hours

A minimum of 9 credit hours from each of the following sections for a total minimum of 36 credit hours of science required.

Earth and Space Science *(9 credit hours)*
EVS 105 Introduction to Environmental Science and Lab (4)
ESC 115 Basic Physical Geology and Lab (4)
EVS 246 Ecology and Lab (4)
EVS 247 Environmental Chemistry and Lab (4)
EVS 248 Environmental Geology and Lab (4)
EVS 333 Geographical Information Systems Applications (4)
ESC 214 Meteorology (3)
OR upper level EVS or ESC course

Life Science/Biological Science *(9 credit hours)*
BIO 135 General Zoology and Lab (4)
BIO 136 General Botany and Lab (4)
BIO 140 Evolution (3)
BIO 235 Cell Biology and Lab (4) or
BIO 236 Genetics and Lab (4)
OR upper level Biology course

Physics/Physical Science *(9 credit hours)*
PHY 151 College Physics I (4)
PHY 152 College Physics II (4)
PHY 220 STEM and Engineering Design (3)

Chemistry *(9 credit hours)*
CHM 111 General Chemistry I (4)
CHM 112 General Chemistry II (4)
CHM 221 Organic Chemistry I
EVS 247 Environmental Chemistry and Lab (4)
OR upper level Chemistry course

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 – 31 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
MATH 350 Calculus III: Intermediate Calculus
MATH 360 Calculus IV: Multivariable Calculus
CIS 215 Programming Fundamentals with Java

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 Division 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 division 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 Division.

EDUCATION MINOR - CURRICULUM REQUIREMENTS

*******(Admission to Teacher Education or approval of division 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 for Education (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 Areas (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 Division (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 Division (Offered Fall and Spring)

EDU 204-Characteristics of Diverse Learners, K-12 (3)

This course focuses on the developmental, academic, social, career & 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 Division. (Offered Spring)

EDU 206-Assessment of Individuals with Disabilities, K-12 (3)

The emphasis of Assessment Individuals with Disabilities, K-12 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 100, EDU 202, and EDU 204.

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 Division.

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 Division.

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 Division. 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 Division. 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 Division. (Offered Fall and Spring)

EDU 244-Social Studies for K-8 Education (3)

This course is designed for strengthening the social studies content knowledge for elementary and middle-level teachers with special attention to those concepts necessary to teach successfully in a U.S., K-8 classroom. This course will provide exposure to diverse content, foster critical thinking, promote inquiry, and challenge students to *think like a historian*. The course focuses on the Iowa Core Standards for Social Studies: Behavioral Sciences, Civics, Economics, Financial Literacy, Geography, and History. This is not a methods course; it is a course in social studies content. This course is required for the elementary education endorsement. The practitioners who successfully complete this course will demonstrate their content mastery via research and presentations. This foundational knowledge will equip them to successfully teach the social studies in the elementary classroom.

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 Division. (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 107 or 112 (or MATH 230 or higher level math course) or approval of Head of the Education Division. (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 107 or 112 (or MATH 230 or higher level math course) or approval of Head of the Education Division. (Education majors/minors only). (Offered Fall)

EDU 302-Curriculum & Instruction in Reading (3)

This course examines a range of research pertaining to reading, writing, and learning, including scientifically-based reading research, and knowledge of histories of reading. Practitioners focus on designing and implementing an integrated, comprehensive, and balanced curriculum that addresses the major components of reading (phonetic awareness, word identification, phonics, vocabulary, fluency, and comprehension), as well as integrating research-based strategies and instructional technology that addresses all of the learners' interests, motivation, cultural, and linguistic backgrounds. This course includes knowledge of grouping and differentiating instruction to meet the unique needs of all learners, including students with dyslexia, and it builds on the connections between speaking, reading, and writing to effectively teach writing as communication. Fulfills the state of Iowa's requirement for reading curriculum and instruction and written communication instruction for the K-8 reading endorsement.
Prerequisites: EDU 100 and admission to Teacher Education or approval of Head of the Education Division.

EDU 303-Reading & Writing in the Content Areas (3)

This course provides knowledge of integrating literacy instruction into the content areas for all learners that effectively uses a variety of research-based strategies and practices. It focuses on knowledge of the morphology, etymology, and text structure of words and the dimensions of content area vocabulary and comprehension, including literal, interpretive, critical, and evaluative. Practitioners build on the connections between speaking, reading, and writing to effectively teach writing as communication. Fulfills the state of Iowa's requirement for reading in the content areas and written communication instruction for the K-8 reading endorsement. Prerequisite: EDU 100 and admission to Teacher Education or approval of Head of the Education Division.

EDU 306-Children's Literature (3)

This course 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. The course 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 Division. Prerequisite: EDU 100, EDU 308, and admission to Teacher Education or approval of Head of the Education Division. (Offered Spring)

EDU 307-Corrective & Remedial Reading, K-12 (3)

This course 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 and writing proficiencies and needs~~,~~. Practitioners demonstrate the knowledge of planning and revising instruction for all students, and for communicating results of ongoing assessment to all stakeholders. Practitioners identify signs and symptoms of dyslexia and examine policies and procedures related to special programs, including Title I. Fulfills the state of Iowa's state requirement for reading, reading assessment, diagnosis and evaluation for the K-8 reading endorsement. Prerequisites: EDU 100, EDU 302, EDU 308 and admission to Teacher Education or approval of Head of the Education Division. (Offered Fall and Spring)

EDU 308-Foundations of Reading & Literacy (3)

This course focuses on language development (birth through sixth grade), reading acquisition, and the variations related to psychological, motivational, cultural, and linguistic diversity in order to design and implement effective reading and writing instruction. It fulfills the state of Iowa's requirement for foundations of reading and language development for the K-8 reading endorsement. 10 hours of school-based experience are required. Prerequisite: EDU 100 and admission to Teacher Education or approval of Head of the Education Division. (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)

This course 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. It fulfills the state of Iowa's state requirement for reading assessment, diagnosis, and evaluation and reading practicum for the K-8 reading endorsement. 20 hour tutoring experience required. Prerequisites: EDU 100, EDU 307, EDU 308 and admission to Teacher Education or approval of Head of the Education Division. (Offered Fall and Spring)

EDU 318-Literacy & Language Diversity for Education (3)

This course addresses the diversity of language development based on psychological, sociocultural, motivational, and linguistic foundations. Scientifically based research provides the practitioner with knowledge and effective strategies for instruction of K-12 students who demonstrate different needs based on diversity ranging from organic (dyslexia) to first language (ELL). The practitioner will distinguish between typical and atypical development, examine the diverse language development of K-12 students', and identify strategies to support language diversity. This course includes the knowledge of linguistics (phonology and phonological awareness), sound-symbol association, syllables, morphology, syntax, and semantics. Fulfills the state of Iowa's requirement for language development and oral communication instruction for the K-8 reading endorsement. Prerequisites: EDU 100 and admission to Teacher Education or approval of Head of the Education Division. (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 Division.

EDU 331-Integrating Language Arts & Social Studies (6)

This course develops knowledge, methodologies, and competencies for the teaching of an integrated Language Arts and Social Studies curriculum. The course 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 state of Iowa's requirement for language development and reading practicum for the K-8 reading endorsement. Prerequisites: EDU 302, 307, 308 and admission to Teacher Education or approval of Head of the Education Division. (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 Division. 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 Division. 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 Division. (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 Division. (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 Division.

EDU 347-Elementary Music Methods (3)

This course prepares students to be effective music teachers for grades K-5. Students will examine the foundations, principles, theories and strategies for teaching elementary music. Upon completion of this course, students will be able to plan grade-appropriate music lessons and activities based on knowledge of the development and characteristics of elementary children. Prerequisites: EDU 100 and admission to Teacher Education.

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 Division. (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 Division. (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 Division. (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 Division. (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 Division. (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 Division. (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 Division. (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 Division. (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 Division.

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 461-Student Teaching in Music, K-8 (6)
EDU 462-Student Teaching in Music, 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 Division.

HEA 357-Special Topics in Health Education (3)

MUSIC EDUCATION COURSE DESCRIPTIONS

MUSC 100-Studio Class (0)
This course provides music students the opportunity to perform their MUSC 110 literature for their peers and to receive constructive criticism and suggestions. When not performing, students will benefit from hearing their peers perform and will learn how to listen analytically and offer suggestions in a constructive and encouraging manner. Upon completion of this course, students will be able to analyze technique and musical aspects of a performance and articulate suggestions for improvement. Students should be enrolled in this course every semester that they are a declared Music Education major or Music major or minor.

MUSC 240-String Techniques (1)
This course is designed to provide future music educators with the skills and understanding required for teaching violin, viola, cello and bass. Topics will include playing technique, instrument construction and literature. Upon completion, students will be able to demonstrate string playing skills, diagnose and prescribe appropriate content and techniques for beginning to intermediate students, and assign appropriate literature and instructional materials for those instrument groups.

MUSC 242-Brass Techniques (1)
This course is designed to provide future music educators with the skills and understanding required for teaching trumpet, horn, trombone, euphonium and tuba. Topics will include playing technique, instrument construction and literature. Upon completion, students will be able to demonstrate brass playing skills, diagnose and prescribe appropriate content and techniques for beginning to intermediate students, and assign appropriate literature and instructional materials for those instrument groups.

MUSC 244-Woodwind Techniques (1)
This course is designed to provide future music educators with the skills and understanding required for teaching flute, clarinet, oboe, saxophone and bassoon. Topics will include playing technique, instrument construction and literature. Upon completion, students will be able to demonstrate woodwind playing skills, diagnose and prescribe appropriate content and techniques for beginning to intermediate students, and assign appropriate literature and instructional materials for those instrument groups.

MUSC 246-Percussion Techniques (1)

This course is designed to provide future music educators with the skills and understanding required for teaching common percussion instruments. Topics will include techniques, construction and literature for snare drum, timpani, keyboard and accessory percussion, and world instruments. Upon completion, students will be able to demonstrate percussion playing skills, diagnose and prescribe appropriate content and techniques for beginning to intermediate students, and assign appropriate literature and instructional materials for those instrument groups.

MUSC 450-Choral Methods (3)

This course prepares students to be effective choral teachers for grades 5-12. Topics will include the principles, techniques, literature, tools, methods and materials used in teaching choral music. Upon completion of this course, students will be able to select appropriate literature, prepare and execute effective lessons and performances, and accurately assess the progress of choral music students. Pre-requisites: MUSC 302, EDU 351, and concurrent enrollment in a university choir;
or permission of the division head.

MUSC 455-Instrumental Methods (3)

This course prepares students to be effective instrumental teachers for grades 5-12. Topics will include the principles, techniques, literature, tools, methods and materials used in teaching band and orchestral music. Upon completion of this course, students will be able to select appropriate literature, plan and executive effective lessons and performances, and accurately assess the progress of instrumental students. Prerequisites: MUSC 302, EDU 351, and concurrent enrollment in an instrumental ensemble; or permission of the division head.

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 Division.

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 Division.

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 Division.

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 Division.

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 Division.

ENGLISH

The Division of English helps students become skilled and perceptive thinkers, readers, writers, and communicators by developing advanced proficiency in using the English language and honing an understanding of the aesthetic and moral value of literature.

Graduates with an English major find careers in a broad array of vocations. Some pursue education, technical writing, publishing, or journalism; continue their study at the graduate level in English, creative writing, communication, library or information science, law, criminal justice, or medicine; or seek out positions in complementary fields that utilize many of the skills fostered by the English curriculum.

All graduates benefit from a degree in English because the study of language and literature provides insights into the human condition and enhances appreciation for diversity. 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 combine an English major or minor with another major.

Mission:

The Division of English encourages students to explore a literary and writerly life by considering texts, engaging in conversations, and producing manuscripts in various genres. Cultivating more empathetic and thoughtful individuals while practicing integrity, inclusivity, and self-expression is a primary emphasis of the program. The division seeks to promote the voices of historically underrepresented writers. Across all courses, students refine their critical thinking and writing skills and learn to become adaptable problem solvers and leaders.

Service to University Mission:

The Division 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 Division Goals:

- To engage students in learning to improve their writing abilities, enhance their understanding and appreciation for literature, and engage in critical thinking and dialogue
- To model inclusivity and foster critical self-reflection by engaging regularly and deeply with historically underrepresented voices and perspectives
- To provide students with opportunities to demonstrate leadership, conduct research and writing projects, and explore co-curricular activities related to English studies
- To prepare students to pursue further education in graduate or professional schools
- To prepare graduates who are skilled readers, writers, deep thinkers, and leaders

English Major

The English 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.

Required English Core (21 credits):

- ENG 201-Foundations of Literary Studies (3)
- ENG 230-Modern Grammar (3)
- ENG 251-Introduction to Creative Writing (3)
- ENG 312-Shakespeare (3)
- ENG 331-Studies in Global Literature (3)
- ENG 350-Advanced Composition (3)
- ENG 495-Seminar (3)

Select <u>either</u> a Literature or Writing Focus (15 credits), or complete both:

Literature Focus (15 cr.)

Select two courses, one from each of the following pairs:

- ENG 311-Survey of British Literature I **OR** ENG 313-Survey of British Literature II
- ENG 321-Survey of American Literature I **OR** ENG 323-Survey of American Literature II

Select two courses from the following, including one focused American or British Literature course:

- ENG 260-Literature and Culture (3)
- ENG 308-Adolescent Literature (30
- ENG 315-Selected British Writers (3)
- ENG 325-Selected U.S. Writers (3)
- ENG 357-Special Topics in English (3)
- ENG 368-Travel Course (3)

Select one elective from 200-level or above English courses

Writing Focus (15 cr.)

Select one of the following courses:

- ENG 311-Survey of British Literature I
- ENG 313-Survey of British Literature II
- ENG 321-Survey of American Literature I
- ENG 323-Survey of American Literature II

Select one of the following courses:

- ENG 260-Literature and Culture (3)
- ENG 308-Adolescent Literature (3)
- ENG 315-Selected British Writers (3)
- ENG 325-Selected U.S. Writers (3)
- ENG 328-Environmental Literature (3)
- ENG 357-Special Topics in English (3)
- ENG 368-Travel Course (3)

Select two of the following courses:

- ENG 218-Journalism (3)
- ENG 241-Professional Writing and Publishing (3)
- ENG 351-Poetry Writing (3)
- ENG 352-Prose Writing (3)
- ENG 355-Composition Practicum (3)
- ENG 357-Special Topics in English (3)

Pick one elective from 200-level or above English courses

English Minor

An **English minor** consists of **15** credits as follows:

- Any English courses (ENG), numbered 112 or 200-level and above to reach a total of 15 credits

The Division 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 literacy and writing skills necessary for successful performance in college. Students must earn a grade of C or better in order to enroll in ENG 101-Composition and Rhetoric.

ENG 101-Composition and Rhetoric (3)
Composition and Rhetoric is an introductory college writing course. Emphasis is placed on practicing a generative writing process, developing an understanding of rhetorical situations, and applying appropriate writing styles. Successful completion of this course requires students to create genre-specific projects and see them through the editing, revision, and proofreading process. Students are required to earn a C or better in ENG 101.

ENG/RES 104 -Introduction to Research Writing (3)
Students will use introductory research, writing, and information literacy strategies to develop a focused research question and argument-based thesis statement, evaluate scholarly and professional sources, and explain plagiarism and its consequences. Students will develop, organize, write, and revise an extended and appropriately cited research essay. Prerequisite: ENG 101 or equivalent with a grade of C or better.

ENG 112-Introduction to Literature (3)
Introduction to Literature examines the literary genres of fiction, poetry, and drama. Students will read, think, discuss, and write about a wide range of literature from many periods and in a variety of forms. Upon completion of this course, students will be able to employ active reading skills, appreciate the aesthetic value of a text, understand the conventions of various genres and styles, and explicate a text through critical discussion or written analysis. Prerequisite: ENG 101

ENG 201-Foundations of Literary Studies (3)
This course is an introduction to various contemporary critical approaches to literary texts and to scholarly research tools and methods in the language and literature program. Students will explore issues involved in the interpretation of literary works, examine a range of critical theories and practices, and investigate contemporary vocational paths. Students will also practice skills in the research procedures and written conventions of the discipline.

ENG 218-Journalism (3)
Journalism explores the relationship between journalistic writing and society. Students learn genre-specific approaches to journalistic writing. Students will observe the news media critically and will write stories for a variety of media sources, including print and online news. Students will be writing frequently and critiquing writing on real and simulated events. At the end of the course, students will be able to write a variety of journalistic style pieces. Prerequisite: ENG 101

ENG 230-Modern Grammar (3)
Modern Grammar is an examination of the English language, including its history, structure, and usage. This course is designed to allow students to gain an awareness of English grammar, the ability to identify sentence structures, and further appreciate the diversity of forms and uses of the language. Through a contemporary descriptive approach to grammar, students will be able to conceptualize structures, explain the development of the language, and analyze the connections between language and culture. Prerequisite: ENG 101

ENG 241-Professional Writing and Publishing (3)
This course offers an introduction to specific types of professional writing (grants, applications, proposals, etc.) and develops basic skills and processes related to publishing (copyediting, proofing, and formatting to style). Students will gain experience in writing and publishing for government, nonprofit, and literary organizations through analyzing published materials and working on individual and group projects. Students will generate new writing, practice editing/formatting existing texts, and produce various types of professional documents.

ENG 251-Introduction to Creative Writing (3)
In this course, students will engage in the craft of writing creative nonfiction, fiction, and poetry, with the goal of making students conversant in the foundational elements of all genres. Students will (a) read exemplary texts, which they will be asked to discuss from the perspective of creative writers; (b) write essays, stories, and poems; (c) workshop, i.e. receive and give critical, constructive feedback on writing that is produced for class. By the end of the course, students will produce a portfolio of complete work, and a process essay for final evaluation. Prerequisite: ENG 101

ENG 260-Literature and Culture (3)

Literature and Culture examines the intersection between literature and a thematic aspect of human culture. Students will read, think, discuss, and write about a diverse selection of literature from a specific period and cultural emphasis. Upon completion of this course, students will be able to employ active reading skills, explain the aesthetic value of a text, understand the conventions of various genres and styles, and explicate a text through a cultural lens using critical discussion or written analysis. Repeatable with various topics. Prerequisite: ENG 101

ENG 261-Nature Writing (3)

This course offers an introduction to the literary genre of nature writing. Students will read representative texts, develop an understanding of genre conventions, and produce their own original prose and poetry about the natural world. Upon completion of this course, students will be able to examine their own connections to nature, practice creative writing craft techniques, and produce work that contributes to the larger discussion regarding stewardshipof the natural world. Prerequisite: ENG 101.

ENG 308-Adolescent Literature (3)

In this course, students will examine the diversity of experiences present within adolescent literature (literature for and about the young adult). Students will define genre, apply critical standards for considering adolescent literature texts, and create academic scholarship regarding adolescent literature. Students will understand 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 and the Middle School Language Arts endorsement.

ENG 311-Survey of British Literature I (3)

This course surveys the development of the major themes and genres of British literature from Beowulf through Chaucer and the Renaissance to the early Enlightenment. Students will develop skills in analyzing literary texts composed in a variety of literary genres, consider cultural forces shaping the development of British literature, and literature's role in constructing British identity. By the end of the semester, students will be able to describe and analyze key literary and cultural features of texts from a variety of historical periods.

ENG 312-Shakespeare (3)

This course surveys the comedies, tragedies, histories, and poetry of William Shakespeare as well as Shakespeare's cultural, historical, and performance contexts. Students will develop skills in analyzing literary texts, examine major genres and literary features, and explore the cultural contexts of the early modern stage. By the end of the semester, students will be able to identify and analyze key elements of genre, plot, character, and technique in Shakespeare's works.

ENG 313-Survey of British Literature II (3)

This course 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. Students will develop skills in analyzing literary texts composed in a variety of literary genres, consider cultural forces shaping the development of British literature, and literature's role in constructing British identity. By the end of the semester, students will be able to describe and analyze key literary and cultural features of texts from a variety of historical periods.

ENG 315-Selected British Writers (3)

A focused study of selected British writers, focused on specific authors and/or particular issues, literary forms, or historical trends. The writers explored will vary from semester to semester. By the end of the semester, students will identify and analyze key communicative practices in the topic and will demonstrate their knowledge of the course material and the scholarly conversation in original critical essays. Repeatable with various topics.

ENG 321-Survey of American Literature I (3)

This course surveys the development of the major themes and genres of American literature from European colonization through the early national period and the rise of imaginative literature in what is now the United States through the end of the Civil War. Students will develop skills in analyzing literary texts composed in a variety of literary genres, consider cultural forces shaping the development of American literature, and literature's role in constructing American identity. By the end of the semester, students will be able to describe and analyze key literary and cultural features of texts from a variety of historical periods.

ENG 323-Survey of American Literature II (3)

This course surveys the development of the major themes and genres of American literature from the end of the Civil War to the present, with attention to the rise of realism, naturalism, modernism, and post-modernism in literature. Students will develop skills in analyzing literary texts composed in a variety of literary genres, consider cultural forces shaping the development of American

literature, and literature's role in constructing American identity. By the end of the semester, students will be able to describe and analyze key literary and cultural features of texts from a variety of historical periods.

ENG 325-Selected U.S. Writers (3)
A focused study of selected writers in the literature of the United States, focused on specific authors and/or particular issues, literary forms, or historical trends in American literature. The writers explored will vary from semester to semester. By the end of the semester, students will identify and analyze key communicative practices in the topic and will demonstrate their knowledge of the course material and the scholarly conversation in original critical essays. Repeatable with various topics.

ENG 328-Environmental Literature (3)
In this course, students will read environmental literature and examine concepts of environmental stewardship. In addition, students will engage in field experiences that provide direct contact with the human-focused and ecological subjects of the literature. Upon completion of this course, students will be able to employ active reading skills, critique the environmental literature genre, and analyze and evaluate ideas related to stewardship of the environment.

ENG 331-Studies in Global Literature (3)
This course surveys the trends and developments in literature from multiple geographic regions and emphasizes the work of historically underrepresented writers. Students will develop skills in analyzing literary texts composed in a variety of genres, consider cultural forces shaping the development of the literary canon, and develop knowledge of literary traditions from a global perspective. By the end of the semester, students will be able to interpret and synthesize key literary and cultural features of texts from a variety of global perspectives.

ENG 350-Advanced Composition (3)
In this course, students will read texts about advanced writing methods and professional writers, with the goal of helping students more fully identify as a writer and develop advanced composing practices. Students will (a) read advanced composition, writing process, and style texts; (b) compose a long-form original text after a proposal process; (c) identify and respond to rhetorical situations; (d) receive and give critical, constructive feedback on writing that is produced for workshop. By the end of the semester, students will produce a portfolio of revised work and a reflective essay for final evaluation.

ENG 351-Poetry Writing (3)
In this course, students will read and write poetry, with the goal of making students conversant in advanced elements of the craft of poetry. Students will (a) read exemplary texts, which they will be asked to discuss from the perspective of poets; (b) write original poems in a variety of forms; (c) workshop, i.e. receive and give critical, constructive feedback on writing that is produced for class. By the end of the semester, students will produce a portfolio of revised work and a critical essay for final evaluation. Repeatable.

ENG 352-Prose Writing (3)
In this course, students will read and write prose, with the goal of making students conversant in advanced elements of the craft of prose. Students will (a) read exemplary texts, which they will be asked to discuss from the perspective of prose writers; (b) write original prose in a variety of forms (fiction and nonfiction); (c) workshop, i.e. receive and give critical, constructive feedback on writing that is produced for class. By the end of the semester, students will produce a portfolio of revised work and a critical essay for final evaluation. Repeatable.

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 faculty member to learn and implement strategies for teaching English 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.

ENG 357-Special Topics in English (3)
Examination through intensive reading, writing, and discussions of a selected topic in English

ENG 485-Internship (1-3)
This course offers students experience and training in a professional setting. Students will practice and apply the written, oral, analytical, and interpretive skills introduced and developed within the Language and Literature program. Upon successful completion of this course, students will be able to evaluate the rhetorical and ethical situations of their internship position and produce appropriate professional documents in response. Prerequisites: Junior or Senior standing and permission of the division.

ENG 491-Independent Study (1-3)

This course offers students an opportunity to examine a selected topic through intensive individual study under the guidance of a supervising faculty member in the Language and Literature division. Students will design and propose a specific project related to either track of the major (literature or writing). Upon successful completion of the course, students will produce a manuscript or presentation of new scholarly or creative work. Prerequisites: Junior or Senior standing and permission of the division.

ENG 495-Seminar (3)

A capstone course for students in the English program. Through intensive reading, writing, and research, students will explore a defined literary or craft topic. Students will learn strategies for entering graduate school and pursuing professional employment. Students will demonstrate proficiency through a capstone project and presentation. Satisfies the Integration and Application Capstone within Major requirement.

FINE AND PERFORMING ARTS (FPA)

The division of Fine & Performing Arts offers majors and minors in Music and Theatre.

Mission:

The mission of the FPA Division is to develop skilled and creative artists who have a positive impact on society; artists who will:

- Create and perform a variety of artistic works with a high level of comprehension and technical skill.
- Demonstrate critical and analytical skills in both written and oral evaluations of artistic experiences and topics.
- Employ the professional, organizational, management, communication and marketing skills needed to enter a professional arts career and/or higher education.
- Demonstrate knowledge of the western history of the arts from ancient Greece to present.
- Demonstrate competence in music and theatre technologies.
- Apply excellent moral character and professional ethics to the field of the arts through collaboration and community outreach.

Service to University Mission:

The Fine & Performing Arts Division serves the University's Mission by:

- Offering courses needed to fulfill general education arts requirements for all majors;
- 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.

MUSIC MAJOR

Students who major in music will learn technical and performance skills related to their specific instrument/voice, conducting and rehearsal techniques, and an in-depth knowledge of music history, literature and theory. The study of music provides a path to a variety of career options as well as skills for a lifetime of personal creative fulfillment. Music careers include (but are not limited to) performance, composition, private or public teaching, church employment, community/military ensembles, arts administration and media, music sales and music technology. Music study also hones broader skills such as public speaking, analytical thinking and creative collaboration.

Students often pair a music major with business in order to facilitate work in arts management or marketing, or with a theatre major to further delve into the performing arts. Music majors will need to pass an evaluation in early Spring semester of the sophomore year in order to advance in the program. Both the students' academic progress and musicianship will be considered in an effort to ensure future success in the program and in post-college endeavors.

Objectives:

Students studying music in the Division of Fine & Performing Arts will:

- Articulate and use theoretical principles of music accurately.
- Create and perform a variety of musical works with a high level of comprehension and technical skill.
- Demonstrate critical and analytical skills in both written and oral evaluations of music experiences and topics.
- Employ organization, management, communication, and marketing skills in musical event planning.
- Demonstrate competence in music technology.
- Apply excellent moral character and professional ethics to the field of music through community outreach.

A major in Music requires 46-49 credits as follows:

4 cr. MUSC 110-Applied Lessons (1) – Minimum 4 terms
4 cr. MUSC 126-Music Theory I (3) with MUSC 126 L Aural Skills Lab I (1)
4 cr. MUSC 127-Music Theory II (3) with MUSC 127 L Aural Skills II Lab II (1)
(1 cr.) MUSC 133-Piano Class I (or applied piano lessons; or skills equivalency test)
(1 cr.) MUSC 233-Piano Class II (or applied piano lessons; or skills equivalency test)

7+ cr. MUSC 200 (or 316) – Ensembles
Participation all terms on campus. Must include either Concert Choir or Concert Band each term unless granted an exception by the division
4 cr. MUSC 226-Music Theory III (3) with MUSC 226L-Aural Skills Lab III (1)
4 cr. MUSC 227-Music Theory IV (3) with MUSC 227L-Aural Skills Lab III (1)
3 cr. MUSC 205-Music History I
3 cr. MUSC 235-Music History II
2 cr. MUSC 302-Basic Conducting
3 cr. MUSC 305-Music History III
1 cr. MUSC 352-Music Technology
1 cr. MUSC 495-Senior Capstone

6 cr. Electives selected from the following:
MUSC 111-Music Appreciation (3)
MUSC 211-Broadway: A History of the Musical (3)
MUSC 215-Global Music Traditions (3)
MUSC 236-Jazz History (3)
MUSC 357-Special Topics in Music (3)
MUSC 368-International Music & Culture/International Trip (3)
MUSC 402-Advanced Conducting (2)
MUSC 412-Diction and Song Literature (2)
MUSC 414-Instrumental Repertoire and Pedagogy (2)
HIST 301-Music's Impact in History (3)

Total Credits:
46-49 Minimum assumes 7 terms on campus and testing out of Piano Class
Maximum assumes 8 terms on campus, Piano Class I and II

Music majors will need to pass an evaluation in early Spring semester of the sophomore year in order to advance in the program. Both the students' academic progress and musicianship will be considered in an effort to ensure future success in the program and in post-college endeavors.

Students must maintain a 2.5 cumulative grade point average in music courses in order to graduate with a major or minor in Music.

The Division of Fine and Performing Arts offers the BA degree.

MUSIC EDUCATION MAJOR

An endorsement (144, 145) in Music Education, K-12 is available through the Teacher Education program.
For full details on course requirements, see page 109.

Minor in Music

Students who minor in music will learn technical and performance skills related to their specific instrument/voice, conducting and rehearsal techniques, and a working knowledge of music history, literature and theory. The study of music provides a path to a variety of career options as well as skills for a lifetime of personal creative fulfillment. Music careers include (but are not limited to) performance, composition, private or public teaching, church employment, community/military ensembles, arts administration and media, music sales and music technology. Music study also hones broader skills such as public speaking, analytical thinking and creative collaboration. Students often will pair a music minor with business in order to facilitate work in arts management or marketing, or with a theatre major to further delve into the performing arts.

A minor in Music requires 25-28 credits as follows:

4 cr. MUSC 110-Applied Lessons (1) – Minimum 4 terms
4 cr. MUSC 126-Music Theory I (3) with MUSC 126 L Aural Skills Lab I (1)
4 cr. MUSC 127-Music Theory II (3) with MUSC 127 L Aural Skills II Lab II (1)
0-1 cr. MUSC 133-Piano Class I (or applied piano lessons; or skills equivalency test)
6+ cr. MUSC 200 (or 316) – Ensembles
Participation all terms on campus as a declared minor
Must include either University Choir or Concert Band unless granted an exception by the division

6 cr. Select 2 courses from the following:
MUSC 205-Music History I
MUSC 235-Music History II
MUSC 305-Music History III
1 cr. MUSC 352-Music Technology

Total Credits:
25-28 Minimum assumes 6 terms as a declared minor and testing out of Piano Class I
Maximum assumes 8 terms as a declared minor and including Piano Class I

THEATRE MAJOR

The Theatre Major offers an in-depth study of drama as an art form and professional practice. Through a rigorous balance of studio curriculum, performance work, and academic study, students are given the opportunity to explore drama from several analytical and methodological frameworks: technical, creative, historical, cultural, and aesthetic. Students meet the degree requirements through course work, productions, and independent projects. The study of theatre provides a path to a variety of career options as well as skills for a lifetime of personal creative fulfillment.

Theatre careers include (but are not limited to): performance, playwriting, private or public teaching, creative consulting, technical direction, and arts administration and media. Theatre study also hones broader skills such as public speaking, analytical thinking and creative collaboration. Continuation in the theatre program requires all majors to undergo a successful performance review consisting of an audition/interview with a board appointed by the Director of Theatre that, along with previous classwork, demonstrates the talent and commitment required to enter the final two years of the program.

Objectives:

Students studying theatre in the Division of Fine & Performing Arts will:

- Evaluate the art and craft of theatre both critically and conceptually.
- Create and perform a variety of theatrical works with a high level of comprehension and technical skill.
- Effectively and critically analyze dramatic texts and theatrical events.
- Demonstrate knowledge of western theatrical history and literature.
- Apply excellent moral character and professional ethics to the field of theatre through performance and collaboration.

A major in Theatre requires 41 credits as follows:

Required Core Courses - 29 credits
THEA 115-Introduction to Performance & Group Dynamics (3)
THEA 204-Stagecraft I (3)
THEA 210-Practicum (1 per term) - 4 cr total required
THEA 215-Acting Studio: Beginning Technique (3)
THEA 216-Voice and Movement I (3)
THEA 228-Great Plays Analysis (3)
THEA 250-Theatre History I (3)
THEA 310-Directing for the Stage (3)
THEA 350-Theatre History II (3)
THEA 495-Senior Seminar in Theatre (1)

Theatre Electives– 12 credits from the following:**
ENG 312-Shakespeare (3)
MUSC 211-Broadway- History of Music (3)
THEA 220-Storytelling and Performing Literature (3)
THEA 244-Playwriting (3)
THEA 260-Theatre and Culture (3)
THEA 304-Stagecraft II (3)
THEA 315-Acting Studio: Scene Study (3)
THEA 316-Voice and Movement II (3)
THEA 325-Acting Studio: Styles of Acting (3)
THEA 343-Theatre for Young Audiences (3)

THEA 357-Topics: Dance & Theatre (1-3)
THEA 368-Theatre Trip/Seminar (3)
THEA 380-Auditioning (3)
THEA 485-Internship (1-3)
THEA 491-Independent Study (1-3)

****A minimum of 11 elective credits must be at the 300 level or higher**

Total Credits: 41

The Division of Fine and Performing Arts offers the BA degree.

Minor in Theatre

The Theatre 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.

A minor in Theatre requires 20 credits as follows:

Required courses – 11 cr.
THEA 115-Introduction to Performance & Group Dynamics (3)
THEA 204-Stagecraft (3)
THEA 210-Practicum (1 per term, 2 cr. minimum)
THEA 228-Great Plays Analysis (3)

Elective courses – 9 credits from the elective list above

DANCE COURSE DESCRIPTIONS

DNCE 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

DNCE 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.

DNCE 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.

DNCE 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.

DNCE 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.

MUSIC COURSE DESCRIPTIONS

(**Music Education** course descriptions can be found starting on page 123)

MUSC 110-Applied Lessons (0-2, Choir lesson = 0; 30 min (1 cr) or 1 hr (2 cr) 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. Recital performance may be offered or required depending on the level of study. Additionally, weekly studio class participation is expected unless waived by the professor. This course may be repeated for credit. Up to 8 credits of this course can apply towards the 120 credits required for graduation. Lesson fee required.

MUSC 111-Music Appreciation (3)

This course is 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. Upon completion, students will recognize the basic building blocks of music, differentiate among the major styles and eras of Western music, and be able to explain how music functions within the framework of culture.

MUSC 126-Music Theory I (3)

This course provides students with an overview of music reading skills and notation practices. It 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 126L or instructor approval.

MUSC 126L-Aural Skills Lab I (1)

Aural Skills Lab I is 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 instructor approval.

MUSC 127-Music Theory II (3)

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 acquire an expanded understanding of 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.
Prerequisites: MUSC 126 and 126L or instructor approval; Co-Requisite MUSC 127L.

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.
Prerequisites: MUSC 126 and 126L or instructor approval. Co-requisite: MUSC 127

MUSC 133-Piano Class I (1)

Piano Class is an introduction to piano technique for the beginner. Upon completion, students will be able to play basic piano repertoire and chord charts, and identify basic piano vocabulary. May be repeated for credit.

MUSC 200-Ensembles Gen Ed (0-1)

This course is designed to develop an understanding of the rich culture, history, and tradition of music through rehearsals and performances. Students will perform at University functions as well as serve as ambassadors and representatives of the University of

Dubuque on campus and in the community. Upon completion, students will see improvement in their own musical technique and reading skills, will operate as a unit within the ensemble, and will be able to identify various eras and genres of music as well as the basic theoretical analysis of the pieces performed. This course may be repeated for credit. Six credits are needed to fulfill the general education Fine and Performing Arts requirement, and any combination of MUSC 200 courses may apply towards this requirement. A maximum of 8 credits of this course may apply towards the 120 credits required for graduation.

MUSC 205-Music History I (3)

A study of music and its place in Western civilization from the Middle Ages through Baroque eras. Upon completion, students will be able to identify music styles and forms, important Western masterworks and composers, and cultural influences on artistic development in these eras. Prerequisites: MUSC 127 and 127L or instructor approval

MUSC 210-Ensembles (0-1)

This course provides students the opportunity to learn about and create music within a group, which will perform at university functions and occasionally in the wider community as well. Upon completion, students will see improvement in their own musical technique and reading skills, and will be able to operate as a unit within the ensemble. This course may be repeated for credit. Up to 8 credits of this course may apply towards to 120 credits required for graduation. It does not fulfill the general education fine and performing arts requirement.

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 19th century to thepresent. Topics include various genres and characteristics, artistic and social influences, and the multi-ethnic roots of this popular American art form. Upon completion, students will be able to identify core elements and styles of musical theater, and demonstrate an understanding of its musical and cultural roots. No previous music or theatre knowledge required.

MUSC 215-Global Music Traditions (3)

A general survey of music from throughout the world. The course will examine music and its role in society in a variety of cultures. Examples include the music of the Middle East, Asia, Africa, and Latin America. Upon completion, students will be able to identify the building blocks of music, the various styles of world music, and societal influences on those styles.

MUSC 226-Music Theory III (3)

This course explores advanced concepts in music harmony and structure. Upon completion, students will identify and create advanced harmonic progressions and modulations, and analyze advanced forms, such as Sonata form. Prerequites: MUSC 127 and 127L or instructor approval. Co-requisite: MUSC 226L

MUSC 226L-Aural Skills Lab III (1)

This is a co-requisite course with MUSC 226 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 with chromatic inflections using solfege, notate rhythmic patterns by dictation, and notate four-part chorales by dictation. Prerequisites MUSC 127 and 127L or instructor approval. Co-requisite: MUSC 226.

MUSC 227-Music Theory IV (3)

This course examines 20th-century post-tonal structures and practices. Upon completion, students will be able to identify and create post-tonal compositions and create advanced 4-part writing harmonizations.
Prerequisites: MUSC 226 and 226L. Co-requisite: MUSC 227L.

MUSC 227L-Aural Skills Lab IV (1)

This is a co-requisite course with MUSC 227 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 identify and notate post-tonal harmony, sight-read independent lines and perform polyrhythms.
Prerequisites: MUSC 226 and 226L. Co-requisite: MUSC 227.

MUSC 233-Piano Class II (1)

This course is a study of intermediate piano technique and repertoire. Upon completion, students will be able to perform intermediate piano repertoire and chord charts, and will be familiar with electronic keyboard functions.
Prerequisite: MUSC 133 or instructor approval. May be repeated for credit.

MUSC 235-Music History II (3)
A study of music and its place in Western civilization from the Classic through early Romantic eras (1750-1880). Upon completion, students will be able to identify music styles and forms, important Western masterworks and composers, and cultural influences on artistic development in these eras. Prerequisites: MUSC 205, 127 and 127L or instructor approval

MUSC 236-Jazz History (3)
This course is a survey of the history of jazz music. Upon completion, students will be be able to identify the major innovators and various styles of jazz, and understand the relationship of jazz to social, political, and racial issues of the 20th century.

MUSC 302-Basic Conducting (2)
This course will introduce basic conducting techniques including: baton technique, meter patterns, cueing and expressive gestures, score reading/interpretation preparation, and rehearsal techniques. There will be instrumental and vocal conducting opportunities for all students regardless of major instrument. Upon completion, students will be able to demonstrate basic conducting patterns, cueing gestures, score reading, and score preparation. Prerequisites: MUSC 127 and 127L or instructor approval

MUSC 305-Music History III (3)
A study of Western art music and its place in
civilization from the Late Romantic era through the 20th century. Upon completion, students will be able to identify music styles and forms, important masterworks and composers, and cultural influences on artistic development in these eras.
Prerequisites: MUSC 227, 227L, and 235 or instructor approval.

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 352-Music Technology (1)
In this course students will learn how to use the following music software programs: Garage Band, Audacity, TE Tuner, and Finale. Upon completion, students will understand how to adjust levels of sound on recordings, create electronic music, and arrange a piece of music creating a usable score and parts. Prerequisites: MUSC 127 and 127L or instructor approval.

MUSC 357-Special Topics in Music (3)

MUSC 368-International Music and Culture/International Trip (3)
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.

MUSC 402-Advanced Conducting (2)
The content of this course includes the development and refinement of conducting techniques introduced in MUSC 302 Basic Conducting: physical gesture techniques, score study, and rehearsal techniques. Upon completion, students will be able to utilize conducting concepts to prepare, rehearse, and perform an ensemble work using both verbal and non-verbal communication. Prerequisite: MUSC 302

MUSC 412-Diction and Song Literature (2)
This course covers the proper pronunciation of English, Latin, Italian, German and French for vocal performance and the canon of solo song literature. Upon completion, students will be able to read and write in the International Phonetic Alphabet, and select song literature and design concerts for various voice levels and types. Prerequisite: MUSC 110 (4 credits voice) or instructor approval.

MUSC 414-Instrumental Repertoire and Pedagogy (2)

This course covers the developmental stages of instrumentalists from beginner to professional musician. Upon completion, students will be able to identify significant Western composers and works, as well as select appropriate repertoire and design concerts for various performers' skill levels. Prerequisites: MUSC 110 (4 credits instrumental) or instructor approval.

MUSC 495-Senior Capstone (1)

In this course, students will design and execute a senior recital or project which showcases their learning and musicianship skills acquired from their cumulative college studies. Upon completion, students will be able to design a creative and varied one-hour program of music, including informative program notes, and perform or present the program in a public format.
Prerequisite: Senior status or instructor approval. Co-requisite: MUSC 110

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-Introduction to Performance & Group Dynamics (3)

This course explores the basic concepts and principles of acting as applied to performance, public speaking, and understanding group interaction. Students will learn to quantify and identify objectives and tactics as they occur in situational culture and climate through discussion, improvisation, and group exercises. Approaches to public speaking, preparation, give-and-take communication, and basic acting vocabulary will be explored. Upon successful completion of this course, students will be able to apply self and group analysis and apply them to give and take situations that manifest in production work and social dynamics. This class promotes a safe and open environment to explore and study the "human condition" as it applies to public speaking, interpersonal communication, and performance.

THEA 204-Stagecraft I (3)

This course is an introduction to the technical knowledge and skills of theatrical production. The course provides a broad overview of the essential functions and practices of the following foundational technical theatre areas: Scenic Technology, Costume Technology, Lighting Technology, Sound Technology, Properties Construction, Fly Rail Technology, and Stage/Production Management.
Upon completion of this course, students will be able to identify and apply basic skills essential in the areas of technical theatre.

THEA 210-Practicum-Cast/Crew (1-2)

This course explores student production experience in the areas of performance, production and management. Students will learn professional theatrical production expectations and conduct. Upon successful completion of this course, students will be able to successfully navigate the complex world of theatrical rehearsals and productions. Multiple enrollments are allowed. Lab arranged.

THEA 215-Acting Studio: Beginning Technique (3)

This course focuses on introducing and developing the basic acting techniques of characterization, role analysis, stage movement, voice, and body control. Upon successful completion of the course, the student will be able to analyze scripts to discover action, environment, and relationships relating to character objectives and tactics and will possess a technique for character creation.

THEA 216-Voice and Movement I (3)

This course explores and fosters a greater understanding of physical and vocal expression on stage. Students will achieve a thorough understanding of their physical bodies and vocal instruments, gaining a greater capacity for expression. Upon successful completion of this course, students will be able to identify habitual patterns of physical tension, more effectively express themselves physically and vocally, demonstrate proper methods of vocal and physical maintenance, and articulate the unique demands of an actor's vocal and physical production.

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 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.

THEA 244-Playwriting (3)
This course explores the technical and creative process of playwriting. Students will learn the techniques and writing exercises required for formulating drafts of scripts as well as script genres and writing styles. Upon successful completion of the course, students will have written a one act play. Prerequisite: ENG 101

THEA 250-Theatre History I (3)
This course explores the history of European theatre and theatre culture. Students will learn theatre topics from ancient Greece and Rome, through the High Middle Ages, to the emergence of the first professional theatres in Elizabethan England and Spain in the Golden Age. Upon successful completion of this course, students will be able to identify major figures, approaches, and productions that have shaped the history of early Western theatre.

THEA 260-Theatre and Culture (3)
Theatre and Culture examines the convergence of dramatic literature and a designated cultural theme. Students will read, think, discuss and write about a diverse selection of dramatic literature from a specific period and cultural emphasis. Upon completion of this course, students will be able to analyze and discuss the thematic elements and constructs of a variety of dramatic texts associated with a determined cultural emphasis. This course is repeatable with various topics.

THEA 304-Stagecraft II (3)
This course provides a more advanced exploration of the technical knowledge and hands-on skills essential to producing theatre. Theory and application of the technical aspects of production will be explored with a deeper focus on stage scenery, props, costumes, lighting and/or sound. Upon successful completion of the course, students will have gained further practical knowledge of the tools and skill sets necessary for the production of theatrical works.

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 315-Acting Studio: Scene Study (3)
This course builds on the techniques and fundamentals introduced in Acting Studio: Beginning Technique through a concentrated focus on partner and contemporary dramatic literature scene study work. Specific focus will be placed on advanced character development, sustained commitment to character objectives, and a deeper exploration of previously introduced performance fundamentals. Upon successful completion of this course, the student will be able to analyze scripts to discover action, environment, and relationships relating to character objectives and tactics. Prerequisite: THEA 215 or instructor approval

THEA 316-Voice and Movement II (3)
This course serves as an advanced level of exploration and understanding of physical and vocal expression on stage. Upon successful completion of this course, students will be able to identify habitual patterns of physical tension, more effectively express themselves physically and vocally, demonstrate proper methods of vocal and physical maintenance, articulate the unique demands of an actor's vocal and physical demands, demonstrate the process for learning a stage dialect, and demonstrate proper form associated with armed stage combat. Prerequisite: THEA 216 or instructor approval

THEA 325-Acting Studio: Styles of Acting (3)
This acting course reinforces fundamental acting skills, addresses and explores specific challenges of the actor at an advanced level, and explores various theatrical styles and their relationship with the time periods that informed and were informed by those styles. Through written assignments, exercises, improvisations, ensemble and scene work, and group presentations, upon successful completion of this course, the student will become further aware of the acting process as it is related to specific acting styles and gain a deeper understanding of the changing traditions of theatre.

THEA 343-Theatre for Young Audiences (3)

This course explores topics used in rehearsal and performance of theatre for young audiences. Students will learn basic principles and techniques for using drama in the classroom and creating original work for young audiences. Upon successful completion of this course, students will be able to use theatre in the classroom as well as create and produce works for children's theatre.

THEA 350-Theatre History II (3)

This course explores the history of Western theatre and theatre culture. Students will learn theatre topics from the 1700's to present. Upon successful completion of the courses, students will identify major figures, approaches, and productions that have shaped the history of modern Western theatre.

THEA 357– Special Topics in Theatre (CV)

THEA 380-Auditioning (3)

This course explores the process and develops skills necessary for auditioning in the industry. Students will learn preparation, performance, and evaluation of numerous audition projects: monologues, sides, cold readings etc., as well as discussion of the actor's search for employment in the industry. Upon successful completion of the course, students prepare a portfolio of audition pieces, resume', headshots, and reels for the opportunities before and after graduation for resident companies, commercial productions, film, and graduate schools. Prerequisite: Junior or Senior status

THEA 495-Senior Capstone in Theatre (1)

This course explores learning and application of creative methodologies acquired during the student's education at the University of Dubuque. Students will create, with instructor's approval, a capstone project demonstrating a summarization of the student's education in theatre. Upon successful completion of this course, students will have demonstrated their readiness for entry level work in the industry. Prerequisite: Senior status and instructor approval.

HEALTH CARE ADMINISTRATION (LIFE Program only)

The bachelor of science (BS) in health care administration is a degree completion program designed for health care professionals wanting to strengthen their service to society, gain upward mobility, make a career change, maximize earning potential, and obtain personal fulfillment as administrators in the health care industry. To enroll in the health care administration program, eligible candidates should hold an associate of arts, associate of science, or associate of applied science degree in an allied health field from a nationally or state-accredited program. Candidates with a professional health licensure or registration who do not have an associate degree will be evaluated individually. In addition to other LIFE admission requirements, transfer candidates must have a grade point average of 2.5 or higher on their official college transcripts.

Program Learning Outcomes

• Describe the relationships that exist between community health organizations and other health care professionals/ settings.
• Discuss the importance of wellness as it relates to health care leadership. • Analyze the impact that health care globalization has on health care systems.
• Specify the economic, management, and operational complexities of health care, health care providers, and health care practitioners.
• Demonstrate knowledge of the health care marketplace and business strategies in nonprofit organizations.
• Demonstrate the use of information technology in health care.
• Apply analytical tools to determine the effectiveness of various health care delivery systems.
• Apply gained insight into managing people, processes, and organizations for strategic transformations in health care.
• Decide how and where to implement best practices of health care providers in the field.
• Analyze ethical dilemmas in a variety of health care settings

Health Care Administration major (36 credits) – BS degree

Courses listed below are required for the health care administration major in conjunction with core curriculum courses to complete the bachelor of science in health care administration degree. All courses below are required and are 3 credits each.
• HCL 200 Health Care in the Community
• BAC 201 Principles of Management
• HCL 220 Current Issues in Health Care
• MATH 230 Statistics
• HCL 240 Globalization and Health Care
• BAC 304 Human Resource Management
• HCL 310 Regulation and Legislation of Health Care
• HCL 320 Accreditation in Health Care
• BAC 340 Effective Communication in Business
• HCL 340 Health Informatics
• BAC 415 Health Care Economics
• HCL 495 Senior Seminar in Health Care Administration

Please note, the sequence of courses and course schedules are contingent upon enrollment

HEALTH CARE ADMINISTRATION COURSE DESCRIPTIONS

HCL 200-Health Care in the Community (3)

This course explains the issues and concerns related to community health care. It develops insights into relationships between public health and clinical health care organizations. The US Centers for Disease Control and Prevention, World Health Organization, state division, and local health recommendations will be discussed.

HCL 220-Current Issues in Health Care (3)

This course explores various models of health promotion as well as the ever-changing concept of health in society. Health and wellness issues such as disease prevention, weight management, substance abuse, sexuality, and physical fitness will be explored.

HCL 240-Globalization and Health Care (3)

This course examines economic, social, cultural, environmental, technological, and political dimensions of globalization and how they impact health status, the provision of health care, and international public health. The course explores what globalization

means for both industrialized and developing countries, with a focus on opportunities and risks for health. It will also examine the transnational legal frameworks, the international institutions, and the civil society stakeholders that influence and respond to the globalization process. Prerequisite: HCL 220

HCL 310-Regulation and Legislation of Health Care (3)

This course reviews the regulatory and accreditation structure of health care and how governmental and nongovernmental organizations influence health care delivery and operations, both locally and nationally. Privatization of health care, Medicare, Medicaid, and private insurance issues will be discussed. Special emphasis is placed on current effective and proposed regulatory and legislative initiatives affecting billing, licensing, patient management, clinical processes, and administrative methodologies. Prerequisite: HCL 240

HCL 320-Accreditation in Health Care (3)

This course explores the world of accreditation in health care settings. Focus is on the understanding of the importance of these accrediting organizations in national health care. Various accreditation case studies will be presented to demonstrate the necessity of these resources. The course identifies key strategies of successful accreditation studies. Prerequisite: HCL 240

HCL 340-Health Informatics (3)

This course offers an in-depth look at the technology that is utilized to manage health care information. The emergence of the electronic medical record as well as various health information systems will be discussed. Quality assurance issues and Federal HIPAA mandates pertaining to health informatics will be presented. This course describes various informatics systems and students will discuss the technological, ethical, and legal concerns that exist with health informatics. Prerequisite: MATH 230

HCL 495-Senior Seminar in Health Care Administration (3)

This capstone course provides the culminating experience of the health care administration major, focusing on integrating theory with application and implementation of research to a community problem, need, or opportunity.

HEALTH, WELLNESS AND SPORT (HWS)

The mission of the Division 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 Division offers three distinct programs of study: Bachelor of Science in both Wellness & Exercise Science (WES) and Human Health Science (HHS) and a Bachelor of Arts in Sport Marketing & Management (SM&M).

The HWS Division 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 division. 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 division 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 (73 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 Wellness for the Aging Population (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 College Physics I (4)
- PHY 152 College Physics II (4)
- MATH 230 Statistics
- CHM 111 General Chemistry I (4)
- CHM 112 General Chemistry II (4)
- CIS 142 Tech Tools for Presentations (1)
- CIS 152 Digital Document Development (1)
- CIS 162 Fundamentals of Excel (1)
- 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, students will need to take 8 additional credits of BIO courses as substitutes for BIO 145/146.

Sport Marketing and Management major (59 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)
- CIS 142 Tech Tools for Presentations (1)
- CIS 152 Digital Document Development (1)
- CIS 162 Fundamentals of Excel (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 Wellness for the Aging Population (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 (2)
- BIO 145 Human Anatomy & Physiology I (4)
- BIO 146 Human Anatomy & Physiology II (4)
- CIS 142 Tech Tools for Presentations (1)
- CIS 152 Digital Document Development (1)
- CIS 162 Fundamentals of Excel (1)
- PED 231 Human Development & Motor Learning (3)
- PRF 201 Career Development Strategies (1)

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 (20 credits)

Required Classes (11 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 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 221 Family & Community Health (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)

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 215-Yoga & Mindfulness: Theory and Application (2)

This course examines the theory and application of yoga and mindfulness, and how these physical and psychological practices complement our own physical, mental, and spiritual well-being. Topics include self-reflection, the limbs of yoga, physical asana, mindfulness techniques, meditation, and theory of yoga instruction best practices. An emphasis will be placed on how the practices of yoga & mindfulness can positively enhance all fields and careers in wellness & exercise. Students will engage in daily imagery and sequencing, relaxation imagery the night before competition/performance, and imagery the morning before competition/performance. Upon successful completion of this course students will be able to understand and apply the techniques and strategies to enhance overall wellness of self and others in sports, and personal recreation/fitness. HWS-110 Yoga is required as a pre-requisite or co-requisite for this course.

HWS 216-Goal Setting and Mental Imagery (2)

This course examines the theory and practice of goal setting and mental imagery, and how these psychological applications can complement the physical in pursuit of productive daily life, work and sport. Topics include positive self-focus, commitment, mental readiness, positive image, confidence, and distraction control. An emphasis will be placed on how the applications relate to sports. Upon successful completion of this course students will be able to understand and apply the techniques and strategies to enhance the performance and overall wellness of self and others in sports, personal recreation/fitness and wellness. Students will engage in daily imagery and sequencing, relaxation imagery the night before competition/performance, and imagery the morning before competition/performance.

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 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 248-Wellness for a Healthy Lifestyle (2)

This course examines holistic health issues and evaluates lifestyle practices. Behavior change, nutrition, exercise, and health and wellness concepts are also discussed. Upon completion of this course, students will have a comprehensive knowledge of the six dimensions of wellness, the five components of fitness, and will be able to practically apply that knowledge to personal and community wellness. Co-requisite: HWS 110

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-Wellness for the Aging Population (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 the aging population. Prerequisite: HWS 100

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 Gen Ed 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.

INTL 115-World Geography (3)

This course helps students develop their knowledge of place-name geography by addressing basic geographical questions: where is it; what is it like; and why is it there? Students will study the relevance of certain locations and describe, analyze, and explain the places and patterns of the world.HIST

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 division and announced at the time the course is offered.

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, including that 3rd discipline's Capstone course.
- Two of the three concentrations must be from the traditional liberal arts: fine and performing arts, history, English, mathematics, philosophy, political science, psychology, the (DNAS) sciences, sociology, and theology.
- 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 theology) so as to explore interrelations between them. Credits being applied to the General Education requirements cannot be counted in the required credits for the major.

Upon successful completion, graduates will earn a BA degree.

MILITARY SCIENCE DIVISION (MIL)

The Division 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 Division count as general elective credits toward Bachelor's degree requirements or a minor in Military Science. All instructors in the Division 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 Division 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 (1)
- MIL 105-Foundations of Leadership (1)
- MIL 215-Leadership and Ethics (2)
- MIL 217-Army Doctrine and Decision Making (2) **OR**
  MIL 181-Military Science Leadership Practicum (6)
  (taken after sophomore year) or Basic Training

Advanced courses (18):

- MIL 332-Training Management and the Warfighting Functions (3)
- MIL 340-Applied Leadership in Small Unit Operations (3)
- MIL 494-Leadership Practicum (Ft. Lewis) (6)
- MIL 445-The Army Officer (3)
- MIL 450-Company Grade Leadership (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 Division 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, Division 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 (1)

Introduces students to their personal challenges and competencies that are critical for effective leadership. Students learn how the personal development of life skills such as goal setting, time management, physical fitness, and stress management relate to leadership, officership and the Army profession. Discussion, 1 hr/wk.; lab, varies. (Offered Fall)

MIL 105-Foundations of Leadership (1)

Overview of leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback and using effective writing skills. Students explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on and interactive exercises. Discussion, 1 hr/wk.; lab, arranged. (Offered Spring)

MIL 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: divisional approval

MIL 215-Leadership and Ethics (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 217-Army Doctrine and Decision Making (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 332-Training Management and the Warfighting Functions (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: divisional approval (Offered Fall)

MIL 340-Applied Leadership in Small Unit 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: divisional approval (Offered Spring)

MIL 445-The Army Officer (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: divisional approval (Offered Fall)

MIL 450-Company Grade Leadership (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: divisional 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: divisional approval

NATURAL AND APPLIED SCIENCES (DNAS)

The mission of the Division 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 (BIO)

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 Division 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 (65 credits)** consists of basic Biology Core courses plus select allied science and math courses and appropriate biology electives.

Biology Core courses required of all Biology majors (26 cr):

- 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)
- EVS 105-Intro to Environmental Science (4) **OR** EVS 246-Ecology (4)

Allied Sciences and Mathematics courses required of all Biology majors (23 cr.):
- CHM 111-General Chemistry I (4)
- CHM 112-General Chemistry II (4)
- CHM 221-Organic Chemistry I (4)
- PHY 151-College Physics I (4)
- MATH 150-Precalculus (4) OR higher math course not including MATH 230
- MATH 230-Statistics (3)

Biology electives (16 cr.)**
In addition, after completing the courses listed above, students will choose one of four areas of emphasis:

1) General Biology Emphasis (16 credits): This option requires no specialization and recognizes the value of all elective course options in preparing a graduate with a broad, general education in biology.
- Any BIO course at or above 200-level (variable credits depending on courses), **OR**
- CHM 222 – Organic Chemistry II (4), **OR**
- CHM 331-Biochemistry I (4), **OR**
- PHY 152 – College Physics II (4)

2) Research Emphasis (16 credits): This option recognizes the importance of research as the central tenet of science and provides a graduate with a marketable degree emphasis appropriate for application to graduate research programs and research-based jobs.
- **Must** include 2 credits of BIO 475-Science Research Techniques **AND** 2 credits of BIO 491-Independent Research, **and**
- Any BIO course at or above 200-level (variable credits depending on courses), **OR**
- CHM 331-Biochemistry I (4), **OR**
- CHM 222- Organic Chemistry II (4)

3) Health Professions Emphasis (16 credits): This option prepares a graduate with focused coursework appropriate for application to professional health programs and some lab-based graduate research programs. It recognizes the strong appeal of human-focused careers.
- BIO 205-Nutritional Physiology (3)
- BIO 211-Anatomy & Physiology I (4)
- BIO 212-Anatomy & Physiology II (4)
- BIO 314-General Microbiology (4)
- BIO 347-Molecular Biology (4)
- BIO 422-Advanced Techniques in Cellular and Molecular Biology (4)
- BIO 425-Neuroscience (3)
- BIO 475-Science Research Techniques (1 credit; may take up to 4)
- BIO 485-Internship (variable credits)
- BIO 491-Independent Research (variable credits)
- CHM 222-Organic Chemistry II (4)
- CHM 331-Biochemistry I (4)

4) Ecology and Organismal Emphasis (16 credits): This option provides a graduate with a focus in animal and plant-level coursework that would be appropriate for application to veterinary school, field-based, and/or hybrid lab-field-based graduate research programs.

- BIO 218-Invertebrate Zoology (4)
- BIO 220-Vertebrate Field Zoology (4)
- BIO 223-Biology of Local Flora (3)
- BIO 247-Plant Physiology (4)
- BIO 250-Conservation Biology (3)
- BIO 264-Ecology of the Mississippi (4)
- BIO 318-Ichthyology (4)
- BIO 319-Ornithology (4)
- BIO 320-Mammalogy (4)

- BIO 331-Comparative Vertebrate Anatomy (4)
- BIO 336-Economic Botany (4)
- BIO 338-Animal Physiology (3)
- BIO 344-Plant Ecology (4)
- BIO 368-International Field Studies (3) *Options to include: Paraguay, Australia, etc….*
- BIO 450-Animal Behavior (4)
- BIO 475-Science Research Techniques (1 credit; may take up to 4)
- BIO 485-Internship (variable credits)
- BIO 491-Independent Research (variable credits)
- EVS 256-Environmental Field Studies (3) *Options to include: Boundary Waters, Wyoming, etc...*
- EVS 333-Geographical Information Systems (4)
- EVS 368-International Field Studies (3) *Options to include: Paraguay, Australia, etc….*
- EVS 475-Science Research Techniques (1 credit; may take up to 4)
- EVS 476-Fisheries & Wildlife Management (4)

A **Biology minor** consists of 20 credits hours, including:
- BIO 135-General Zoology (4) **OR** BIO 136-General Botany (4)
- BIO 235-Cell Biology (4)
- BIO 236-Genetics (4)
- EVS 105-Intro to Environmental Science (4) **OR** EVS 246-Ecology (4)
- **Plus 4 credits** of Biology electives

Endorsements for teaching Science are described in the Education Division section.
The Biology program offers the BS degree.

**For students considering continuing their education after earning a BS, it is recommended that certain BIO courses are taken in face-to-face format. Students should consult their advisor for details.

BIOMEDICAL SCIENCE (BMSC)

The Biomedical Science program is designed to provide students with a strong foundation in the biological and chemical science, focusing on their applications to human health and disease. This interdisciplinary program integrates core scientific principles, including research, with specialized knowledge of medical and health-related topics, preparing students for diverse careers in healthcare, research, and biotechnology. Biomedical Sciences is a marketable degree appropriate for application to graduate research programs and research-based jobs in a medical setting (e.g. clinical laboratory technologists). A wide range of electives allows the student to tailor their degree to match their interests and professional goals.

Biomedical Science Program Mission

In support of the mission of the Division of Natural and Applied Sciences, the goals of the Biomedical Science Major are to 1) prepare graduates who are well-versed in biomedical knowledge and skills and well qualified for employment in research positions in the medical settings, 2) prepare students to pursue further education in graduate or professional schools in medical research fields, 3) provide biomedical science students with opportunities to conduct research in a laboratory setting, and 4) provide students with an appreciation of the breadth of the field of biomedical sciences and its importance in their daily lives.

A **Biomedical Science major (66 credits)** consists of required courses (54 cr.) and electives courses (12 cr.)

Required courses (54 cr.)
- CHM 111 - General Chemistry I (4)
- CHM 112 - General Chemistry II (4)
- BIO 135 - General Zoology (4)
- MATH 150 - Precalculus (4) or higher math
- PHY 151 - College Physics I (4)
- BIO 195 - DNAS Introductory Seminar (1)
- MATH 230 - Statistics (3)
- CHM 221 - Organic Chemistry I (4)
- CHM 222 - Organic Chemistry II (4)
- BIO 235 - Cell Biology (4)
- BIO 236 - Genetics (4)

- BIO 295 - DNAS Professional Prep Seminar (1)
- CHM 331 - Biochemistry I (4)
- CHM 332 - Biochemistry II (4)
- BIO 347 - Molecular Biology (4)
- BIO 495 - Senior Seminar (1)

Elective courses (12 cr.)
Choose courses from the following:

- BIO 205 – Nutritional Physiology (3)
- EVS 250 – Environmental Perspectives of Health (3)
- BIO 314 – Microbiology (4)
- BIO 338 – Animal Physiology (3)
- CHM 341 – Chemical Instrumentation (4)
- BIO/CHM 357 – Special Topics (variable credits)
- BIO 365 – Disease Ecology (3)
- EVS 380 – Environmental Toxicology (4)
- BIO 425 - Neuroscience (3)
- BIO 430 - Immunology (3)
- BIO 475 - Science Research Techniques (1 each, repeatable up to 4)
- CHM 475 – Advanced Chemistry Laboratory Techniques (1 each, repeatable up to 4)
- BIO/CHM 491 - Independent Research (variable credits)

MEDICAL SCIENCE (MESC)

The Medical Science major provides students with foundational knowledge in biology, chemistry, anatomy, physiology, and key math and science subjects, directly aligning academic preparation with the competencies required for medical, dental, and allied health professions. By providing a focused lens on biological and chemical processes related to human health and disease, students will have a strong foundation for post-graduate health programs. The Medical Science major is an excellent pathway for students planning to pursue medical school, dental school, pharmacy school, physician assistant programs, or careers in healthcare or biomedical innovation. Students will select from a wide range of electives that will equip graduates with the expertise to make meaningful contributions to improving human health and advancing medical science.

Medical Science Program Mission

In support of the mission of the Division of Natural and Applied Sciences, the goals of the Medical Science Major are to 1) prepare graduates who are well-versed in medical knowledge and skills and well qualified for employment in the medical field, 2) prepare students to pursue further education in graduate or professional schools in medicine, osteopathic medicine, optometry, pharmacy, physician assistant studies, and dentisty, 3) provide medical science students with opportunities to conduct research in a laboratory setting, and 4) provide students with an appreciation of the breadth of the field of medicine and human health and its importance in their daily lives.

A **Medical Science major (64 credits)** consists of required courses (48 cr.) and elective courses (16 cr.)

Required courses (48 cr.)

- CHM 111 - General Chemistry I (4)
- CHM 112 - General Chemistry II (4)
- BIO 135 - General Zoology (4)
- BIO 150 - Medical Terminology (2)
- PHY 151 - College Physics I (4)
- BIO 195 - DNAS Introductory Seminar (1)
- BIO 211 - Anatomy & Physiology I (4)
- BIO 212 - Anatomy & Physiology II (4)
- BIO 295 - DNAS Professional Prep Seminar (1)
- BIO 495 - Senior Seminar (1)
- CHM 221 - Organic Chemistry I (4)
- CHM 222 - Organic Chemistry II (4)
- CHM 331 - Biochemistry I (4)
- MATH 150 – Precalculus (4) or higher, and

- MATH 230 – Introduction to Statistics (3)

Elective courses (16 cr.)
At least **8 credits** must be earned from courses 300-level or higher
Choose courses from the following:

- PHY 152 - College Physics II (4)
- BIO 205 - Nutritional Physiology (3)
- BIO 235 - Cell Biology (4)
- BIO 236 - Genetics (4)
- HWS 301 - Biomechanics (3)
- CHM 332 - Biochemistry II (4)
- BIO 314 - Microbiology (4)
- BIO 347 - Molecular Biology (4)
- BIO 357 – Special Topics (variable credits)
- HWS 401 - Exercise Physiology (3)
- BIO 425 - Neuroscience (3)
- BIO 430 - Immunology (3)
- BIO 475 - Science Research Techniques (1 each, repeatable up to 4)
- CHM 475 – Advanced Chemistry Laboratory Techniques (1 each, repeatable up to 4)
- BIO 485 - Internship (variable credits)
- BIO/CHM 491 - Ind Research (variable credits)

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)
Biological Science is designed for non-science majors. The course introduces students to the basics of biology with topics spanning cell structure and function to ecology while connecting content to current issues. Students will engage the scientific process during lab activities. Upon completion, students will be able to engage the process of science, interpret and explain biological information, and analyze the ethical issues related to biology topics.

BIO 125-Population, Resources, and Environment (3)
The course provides an overview of environmental problems. Emphasis is placed on interdependence, biodiversity, and the vulnerability of the earth's life-support systems. This course covers major aspects of the interrelated problems of increasing human population; decreasing resources; increasing public health issues; and increasing stress on the environment. This applied science course fosters sustainable living and "Green" solutions to promote global thinking and local action: today and in the future.

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 138-Organisms and the Environment (4)

This course introduces the diversity of living organisms. Protozoans, animals, fungi, and plants will be examined with emphasis placed on examples that occur in and around the local environment. Upon successful completion of the course students will be able to explain the evolutionary relationships, including the taxonomy, evolution, and distinguishing characteristics, for living organisms.

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's Division of Natural and Applied Sciences, 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 CHM 112; or Sophomore standing and Pre-Nursing major

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 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 sophomore-level and/or junior-level science majors for their future after graduation. The course will cover job searching, resumés, cover letters, and interview skills. Students will develop application-ready products as well as improve scientific writing skills. Ethical viewpoints related to the application and interview process, post-graduate education expectations and requirements, and the imposter syndrome will be explored and expressed through reflective writing assignments. Upon completion of this course, students will be ready to apply for scientific jobs and/or graduate programs.

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 319-Ornithology and Lab (4)

This is a course on the biology of birds of the world. It combines experience from lectures, laboratories, fieldwork, and independent research. 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. Upon successful completion of the course, students will be familiar with the evolutionary diversification of birds of the world, will learn the defining characteristics of avian families worldwide, selected North American genera, and many Iowa species, will recognize bird calls from local Iowa species, and will be able to prepare a bird specimen to the standards of a museum teaching collection. Prerequisite: BIO 135 and Sophomore standing.

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 338-Animal Physiology (3)

This course is the study of structure and function across the animal kingdom. This course introduces the physical and chemical properties that govern and limit animals. Diverse form and function will be studied to illustrate life sustaining strategies in diverse environments. The goal of this course is the elucidation of common physiological principles in biologically diverse animals. Students will examine organs and organ systems that contribute to homeostasis in invertebrate and vertebrate animals. Differences in structures across animal phyla will be used to highlight the unifying principles and mechanisms of physiological diversity. Simulation exercises will emphasize and familiarize the student with the scientific discipline of observing, quantifying, and verifying principles of animal function. Upon successful completion of the course, students will be able to summarize basic animal physiology of discrete organ systems, discuss how the environment impacts physiology, interpret physiological data, and develop and present a synthesis on a topic in animal physiology. Prerequisites: BIO 135 and Sophomore standing.

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)

This course covers selected subdisciplines within the framework of biological sciences. Students will develop proficiency in an area related to the advanced topic that is the focus of the class. Upon completion of this course students will be able to analyze and characterize data relating to course concepts and demonstrate the ability to utilize the skills and communicate the importance of the advanced topic. Prerequisite: Instructor permission

BIO 365 – Disease Ecology (3)

This course focuses on diseases that the world is affected by with emphasis on their ecological patterns and interactions. Topics include different types of pathogens, pathogen and host interactions, and these interactions with environmental and ecological factors. Upon completion of this course, students will be able to identify the different contributing factors to disease development and maintenance within an environment. Prerequisite: BIO 135

BIO 368- International Field Studies (3)

This course introduces students to environmental, ecological, and/or social issues facing a particular region of the world. Topics covered during classwork include the ecological, geological, environmental, and social history and dynamics of the location which is followed by an immersive international travel experience. Upon successful completion of this course students will understand how science is conducted in other locations. Prerequisite: Instructor permission

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 425-Neuroscience (3)

Neuroscience is a course that emphasizes the structure and function of the nervous system under physiological and pathological conditions. The course examines a broad integrative framework that includes the cellular and molecular physiology of individual neurons as well as how molecules control the development of neuronal pathways and networks that underlie sensory, integrative, and motor systems. Upon successful completion of this course students will be able to explain the functional processes involved in normal and diseased states of the nervous system. Prerequisites: BIO 235 and CHM 111

BIO 430 – Immunology (3)

This course is an introduction to the cellular and molecular interactions that orchestrate the immune response. Discussion topics will include immunological development, humoral and cellular immunity, disease and treatments involving immunization, organ transplantation, immunodeficiency, and autoimmunity. Upon completion of this course, students will have a foundational understanding of the immune system and will be able to critically analyze immunological case studies.
Prerequisite: Junior or Senior standing and BIO 236 as a prerequisite or co-requisite, or instructor approval

BIO 450-Animal Behavior (4)

This course covers the major principles, mechanisms, and controversies in the study of animal behavior. The class approaches animal behavior from an evolutionary aspect and focuses on developing critical thinking skills to form and test hypotheses based on the four main questions behind the study of animal behavior (i.e., mechanism, utility, development, and evolution). Upon successful completion of this course, students will be able to interpret animal behavior in everyday situations. Prerequisites: BIO 135, BIO 140, and junior or senior standing. BIO 236 is a prerequisite or co-requisite

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. Upon successful completion of this course students will have developed a personal research library, properly maintained an active laboratory notebook, and created a final product for a science conference. Prerequisites: Junior or Senior standing and Instructor permission. Repeatable up to 4 credits

BIO 485-Internship in Biology (1-3)

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. The student is required to complete a minimum of 50 hours per credit of field experience (150 total for a 3-credit internship) and will apply and integrate topics studied in environmental science. Upon successful completion of the internship, the student will acquire a better understanding of the professional demands and requirements of a particular career field, while gaining confidence in making the transition from the academic atmosphere to the workplace.

BIO 491-Independent Research (1-3)

This course is for advanced students seeking careers in the biology, including teaching. Topics covered include defining an appropriate research question, conducting relevant literature searches, employing the scientific method to design experiments, and making lab and field observations and measurements. Upon successful completion of this course students will have implemented, completed, and reported on a science research project. Prerequisite: Biology major or minor

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. Upon completion of this course students will be able to present scholarly works and demonstrate job seeking skills. Prerequisite: Biology major, senior standing.

CHEMISTRY (CHM)

Chemistry Program Mission

The mission of the Division 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, & have an overall GPA of 2.0 or greater.

The Chemistry Major consists of 63 total credit hours, which includes 39 credits of core course requirements, 16 credits of required allied courses, and a minimum of 8 math or science elective credits.

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 I (4)
- CHM 341-Chemical Instrumentation (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 250-Calculus I (4)
- MATH 260-Calculus II (4)
- PHY 151-College Physics I (4)
- PHY 152-College Physics II (4)

Total Allied Courses 16 credits

Elective courses – working with advisor, select at least 2 courses in science or math, 200 level or above

Total Electives 8 credits

Chemistry Minor

The Division of Natural and Applied Sciences offers a Chemistry minor for any student wishing to expand the opportunities offered in their chosen major. Division 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 total credit hours, which includes 16 credits of core requirements and 8 credits 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 combination of the following elective courses (8 credits total) to round out the required 24 program credits.

- CHM 241-Analytical Chemistry (4)
- CHM 331-Biochemistry I (4)
- CHM 332-Biochemistry II (4)
- CHM 341-Chemical Instrumentation (4)
- CHM 357-Special Topics in Chemistry (1-4)
- CHM 471-Physical Chemistry I (4)
- CHM 472-Physical Chemistry II (4)
- CHM 475-Advanced Chemistry Laboratory Techniques (1)
- CHM 491-Chemistry Independent Research (1-3)
- EVS 247-Environmental Chemistry (4)

CHEMISTRY COURSE DESCRIPTIONS

CHM 105-General, Organic and Biochemistry (4)

This course covers the core 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 analyze and characterize general, organic, and biochemical compounds. Prerequisite: MATH 112 or higher with a grade of C or better.

CHM 110-Chemistry and Society (4)

This course covers the core concepts of chemistry for non-science majors as they relate to our everyday lives. The lecture covers a variety of everyday chemistry topics such as materials, forensics, food, and art. The laboratory covers common chemistry lab techniques and methods of analysis Upon completion of this course, students will be able to communicate how chemistry affects our lives.

CHM 111-General Chemistry I (4)

This course covers the core concepts of general chemistry, and is the first course of a two semester sequence. Lecture covers atoms, molecular theory, the behavior of substances, and chemical reactions. The laboratory covers common general chemistry lab techniques and methods of analysis. Upon completion of this course students will be able to analyze and characterize the chemistry of substances. Prerequisite: MATH 112 or higher with a grade of C or better.

CHM 112-General Chemistry II (4)

This course covers the core concepts of general chemistry, and is the second course of a two semester sequence. Lecture covers the equilibrium, kinetics, electrochemistry, and thermodynamics of reactions. The laboratory covers common general chemistry lab techniques and methods of analysis. Upon completion of this course students will be able to analyze and characterize chemical reactions. Prerequisite: CHM 111 with a grade of C or better.

CHM 119-Chemistry and the Environment (3)
This course covers the core concepts of chemistry for non-science majors as they relate to the environment. The lecture covers a variety of 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.

CHM 195-DNAS Introductory Seminar (1)
This course is an introduction to the sciences, UD-Division of Natural and Applied Sciences, 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 (4)
This course covers the core concepts of organic chemistry, and is the first course of a two semester sequence. The lecture covers the chemical and physical properties of hydrocarbons. The laboratory covers common organic lab techniques and methods of analysis. Upon completion of this course students will be able to analyze and characterize hydrocarbon compounds. Prerequisite: CHM 112 with a grade of C or better.

CHM 222-Organic Chemistry II (4)
This course covers the core concepts of organic chemistry, and is the second course of a two semester sequence. The lecture covers the physical and chemical properties of aromatics, carbonyls, alcohols, and ethers. The laboratory covers common organic lab techniques and methods of analysis. Upon completion of this course students will be able to analyze and characterize aromatic, carbonyl, alcohol, and ether compounds. Prerequisite: CHM 221 with a grade of C or better.

CHM 241-Analytical Chemistry (4)
This course covers the core concepts of analytical chemistry. The lecture covers 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 analyze and characterize chemical samples. Prerequisite: CHM 112 with a grade of C or better.

CHM 295-DNAS Professional Preparation Seminar (1)
This seminar is intended to prepare sophomore-level and/or junior-level science majors for their future after graduation. The course will cover job searching, resumés, cover letters, and interview skills. Students will develop application-ready products as well as improve scientific writing skills. Ethical viewpoints related to the application and interview process, post-graduate education expectations and requirements, and the imposter syndrome will be explored and expressed through reflective writing assignments. Upon completion of this course, students will be ready to apply for scientific jobs and/or graduate programs.

CHM 331-Biochemistry I (4)
This course covers the core concepts of biochemistry, and is the first course in a two semester sequence. The 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 with a grade of C or better.

CHM 332-Biochemistry II (4)
This course covers the core concepts of biochemistry, and is the second course in a two semester sequence. The lecture covers enzymes, metabolism, and pathways. The laboratory covers common biochemical lab techniques and methods of analysis. Upon completion of this course students will be able to analyze and characterize enzymes, metabolism, and biochemical pathways. Prerequisite: CHM 331 with a grade of C or better.

CHM 341-Chemical Instrumentation (4)
This course covers the core concepts of chemical instrumentation. The lecture covers how chemical instrumentation is designed, how it works, and how to enhance their signal-to-noise rations. The laboratory covers common chemical instrumentation techniques and methods of analysis. Upon completion of this course students will be able to analyze and characterize the properties of chemical instrumentation. Prerequisite: CHM 241 with a grade of C or better.

CHM 357-Special Topics in Chemistry (1-4)

This course covers a selected chemistry topic such as molecular modeling, computational chemistry, cheminformatics, or drug design. Upon competition of this course students will be able to analyze and characterize the properties of compounds using course concepts. Prerequisite: Chemistry major or minor

CHM 471-Physical Chemistry I (4)

This course covers the core concepts of physical chemistry and is the first course in a two semester sequence. The lecture covers the physical properties and thermodynamics of compounds, mixtures, and reactions. 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 compounds, mixtures, and reactions.

Prerequisites: CHM 341 with a grade of C or better and MATH 260 or higher, with a grade of C or better.

CHM 472-Physical Chemistry II (4)

This course covers the core concepts of physical chemistry and is the second course in a two semester sequence. The lecture covers quantum mechanics, statistical thermodynamics, and molecular symmetry of compounds, mixtures, and reactions. 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 quantum mechanical, statistical thermodynamics, and molecular symmetry properties of compounds, mixtures, and reactions. Prerequisite: CHM 471 with a grade of C or better.

CHM 475-Advanced Chemistry Laboratory Techniques (1)

This course covers advanced chemistry laboratory techniques. In this course, students will learn selected chemistry laboratory procedures and methods under the direction of a faculty member that will prepare them for a career in chemistry research. Upon completion of the course, students will be able to use the laboratory skills learned to conduct independent chemical research. Prerequisite: Sophomore, Junior, or Senior standing. Repeatable up to 4 credits.

CHM 491-Chemistry Independent Research (1-3)

This course covers an independent research project under the direction of a faculty member. Credits are received for: a written proposal (1 credit); data gathering and analysis (1 credit); and a data analysis summary in the form of a poster or presentation (1 credit). Upon completion of this course students will be able to analyze and characterize substances through independent 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 challenges involving climate change, natural resources and environmental quality. Interdisciplinary in nature, the Environmental Science academic program is designed to integrate chemistry, geology and biology.

EVS Program Mission

The mission of the Division 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 68 credit hours, which includes 51 credits of core requirements to be taken by all Environmental Science majors, plus a minimum of 17 credits to be selected from approved electives.

Courses for the Environmental Science Major include:

Required Courses (Total 51 cr.):

- BIO 138 – Organisms and the Environment (4)
- CHM 111-General Chemistry I (4)
- CHM 112-General Chemistry II (4)
- EVS 105-Introduction to Environmental Science (4)
- EVS 195-DNAS Introductory Seminar (1)
- EVS 214 – Food and the Environment (3)
- EVS 246-Ecology (4)
- EVS 247-Environmental Chemistry (4)
- EVS 248-Environmental Geology (4)
- EVS 295-DNAS Professional Preparation Seminar (1)
- EVS 321 – Climate Change (3)
- EVS 333 – Geographical Information Systems Applications (4)
- EVS 430-Advanced Quantitative Methods (4)
- EVS 460 – Environmental Policy (3)
- EVS 495-Senior Seminar (1)
- MATH 230-Introduction to Statistics (3)

Elective Courses, 17 credits selected from this list:

- EVS 256-Environmental Field Studies (3-4)
- EVS 306-AgroEcology (3)
- EVS 335-Remote Sensing of Environment (4)
- EVS 344-Critical Zone Science (4)
- EVS 357-Special Topics in Environmental Science (1-4)
- EVS 368-International Field Studies (3)
- EVS 380-Environmental Toxicology (4)
- EVS 401-Water Chemistry (4)
- EVS 475-Science Research Techniques (1)

- EVS 476-Fisheries & Wildlife Management (4)
- EVS 485-Internship in Environmental Science (1-3)
- EVS 491-Independent Research (1-3)
- BIO 218 – Invertebrate Zoology (4)
- BIO 220-Vertebrate Field Zoology (4)
- BIO 236 – Genetics (4)
- BIO 250-Conservation Biology (3)
- Any BIO class listed at 300 or above

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)

One EVS 300+ level **(4 cr.),** and
One course from EVS courses or electives listed above **(4 cr.)**

ENVIRONMENTAL STUDIES (ENS)

Environmental Studies is an interdisciplinary area of study that explores the complex interactions between humans and the environment. It encompasses the study of ecological systems, environmental processes, and the impact of human activities on the environment. Environmental Studies incorporates the natural sciences, social sciences, and humanities to address environmental issues and promote sustainable practices to help us better steward the world.

ENS Program Goals

- To prepare graduates who are well-versed in environmental studies knowledge and skills, and well-qualified for employment in consulting, conservation agencies, non-profit organizations, environmental education, and city and county divisions.
- To prepare students to pursue further education in graduate or professional schools in natural resources conservation, environmental restoration, education, ecology, and urban and regional planning.
- To provide environmental studies students with opportunities to conduct projects that intersect with the local community.
- To provide all students with appreciation of the breath of the field of environmental studies, and its importance in their daily lives.

Program of Study

The **Environmental Studies major** consists of a minimum of 58 credit hours, which includes 49 credits of required courses, plus 9 credits to be selected from approved electives.

Courses for the Environmental Studies Major include:

Required Courses (Total 49 cr.):

- ECON 101-Principles of Microeconomics (3)
- EVS 105-Introduction to Environmental Science (4)
- SOC 112-Contemporary Social Problems (3)
- CHM 119-Chemistry and the Environment (3)
- BIO 138-Organisms and the Environment (4)
- ENS 195-DNAS Introductory Seminar (1)
- MATH 230-Introduction to Statistics (3)
- EVS 246-Ecology (4)
- ENG 261-Nature Writing (3)
- COM 275-Intercultural Communication (3)
- ENS 295-DNAS Professional Preparation Seminar (1)
- PHL 311-Environmental Philosophy (3)

- EVS 321-Climate Change (3)
- EVS 333-Geographical Information Systems Applications (4)
- EVS 460-Environmental Policy (3)
- BIO/CHM/EVS 491-Independent Research (3)
- ENS 495-DNAS Senior Seminar (1)

Elective Courses (Total 9 cr.):
Students will work with their advisor to design an integrated collection of electives, taking one course from each of the following areas:

Foundations (3 cr.)
- BAC 201-Principles of Management (3)
- EVS 214-Food and the Environment (3)
- ECON 252-Environmental Economics (3)

Science Systems (minimum of 3 cr.)
- BIO or EVS 368-International Field Studies (3)
- BIO 318-Ichthyology and Lab (4)
- BIO 319-Ornithology (4)
- BIO 320-Mammalogy (4)
- EVS 335-Remote Sensing of Environment (4)
- EVS 344-Critical Zone Science
- EVS 430-Advanced Quantitative Methods (4)
- EVS 476-Fisheries & Wildlife Management (4)

Social Systems (3 cr.)
- BAC 315-Social Enterprise (3)
- BAC 324-Leadership and Motivation (3)
- COM 355-Strategic Social Media (3)
- EDU 210-Journeys in Nature (3)
- ENG 328-Environmental Literature (3)
- SOC 335-Social Research (3)

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 division) and science (DNAS division). This minor is designed for 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 357, 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 (4)

This course introduces the field of environmental science through an ecological overview of current environmental challenges. Topics examined include ecological principles that govern the world and current environmental issues related to ecological sustainability. Upon successful completion of this course students will gain insight into the natural interactions among living organisms and biological, chemical, and physical aspects of the environment.

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 214-Food and the Environment (3)

The food that we choose to eat has impacts on the environment in many ways, some obvious and others not. In this class students will learn about the impacts that the system we use to raise our food, the way we process it, and the way we market it have on the broader environment. Upon successful completion of this course students will be able to assess the impact that they and others have on the environment through their selection of the food they eat.

EVS 246-Ecology (4)

This course is a study of the relationships of organisms with the physical environment and other organisms. Topics include behaviors, population, and community dynamics, intra- and inter-specific interactions, and ecosystem function. Upon successful completion of this course students will have an understanding of the interactions between organisms and their environment and other organisms.

EVS 247-Environmental Chemistry (4)

The course examines chemical phenomena in the environment. Topics include 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. Upon successful completion of this course students will be able to apply environmental chemistry to real world problems. Prerequisite: CHM 112

EVS 248-Environmental Geology (4)

The course examines interactions between humans and the geologic environment. Topics central to this course are geological processes and the role of public policy in managing the environment. Upon successful completion of this course students will be equipped to make scientifically supported environmental management decisions.

EVS 250-Environmental Perspectives of Health (3)

The course is a survey course intended to give students a basic understanding of how environmental factors can positively and negatively impact the health of people and the community. The course examines health issues, scientific understanding of causes, and possible future approaches to control of the major environmental health problems in industrialized and developing countries. Topics include how the body reacts to environmental pollutants; physical, chemical, and biological agents of environmental contamination; vectors for dissemination (air, water, soil); solid and hazardous waste; susceptible populations; biomarkers and risk analysis; the scientific basis for policy decisions; and emerging global environmental health problems. By the end of this course students will understand connections between the environment and human health.

EVS 256-Environmental Field Studies (3-4)

This course introduces students to intensive field work in a specific location. Topics covered include science field techniques and examination of the ecological, geological, environmental, and social history and dynamics of the location. Upon successful completion of this course students will have an understanding of conducting site specific field work in implementing an environmental project.

EVS 295-DNAS Professional Preparation Seminar (1)

This seminar is intended to prepare sophomore-level and/or junior-level science majors for their future after graduation. The course will cover job searching, resumés, cover letters, and interview skills. Students will develop application-ready products as

well as improve scientific writing skills. Ethical viewpoints related to the application and interview process, post-graduate education expectations and requirements, and the imposter syndrome will be explored and expressed through reflective writing assignments. Upon completion of this course, students will be ready to apply for scientific jobs and/or graduate programs.

EVS 306-AgroEcology (3)

This course examines the biotic and abiotic interactions of traditional and organic farming systems and the impacts these systems have on the planet. Topics covered include agricultural management decisions, energy, pest management, best practices, livestock, and aquaculture. Upon successful completion of this course students will have an enhanced understanding of farming practices and how we can more sustainability distribute food. Prerequisite: EVS 214

EVS 321-Climate Change (3)

This course is about understanding climate change. Topics covered will include how climate works, what is causing climate change to happen and how it works, and what the implications of the change are to human society and the environment. Upon successful completion of this course students will be able to understand the physical basis of anthropogenic climate change and the implications for human society and the Earth.

EVS 333-Geographical Information Systems Applications (4)

This course examines fundamental principles behind the environmental, ecological, business, and social application of geographic information systems (GIS). Topics include map making, examining spatial interactions, and modeling distributions. Upon successful completion of this course students will be able to produce maps, communicate effectively using spatial information, and conduct data analysis with GIS.

EVS 335-Remote Sensing of Environment (4)

This course will examine the interpretation and analysis of environmental images collected from satellite and aerial platforms. Topics covered in class include an overview of the applications for remotely sensed imagery, basic physics of the detected energy, image processing & interpretation, and familiarity with the more useful current remote sensing platforms. Upon completion of this course, students will be able to use remote sensing to conduct habitat mapping, land use and land use change monitoring, weather monitoring, and other biophysical measurements. Prerequisite: MATH 112 or higher

EVS 344-Critical Zone Science (4)

This interdisciplinary course examines the Critical Zone (CZ), Earth's permeable layer that extends from the tops of vegetation to the bottom of the groundwater zone. Focusing on the large quantity of interdisciplinary data available from the existing NSF-funded CZ Observatories and utilizes readings, field-trips, and cutting-edge learning activities this course will examine geoscience-related grand challenges facing society (eutrophication, erosion, environmental stability, climate change, water and food production, radiative forcing, water and carbon cycling). At the end of the course students will be able to use a large variety of science principles to analyze how Earth's land surface works and describe the CZ as a complex system of interacting regolith, water, air, and life.

EVS 357-Special Topics in Environmental Science (1-3)

This course covers selected subdisciplines within the framework of environmental science. Students will develop proficiency in an area related to the advanced topic that is the focus of the class. Upon completion of this course students will be able to analyze and characterize data relating to course concepts and demonstrate the ability to utilize the skills and communicate the importance of the advanced topic. Prerequisite: Instructor permission

EVS 368-International Field Studies (3)

This course introduces students to environmental, ecological, and/or social issues facing a particular region of the world. Topics covered during classwork include the ecological, geological, environmental, and social history and dynamics of the location which is followed by an immersive international travel experience. Upon successful completion of this course students will understand how science is conducted in other locations. Prerequisite: Instructor permission.

EVS 380-Environmental Toxicology (4)

The course examines the impacts of chemicals on plants, animals, and humans and their actions and movement in the environment. Topics covered include risk assessment, reproductive and developmental toxicology, dose-response relationships, modes of action, and fate and transport. Upon successful completion of this course students will be able to assess the risk of a compound from a cellular scale to an ecosystem scale. Prerequisite: CHM 112

EVS 401-Water Chemistry (4)

This course provides an introduction to the chemical equilbria and reactions important in aquatic systems. Topics covered include chemical thermodynamics, acid/base chemistry, open and closed carbonate systems, solubility relationships REDOX reactions, and common laboratory techniques. Upon successful completion of this course, students will be able to characterize aquatic systems. Prerequisite: EVS 247

EVS 430-Advanced Quantitative Methods (4)

This course examines how one can use quantitative data to answer environmental questions and solve environmental challenges. Topics covered include hypothesis testing, data analysis tools and software, correlation and regression analysis, analysis of variance, and challenges of environmental data. Upon successful completion of this course students will be able to analyze quantitative data to make scientifically backed conclusions and recommendations. Prerequisite: MATH 230

EVS 460-Environmental Policy (3)

This course is meant to provide an overview of both national and international environmental laws and policies through weekly readings and group discussions on the subject. Topics will be the common environmental policies which students will routinely encounter in the field of environmental science. Upon successful completion of this course students will examine and critique how these policies are implemented, and their implications regarding economic and social justice issues.

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. Upon successful completion of this course students will have developed a personal research library, properly maintained an active laboratory notebook, and created a final product for a science conference. Junior or Senior status expected. Repeatable up to 4 credits. Prerequisite: Instructor permission

EVS 476-Fisheries & Wildlife Management (4)

This course is designed to examine both the theoretical and applied aspects of fisheries and wildlife management. Students will be exposed to professional perspectives and techniques commonly applied in natural resource management. Upon successful completion of this course students will be prepared for entry-level management and conservation positions and graduate studies in fisheries and wildlife. Prerequisite: EVS 246

EVS 485- Internship in Environmental Science (1-3)

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. The student is required to complete a minimum of 50 hours per credit of field experience (150 total for a 3-credit internship) and will apply and integrate topics studied in environmental science. Upon successful completion of the internship, the student will acquire a better understanding of the professional demands and requirements of a particular career field, while gaining confidence in making the transition from the academic atmosphere to the workplace.

EVS 491- Independent Research (1-3)

This course is for advanced students seeking careers in the environmental sciences, including teaching. Topics covered include defining an appropriate research question, conducting relevant literature searches, employing the scientific method to design experiments, and making lab and field observations and measurements. Upon successful completion of this course students will have implemented, completed, and reported on a science research project. Prerequisite: Environmental Science major or minor.

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. Upon completion of this course students will be able to present scholarly works and demonstrate job seeking skills. Prerequisite: Environmental Science major, senior status.

ENVIRONMENTAL STUDIES COURSE DESCRIPTIONS

ENS 195-DNAS Introductory Seminar (1)
This course is an introduction to the sciences, UD's Division of Natural and Applied Sciences, 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.

ENS 295-DNAS Professional Prep Seminar (1)
This seminar is intended to prepare sophomore-level and/or junior-level science majors for their future after graduation. The course will cover job searching, resumés, cover letters, and interview skills. Students will develop application-ready products as well as improve scientific writing skills. Ethical viewpoints related to the application and interview process, post-graduate education expectations and requirements, and the imposter syndrome will be explored and expressed through reflective writing assignments. Upon completion of this course, students will be ready to apply for scientific jobs and/or graduate programs.

ENS 495-DNAS Senior Seminar (1)
A capstone experience for seniors graduating in environmental studies. 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: Environmental Studies major senior standing.

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-College Physics I (4)

College Physics I is the first course of a two semester sequence. Topics include measurement & uncertainty, kinematics, Newtonian mechanics, energy & momentum, torques, fluids, and heat. At the end of the course, students will have an understanding of fundamental principles, theories, & laws that govern the universe. Prerequisite: MATH 112, MATH 150, or MATH 250

PHY 152-College Physics II (4)

College Physics II is the second course of a two semester sequence. Topics include the Ideal Gas law, states of matter, thermodynamics, waves, vibrations, sound, electricity, and light. At the end of the course, students will have an understanding of fundamental principles, theories, & laws that govern the universe. Prerequisite: PHY151 with a passing grade

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 (1-4)

This course covers selected subdisciplines within the framework of the field of physics. Students will develop proficiency in an area related to the advanced topic that is the focus of the class. Upon completion of this course students will be able to analyze and characterize data relating to course concepts and demonstrate the ability to utilize the skills and communicate the importance of the advanced topic. Prerequisite: Instructor permission

PHY 491 – Independent Research (1-3)

This course covers an independent research project under the direction of a faculty member. Credits are received for: a written proposal (1 credit), data gathering and analysis (1 credit); and a data analysis summary in the form of a poster or presentation (1 credit). Upon completion of this course students will be able to analyze and characterize physical substances and phenomena through independent research. Prerequisite: Instructor permission

NURSING

The baccalaureate degree program in nursing at the University of Dubuque is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC, 20001. Phone (202) 887-6791

21st Century Curriculum

The hallmark of the Nursing Program is the 21st-century curriculum to meet the demands of 21st-century health care. The University of Dubuque's program prepares nurses with a baccalaureate degree and focuses on the development of core competencies. Clinical experiences in specialty care are highlighted to meet the demands of employers, while rotations in rural health provide support to under-served populations in the tristate area.

One historical foundation of the nursing curriculum is the Institute of Medicine's (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:

1. Providing patient-centered care
2. Working in inter-disciplinary teams
3. Employing evidence-based practice
4. Applying quality improvement
5. Utilizing informatics

The IOM core competencies have since been subsumed under the American Association of Colleges of Nursing's (AACN's) Essentials publication.

The Division of Nursing uses the (AACN document *The Essentials: Core Competencies for Professional Nursing Education* as its primary source to guide program and course development. This document reflects expectations for the education of professional nurses, organized into ten domains representing professional nursing practice. These domains include areas such as person-centered care, interprofessional partnerships, systems-based practice, and scholarship for the nursing discipline. In addition, eight important concepts such as clinical judgment, communication, and compassionate care are integrated throughout the nursing curriculum.

In alignment with the *Mission* of the University of Dubuque and within its perspective of academic inquiry, professional preparation, and Christian tradition and service, the mission of the Nursing Division is:

To educate professional nurses to provide ethical, evidence-based, collaborative care to meet the dynamic needs of diverse individuals and communities.

Upon completion of the major, graduates will:

1. Integrate, translate, and apply established and evolving nursing knowledge and knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences.
2. Apply clinical judgment to deliver person-centered care to patients, families, and communities in various settings.
3. Apply knowledge of social determinants of health to promote population health along the continuum from public health prevention to disease management of populations.
4. Synthesize, translate, apply, and disseminate nursing knowledge to improve health and transform healthcare.
5. Understand and apply established and emerging principles of safety and improvement science.
6. Collaborate, advocate, and communicate across professions and with care team members, patients, families, communities, and other stakeholders to optimize care and strengthen outcomes.
7. Coordinate resources to provide safe, quality, and equitable care to diverse populations.
8. Understand and use information and communication technologies and informatics processes to provide care, gather data, and support decision-making.
9. Apply excellent moral character to nursing practice while formulating a sustainable professional nursing identity that reflects nursing's characteristics, values, and ethical commitments.
10. Participate in activities and self-reflection to foster lifelong learning, personal health, and the development of nursing leadership skills.

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

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 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*
- 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
- NRS 201-Introduction to Professional Nursing**

*These nursing prerequisite courses will be waived for students applying to the program who already have an Associate of Arts, Associate of Science or Bachelor's degree.
**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 prerequisite courses – no prerequisite course may be repeated more than once (courses listed above)
- Science prerequisites 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 obtain an English proficiency score of 84 with a minimum speaking score of 26 for TOEFL iBT or an IELTS of 6.5 overall band score minimum and a minimum of 6.0 for any one IELTS.

***These requirements are waived for students qualified for direct admission

Students should refer to the ***BSN Student Handbook*** and consult with the Nursing Division faculty for complete admission information as the content presented here is an overview and not comprehensive.

NURSING DIVISION COURSE DESCRIPTIONS

NRS 201-Introduction to Professional Nursing (3)

This course is designed to introduce students to the profession of nursing, with focus on knowledge, skills and attributes needed by professional nurses to care for diverse patients, families, and communities. Topics included are the evolution of nursing as a profession, roles and responsibilities of the professional nurse, legal and ethical issues in nursing, and concepts of health and illness in the context of a dynamic, complex health care system. Students will leave this course with foundational knowledge necessary for success in the UD undergraduate nursing program. Course fee required and is non-refundable after the designated add/drop deadline.

NRS 303-Pathophysiology and Applied Pharmacology (6)

This course is designed to present essential principles of pathophysiology and pharmacology integrated with a systems-based knowledge of common disease processes affecting adult populations. Students will gain knowledge to translate these principles into clinical decision-making, pharmacological management, and education for adult patients with various disease processes. Prerequisite: admission to the Nursing major.

NRS 305-Nursing Care of the Aging Population (3)

This course is designed to develop beginning levels of professional nursing competencies of clinical judgment, communication, person-centered care, evidence-based practice, teamwork & collaboration, safety, quality improvement, and informatics necessary to provide quality health care to the older adult population. Students will focus on the nursing process, and the professional nurses roles and responsibilities within the interprofessional team caring for well older adults and those with various health disorders. Practicum experiences focus on the individual and groups of older adults in skilled care, long-term care, community-based, and simulated settings. This course provides a foundation for future courses in the nursing curriculum.

NRS 307-Adult Nursing I (8)

This course develops nursing competencies of clinical judgment, communication, person-centered care, evidence-based practice, teamwork and collaboration, safety, quality improvement, and informatics necessary to provide basic implementation of quality, safe nursing care to adult patients with various medical-surgical conditions. Students will gain knowledge of medical-surgical conditions and focus on the roles and responsibilities of the professional nurse within the interprofessional team. Students will apply learning in laboratory and clinical experiences which focus on development of assessment skills, prioritization of patient needs, and planning, implementation, and evaluation of plans of care. Clinical experiences will be provided in acute and simulated settings. Students completing this course will have foundational knowledge necessary for success in NRS 415 Adult Nursing II.
Prerequisites: NRS 303, NRS 305, NRS 312
Theory: 4 hr. per week; Lab: 45 contact hours per semester; Practicum: 135 contact hours per semester

NRS 309-Mental Health Nursing (5)

This course develops professional nursing competencies of clinical judgment, communication, person-centered care, evidence-based practice, teamwork and collaboration, safety, quality improvement, and informatics necessary to provide quality care to patients with brain health disorders. Students will gain knowledge of brain health disorders with an emphasis on development of therapeutic communication skills and a respectful, empathetic approach to care. The student will focus on roles and responsibilities of the nurse as part of the interprofessional team, including utilization of the nursing process. Clinical experiences focus on individuals and groups experiencing a variety of brain health issues in acute, outpatient, community-based, and simulated settings. Students completing the course will be prepared with essential communication skills applicable in all clinical settings.
Prerequisites: NRS 303, NRS 305, NRS 312 | Theory: 4 hr. per week; Practicum: 45 contact hr. per semester

NRS 312-Foundations of Clinical Nursing Practice (5)

This course is designed to develop beginning levels of professional nursing competencies of clinical judgment, communication, person-centered care, evidence-based practice, teamwork and collaboration, safety, quality improvement, and informatics necessary to provide quality health care for the adult population. Students will gain knowledge of foundational nursing concepts and interventions. The student will focus on developing safe, thorough, and accurate nursing assessment skills in the lab and clinical settings. Skills developed in this course will be used as the basis to formulate nursing diagnoses and identify interventions to improve the health status of patients for all clinical nursing courses. Prerequisite: Admission to the Nursing major
Theory: 2 hrs. per week; Lab: 90 contact hrs. per week; Practicum: 45 contact hrs. per semester

NRS 313-Maternal-Child Nursing I (4)

This course is designed to prepare students in foundational professional nursing competencies of clinical judgment, communication, person-centered care, evidence-based practice, teamwork and collaboration, quality improvement, and informatics necessary to provide quality care to the low-risk maternal-child population. Students will gain knowledge of conditions affecting the maternal-child population. Students will focus on the nursing process and the roles and responsibilities of the professional nurse within the interprofessional team caring for individuals, families, and groups in the low-risk maternal-child population. Clinical experiences occur in acute, outpatient, community based, and simulated settings. Students completing this course will have foundational knowledge necessary for success in NRS 413 Maternal-Child Nursing II. Prerequisites: NRS 303, NRS 305, NRS 312
Theory: 3 hrs. per week; Practicum: 45 contact hrs. per semester

NRS 401-Evidence-Based Practice and Nursing Research (3)

This course is designed to prepare students to critically read and evaluate both quantitative and qualitative nursing research, and to implement the results of research into practice. The historical, legal, and ethical aspects of nursing research are considered, as are barriers to implementation of evidence-based practice. This course also focuses on the evaluation and utilization of research and other sources of knowledge necessary to address patient needs and provide quality care. The end goal is for students to be able to locate and appraise evidence from a variety of sources for use in clinical practice to improve patient health outcomes.
Prerequisites: NRS 303, NRS 305, NRS 312

NRS 402-Nursing Leadership in Complex Systems (3)

This course introduces the student to leadership roles and management functions of the professional nurse within the structure of an organization. Students will gain knowledge of theories of management and leadership. Various modes of inquiry, including the nursing process, problem-solving models, and decision-making tools, are emphasized for analyzing complex leadership and management problems common to nurse leaders and managers. Students will reflect on and learn to take ownership of their own professional nursing practice. Knowledge gained in this course will promote interprofessional teamwork and high quality, person-centered care. Prerequisites: NRS 303, NRS 305, NRS 307, NRS 312

NRS 403-Community and Public Health Nursing (5)

This course develops professional nursing competencies of clinical judgement, communication, person-centered care, evidence-based practice, teamwork and collaboration, quality improvement, and informatics necessary to provide quality care to populations within a community context. The emphasis will be on community health frameworks, health promotion/disease prevention, complex health care systems, social determinants of health, and the wide spectrum of complex and chronic conditions affecting vulnerable populations. Students will gain knowledge of community-based health care and available community resources. Clinical experiences are in a wide variety of community and public health settings with an additional focus on the needs of rural populations. Students will leave this course with knowledge and appreciation for the critical role of community and public health in today's complex health care environment. Prerequisites: NRS 303, NRS 305, NRS 307, NRS 309, NRS 312
Theory: 3 hrs. per week; Practicum: 90 contact hrs. per semester

NRS 404-Issues in Nursing: Practice, Policy, and Advocacy (2)

In this course, students will examine U.S. and global healthcare delivery systems, the legislative process, and the history of healthcare reform in relation to healthcare quality and patient outcomes. Major issues and trends in contemporary nursing will be explored, with a focus on the role of nurses as leaders within the interprofessional healthcare team. Students will leave informed about and committed to the role of nurse advocate to promote ethical practice and quality patient outcomes.
Prerequisites: NRS 303, NRS 305, NRS 307, NRS 312

NRS 413-Maternal-Child Nursing II (4)

This course is designed to prepare students in advanced professional nursing competencies of clinical judgment, communication, person-centered care, evidence-based practice, teamwork and collaboration, quality improvement, and informatics necessary to provide quality care to the maternal-child population. Students will gain knowledge of conditions affecting the maternal-child population. Students will focus on the nursing process and the roles and responsibilities of the professional nurse within the interprofessional team. Clinical experiences focus on individuals, families and groups within the maternal-child population and will occur in acute, outpatient, community-based, and simulated settings. Students completing this course will have entry-level professional nursing knowledge of maternal-child content areas. Prerequisites: NRS 303, NRS 305, NRS 312, NRS 307, NRS 309, NRS 313 Theory: 3 hrs. per week; Practicum: 45 contact hrs. per semester

NRS 415-Adult Nursing II (5)

As a continuation of NRS 307, this course develops professional nursing competencies of clinical judgement, communication, person-centered care, evidence-based practice, teamwork & collaboration, safety, quality improvement, and informatics necessary to provide quality health care to patients with complex and chronic health conditions. Theory and clinical experiences are correlated to allow the student to develop skills in the utilization of the nursing process, and employ knowledge emphasizing care coordination and patient self-management. Students will engage in professional discussion of psycho-social and physiological concepts pertaining to patients with complex and chronic health conditions. Total clinical experiences are in acute, outpatient, and simulated settings. Students will leave this course prepared for their senior-level precepted internship experience.
Prerequisites: NRS 303, NRS 305, NRS 307, NRS 309, NRS 312, NRS 313
Theory: 3 hrs. per week; Practicum: 90 contact hrs. per semester

NRS 485-Nursing Internship (CV)

This is a paid work experience with a health care organization conducted in conjunction with a faculty facilitator. Participation in the internship allows students 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 nursing, while gaining confidence in making the transition from college to career.

NRS 495-Transition to Practice Internship: Personal, Professional, and Leadership Development (Senior Seminar/Capstone) (5)

This capstone course provides students the opportunity to synthesize professional nursing competencies of clinical judgment, communication, person-centered care, evidence-based practice, teamwork and collaboration, quality improvement, and informatics necessary to provide quality health care. Building on professional nursing competencies learned in previous nursing courses, the student will focus on the roles and responsibilities of the professional nurse, including utilization of the nursing process. Clinical experiences are precepted by practicing professional nurses and occur in simulated and various medical-surgical, and specialty inpatient settings. This course will assure that the student has met all nursing program student learning outcomes (SLOs) and is prepared to sit for the national nursing licensure examination. Prerequisites: NRS 303, NRS 305, NRS 307, NRS 309, NRS, 312, NRS 313, NRS 413, NRS 415 | Theory: 1 hr. per week; Practicum: 180 contact hrs. per semester

PHILOSOPHY, POLITICS AND HISTORY (PHL, POLI & HIST)

The Division 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? 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, politics, 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 Division of Philosophy, Politics, and History is oriented toward intellectual hospitality. We welcome and equip students to join a disciplined conversation about the human condition, about the obligations of citizenship, and about the power of history to shape our lives. Rather than mastering a specific body of content, we emphasize rigorous thinking, attentive reading, careful writing, and diligent research. These are the skills students need to listen carefully to what has already been said by others, to discern what is and is not part of the discussion, and to contribute their own voices. These foundational skills are crucial for lifelong learning.

The division offers BA degrees in Philosophy & Ethics and in Politics and minors in Philosophy & Ethics, Politics, African American Studies and History.

Objectives

To fulfill this general mission, the division offers courses in Philosophy, Politics and History. Within each of these areas, the division 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;

- Preparing students for successful careers by providing training in clear and critical thinking, speaking, and writing.
- Empowering students to think and act ethically and to develop the moral reflectivity necessary for life-long self-improvement.
- Providing experiences that connect classroom and community through a robust service-learning curriculum, where concepts and theories can be applied and critically analyzed.

Philosophy & Ethics Major and Minor

The Philosophy and Ethics major and minor have several broad objectives. We seek to help all our students, both those taking our courses for the major and those taking our courses for general education purposes or as electives, to be able to:

● *Think critically, analytically and creatively about claims, issues and Ideas.*
● *Understand insights from thinkers from diverse times and cultures on the nature of the world, life, and reality.*
● *Reflect upon their own beliefs, worldviews, and lifestyles in light of the ethical and philosophical wisdom gained from diverse thinkers.*
● *Communicate effectively through civil discussion, writing and oral presentation.*
● *Serve the common good through leadership and ethical living in the personal, social, political and professional spheres.*

The Philosophy and Ethics major starts with the development of critical thinking skills and builds to the application of these skills in ethical analyses of concrete situations, and in research, writing, and oral communication. At the foundational level, students are introduced to the field of philosophy and develop basic logical reasoning skills. Students then complete courses in each of two categories: courses that focus on the history and theory of philosophy, and courses which focus on ethics. The philosophy courses reinforce students' ability to analyze concepts, issues, and arguments in their historical and cultural context. The ethics courses focus on applying ethical concepts and theories to contemporary issues on campus, in society, and in the world. In all of these courses, students continually practice skills in reading, writing, critical thinking, dialogical communication, and reflection. Finally, students synthesize and apply the skills and knowledge gained in the major in a 400-level capstone course that enables students to demonstrate their knowledge of philosophy and ethics through an extended research project as well as to apply their analytic and ethical reasoning skills in an extended service project.

The Philosophy and Ethics major equips students with skills for success in many fields, including law, business, public service, and leadership in for-profit and non-profit organizations. In addition to giving students critical thinking, writing, and communication skills to begin careers immediately after college, the Philosophy and Ethics major is also excellent preparation for graduate work in law, philosophy, religion, theology, and business. Philosophy and Ethics is also a good second major, or a minor, to supplement a student's studies in another field. The number of credits required for the major are relatively small, and can be combined with many other majors the University offers. Because the major teaches strong critical and ethical thinking skills, it gives a student's degree a value-added dimension that will enhance his or her success in whatever other field he or she chooses to pursue.

Upon completion of the program and the general requirements of the college, students will receive a Bachelor of Arts in Philosophy and Ethics.

A **major in Philosophy & Ethics** requires **36** credits in Philosophy, including:

Required Foundational Courses (6 cr.):
- PHL 111-Big Questions in Philosophy and Ethics (3)
- PHL 114-Practical Logic (3)

Required 300-400 Level Courses (6 cr.):
- PHL 357 Special Topics in Philosophy (at least once)
- PHL 495 Capstone: Ethics in Community

12 credits from the following two categories:

Philosophy Courses (at least 6 cr.):
- PHL 118-Philosophy at the Movies (3)
- PHL 123-Philosophy of Love (3)
- PHL 152-The Good Life: Ancient and Medieval (3)
- PHL 252-The Good Life: Modern and Contemporary (3)
- PHL 261-World Philosophies (3)
- PHL 311-Environmental 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 crs:
- 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)

Electives – 12 additional credits in electives. These may include any six credits from the Philosophy or Ethics categories above. At least 12 credits taken for the major must be at the 300 or 400 level (this includes the 6-cr. in required 300 and 400 level courses).

A **minor in Philosophy and Ethics** requires **21** credits from all of the courses listed for the major. These 21 credits 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-Practical Logic (3)

This course introduces students to critical reasoning and applied logic. This includes establishing methods for clear reasoning, developing an understanding of cognitive pitfalls and their significance, and cultivating intellectual virtue. On the completion of this course, students will be able to apply critical reasoning and logical methods to a variety of real-world examples.

PHL 115-Introduction to Ethics (3)

This course is an introduction to the philosophy of morality, including an examination of influential ethical theories as well as critiques and applications of those theories. In addition to becoming familiar with pressing ethical questions and influential answers, students will also develop their skill at reading, analyzing, and evaluating philosophical texts, expressing their own ethical views, and thinking critically about ethical issues.

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 123-Philosophy of Love (3)

Love is a common human experience, but we don't often take the time to ask what love means. Philosophers have been examining love for centuries and have diverse and fascinating views to share with us. We will consider many types of love, from family to friends to lovers. By the end of this course, students will be able to explain multiple views on the nature of love, discuss competing philosophical perspectives, and analyze their own experiences of love in light of these views.

PHL 152-The Good Life: Ancient and Medieval (3)

Ancient and Medieval philosophers believed that the key to a good life was happiness. But what do they mean by that? And how can that knowledge be applied to our lives today? This course examines ideas about the good life that emerged before the modern world. Upon successful completion of the course, students will demonstrate their ability to explain and analyze theories of happiness. They will also articulate their own thoughts on "the good life" in light of the philosophical views studied.

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)

The ecological crises facing humans at this moment in history requires us to engage in careful ethical analysis and philosophical reflection. This course guides students through an examination of the actions and patterns of thought that brought us to this point and challenges students to examine their own relationship to the natural world. By the end of the course, students will be able to explain the principal historical and philosophical developments contributing to current ecological crises, critically evaluate competing options for overcoming these problems, and creatively articulate their own conception of the proper relationship between humans and the non-human world.

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 252-The Good Life: Modern and Contemporary (3)

The radical intellectual shifts of the 17th century sent reverberations through the philosophical world. Thinkers from then on have wrestled with the possibility that everything we once believed about God, humans, and the nature of reality was wrong. This course will focus on the philosophy that developed from that period to today and consider how each philosopher conceived of the possibility of a good life after the so-called death of God. Upon successful completion of the course, students will demonstrate their ability to read and analyze these theories. They will also articulate their own thoughts on "the good life" in light of the philosophical views studied.

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 311-Environmental Philosophy (3)

This course examines philosophical questions about nature, such as "What is the difference between 'nature' and 'culture'?" and "How should humans understand their relationship to 'nature'?" Topics include environmental philosophy as a way of life, competing definitions of nature and the wild, and intrinsic versus extrinsic value. Upon successful completion of this course, students will develop skills in analyzing theories about environmental philosophy, clearly and effectively express their own views, and put their environmental philosophy into practice.

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.

PHL 357-Special Topics in Philosophy (3)

This course investigates a particular philosopher, movement, period or philosophical topic, selected by the division. 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 division. 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 division. 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 ENG 104; Junior or Senior standing.

PHL 495-Capstone: Ethics in Community (3)

This capstone course is intended to support philosophy and ethics majors in transitioning to the next step in their career. To that end, students investigate how their philosophical interests intersect with a public issue through research and community engagement. By the end of the course, students will create an artifact that demonstrates the results of their research as well as articulate how their undergraduate education has set them up for success in their chosen field. 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.
Prerequisite: junior or senior status.

Politics Major and Minor

The Politics program offers students the chance to develop an interdisciplinary basis for philosophical reflection on politics. The diligent student will develop skills in the analysis and development of claims and arguments about public problems, and will be prepared for a variety of careers in or related to politics, including law, public service, social-scientific and humanistic research, and civics. The program emphasizes careful reading, fluent writing, and persuasive speaking**.**

The division works with each student majoring in politics, both in courses and individually, to help the student;
1. Describe key attributes of global and domestic political institutions and phenomena.
2. Evaluate empirical and ethical claims using appropriate methods of reasoning.
3. Apply the discipline's key concepts and theories to current political events.
4. Articulate their own view of their political relationships, obligations, and identity.
5. Communicate clearly and persuasively about public problems with fellow citizens.
6. Apply excellent moral character and professional development in the field of Politics.

The major in Politics consists of required and elective courses totaling 34 credits hours. The minor in Politics consists of required and elective courses totaling 21 credit hours.

Required Foundational Courses (6 cr.):
- PHL 114-Practical Logic (3)
- ECON 102-Macroeconomics (3) or SOC 112-Social Problems (3)

Core Courses (19 cr.):
- POLI 120-American Politics (3)
- POLI 230-Global Politics (3)
- POLI 274-Power and Rule (3)
- PHL 314-Political Theory (3)
- POLI 374-Public Policy (3)
- POLI 485-Politics Internship (3)
- POLI 495-Senior Seminar in Politics (1)

Elective Courses (at least 9 credits from the following):
- COM 325-Argument and Persuasion (3)
- COM 328-Global Social Protest (3)
- COM 354-Language and Social Identity (3)
- ECON 142-Development Economics (3)
- ECON 161-History of Economics (3)
- ECON 262-Economic Thought (3)
- PHL 152-The Good Life: Ancient and Medieval (3)
- PHL 252-The Good Life: Modern and Contemporary (3)
- PHL 214-Environmental Ethics (3)
- PHL 270-Global Justice (3)
- POLI 150-Politics of Imagined Worlds (3)
- POLI 357-Special Topics (3)
- CJU 215-Court Systems and Judicial Processes (3)
- CJU 313-Introduction to Constitutional Law (3)
- CJU 333-Moot Court (3)
- SOC 228-Social Justice (3)

A **minor in Politics** consists of the following required courses, plus six credits of electives, **totaling 21 credits.**
- POLI 120-American Politics (3)
- POLI 230-Global Politics (3)
- POLI 274-Power and Rule (3)
- PHL 314-Political Theory (3)
- POLI 374-Public Policy (3)

POLITICS COURSE DESCRIPTIONS

POLI 120-American Politics (3)
This course is an introduction to American politics and government. It covers the formal and informal institutions which organize American politics, including the three branches, the bureaucracy, and the party system, and the media. Special attention is paid to the political significance of racial, cultural, sexual, religious, and other forms of diversity in American society. These institutions deeply shape the policies and events that concern us as citizens. Diligent students will acquire knowledge and practice critical thinking skills required for good citizenship. By the end of the course, students should be able to demonstrate an improved understanding of how American politics works, and an improved ability to evaluate whether it is working well.

POLI 150-Politics of Imagined Worlds (3)
This course focuses on the political themes in movies, novels, tv shows, and short stories that take place in utopias or dystopias. These imaginary worlds can help us understand better what we mean by political ideas like "freedom" and "justice." By the end of the course, students will be able to identify political themes in these stories. Students will also explore their political beliefs by designing their own utopias or dystopias.

POLI 230-Global Politics (3)
This course introduces contemporary global politics. At the end of the course, diligent students will be able to distinguish types of political regime, and they will be able to explain how various institutions, ideas, and identities shape political events around the world. Students will also defend an argument about a current global event or policy question. Special attention is paid to the political significance of racial, cultural sexual, religious, and other forms of diversity in global society. These institutions and sociological factors deeply shape the policies and events that interest us as citizens.

POLI 274-Power and Rule (3)
This course introduces concepts of power and empirical methods for the analysis of power structures. By the end of the course, diligent students will be able to explain and evaluate different conceptions of political power; analyze power structures using network analysis and content analysis; and discuss the limits and possibilities of empirical research on power. Special attention is paid to the intersection of power structures with racial, cultural, sexual, religious, and other forms of diversity. Prerequisites: POLI 120, POLI 230, or instructor permission.

POLI 357-Special Topics in Politics (3)
An in-depth exploration of a selected special topic in Politics. Topics will be announced whenever the course is offered. Prerequisite: instructor or division head permission.

POLI 374-Public Policy (3)
This course introduces public policy analysis. Policy analysis procedures are used to examine and evaluate the implementation of laws and the pursuit of public goals. By the end of the course, students will be able to use a policy analysis procedure to analyze an existing public policy; use a policy development procedure to prepare a new policy proposal; and examine the ethical assumptions and implications of policies and policy proposals. Special attention is paid to the intersection of public policy with racial, cultural, sexual, religious, and other forms of diversity. Prerequisite: instructor or division head permission.

POLI 485-Politics Internship (1-3)
In this course, students will observe and/or participate in political practices in a local, national, or international context. At the end of the course, students will be able to critically reflect on their experience by connecting it with key concepts and debates in political theory and political science. Prerequisite: instructor or division head permission.

POLI 495-Senior Seminar (1)
By the end of this course, students will be able to synthesize what they have learned so far in the program and in their overall college experience. By writing a thesis in defense of a personally held political principle or policy preference, participants will demonstrate their knowledge of political institutions, their ability to examine empirical and ethical aspects of political relationships and public policies, and their ability to reflect on personal experiences of observing and/or participating in political practices. In this format, participants discuss and complete the writing of the thesis during class sessions, with the instructor's guidance. Senior Seminar is required of all Politics majors, but is open to Politics minors and others by permission of the instructor.
Prerequisite: instructor or division head permission.

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 theatre, 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, Theology, 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 21 credits of coursework. Nine 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.

Two of the following courses (6):

- AVI 130 Aviation History
- HIST 211 U.S. History to 1877
- HIST 212 U.S. History since 1877
- HIST 222 Race & Gender in Sport History
- HIST 233 Histories of BIPOC Health
- HIST 234 African American History
- HIST 301 Music's Impact in History

One of the following courses (3):

- ART 250 Museum Studies
- HIST 260 Archival Research
- HIST 270 Oral History

Electives: Four of the following elective courses (12)
Students are strongly encouraged (<u>but not required</u>) to pick courses within either an ***International Studies*** or ***Cultural Studies*** emphasis from the elective courses.

<u>International Studies emphasis:</u>
ENG 331 Studies in Global Literature
HIST 121 World Civilization I
HIST 122 World Civilization II
INTL 115 World Geography
INTL 215 Global Perspectives
INTL 315 Developing Nations
PHL 261 World Philosophies
REL 251 Religions of the World
SOC 222 Introduction to Cultural Anthropology
THEO 116 History of Christianity

Cultural Studies emphasis:
ART 111 Survey of Western Art I
ART 112 Survey of Western Art II
ART 368 Art and Culture
HIST 121 World Civilization I
HIST 122 World Civilization II
HWS 105 Social-Historical Foundations of American Sport
INTL 115 World Geography
MUSC 211 Broadway: A History of the Musical
MUSC 215 Global Music Traditions
MUSC 236 Jazz History

Minor in African American Studies

The African American Studies minor allows students the opportunity to understand the complex dynamics of race in America with a particular focus on experiences of African Americans. Students earning this minor will be equipped to think critically and sensitively about racial issues on individual, institutional, and societal levels. This minor is an asset in most fields of employment, as it provides students with leadership skills to guide organizations to act with care around vexing racial issues. This program is open for all students to participate.

A minor in African American Studies requires 15 credits, consisting of nine credits of required coursework and 6 credits of electives.

Required courses (9 credits):

- HIST 234 African American History (3)
- HIST 365 African American Studies Practicum (3)
- THEO 260 Bible and Black Experience (3)

Choose two elective courses from this list (6):

- COM 275 Intercultural Communication (3)
- EDU 119 Human Relation Skills for Teachers (3)
- ENG 260 Literature and Culture – *The Harlem Renaissance* (3)
- ENG 325 Selected U.S. Writers – *The Slave Narrative* (3)
- HIST 233 Histories of BIPOC Health (3)
- HIST 357 Special Topics (with advisor's approval) (3)
- HIST 368 Iowa History Seminar (3)
- MUSC 236 Jazz History (3)
- PSY 363 Cross-Cultural Psychology (3)
- CJU 317 Human Rights & Civil Liberties (3)
- SOC 202 Inequalities of Race, Class, and Gender (3)

HISTORY COURSE DESCRIPTIONS

HIST 121-World Civilization I (3)

This course covers the rise of civilizations (10,000 B.C.E. – 1400 C.E.), their commonalities, unique features, and interconnections. Engaging the past through different types of stories (e.g. historical fiction, biography, and oral history), World Civ I discusses the Agricultural Revolution and emergence of cities, writing, government, organized religion, social classes, and legal systems. It also considers ethical issues, especially in the context of ancient leadership. Students will identify reasons why interpretations of past events change over time and highlight common features of the human condition.

HIST 122-World Civilization II (3)

This course covers the development of the modern world (1400 C.E. – Present) through a non-Eurocentric lens. Engaging the past through different types of stories (e.g. graphic novel, biography, and an exhibition), World Civ II discusses shifting dynamics between old empires (e.g. Indian and China) and new Western nations (e.g. Britain), the Industrial Revolution, slavery, colonialism, technological innovations, demographic changes, and the transition into the Anthropocene (i.e. the era when humans impact the climate). Students will identify the contingencies (i.e. the dependent nature) of past developments, thus emphasizing their power to shape the future.

HIST 211-U.S. History to 1865 (3)

This course introduces students to the people, ideas, practices, institutions, and events that have shaped United States history from the colonial era through the Civil War. Topics covered will include colonization, founding of the nation, slavery, westward expansion and forced migration, and issues of race, gender and class. Students will be able to make connections between the realities of the present and the past.

HIST 212-U.S. History Since 1865 (3)

This course introduces students to the people, ideas, practices, institutions, and events that have shaped United States history since the end of the Civil War. Topics considered will include im/migration, industrialization, the emergence of the U.S. as a world power, the Cold War, and issues of race, gender, class, and related social movements. Students will be able to make connections between the realities of the present and the past.

HIST 222-Race & Gender in Sport History (3)

This course represents a collaboration between History and Health, Wellness & Sport, offering HWS students a required Philosophy/History course that connects directly with their major. In this way, students would gain vital historical perspective on their field of study and career path. In particular, this course would help them appreciate the value in and path to creating a "diverse and equitable community" by engaging important issues of race, gender, and class.

HIST 233-Histories of BIPOC Health (3)

Histories of BIPOC [Black, Indigenous, People of Color] Health examines health and healthcare among non-white U.S. populations. Assuming that health disparities reflect legacies of racism rather than race, this course explores health in the context of slavery, segregation, colonization, forced assimilation, genocide and other systems and practices that maintain inequality. Individual agency (i.e. the power of nurses, doctors, patients, policy makers, and other humans to make change) will be emphasized. With attention to current health realities (e.g. differences in life expectancy between different groups), students will be able to identify historic causes of health disparities and measures that have helped equalize healthcare.

HIST 234-African American History (3)

African American History explores how people of African descent have shaped U.S. history from the 17th 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 250-Understanding Museums (3)

Understanding Museums introduces students to the purpose, operation, and experience of museums. Informed by regular readings, lectures, discussions, and encounters with various exhibition spaces, students will consider history, aesthetics, and the commonalities and differences among museums. Students will explain why societies preserve and display objects and articulate how context informs interpretations and the appreciation of objects.

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.

HIST 357-Special Topics in History (3)

A selective examination of the ideas, movements, and institutions that have influenced history.

HIST 365-African American Studies Practicum (3)

A practicum designed to provide learning experiences with African American professionals and/or African American communities, which can take place in the nonprofit, public, or private sector. Primary emphasis is on communication and behavior that displays cultural competence and reflects racial awareness and sensitivity. This requires engaging with events, ideas, and institutions that have shaped and been shaped by the experiences of African Americans and exhibiting excellent moral character and professional ethics. Successful completion of this course delivers not only first-hand work experience with professionals engaged in issues involving African Americans, but also vocational discernment and integrative reflection. Prerequisites: (1) junior or senior standing and (2) current enrollment in or prior completion of HIST 234 and THEO 260.

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 will focus on five components of emotional intelligence (EQ): self-awareness, self-management, empathy, relationship management and responsible decision-making. 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 student. Upon completion of the course, students will improve their awareness and ability to recognize their emotions and other people's emotions and use this awareness to manage their behavior and relationships. Prerequisite: Sophomore standing

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 202-Mentoring Skills (3)

Mentoring as a formal or informal helping relationship is a unique form of leadership that can be applied in diverse personal and professional settings. This course provides the guided self-reflection, leadership exploration, skill development, and experiential opportunities necessary to become an effective mentor. During the course, students will actively apply classroom concepts by serving as mentors to first-year students. After successfully completing this course, students will be able to: demonstrate leadership traits and characteristics; evaluate and analyze individual and group mentoring plans, objectives, and outcomes; and monitor and regulate personal biases to navigate complex relationships. Successful completion of the course leads to Level II Advanced Peer Mentor certification through the College Reading and Learning Association. Prerequisite: Successful completion of WVS 101 AND at least sophomore standing OR instructor permission. Students must be selected for the Spartan Start Peer Leader Team prior to registering for the course.

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, brain health, and social relationships. The mission of the Division of Psychology is to design a program according to the American Psychological Association's guidelines and provide foundational knowledge in psychological theory and the application of the discipline.

The division 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 Division of Psychology serves the larger community and enhances services at local brain health and social service agencies by offering professional expertise and by supporting student experiential learning opportunities, such as empirical research, independent study, and internships.

The Division of Psychology offers courses for all students with the objectives of assisting them to:

- recognize the basic theories and findings of psychology;
- identify the scientific basis of psychology;
- interpret the diversity of behavior and experience, and the rich opportunities for science and social relationships that such differences provide;
- differentiate 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 marriage and family psychotherapists, school psychologists, behavior analysts, market research analysts, industrial/organizational psychologists, and rehabilitation counselors.

A **major in Psychology** consists of **48** credit hours as follows:

Required Psychology core courses (19 cr):

- PSY 110-Introduction to Psychology (3)
- PSY 132-Critical Thinking (3)
- MATH 230-Introduction to Statistics (3)
- PSY 243-Applying the Standards of APA Format (1)
- PSY 333-Methods in Behavioral Research (3)
- PSY 351-Theories of Personality (3)
- PSY 495-Psychology Senior Seminar (3)

Practicum (5 cr):

- PSY 222-Professional Pathways for Psychology Students (2)
- Choose 3 credits from;
  -PSY 476-Supervised Psychology Empirical Research Project (1-3 cr)
  -PSY 485-Supervised Psychology Internship (1-3 cr)
  -PSY 491-Supervised Psychology Independent Study (1-3 cr)

Electives: Six (6) credits from each of the four areas listed below (24 cr)

Area 1: Human Development/Individual Differences (6 cr)

- PSY 220-Child Development (3)
- PSY 223-Adolescent Development (3)
- PSY 227-Adult Development and Aging (3)
- PSY 351-Theories of Personality (3) – required for the major / option in Area 1 for the minor
- PSY 357-Special Topics in Psychology (3) *division approval required*

Area 2: Applied/Clinical Psychology (6 cr)
- PSY 128-Industrial/Organizational Psychology (3)
- PSY 250-Adult Brain Health Training (3)
- PSY 260-Marriage and Family Systems (3)
- PSY 342-Applied Behavior Analysis (3)
- PSY 347-Psychological Testing and Assessment (3)
- PSY 354-Abnormal Psychology (3)
- PSY 357-Special Topics in Psychology (3 credits) *division approval required*

Area 3: Biological/Cognitive/Learning Psychology (6 cr)
- PSY 337-Learning and Behavior (3)
- PSY 338-Cognition (3)
- PSY 340-Behavioral Genetics (3)
- PSY 350-Psychology of Human Sexuality (3)
- PSY 357-Special Topics in Psychology (3) *division approval required*

Area 4: Social/Diversity Psychology (6 cr)
- PSY 310-Social Psychology (3)
- PSY 357-Special Topics in Psychology (3) *division approval required*
- PSY 363-Cross Cultural Psychology (3)
- PSY 360-Psychology of Gender (3)

Students declaring a major or minor in Psychology are recommended to review all prerequisites for the core, practicum, and four areas of courses. For example, MATH 230 (3 credits), Introduction to Statistics, is a prerequisite for PSY 333 and PSY 347.

Students may seek electives, which include courses offered at Clarke University, Loras College, or Emmaus Bible College. Psychology majors are recommended to successfully complete BIO 110, Human Biology (4 credits) during their undergraduate studies.

Students seeking future internships, research projects, employment opportunities, or applications to graduate/professional school programs, are recommended to review course letter grade/GPA requirements to meet expectations for their first destination placement, beyond their undergraduate degree.

A **minor in Psychology** consists of **18** credit hours, including the following courses:

Required Psychology core courses (6 cr):
- PSY 110-Introduction to Psychology (3)
- PSY 132-Critical Thinking (3)

Electives: Three (3) credits from each of the four Areas listed above (12 cr)

The division offers the BA degree in Psychology.

PSYCHOLOGY COURSE DESCRIPTIONS

PSY 110-Introduction to Psychology (3)
This course introduces students to the science of psychology and its vast array of subfields. Topics include but are not limited to: specialties in the field; key issues and controversies; psychological research and ethics; sensation and perception; learning; memory; thinking, language, and intelligence; motivation and emotion; stress, coping, and well-being; as well as, social influence and groups. Upon successful completion of the course, students are able to compare and contrast the five major perspectives in psychology, which are neuroscience, cognition, behavioral, humanistic, and psychodynamic.

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 128-Industrial/Organizational Psychology (3)

This course is the application of psychological principles and theories to the workplace. I/O Psychology is both a researched and applied subfield. This course will introduce students to practitioner models, methods of design, data collection techniques and measurements through exercises and case studies. Students will have opportunities to engage in problem-solving strategies through pre-assigned teams. By the end of this course, students will demonstrate competence in industrial psychology practices, including job design, performance evaluation, and employee development and apply organizational psychology concepts such as motivation, stress, worker well-being, group processes and team effectiveness to improve organizational outcomes. Completion of this course prepares students to translate psychological theory into evidence-based workplace solutions and communicate recommendations appropriate for applied professional settings.

PSY 132-Critical Thinking (3)

This course is designed to cultivate higher-order thinking, which is governed by intellectual standards of lucidity, rigor, veracity, applicability, coherence, plausible truth, virtue, and equity. This course provides an introduction to critical thinking, while covering topics to include but not limited to: the fundamentals of critical thinking; language; fallacies; argument, analysis, and evaluation; traditions within informal logic; researching and writing argumentative essays; and practical applications. Upon successful completion of the course, students will be able to distinguish between deductive and inductive reasoning. Prerequisite: PSY 110

PSY 220-Child Development (3)

This course applies the pattern of development created by the interaction of three key processes, which are biological, cognitive, and socioemotional in nature. The most widely used developmental periods to study a child's growth include the prenatal period, infancy, early childhood, middle and late childhood, and puberty. Topics covered in this course include but are not limited to: the nature of childhood development; biological processes; physical and perceptual development; cognition and language; socioemotional development; and social systems in development. Upon successful completion of the course, students will apply the developmental perspective through the opportunity to initiate, plan, facilitate, and organize outcomes on an Informational Interview Paper, working with a professional working within the field of childhood development. Prerequisite: PSY 110

PSY 222-Professional Pathways for Psychology Students (2)

This course is an introduction to professional pathways for students interested to work within the field of psychology at the bachelor level, as well as graduate level in the practice-oriented or research & applied fields of psychology. Students will have opportunities to display effective professional interactions and engage in a conference. Upon successful completion of the course, students will describe a working knowledge of psychology's major subfields; express a direction for life after graduation; and recognize the psychological science's integrative themes, such as the value of diversity, promotion of equity, and fostering of inclusion in the pursuit of a more just society.

PSY 223-Adolescent Development (3)

This course applies the developmental perspective within adolescence in terms of early and late periods, influenced by the interaction of biological, cognitive, and socioemotional processes. Topics covered in this course include but are not limited to: models of development; research methods in adolescent development; puberty, health, and biological foundations; the brain and cognitive development; gender; sexuality; moral development, values, and religion; families; peers, romantic relationships, and lifestyles; education; achievement, work, and careers; culture; as well as problems and disorders in adolescence and emerging adulthood. Upon successful completion of the course, students will apply the developmental perspective through the opportunity to initiate, plan, facilitate, and organize outcomes on an Informational Interview & paper with a professional working within the field of adolescence and emerging adult development. Prerequisite: PSY 110

PSY 227-Adult Development and Aging (3)

This course applies the biopsychosocial perspective in adult development and aging, including the four principles that form its foundation. The complex interaction of the domains in this view of development include biology, psychology, and sociology. Topics covered in this course include but are not limited to: models of development; research methods in adult aging and development; physical changes; health and prevention; basic cognitive function; personality; relationships; work, retirement, and leisure patterns; mental health issues and treatment; long-term care; death and dying; as well as successful aging. Upon successful completion of the course, students will apply the principles of the biopsychosocial perspective through the opportunity to initiate, plan, and facilitate a Life History interview and organize outcomes on a Life History paper.
Prerequisite: PSY 110

PSY 243-Applying the Standards of APA Format (1)

This course applies the current standards for the *American Psychological Association's* style for undergraduate writing. Topics covered in this course include but are not limited to: general guidelines for student papers; writing styles and grammar; bias-free language guidelines; punctuation, lists, and italics; spelling, capitalization, and abbreviation; referencing numbers and statistics; tables and figures; works credited in the text; and reference list. Upon successful completion of the course, students will apply APA style to multiple course activities and assignments, in an effort to prepare for future scholarly work within the discipline of Psychology. Prerequisite: PSY 110, with a grade of C or better

PSY 250-Adult Brain Health Training (3)

Brain health refers to the ability of remembering, learning, playing, concentrating and maintaining a clear, active mind. It is being able to draw on the strengths of one's brain, such as information management, logic, judgement, perspective taking, and wisdom. This course will review the six pillars of brain health and its impact on the individual's lifestyle: physical exercise, food & nutrition, medical health, sleep & relaxation, mental fitness, and social interaction. Upon completion of this course, students will have the knowledge and skills to apply prosocial behavior modeling, intervention, and appropriate response to community members experiencing a brain health distress.

PSY 260-Marriage and Family Systems (3)

This course provides an introduction for students interested in pursuing a career within the scope of counseling services beyond their undergraduate studies. Students will learn *Family Theories* and a holistic approach for its application to the dynamics and broadness of a family system within the twenty-first century. Topics covered in the course include but are not limited to: family diversity; race and ethnicity; gender roles and socialization; sexuality and sexual relationships; mate selection; children; parenting; balancing family and work; family crisis; intimate partner violence; alcohol and other substance abuse; communication, power, conflict, and resiliency; trends in living arrangements; as well as, breaking-up, separation, divorce, and remarriage. Upon successful completion of the course, students will apply information literacy and synthesize intergenerational dynamics to a family genogram, while learning about the benefits of the assessment resource within the helping profession(s). Prerequisite: any completed Social Development general education course
**Please note, completion of the course does not meet requirements to become a provider of mental health services.*

PSY 310-Social Psychology (3)

This course examines the science of social psychology, which is the study of social facilitation due to the presence of others and our responses. Topics covered in the course include but are not limited to: social thinking; social influence; social relations; and applying social psychology within the field of the behavioral sciences and our sustainable future. Throughout the course, *human kinship* is an emphasis, as humans can relate to one another in similarities and differences of gender, gender identity, sexual orientation, race, culture, income, religion, and abilities. Upon successful completion of the course, students will engage in an exercise, project, and presentation to examine their own social thinking, social influence, and/or social relations.
Prerequisite: PSY 110, with a grade of C or better

PSY 333-Methods in Behavioral Research (3)

This course is an introduction to basic and applied research within the behavioral sciences, with a major emphasis placed on ethics in behavioral research. Topics covered in the course include but are not limited to: basic and applied research; research questions, hypothesis, and predictions; APA Ethics Code; assessment of risks and benefits; informed consent and debriefing; fundamental research issues; measurement concepts; observational methods; survey research; experimental design; conducting experiments; as well as, single-case, quasi-experimental, and developmental research. Upon successful completion of the course, students will be able to interpret measurement concepts and organize the reporting of a literature review.
Prerequisites: Completion of PSY 243 and MATH 230, with a grade of C or better

PSY 337-Learning and Behavior (3)

This course explores learning, which is a change in behavior resulting from an experience. And, behaviorism, an action by an organism that can be observed or measured. Two fundamental forms of learning are emphasized throughout the course: classical and operant conditioning. As well as, five schools of behaviorism: methodological; neo-behaviorism; cognitive; social learning; and radical. Topics covered in the course include but are not limited to: research methods; basic phenomena and complexities; processes and practical application; escape, avoidance, and punishment; and dispositions in learning. Upon successful completion of the course, students will choose and apply basic strategies of effective behavior self-management and present their findings.
Prerequisite: PSY 333 with a grade of C or better

PSY 338-Cognition (3)

This course explores the framework of cognition, which represents mental processes of perception, memory, imagery, language, problem solving, reasoning, and decision-making. Topics include but are not limited to perspectives of: visual and auditory recognition; attention and consciousness; working and long-term memory; memory strategies and metacognition; semantic memory, schemas, and scripts; language production and comprehension; problem solving and creativity; deductive reasoning; and cognitive development throughout the lifespan. Upon successful completion of the course, students will identify and examine three characteristics of prototypes within general knowledge and present levels of categorization.
Prerequisite: PSY 333 with a grade of C or better

PSY 340-Behavioral Genetics (3)

This course explores the pathways between genes and behavior, through the study of functional genomics, a bottom-up approach, which includes all levels of analysis from genome to phenome. As well as, behavioral genomics, emphasizing a top-down approach for how genes work at the behavioral level for the whole organism. Topics covered in the course include but are not limited to: biological basis of heredity; nature, nurture, and human behavior; environmental influences; identifying genes; cognitive abilities and disabilities; developmental psychopathology; personality; substance use disorders; health psychology; aging; and the future of behavioral genetics, as it guides molecular genetic research. Upon successful completion of the course, students will identify and examine a current subject within genetic research and present its impact on the progression of the behavioral sciences.
Prerequisite: PSY 333 with a grade of C or better

PSY 342-Applied Behavior Analysis (3)

This course explores the pragmatic approach of behavior analysis defined by its two goals, which consist of accurately predicting behavior and discovering functional variables that may be applied to positively influence behavior. Topics covered in the course include but are not limited to: principles that underlie effective behavior change, interventions, and treatment; behavioral research within disorders and disabilities; experimental designs in behavior analysis; as well as, verbal-behavior, rule-following, and clinical behavior analysis. Upon successful completion of the course, students will identify and examine a current subject and the behavior change within intervention and treatment research, while presenting its impact on the progression of the behavioral sciences.
Prerequisites: Completion of PSY 110 and MATH 230 with a grade of C or better

PSY 347-Psychological Testing and Assessment (3)

This course explores psychological testing, which is a process of measuring variables relevant to psychological phenomena through norm-referenced testing. And, psychological assessment, which is the collection of relevant psychological evidence creating an evaluation. Topics covered in the course include but are not limited to: tools and resources of testing and assessment; cultural, legal, and ethical considerations; psychometrics; test conceptualization; assessment of intelligence and personality; as well as, testing and assessment in action, as relevant to measurement of attitudes, surveys, and motivational research methods. Upon successful completion of the course, students will identify and examine a current subject within their vocational interest of either testing or assessment, while presenting its impact on the progression of the behavioral sciences.
Prerequisites: Completion of PSY 110 and MATH 230 with a grade of C or better

PSY 350-Psychology of Human Sexuality (3)

This course explores sexual phenomena and behavior through biological, psychological, and societal forces of influence. Perspectives and theories reviewed in the course include but are not limited to: cross-cultural and cross-species perspectives on sexuality; sexual health; social institutions; and evolutionary, psychological, and critical theories of sexuality. Throughout the course, sexuality in a diverse world is an emphasis, with the application of inclusive language. Upon successful completion of the course, students will identify and examine a subject of sexuality, while presenting its impact of progression within the discipline of psychology.
Prerequisites: Completion of PSY 110 and PSY 132 with a grade of C or better

PSY 351-Theories of Personality (3)

This course is an examination of major theoretical perspectives in personality psychology, emphasizing each theory's relationship to the concepts of philosophy, speculation, hypothesis, and taxonomy. Topics include but are not limited to theoretical perspectives of: psychodynamic; humanistic-existential; dispositional; biological-evolutionary; and, learning/social-cognitive. Upon successful completion of the course, students will be able to identify and differentiate theoretical perspectives of personality, in an effort to interpret human thought, emotion, motives, and traits of behavior.
Prerequisites: PSY 110 with a grade of C or better and Junior or Senior standing
**Please note, completion of the course does not meet requirements to become a provider of mental health services.*

PSY 354-Abnormal Psychology (3)

This course will provide students a foundation for the study of abnormal behavior, the causes, symptoms, as well as, prevention and intervention strategies applied within the science and clinical practice of abnormal psychology. Topics include but are not limited to: mental health support services; community resources and legalities; disorders of anxiety and mood; psychosis and cognitive functioning; as well as life-span difficulties related to mental health concerns. Upon successful completion of the course, students will be able to identify and demonstrate knowledge of the DSM-IV resource, as well as compare and contrast treatment options for models of abnormality.

Prerequisites: PSY 110 with a grade of C or better and Junior or Senior standing

**Please note, completion of the course does not meet requirements to become a provider of mental health services.*

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)

This course explores the psychology of gender within the human existence, incorporating perspectives from foundational areas and applied subfields of psychology. Perspectives on gender such as, the essentialist, social constructivist, and nature via nurture view are studied, in context to one's identity as female, male, intersex, gender fluid, gender neutral, and some other sex. Topics covered in the course include but are not limited to: within-sex variability; gender identity and culture; gender roles, characteristics, stereotypes, and their origins; and gender norms, shaping, and power. Throughout the course, gender in a diverse world is an emphasis, with the application of inclusive language. Upon successful completion of the course, students will examine gender subjectivity, while presenting its impact of progression within the discipline of psychology.

Prerequisites: Completion of PSY 110 and PSY 132 with a grade of C or better.

PSY 363-Cross-Cultural Psychology (3)

This course examines psychological diversity through the lens of Non-Western and Western Worldviews, while representing four types of fundamental knowledge: scientific; popular/folk; ideological/value based; and legal. Topics covered in the course include but are not limited to: collectivism and individualism; evaluation bias of language; dichotomous and continuous variables; cross cultural methodology; cognition through sensation, perception, and states of consciousness; intelligence; emotion; motivation and behavior; human development and socialization; psychological disorder; social perception; as well as, personality and the self. Upon successful completion of the course, students will engage in an exercise, project, and presentation to examine their own sociocultural schema and stereotypes within a five step process to include: its specification versus broadness; content; and etiology.

Prerequisite: PSY 110 or SOC 111 with a grade of C or better

PSY 476-Supervised Psychology Empirical Research Project (1-3)

The supervised psychology empirical research project for academic credit is a research-oriented course, which provides students the opportunity to observe and measure psychological phenomena and produce knowledge from the research experience. Topics covered in the course include but are not limited to: research ethics within the field of psychology; institutional Internal Review Board online training and checklist; problem statement; application of a research project seeking approval; conceptualizing; operationalizing; data collection structured by formal research design; data analysis; as well as, generalizing and theorizing. Upon successful completion of the course, students will full-fill their contracted and supervised hours of the project with their instructor; submit academic means of assessment for review by their instructor, which includes an empirical report in APA format of their findings, while enhancing their portfolio throughout the course.

Prerequisites: PSY 333 with a grade of C or better, at least 15 Psychology course credits earned and consent of instructor

**Please note, a repeat empirical research project on the same topic or selected problem statement from another course must show substantial changes and growth in learning objectives for PSY 476, since the student's original finding(s).*

PSY 485-Supervised Psychology Internship (1-3)

The supervised psychology internship for academic credit is an experientially-oriented course, which provides students with real-life exploration in a selected subfield of psychology. Topics covered in the course include but are not limited to: compassion fatigue; code of ethics; competence; confidentiality; conflict of interest; dual relationships; networking and reference building; professionalism; self-monitoring; supervision; transference; and working alliance. Upon successful completion of the course, students will fulfill their contracted and supervised hours with their selected site; engage in pre-assigned debriefing sessions with their internship instructor; and, submit academic means of assessment for review by their internship instructor, while enhancing their portfolio throughout the course.

Prerequisites: PSY 351 and PSY 363 with grades of C or better, at least 15 Psychology course credits earned and consent of instructor

PSY 491-Supervised Psychology Independent Study (1-3)

The supervised independent study for academic credit is a discrete literature-based course and project on a selected question in psychology. The course provides students the opportunity to choose a selected subfield of psychology, pose a problem statement, and engage in a systematic literature review. Topics covered in the course include but are not limited to: impact of psychological research on health, law and criminal justice, education, and work environments; types of journal articles and APA affiliated resources; description and correlation; statistical inference; conceptual and exact replication; evaluation and fundamental research issues; literature reviews; meta-analyses; and issues to consider regarding the generalization of research results. Upon successful completion of the course, students will summarize their findings in APA format, which includes the strengths and weaknesses of the research; point out consistencies, as well as inconsistencies in their findings and where research is lacking; and discuss future directions for research.

Prerequisites: PSY 333 with a grade of C or better, at least 15 Psychology course credits earned and consent of instructor

**Please note, a repeat independent study on the same topic or selected problem statement from another course must show substantial changes and growth in learning objectives for PSY 491, since the student's original finding(s).*

PSY 495-Psychology Senior Seminar (3)

In the seminar, students will: demonstrate psychology information literacy; interpret, design, and conduct a basic psychological literature review; present social cultural factors in their scientific inquiry; and, apply ethical standards to evaluate psychological science. Topics covered in the seminar include but are not limited to: service and helping people in need, while addressing social problems; social justice and the challenges of social injustice; dignity and worth of the person in need; importance of human relationships; integrity and acts in a trustworthy manner; and, competence, practices within established areas of the field and professional expertise. Upon successful completion of the seminar, students will explore one specific topic of their choice, conduct a literature review, organize a literature review paper, and present during the annual Apex poster session.

Prerequisites: PSY 333 and PSY 351 with grades of C or better, and at least 18 Psychology course credits earned

SOCIOLOGY (SOC)

The Sociology Division prepares students for careers in human services 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 Division 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 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. Sociological perspectives provide opportunities for students to explore, critique, and evaluate issues of difference in their daily lives and opportunities for students to form alliances to create solutions for social problems. It 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. Students discover their potential as stewards who are empowered to make positive choices as they journey through relationships, neighborhoods, and workplaces that are increasingly diverse, which further develops commitments to issues of social justice and encourages engagement with social issues as lifelong pursuits.

Objectives

Division objectives for the Sociology major enable students to:

- Apply analytical and critical thinking skills to the theoretical perspectives of sociology.
- Apply scientific principles to understand the social world.
- Critically evaluate explanations of human behavior and social phenomenon.
- Use sociological knowledge to inform policy debates and promote public understanding.
- Apply excellent moral character and professional ethics to the field of sociology.

A **major in Sociology** requires 34 credits consisting of:

Sociology core (22 cr.) to include:

- SOC 111-Introduction to Sociology (3)
- PRF 201-Career Development Strategies (1)
- 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)

Practicum (3 cr.)
Total of 3 credits from any of the following options:
- SOC 485-Internship in Sociology (1) – repeatable up to 9 credits
- SOC 491-Independent Research (1) - repeatable up to 3 credits
- CJU 333-Moot Court (3)
- CJU 304-Mediation Team (1) – repeatable for up to 3 credits

Electives (9 cr.):
Choose 3 courses from:
- SOC 205-Introduction to Human Services (3)
- SOC 112-Contemporary Social Problems (3)
- SOC 210-Kinship (3)
- CJU 215-Court Systems and Judicial Process (3)
- SOC 222-Introduction to Cultural Anthropology (3)
- SOC 228-Social Justice (3)
- SOC 229-Human Trafficking (3)
- MATH 230-Introduction to Statistics (3)
- CJU 312-Victimology (3)
- SOC 357-Special Topics in Sociology (3)
- SOC 368-Sociology Travel Course (3)

A **minor in Sociology** consists of 21 credits in Sociology including:
Required Courses (12 cr.)
- 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)

Electives (9 cr.):
Choose 3 courses from:
- SOC 112-Contemporary Social Problems (3)
- SOC 202-Inequalities of Race, Class, and Gender (3)
- SOC 205-Introduction to Human Services (3)
- SOC 210-Kinship (3)
- CJU 215-Court Systems and Judicial Process (3)
- SOC 222-Introduction to Cultural Anthropology (3)
- SOC 228-Social Justice (3)
- SOC 229-Human Trafficking (3)
- MATH 230-Introduction to Statistics (3)
- CJU 312-Victimology (3)
- SOC 335-Social Research (3)
- SOC 357-Special Topics in Sociology (3)
- SOC 368-Sociology Travel Course (3)

Students majoring or minoring in Sociology must achieve a cumulative GPA of 2.0 or higher in all Sociology coursework.
The division offers the BA degree.

WOMEN'S STUDIES

A **minor in Women's 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 **Women's Studies minor** consists of 21 credits. The following 15 credits in Sociology are core to the Women's 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)

Electives (6 cr.):

Choose 2 courses from:

- SOC 205-Introduction to Human Services (3)
- CJU 215-Court Systems and Judicial Process (3)
- SOC 222-Introduction to Cultural Anthropology (3)
- SOC 228-Social Justice (3)
- SOC 229-Human Trafficking (3)
- MATH 230-Introduction to Statistics (3)
- CJU 312-Victimology (3)
- SOC 331-Social Stratification (3)
- SOC 335-Social Research (3)
- SOC 336-Social Theory (3)
- SOC 357-Special Topics in Sociology (3)
- SOC 368-Sociology Travel Course (3)

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 perspective 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. Through an analysis of films and texts, and by giving oral presentations, students will raise critical questions 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 as an elective in sociology 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 as it is currently practiced, or with what modifications, if continued.

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: ENG 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 (1-9)

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 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 division/agency policies and procedures in field work. Prerequisites: SOC 111 and Junior or senior standing in the Sociology Program or Division Head approval.

SOC 491-Independent Research (1-3)

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 division 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, such as Oscar Romero and James Baldwin. 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 Division Head. Not open to non-Sociology majors.

Prerequisite: SOC 111

THEOLOGY (THEO)

The Theology Program offers a transformative theological education that prepares students for lives of service in the church and world. Students earning a Bachelor of Arts in Theology expand and deepen their understanding of the Bible and Christian theology, develop leadership skills, and explore a living faith.

The Theology Program prepares students for advanced theological study in a seminary or divinity school as well as for careers in ministry and the nonprofit sector. Graduates may serve in traditional and non-traditional ministries, lay church leadership, youth ministry, worship ministry, missions (both urban and global), and in other non-profit organizations. Among the liberal arts, theological study forms students for life in creation and human society by cultivating critical thinking, inquiry, communication, and ethical responsibility.

A major or minor in Theology combines well with majors in other fields. Double-majoring or minoring in Theology enables students to pursue work outside of traditional ministry and to grow in their understanding of their career as a vocation that serves God and neighbor.

Note: although there are no additional admission requirements, students will be required to pass a Criminal Background Check and Dependent Adult/Child Abuse Checks as part of their Basics of Christian Ministry course (THEO 300).

Theology Program Objectives

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

- Gain mastery of various aspects of the Bible, theology, and practical leadership experience;
- Integrate their faith with their work in the church and world;
- Gain experience in leadership and service to others

The division offers a BA degree and minor in Theology.

A **major in Theology** consists of 33 credits including;

Required Courses (24 credits)

- THEO 105-Who is God? (3)
- THEO 107-What is the Bible? (3)
- THEO 215-Christian Social Ethics (3)
- THEO 300-Basics of Christian Ministry (3)
- THEO 310-Christian Theology (3)
- THEO 312-Biblical Interpretation (3)
- THEO 485-Internship (3)
- THEO 495-Capstone (3)

Elective Courses (9 credits) - additional credits with REL or THEO courses (at least one course focused on student's vocational goals, to be determined with advisor)

A **minor in Theology** consists of 18 credits including:

Required Courses (12 credits)

- THEO 105-Who is God? (3)
- THEO 107-What is the Bible? (3)
- THEO 215-Christian Social Ethics (3)
- THEO 300-Basics of Christian Ministry (3)

Elective Courses (6 credits) - additional credits with REL or THEO courses (at least one course focused on student's vocational goals, to be determined with advisor)

Elective Courses

- THEO 104-Introduction of Christianity (3)
- THEO 110-Judeo-Christian Journeys (3)
- THEO 116-History of Christianity (3)
- THEO 121-Gospel of Mark (3)
- THEO 122-Jesus at the Movies (3)
- THEO 210-Judeo-Christian Themes (3)
- THEO 252-Judaism, Christianity and Islam (3)
- THEO 260-The Bible and Black Experience (3)
- THEO 265-Food and Faith (3)
- THEO 270-Christian Formation (3)
- THEO 357-Special Topics (3)
- THEO 491-Independent Research and Writing (3)
- REL 251-Religions of the World (3)

In addition, several Seminary courses are available as electives for students with senior and/or accelerated (3/3) standing. For a list of these options, contact Theology@dbq.edu.

RELIGION COURSE DESCRIPTION

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.

THEOLOGY COURSE DESCRIPTIONS

THEO 104-Introduction to Christianity (3)

This course introduces Christianity as a diverse, historic, and living religious tradition. Students will engage the sacred Scriptures, histories, beliefs, and practices of the Christian faith, including areas of internal unity, diversity, controversy, and change. By the end of the course, students will be able to identify and interpret the ways that Christian conviction motivates people of faith to work for peace, justice, and the common good. Designed for students seeking foundational learning, this course presumes no prior knowledge or experience.

THEO 105-Who is God? Introduction to Christian Faith and Practice (3)

This course introduces students to Christian faith and practice. Students will explore the themes of creation, covenant, and Christ, and encounter ways that Christians practice their faith in worship, work, and relationships. By the end of the course, students will be able to describe the central beliefs held by Christians, express the importance of Christian practices to the life of faith, and articulate their own deepest commitments in conversation with the Christian tradition.

THEO 107-What is the Bible? (3)

This course provides an introduction to the Bible as a whole. It focuses on not only the Bible's content, but also the various genres present within it. Students will explore the Biblical texts within its historical context utilizing scholarly theory and methods, as well as the Bible's influence on the modern world. Upon successful completion of the course, students will be able to articulate key biblical themes, concepts, and narratives, analyze biblical texts in light of their historical context, and identify, describe, and critically examine the intended meaning and message of biblical texts.

THEO 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.

THEO 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.

THEO 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.

THEO 122-Jesus at the Movies (3)

This course explores the life and teachings of Jesus of Nazareth and their contemporary significance through analysis of contemporary films. Students will consider Jesus' context and teachings through readings in the Gospels of Luke and Matthew, as well as a contemporary author who attempts to live these out. Upon completion of the course, engaged students will be able to summarize the core teachings of Jesus and to articulate their own plan for personal growth in virtue.

THEO 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

THEO 215-Christian Social Ethics (3)

This course introduces students to some of the key issues we face at the beginning of the 21st 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.

THEO 252-Judaism, Christianity and Islam (3)

This course will provide an introduction to the world's three major monotheistic (belief in one God) religions: Judaism, Christianity and Islam. In it we will examine cultural and historical developments, religious commitments, and interactions with one another over the course of history that still affect us today. Students will gain awareness and understanding of these three Abrahamic faiths (claiming descent from Abraham), and will be challenged to find ways to address the issues that separate, to seek common ground with shared values, and to find ways to engage neighbors of another faith in friendship and peace through both written and experiential learning. Upon completion of the course, students will show competence in articulating the particulars of each of the Abrahamic faiths, the ways in which they are connected to each other, and how to engage fruitfully in interfaith dialogue, communication, and friendship.

THEO 260-The Bible and Black Experience (3)

This course examines the interplay between the Bible and race with particular attention to the experiences of African Americans. Topics are biblical, historical, and theological in nature. Biblically, the course will examine not only the Bible's explicit teachings on race, but also ways that the biblical narrative (such as the exodus story) has informed black identity. Historically, the class will focus on slavery, its abolition, the civil rights movement, the Pan-African movement, as well as more contemporary issues. Theologically, students will gain exposure to ideas from liberationist, postcolonial, and black theologians. Successful completion of the class also provides a solid understanding of both the biblical narrative and the Black experience in America.

THEO 265-Food and Faith (3)

Eating holds a central place in Christian faith and life. This course introduces students to the theological and ethical dimensions of food and eating by engaging key biblical texts, theological themes, and experiential practices. Students will explore eating as a cultural, ritual, agricultural, ecological, and sacramental act, and apply principles of Christian ethics to contemporary issues related to food systems and food insecurity. By the end of the course, students will be able to articulate their own ethic of eating in conversation with the Christian tradition.

THEO 270-Christian Formation (3)

Religious communities often express their beliefs through particular practices integrated in their daily lives. This course explores the historical and contemporary practice of Christian spiritual practices, and invites students to experiment with a variety of practices in their own lives. Through this course, students will be able to identify and define a variety of Christian spiritual practices and how particular practices are embodied; demonstrate specific practices; explain the process of habit formation; formulate a plan for personal practice; and assess their own practice.

THEO 300-Basics of Christian Ministry (3)

This course introduces common ministry practices, drawing upon students' prior knowledge of the Bible, theology, and ethics. Students will integrate theory and develop skills as they explore and engage in disciple formation, preaching, teaching, caregiving, and contextual leadership. Upon completion of the class, students will be able to write and preach a homily, create and teach disciple formation materials, listen actively and pray with confidence, and understand a context adequately to adapt messages and practices for relevance.

THEO 310-Christian Theology (3)

This course explores Christian theology as an academic discipline. Students will explore its central themes, questions, symbols, and methods. By the end of the course, students will be able to describe the central and interrelated features of Christian theology, assess what is at stake in the interpretation of biblical texts, and formulate their own theological questions and commitments in conversation with Christian theological traditions.

THEO 312-Biblical Interpretation (3)

This course teaches students the basics of biblical interpretation. Students will interpret biblical passages in light of literary, historical, canonical, and contemporary contexts, and will learn how to effectively communicate the findings of their research on biblical texts and backgrounds to others. Upon completion of the course, students will be able to synthesize their knowledge of the various contexts in order to interpret a biblical text.

THEO 357-Special Topics in Theology (3)

An in-depth look at one or more topics, thinkers or movements in theology. Offered at the discretion of the division.

THEO 485-Internship in Theology (CV)

THEO 491- Independent Research and Writing (1-3)

An individually designed research project under the direction of a faculty member in the division. Students develop and demonstrate skills in research, reading, theological writing, and knowledge of theological content, through the writing of a research paper. Primarily for Theology majors, but others may take the course as well. Junior or Senior standing required. Prerequisites: One previous THEO course and ENG 104

THEO 495-Theology Capstone (3)

The capstone course provides an in-depth review of topics already covered in the broad fields of Bible theology/history, and the practice and ethics of ministry. Through readings, writing, and discussions, senior students will participate in a process of vocational discernment, which will encourage them to reflect upon their classroom learning in light of their practical ministry work. Students will assemble a portfolio of various elements, such as: a sample sermon, a sample Bible study, a statement of faith, a description of personal formative practices, a statement of their theories and gifts for Christian leadership, and a theological analysis of contemporary social issues. Prerequisite: Senior standing

WORLD VIEW SEMINARS

Total credit hours: 6

World View Seminars 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 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.

WVS 101-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. Students entering with 24 or more transfer credits are exempt from WVS 101.

WVS 201-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. Students entering with 58 or more transfer credits are exempt from WVS 201.
Prerequisite: WVS 101 or 24+ transfer credits

WVS 150-World View Seminar I/II (3)

World View Seminar I/II examines concepts of life purpose and worldview development. Students will explore various perspectives on a life of purpose through written works, current events, and open dialogue and address significant issues that challenge contemporary culture. Upon completion of the course, students will be able to analyze the issues and discuss how values and faith shape our response to them. Enrollment by instructor consent only.

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 RESOURCES

STUDENT LIFE

Through the Office of Student Life, University of Dubuque provides a wide array of services, programs, and opportunities for students to enhance their intellectual, social, career, and personal development. Engagement in the campus community beyond the classroom is important for a holistic college experience. This section summarizes the opportunities and services that Student Life offers. For additional information, contact 563.589.3349 or visit the UD website at www.dbq.edu/CampusLife/OfficeofStudentLife

Student Guidelines and Conduct

The purpose for Student Guidelines and Conduct is to teach appropriate individual and group behavior and to protect the campus community from disruption and harm. University of Dubuque students are guided by the Community Values and Behavioral Expectations that support the University *Mission* Statement. Regulations governing activities and general student conduct are published in the University of Dubuque Student Handbook found online 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 therein.

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 encourage individual student involvement and personal growth, as well as facilitating an understanding of group needs and awareness of the rights and feelings of others.

All students who have earned fewer than 90 academic credits at the start of the Fall semester (or the Spring semester if beginning classes mid-year) or are under the age of 23 by August 1st are required to live in University housing, space permitting. Note: students that have earned over 90 academic credits at the start of their housing contract or that are 23 years of age or older as of August 1st are not required to live in University housing (housing is only guaranteed for student required to live on campus). Students may apply for an exemption from this requirement if, they meet one of the following three criteria: (1) are married and living with their spouse, (2) are living with their child or legal dependent, or (3) are living with and commuting daily from the home of parent, grandparent, or legal guardian within 50 miles of Dubuque.

Students residing in Cassat, Donnell, Aitchison, and Chlapaty residence halls are required to have a meal plan. Each student is responsible for their 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 Jack and Barbara Smeltzer Dining Hall and other academic buildings. Aitchison Hall was built to accommodate single and double occupancy rooms, and houses First-Year students.

Cassat and Donnell Halls are contemporary stone buildings located near the athletic fields on Bennett Street. These residence halls are four-story buildings that 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 houses primarily second year students.

Park Village consists of six apartment buildings designed as a community for upper class 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 furnished, and each building has its own laundry facilities, study and lounge. A large community room for activities and programming events is available in one of the buildings.

University Townhouses are located on Collins Street, on the south side of campus. The 32 three- or four-bedroom units house upper class students. Each unit contains a full kitchen, living room, dining room, and single bedrooms.

University-Owned Houses – The University owns a number of houses immediately adjacent to the campus that are used for upper class 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.

For additional information about residential living at the University of Dubuque, contact the Residence Life Office at 563.589.3591 or visit the website at https://www.dbq.edu/CampusLife/InformationforStudents

UD CARES

UD Cares is a team of professionals from across campus who are available to help students overcome the challenges of college life. You may reach UD Cares by e-mail at UDCares@dbq.edu. All information received remains confidential. The Vice President of Student Engagement and Intercollegiate Athletics facilitates the UD Cares team.

INTERNATIONAL STUDENT SERVICES & STUDY ABROAD

The International Student Services & Study Abroad office fosters a welcoming environment for all international students. International advisors provide students with information and counsel regarding United States immigration regulations, assist with social and cultural adjustment, and encourage integration into campus life. The Office also develops cultural and educational programs of interest to all students.

Because experiencing other cultures is a valuable part of every student's college career, the International Student Services & Study Abroad office coordinates and promotes short and long-term international study opportunities for students. The Office is located in the Heritage Center, Suite 306. Visit https://www.dbq.edu/CampusLife/StudentServicesResources/InternationalStudentServices/ for more information.

STUDENT ACTIVITIES

Participating in campus activities is an important part of life at the University of Dubuque. Activities and events supplement your academic life with valuable experience, fun, and friendship. As a Spartan, you can choose from more than 30 different student organizations. Don't miss out on an unforgettable opportunity to build relationships and make an impact in the campus community. Login at https://dbq.campusgroups.com/ to view upcoming events and active organizations on campus.

Student Government Association

Have an idea to effect change on campus? Make it happen! 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, teamwork, and equal representation.
Attend an SGA meeting to see what it's all about or consider becoming a representative. For more info, email: SGA@dbq.edu

SPARTAN START

Transitioning to college is an opportunity for excitement and growth for students and parents. For students new to the UD community, Spartan Start is designed to help students create community, develop autonomy, explore vocation, and demonstrate academic progress. Spartan Start is held before the semester begins and consists of programming to assist students in their transition to the University of Dubuque, to familiarize them with campus resources, to promote engagement and social belonging opportunities, and to complete any outstanding tasks for matriculation into their first semester.
Spartan Start offers current students a chance to develop leadership skills by becoming Peer Leaders. These volunteer positions mentor small groups of incoming students during Spartan Start. For more information, visit
https://www.dbq.edu/CampusLife/StudentServicesResources/First-YearExperience/

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 11:00-11:20 a.m. when school is in session during the 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 UDMinistry@dbq.edu, check the UD website at https://www.dbq.edu/CampusMinistry/.

VOCATION, CAREER SERVICES AND COMMUNTY ENGAGEMENT

The University of Dubuque's Office of Vocation, Career Services, and Community Engagement is here to help students prepare for their chosen vocation and future endeavors. Whether you are exploring careers, looking for engagement opportunities, applying for an internship, or considering graduate school, we provide support for every step of the journey. Through consultations, virtual resources, and meaningful community connections, you will feel prepared for your next step. Your journey starts today!

Our office can assist with several services including resume and cover letter development and reviews, mock interviews, vocational counseling, career assessments, consultation and guide for considering graduate and professional school, community volunteer opportunities, career fairs, and other networking opportunities. Appointments with the professional staff can be scheduled by contacting us at career@dbq.edu.

For more information, visit: https://www.dbq.edu/CampusLife/StudentServicesResources/CareerServicesandCommunityService/

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.

Title IX: SEXUAL MISCONDUCT POLICY -The University of Dubuque is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free of discrimination on the basis of sex; which includes all forms of sexual misconduct. Sexual misconduct violates an individual's fundamental rights and personal dignity. The University of Dubuque considers sexual misconduct in all its forms to be a serious offense. This policy refers to all forms of sexual misconduct, including but not limited to: sexual discrimination, sexual harassment, sexual assault, and sexual violence by employees, students, or third parties. The University of Dubuque does not discriminate on the basis of race, color, creed, age, gender, sexual orientation, religion, national origin, veteran status, physical or mental disability, genetic information, or any other basis of prohibited discrimination in its programs and activities. This policy extends to employment with and admission to the University. Please refer to the University's Sexual Misconduct Policy: Title IX Policy. https://www.dbq.edu/AboutUD/TitleIX/

Questions? Contact UD's Title IX Coordinator, Julie MacTaggart:

Address: 2000 University Avenue, Dubuque, IA 52001
Office: 336 Charles & Romona Meyer Center (MTAC)
Phone: 563.589.3619
Email: JMacTaggart@dbq.edu

Jeanne Clery Campus Safety Act (including Drug Free Schools and Community Act) -Annual Security Report and Annual Fire Safety Report The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act requires the distribution of an Annual Security Report and Annual Fire Safety Report to all current faculty, staff, and students and notice of its availability to prospective students, faculty, and staff no later than October 1st of each year. This document, referred to as the "Annual Security Report and Annual Fire Safety Report"' or "ASR," is one of many mechanisms designed to inform current and potential University of Dubuque community members of crime, arrest and referral statistics, of current crime response, reporting, prevention and awareness policies, including policies regarding sexual assault, domestic violence, dating violence and/or stalking, of campus disciplinary policies and relevant state laws, and of campus safety and security. This ASR includes crime, arrest, and referral statistics for the previous three calendar years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the University of Dubuque, and on public property within, or immediately adjacent to and accessible from,

the campus. The Fire Report at the end the document contains current University of Dubuque Housing fire safety protocols and fire statistics for the previous three calendar years.

The Jeanne Clery Campus Safety Act requires the distribution of the Annual Security Report and Annual Fire Safety Report to all current faculty, staff, and students and notice of its availability to prospective students, faculty, and staff no later than October 1. The Annual Security Report and Fire Safety Report is available online at: https://www.dbq.edu/SafetySecurity/JeanneCleryAct/

"Hazing" is defined under the (Stop Campus Hazing Act) SCHA as "any intentional, knowing, or reckless act committed by a person (whether individually or in concert with other persons) against another person or persons regardless of the willingness of such other person or persons to participate, that (I) is committed in the course of an initiation into, an affiliation with, or the maintenance of membership in, a student organization, [e.g., a club, student government, athletic team, fraternity, or sorority]; and (II) causes or creates a risk, above the reasonable risk encountered in the course of participation in the institution of higher education or the organization (such as the physical preparation necessary for participation in an athletic team), of physical or psychological injury." For more information on hazing through the Stop Campus Hazing Act please go to: https://www.dbq.edu/SafetySecurity/JeanneCleryAct/

Drug Free Schools and Community Act
The Drug Free Schools and Communities Act (DFSCA) and Part 86 of the Department of Education's General Administrative Regulations (EDGAR Part 86) requires the University of Dubuque (UD) to develop and implement a drug and alcohol abuse education and prevention program (DAAPP) designed to prevent the unlawful possession, use, and distribution of drugs and alcohol on campus and at campus events. UD is required to distribute written information about its DAAPP as well as conduct a biennial review to measure its effectiveness and ensure a consistent enforcement of its disciplinary sanctions.

Alcohol and other drug abuse have serious effects on campus safety, community well-being, and on the academic performance of our students. Conducting a biennial review provides an opportunity for UD to document its prevention efforts, and closely examine its scope and effectiveness. Throughout this process, UD can continually identify gaps in evidence-based practices and develop recommendations for future improvements. Please refer to the most recent DFSCA reports, which can be found here.

Medical and Brain Health Services

The Smeltzer-Kelly Student Health Center promotes the health and wellness of the University of Dubuque's community and empowers students through education and promotion of services for optimal lifelong health and wellness. The Smeltzer-Kelly Student Health Center provides both medical and brain health services for current UD students and is located on-campus at 1994 Grace Street.

Current UD students can access the health center for evaluation and treatment of acute illnesses and injuries, minor procedures, physicals, management of chronic diseases and other health care needs. Nurse visits can be made for immunizations and blood draws with courier services of specimens to a local laboratory. Confidential HIV and STD/STI testing and counseling are provided to current UD students; please review the AIDS Policy within the Student Handbook for more details.

The Smeltzer-Kelly Student Health Center offers a range of brain health services including individual therapy, group therapy, tele therapy and crisis intervention. Students dealing with a crisis or difficult situation can walk in for an appointment Monday through Friday during regular business hours. Appointments can be made by calling (563)589-3360, email studenthealthcenter@dbq.edu or walk-in.

If you or someone you know is experiencing a crisis situation, please call the Smeltzer-Kelly Student Health Center during business hours. After hours or on weekends, call the 24/7 your **Life Iowa Hotline at 855.581.8111** or **text 855.895.8398**. Also notify the UD's office of Safety and Security at 563.589.3333. In case of medical emergency please call 911.
For more information visit https://www.dbq.edu/CampusLife/StudentServicesResources/Smeltzer-KellyStudentHealthCenter/

HEALTH INSURANCE

University of Dubuque does not require proof of health insurance for enrolled students with the exception of international students and student-athletes. However, it is highly recommended that all enrolled students have health insurance coverage either through their family's medical plan or some privately purchased health insurance plan.

All international students must purchase University-approved health insurance with repatriation and medical evacuation coverage. All students planning to participate in intercollegiate athletics at the University must provide proof of health insurance (a current copy of insurer's benefit card) as well as the results of a physical taken after April 1 of the academic year in which they will

participate in a sport. A student's ability to play an intercollegiate sport at the University rests on these documents being received by the Athletic department.

Any student interested in obtaining health insurance may contact the Smeltzer-Kelly Student Health Center for assistance or visit https://www.dbq.edu/CampusLife/StudentServicesResources/Smeltzer-KellyStudentHealthCenter/

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 twenty-two NCAA Division III sports. Women compete in ten intercollegiate sports: basketball, cross country, golf, hockey, soccer, softball, tennis, indoor and outdoor track and field, and volleyball. Men compete in twelve sports: baseball, basketball, cross country, football, golf, hockey, lacrosse, soccer, tennis, indoor and outdoor track and field, and wrestling. UD also has teams for cheerleading, stunt and women's wrestling. Intercollegiate teams belong to the American Rivers Conference, Northern Collegiate Hockey Association, and the Northern Athletics Collegiate Conference. For additional athletic information contact the Athletic Office or the UD website: https://udspartans.com/

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, turf soccer field, and baseball & softball fields, and tennis courts. 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).

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.

ADMISSION

Admission Requirements

An applicant for admission to the University of Dubuque undergraduate program must be a graduate of a high school, 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 Director of LIFE 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 (on-line or The Common Application).
2. University of Dubuque is test optional; ACT and(or) SAT scores are not required;
3. TOEFL, IELTS, or Manchester Exam (for international students/may be waived for some students);
4. 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).
5. Additional materials may be required; personal 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)

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. A $400 admission deposit is required for aviation flight 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, IELTS, a score of 5.0 (4.5 if recommendations accompany the application certifying English speaking, reading, and writing skills), Manchester Exam, a score of 340, or by having had sufficient high school/college instruction in English.

Transfer Students

Previous College Experience – The University of Dubuque will accept all non-developmental 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. For full details on transfer credit policies, **see page 30**.

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.

Transfer Admission Guarantee

University of Dubuque's Transfer Admission Guarantee (TAG) guarantees admission to qualified students from regionally accredited community colleges. Certain national and/or specialized accredited colleges also qualify for this guarantee. The Office of the Registrar maintains a list of qualified institutions. For institutions not on the list, the register will work with the faculty to determine if the institution can be qualified.

Students may apply to enroll as a traditional or LIFE (age requirement applies) student. Admission to Teacher Education and Nursing programs, requires separate application, and approval by the respective division.

Meeting TAG eligibility requirements:

- Students are eligible for admission to University of Dubuque through TAG if they are a candidate for, or have earned an Associate of Arts (AA) or Associate of Science (AS) degree from a regionally (or qualified national or specialized) accredited community college.
- The application process requires that students submit the online Application for Admission, and their official college transcript.
- Enroll at the University of Dubuque following graduation from the community college before attending another college.

Benefits of TAG to transfer students:

- No additional supporting documents are needed.
- UD will waive the $200 admission deposit for TAG applicants when they commit to attend University of Dubuque.
- AA and AS degrees meet the General Education Requirements at University of Dubuque.

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.

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 2026-2027 school year)

Typical Cost for Full Time Students:
(12 to 17 credit hours each term)

Tuition.....$ 43,440.00
Fees.....$ 2,081.00
Total Cost per Year.....$ 45,521.00

Part-time tuition:
1-11 hrs. **or** over 17 hours ..... $1,300.00 cr hr
Audit (for no credit) ..... $650.00 cr hr

Special Fees

- Credit by Examination (per credit hour).....$30
- Graduation – all Bachelor and Associate degrees (includes academic attire) $70
- Music Lesson Fee (per credit hour) $150
- Portfolio – one fifth of the regular per credit hour tuition
- Transcript of Record $10-12
  Addl. fees apply for expedited & international transcript orders: http://www.dbq.edu/Academics/Registrar/RequestaTranscript/
  (No charge for transcripts sent to the University of Dubuque Theological Seminary)
- Admission Deposit ..... $200 or $400 Aviation Admission Deposit (for flight majors)
  (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 Division of Aviation.
- Other fees and charges may apply to specific programs or courses within divisions. Students may contact the sponsoring University division or the Registrar's Office to obtain schedules of any fees or charges for particular University courses or activities.

Room (per term)

Room (Double)	$3,245 /term
Park Village (Double)	$4,275 /term
Park Village (Single)	$5,060/ 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 (Smith Hall, 2nd floor).

Meal Plans - Resident Students

280 Block Plan	$ 3,330 /term
200 Block Plan	$ 3,225 /term
150 Block Plan	$ 2,800 /term

5 Meals/week *(commuter students only)* $1,400

Billing & Payments

Payments of Accounts – Payments must be made by the due date of billing. Diplomas will not be issued to students until their financial obligations are settled with the Student Accounts Office. Upon request**,** a student's transcript will be released and reflect terms in which satisfactory payment of all obligations has been made. 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. Upon request**,** a student's transcript will be released and reflect terms in which 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 Federal Direct Student Loans, become due as stated in the promissory note signed by the student.

Section 103 Compliance Policy

All students that have completed the UD-VA Education Benefit Enrollment Form, submitted their COE and have been certified by the University, will not be restricted in any way for the first 90 days of a semester if the reason for the delay in making payments for the certified semester is due to a delay in receipt of benefits from the VA. This will include assessing late fees, placing restrictions or registration holds. After the 90 days, the University will treat each veteran on a case by case basis.

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: Federal Direct Unsubsidized Loan, Federal Direct Subsidized 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 42nd 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.

Original Financial Aid	Loan Name	Revised Financial Aid	Total Original Aid	Total Revised Aid
$1,698	Federal Direct 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. 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.

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.studentaid.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 student aid index. 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 Federal Direct 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		*prorated*
2		24		*prorated*
3		36		*prorated*
4		48		*prorated*
5		60		*prorated*
6		72		*prorated*
7		84		*prorated*
8		96		*prorated*
9		108		*prorated*
10		120		*prorated*

All "A" through "F" grades or "P" for passing with credit which have been accepted by the Registrar will be considered as credits earned and completed for qualitative progress analysis.

All "W", "I", AU (audit) will not be considered credits completed toward qualitative or quantitative satisfactory academic progress. If a student repeats a course because he or she failed it in a previous term, or because the student wishes to improve a grade in a course, the credits may be included in the total number of credits when determining enrollment status.

If a student withdraws from a course or fails a course, and takes it the next term, the course will be counted toward enrollment status for that next term.

If a student falls below the required qualitative financial aid standards for maintaining satisfactory academic progress, the student will be placed on financial aid 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 $7,395 for 2026-2027 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, attending at least half-time who also receive the Federal Pell Grant. The grants range from $100 to $4,000 per year. Eligibility is determined from the FAFSA.

Federal Direct Loans

A fixed interest rate loan, currently at 6.52% 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 loans are need-based with interest paid by the federal government while the student is enrolled at least half-time.

The Unsubsidized loans are based on cost of attendance less any other financial aid (dependent students). The interest rate is also a fixed rate of 6.52%. 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.

Federal Direct loans have an origination fee of 1.057%.

Federal Direct PLUS Loan for Parents of Undergraduate Students (Parent PLUS)

The PLUS program provides an 9.07% 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. Parent PLUS loan borrowing limits and program requirements may change based on federal regulations and institutional policies. This loan has an origination fee of 4.228%.

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 $7,500 for the 2025-2026 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.

UD Forerunner Award

First year students with a cumulative grade point average of 2.5. Transfer students entering the University of Dubuque need a college GPA of 2.5 or above.

University of Dubuque Grants

Awarded based on the need of the student.

UNIVERSITY FACULTY –

Emily Appleton, Associate Professor of Physician Assistant Studies. DMSc, College of Idaho; MPAS, BA, University of Iowa

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Shae Buskohl

Callie Causemaker

Joseph (Joe)Chapman

Corey Crispin

Mason Cummings

Gracie Dexter

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Armando Dominguez

Ryan Doyle

Abram Downey

Abram Downey

Ryan Drinkwine

Nathan Dunker

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James Glazewski

Dallas Gonzalez

Bryan Gutraj

Katharine Hanley

Quinton Herrick

Cole Heller

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Ethan Hudson

Derick Jackson

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Kyle Jones

Jay (William) Jubeck

Justin Kirby

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Luke Kuennen

Jacob Loaiza

Cecilia Lemery

Ryan Linkie

Jonathan Lumber

Zach Mefford

Karly Meyers

Abby Nie

Andy Park

Jace Recker

Rich Rees

Matthew Reuter

Carmen Rigdon

Veronica Rizo

Brandon Rogers

Andrew Scheuffner

Stephen Skalitzky

Taras Slyvka

Cael Smithhart

Katrina Truitt

Angela Tisbert

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Taylor Wimberly

Noah Wiseley

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Keegan Zimmerman

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UNIVERSITY OF DUBUQUE - LEARNING TIME WORKSHEET

Completed by:		**Credit Hours:**	
Course Number:		**Term/Semester:**	
Course Name:			

Instructions: Fill in the shaded fields below with the requested information. If necessary, clear the contents or enter the number 0 in the field if the type of learning activity described does not apply to your course. In completing this worksheet, estimate the time an average student will take to complete the listed activity. Actual time spent will vary widely based on individual student ability and motivation. This worksheet is intended to document that UD courses are designed to engage students in learning activities both in and out of class. This is not an evaluation of individual student achievement. Each student will need to demonstrate that she/he has met the learning outcomes of the course through the assessment methods developed by the department and/or instructor.

LEARNING ACTIVITY			HOURS
Planned In-Class Engagement			
A. Regular Class Sessions (Excluding Final Exam)			
Total # of Sessions	Minutes per Session	= Minutes in Class	= Hours excluding final
0		0	0.00
B. Scheduled Final Examination Period (Required)		Minutes for Final	= Hours for Final Exam
		0	0.00
Planned Out-of-Class Engagement			
A. Reading Assignments *Consult College-level Reading Speeds Table (attached) for suggested values			
Level I e.g. Advanced, Scientific, Technical or Scholarly Reading			= # of hours reading Level I Assignments
Total number of pages	Words per minute	Avg # words per page	
	150	800	
	= Words per hour	= Pages per hour	
	9000	11.25	0.00
Level II e.g. Non-technical			= # of hours reading Level II Assignments
Total number of pages	Words per minute	Avg # words per page	
	250	800	
	= Words per hour	= Pages per hour	
	15000	18.75	0.00
Level III e.g. Popular			= # of hours reading Level III Assignments
Total number of pages	Words per minute	Avg # words per page	
	400	800	
	= Words per hour	= Pages per hour	
	24000	30.00	0.00
B. Other Out-of-Class Assignments (list/describe below):		Estimated Hours	= # of hours spent on Other Out-of-Class Assignments
Copy/paste additional needed copies of this row above			
TOTAL AVERAGE HOURS OF ENGAGEMENT FOR THIS COURSE			0.00
Minimum engagement hours: 1 CH = 37.5, 2 CH = 75, 3 CH = 112.5, 4 CH = 150			

UNIVERSITY of DUBUQUE

Campus Map

CAMPUS DIRECTORY

1. Jackaline Baldwin Dunlap Technology Center
   - Department of Computer Studies and Mathematics
   - Department of Digital Art and Design
2. Alumni Chapel
3. Blades Hall
   - Campus Ministry
   - Sgt. Jeffrey B. Dodge Veterans Center
4. University Science Center
   - Department of Nursing
   - Mary Chlapaty Hall (Sciences)
   - Linda Chlapaty Hall (Physician Assistant Studies)
5. Heating Plant
6. Peters Commons
   - Babka Bookstore
   - Barbara and Jack Smeltzer Dining Hall
   - Department of Student Life
   - Dining Services
   - Office of First-Year Experience
   - Vocation, Career Services, and Community Engagement
7. McCormick Gymnasium
8. Alumni Common
9. Aitchison Residence Hall
10. Severance Hall
    - Army ROTC - Eagle Company
    - Department of Aviation
    - Department of Criminal Justice
    - Department of Economics
    - Department of English
    - Department of Philosophy, Politics, and History
    - Department of Psychology
    - Department of Sociology
    - Office of Academic Advising
    - Office of Academic Affairs
    - Office of Graduate Studies
    - TRIO – Student Support Services
11. Marge Kremer Little Spartans Childcare Center
12. Stoltz Sports Center
13. Van Vliet Hall
    - Department of Communication
    - Department of Theology
    - Seminary Dean and Faculty Offices
    - Technology Help Desk
14. Smeltzer-Kelly Student Health Center
15. Charles C. Myers Library
    - Academic Success Center
    - Accessibility Services
    - Sylvia's Common Ground Coffee Shop
16. Smith Hall
    - Department of Education
    - Department of Health Wellness and Sport
    - Office of Finance, Business, and Auxiliary Services
    - Office of Student Accounts
    - Office of Safety and Security
    - UD for Kids
17. McCormick Guest House
18. Heritage Center
    - A.Y. McDonald Lobby
    - Aitchison-Welch Rehearsal Room
    - American Trust Lounge
    - Babka Theatre
    - Campus Post Office and Print Room
    - Charles and Elizabeth Bisignano Art Gallery
    - CyberCafé
    - Department of Fine and Performing Arts
    - Dubuque Bank and Trust Suite
    - Farber Box Office
    - The Hefel Hangout
    - John and Alice Butler Hall
    - Knapp Stage
    - Linda Chlapaty Music Center
    - Mike and Betty's Ice Cream Shoppe
    - Palmer-Noone Lounge
    - Sparty's Convenience Store
    - Straatmeyer Rehearsal Room
    - Susan Magill Smith Suite
      - Office of International Student Services and Study Abroad
      - Office of Student Activities
19. Laube Belltower
20. Wallace Common
21. Peter and Susan Smith Welcome Center
    - Office of Advancement and Alumni Engagement
    - Judge James L. Martin (C'67) Multicultural Student Center
22. Charles and Romona Myers Center
    - Department of Business and Accounting
    - LIFE - Learning Institute for Fulfillment and Engagement
    - Office of Admission
    - Office of Human Resources
    - Office of the President
    - Office of the Registrar
    - Office of Student Financial Planning
    - Office of University Relations
    - Wendt Center for Character Education
23. Cassat and Donnell Residence Halls
24. Mercer-Birmingham Hall
    - Athletic Coaches' Offices
25. Debra Runkle Center
    - Football Locker Rooms
26. Maintenance/Housekeeping
27. Hans A. Chlapaty Athletic Complex
    - A.Y. McDonald Indoor Track
    - Chalmers Field
    - Chlapaty Recreation and Wellness Center
    - Dan W. Runkle Baseball Field
    - Douglas J. Miller Track
    - Frank Farber Tennis Courts
    - Softball Field
28. Veterans Memorial Training Center
29. Park Village Apartments
30. Townhouses
31. Chlapaty Residence Hall
32. Oyen Field
33. Conlon Colonnade
34. University Park Drive

Ed Babka Aviation Learning Center located at 10656 Airport Road