



**Self-Study Report
For**

**Aviation Accreditation Board International
(AABI)**

Reaffirmation 2020

University of Dubuque
Aviation Department
2000 University Avenue
Dubuque, IA 52001

Executive Summary

Enclosed is the Aviation Department's self-study report for the three undergraduate programs at the University of Dubuque (UD): the Bachelor of Science degree in Applied Aviation Technology, the Bachelor of Science degree in Aviation Management, and the Bachelor of Science degree in Flight Operations.

In the fall of 2018, the Aviation department achieved a record number of students majoring in the three programs – 264. To support these students, the department employed 7 full-time faculty members, 6 adjunct faculty, 23 training aircraft, 17 full-time flight instructors, 10 part-time flight instructors, 4 full-time support staff, and 1 part-time support staff. Additionally, student workers supplemented administration, dispatch, and maintenance functions.

This self-study is the third reaffirmation process as a result of accreditation in 2005, in addition to requesting accreditation for our newest program, the Bachelor of Science in Applied Aviation Technology.

The Aviation Department strengths are:

- Diverse and experienced faculty and staff
- Technology embedded in aircraft with appropriate supporting simulation
- Part 141 flight school with examining authority
- FAA Letter of Authorization for R-ATP
- Access to close-in training areas and the National Airspace System
- Excellent graduate placement rates
- Small class sizes with personalized faculty engagement with students and our philosophy of caring intrusiveness
- Character development education

The areas of continued improvement are:

- Ability to support faculty and professional staff development
- Classroom availability and supporting technology
- Continual evolution of an outcomes-based assessment strategy
- Logistics and streamlining of dual location operations (main campus and airport Babka Flight Center)

The Aviation Department is a strong member and supporter of the University, and its faculty, staff, and students are well embedded in all of the University's processes. The Mission-Vision-Action Statement for 1998-2008, as endorsed by the Board of Trustees on March 12, 1998, and reaffirmed with changes through 2018, continues to guide our efforts.

Our self-study report is based on data primarily from the Fall 2018 and Spring of 2019. Over the past four years, the Aviation Department has increased its student body, added a helicopter track, a new major, opened a new airport flight center, and has grown into a more dynamic and diversified department. We continue to improve the quality and robustness of the education that we provide.

All supplementary and supporting documents can be found on the UD website as well as on a page set up in Moodle (UD's Learning Management System) specifically for tracking all data related to accreditation. The manner in which to access the Moodle page, and a listing of web pages, is located in Appendix G in this document.

The University of Dubuque looks forward to an AABI visiting team to validate what we believe is a set of strong professional programs.

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SECTION I - INTRODUCTION

History, Mission, and Structure of the University:

The University of Dubuque (UD) is a private, four-year, co-educational professional University with a focus in the liberal arts and a theological seminary affiliated with the Presbyterian Church (USA). Founded in 1852, the University has a rich heritage of uncompromising commitment to academic excellence and spiritual growth.

Throughout its history, the University has been known as a place of educational opportunity. Our mission of encouraging intellectual, moral, and spiritual development dates back to the University's founding. Even today, a large portion of its students are first generation college students. Twenty percent of the student population is comprised of men and women from underrepresented populations. The University of Dubuque's welcoming interfaith community of over 2,000 students comes from across the country and globe.

The university is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, and a number of the programs are accredited by the Commission on Collegiate Nursing Education, the Aviation Accreditation Board International, and the State of Iowa Department of Education. 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. Additionally, the new Physician Assistant program is under review by the Accreditation Review Committee on Education Physician Assistant.

The University of Dubuque is an institution that includes 16 undergraduate departments offering over 30 majors, and a graduate program offering eight majors with degrees in a Master in Management, Master of Arts, and a Master of Science. Additionally, the university also offers Adult Accelerated undergraduate and graduate degree programs.

University of Dubuque Mission 2018:

The University of Dubuque is a 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.

Community Standards

Grounded in the University's Mission, life in UD's residential community recognizes that community members' rights are accompanied by responsibilities. We are a community distinguished by a value-laden education which focuses on justice, ethics, and responsible stewardship within a globally diverse community.

We are committed to the Christian faith, and our belief leads us to hold a basic set of principles and standards regarding person and community behavior.

To that end, life in the University's community focuses on five hallmarks:

Integrity – We value honesty and truthfulness in every aspect of campus life.

Worth of the Individual – We value the intrinsic worth of every individual in our community and seek to honor different opinions, attitudes, backgrounds, and beliefs.

Self-Discipline – We value intellectual, spiritual, and moral development and recognize the need for personal responsibility and responsible self-expression as we seek to become life-long learners and of service to the community.

Respect for Community Authority – We value our freedom but understand the need to exercise that freedom responsibly within the guidelines set forth by this community.

Respect for Property and Stewardship of the Campus Environment – We value the privilege of living together and understand that our responsibility as stewards of the community requires acting in ways that respect the property of others, the environment, and the future of this University.

The University mission statement is published in the UD 2018/2019 Undergraduate Catalog and can be found at: <https://www.dbq.edu/media/Academics/Registrar/Undergraduate-Catalog-2018-2019-FINAL-9.17.18.pdf>.

In 2018, the University of Dubuque also developed a Student Success Commitment, which each incoming student, along with our university president, signs as they begin their first semester. The Student Success Commitment holds UD accountable for our actions, and students to their own success. The Student Success Commitment is published in the UD 2018/2019 Student Handbook and can be found at <https://www.dbq.edu/media/CampusLife/VPofStudentLife/Student-Handbook-2018-2019.pdf>.

Aviation Department History:

The University of Dubuque Aviation Program has a distinguished history as it was once a primary training institution for United States Naval aviators during World War II. The University of Dubuque conducted training officer programs for both V-12 Naval Officers and V-5 Naval Air Force Officers. Between July 1, 1943 and November 1, 1945, the University of Dubuque graduated 1,477 naval officers for future training in support of the war effort.

From 1946 through 1973, the University of Dubuque ceased formal aviation education in support of University theological missions and changing societal demands. Then in 1973, the University of Dubuque rejoined formal aviation education by acquiring the Parsons College aviation program and has since remained in continuous operation on the UD campus and the Dubuque Regional Airport. By 1980, the Aviation Department had grown to 75 students and 5 training aircraft. Growth and stability continued to the mid-1990's, reaching 120 students, 12 aircraft, and 17 instructors. In the 1999/2000 academic year, the University began a modernization program of its flight equipment and curriculum. This resulted in student growth and additional equipment enhancements that enrolled 194 students in the Aviation Department, supported by 21 modernized aircraft, one advanced FTD (Flight Training Device) and 3 PC based Aviation Training Devices (PCATD) by Fall semester 2003.

Since 2008, the UD Aviation Department has utilized modern Cessna 172S aircraft with the Garmin 1000 avionics suite and phased out the older Cessna 172R models that have the traditional six-pack flight instrument suite. UD currently enrolls approximately 270 total aviation students and operates 15 single-engine Cessna 172 aircraft and 3 single-engine Piper PA-28 Arrows, 2 twin-engine Piper PA-44 Seminoles and 3 Guimbal G2 rotor-wing aircraft. UD now uses 3 simulators including an Aerosim (L3) CRJ 200 training device and has recently acquired XX ALSim devices.

Aviation Department Mission:

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

Aviation Department Student Learning Outcomes:

Applied Aviation Technology:

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

Aviation Management:

1. An ability to assess contemporary issues in the aviation environment and demonstrate the impact of aviation, technology and business sustainability within societal and global contexts
2. An ability to apply the techniques, skills, and modern aviation management tools to perform business-related tasks
3. An ability to function on a multi-disciplinary and diverse management team which includes technical and management issues
4. An ability to apply knowledge of mathematics, science and/or applied science to ensure safe and efficient operations
5. An ability to accurately analyze and interpret data to solve a variety of problems
6. An ability to recognize and apply ethical and professional excellence for responsible decision making
7. An ability to communicate effectively with precision and clarity within aviation and related industries
8. An ability to recognize the need for and engage in lifelong learning

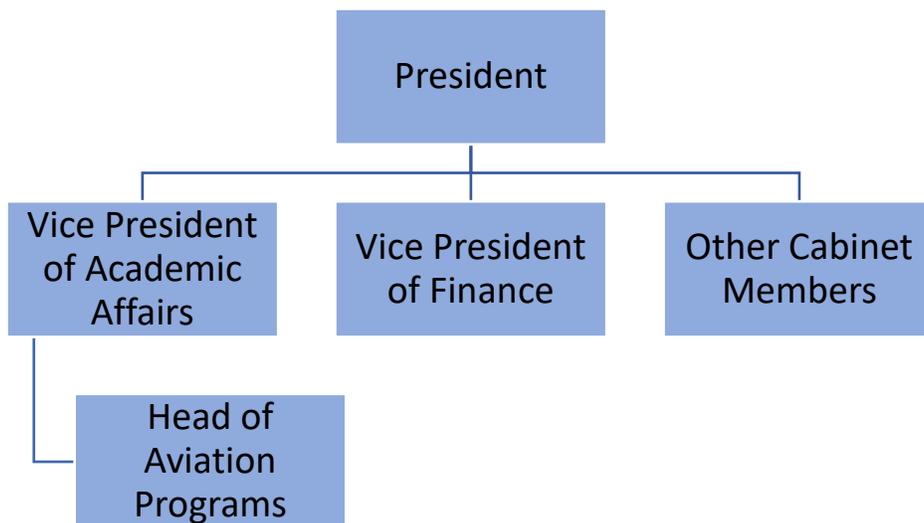
Flight Operations (Professional Aeronautics):

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

Organization Structure:

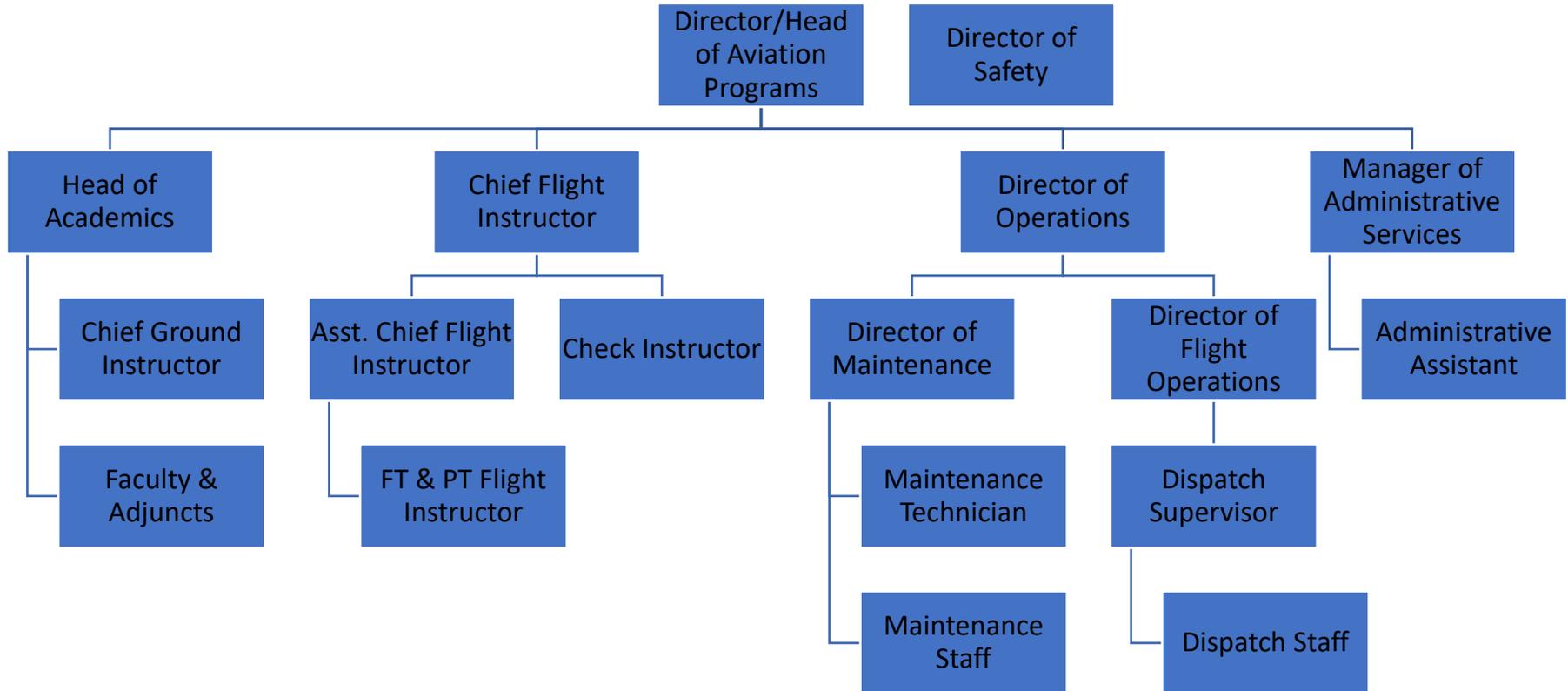
The Aviation Department resides in the School of Professional Programs and reports to the Vice President for Academic Affairs. Flight Operations/Education is conducted at the UD Flight Center at the Dubuque Regional Airport (KDBQ).

University of Dubuque Organizational Chart



NOTE: Due to the flat organizational structure, although directly supervised by the Vice President of Academic Affairs, the Head of Aviation Programs also reports to The Dean of Academics (graduate and undergraduate) for academic related issues and the Dean of Student Formation and Dean of Student Engagement for student related issues.

Aviation Program Organization Chart



SECTION II - STUDENTS

(AABI 201, Criteria 2.1, 3.1)

A. Student Criterion

Student criterion can be found in the 2018-2019 University of Dubuque undergraduate catalog at:
<http://www.dbq.edu/media/Academics/Registrar/Undergraduate-Catalog-2018-2019-FINAL-9.17.18.pdf>.

Advising

Students pursuing any major at the University of Dubuque meet Departmental Student Learning Outcomes through a series of courses with appropriate course outcomes. Academic advisors are critical in the progress to a successful graduation audit. Key evidence can be found in the Registrar's office with the use of graduation audits as well as continuous updating of the Course Needs report available through the advising portion of Jenzabar found within the faculty section of the MyUD Website.

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. Academic advisors are provided to assist students in planning their academic programs. They are not authorized to change established policy of the University. Any advice that is at variance with established policy must be confirmed by the Academic Affairs office. Once a student is ready to declare or change their major, he or she should arrange to be assigned an academic advisor within that field or department. Forms for changing academic advisors are available in the Registrar's Office.

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 fewer than 24 credits, are assigned to a professional advisor within the Center for Advising and Vocation. Toward the end of the student's first-year, s/he will be assigned to a faculty advisor within the department of their declared major. Transfer students with 24+ college credits taken outside of high school accepted to UD are assigned to a faculty advisor within the department of their declared major.

The Center for Advising offers support for Exploring students who are uncertain of their career plans and therefore have not declared a University major. Advisors are available to assist students in their search and exploration of major and career interests.

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

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

Additional program information can be found on their website:
<http://www.dbq.edu/Academics/AcademicSupportSuccess/StudentSupportServicesTRiO/>

Transfer Students:

The progress of transfer students will be evaluated on a case-by-case basis. After the Registrar has evaluated transfer credit hours, the student will develop an academic plan with the faculty advisor. Transfer students, at the time of matriculation to UD, will enter with a class standing in accordance with the number of credits earned and accepted by the University of Dubuque for prior education at other institutions.

Course Equivalency Approval for Current University of Dubuque Students: Prior approval by the UD Registrar is required for courses taken at other institutions, including courses at Clarke University and Loras College, if the student wishes to transfer the course back to UD to fulfill a graduation requirement. This request is initiated by the student when they complete the 'Request to take a course at another college' form found online. Students are encouraged to consult with the UD Registrar on questions regarding transfer equivalency of courses. If the graduation requirement is part of the major or minor, approval of the department head for the major or minor is also required.

Transferring Credits: The University of Dubuque will accept all courses passed at an accredited bachelor's degree-granting institution, provided the overall grade average for those courses is 2.0 or better. If the student's cumulative grade point average (GPA) at the institution from which the credits are transferred is less than 2.0, the University will accept credit for courses in which grades earned were C or better. Transfer students should note that courses deemed equivalent to the skills courses of the UD Core Curriculum where UD students are required to earn a C or better will not transfer to the University of Dubuque with a grade of less than C, independent of the cumulative grade point average for all transferring credits. The skills courses include:

- CIS 101-Introduction to Computers or CIS 103-Computer Applications in Business
- COM 101-Speech Communication
- ENG 101-Composition and Rhetoric
- MATH – any math course that applies to the general education requirement
- RES 104 – Research Writing

Transfer students must earn a minimum of 12 credit hours in their major area of study (some majors may have additional requirements) while other majors may not accept any transfer credits (e.g. nursing). Students must earn a minimum of 30 of their last 36 credit hours in residence at the University of Dubuque.

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

Academic Major

Academic Major: All students completing a bachelor's degree are required to have a departmental major; a minor is optional. An academic major should be selected no later than the end of the sophomore year. The requirements for a major are described in the departmental listings of the UD catalogs.

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 or requires that a C or better be earned for every major class.

Academic Advisors: Academic advisors are critical in the progress to a successful graduation audit. Key evidence can be found in the Registrar's office with the use of graduation audits as well as continuous updating of the Course Needs report through the advising portion of Jenzabar found within the faculty section of the MyUD Website.

Admission

An applicant for admission to the University of Dubuque undergraduate program must be a graduate of a high school, possess the 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.

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 (using paper, the on-line form, or the Common Application form), which includes an essay, secondary-school report, and two teacher/professor evaluations (the Dean of Admission may waive the requirement for a secondary-school report, and teacher/professor recommendations);
2. A \$25 nonrefundable application fee (a fee waiver request will be considered for financial need);
3. ACT or SAT test results (Waived for transfer students who have earned 24 or more transferrable credits);
4. TOEFL or IELTS (for international students/may be waived for some students);
5. Official transcripts submitted directly by the high school(s)/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); and,
6. The University also recommends a personal interview with a college admission counselor as part of the application process.

Bridge Program: The University of Dubuque wants all students to be successful in reaching their full potential and achieving their academic goals. The Bridge Program enables new students to "bridge the gaps" that may exist between their preparation for college and the expectations of their professors. The program brings together many areas of campus life to assist students who have the desire to learn and succeed. The program includes College Success classes, mandatory study labs, and individualized tutoring. For additional information about the program, visit their website, <http://www.dbq.edu/Academics/AcademicSupportSuccess/BridgeProgram/>.

Credit for Non-Collegiate Achievement

Advanced Placement College: Advanced Placement (AP) credit is awarded to those students entering the University of Dubuque from a high school who present proper evidence of having taken college-level Advanced Placement 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 & DSST): The College-Level Examination Program® (CLEP) and the United States Department of Defense's Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Tests (DSST) offer students the opportunity to receive college credit for information they already know. They can earn qualifying scores on any of the introductory-level college subject examinations and accelerate their education. These exams may be scheduled in the Academic Success Center (ASC) at the University of Dubuque as allowed by available space.

Note that these exams cannot be taken if the student has attended even one of the class meetings for the topic of the exam.

Credit by Examination: If appropriate, a student may seek to earn "credit by examination" for specific UD courses by passing a special examination prepared by the instructor of a course. For additional information and to apply for testing, the head of the department should be contacted. A student pursuing this option is not permitted to attend

the regular course sessions prior to taking the examination. Permission of the instructor must be obtained and a fee paid before such an examination is administered. Departments are not required to provide credit by examination.

Credit for Non-Collegiate Educational Experiences (Armed Services): College credit may be granted to veterans for service schools attended. Recommendations of the Guide to the Evaluation of Educational Experiences in the Armed Forces, prepared by the American Council on Education, will be used to determine if credit will be allowed.

Portfolio of Experiential Learning: The portfolio program, administered by the Academic Affairs Office, is for those whose prior experiential learning cannot be evaluated by any of the methods discussed previously. Students prepare a portfolio explaining and documenting how they achieved specific learning outcomes that are the focus of UD coursework. The portfolio is assessed for possible credit by faculty in the academic department petitioned. To be eligible, candidates must be an admitted student and have earned a minimum of 15 credits at an accredited college or university, at least six of which must have been taken as a UD student. The maximum number of credits able to be earned via portfolio is 20% of the total number of credits required for the departmental major. A fee equal to 20% of the current undergraduate per-credit-hour tuition will be charged. Students interested in this option should apply to the relevant department.

B. Supporting Information

NOTE: There were no graduate programs in the Aviation Department in 2018. Also, if a student has a double major, the statistics below are based on their primary major so students are not double counted. Forms noted below are referenced in Appendix A.

Admission Data

Applied Aviation Technology

Year	2014	2015	2016	2017	2018
First-year students				1	0
Re-admissions				0	0
Totals				1	0

Aviation Management

Year	2014	2015	2016	2017	2018
First-year students	12	10	9	6	2
Re-admissions	0	0	5	4	4
Totals	12	10	14	10	6

Flight Operations

Year	2014	2015	2016	2017	2018
First-year students	49	40	58	80	75
Re-admissions	0	0	0	0	2
Totals	49	40	58	80	77

NOTE: The numbers below include transfer students so the totals here will not match the numbers in Part 1 above.

Number of New Undergraduate Students

Year (2018)	Applied Aviation Technology	Aviation Management	Flight Operations
In-state/province	1	22	0
Out-of-state/province	1	48	0
International	0	14	0
Totals	2	84	0

Quality of New Students

Applied Aviation Technology

Year (2018)	Scores			High School Rank*
	Verbal	Math	Composite	
ACT or international equivalent (specify)	21	22	23	
SAT or international equivalent (specify)	N/A	N/A	N/A	

Aviation Management

Year (2018)	Scores			High School Rank*
	Verbal	Math	Composite	
ACT or international equivalent (specify)	21	22	23	
SAT or international equivalent (specify)	N/A	N/A	N/A	

Flight Operations

Year (2018)	Scores			High School Rank*
	Verbal	Math	Composite	
ACT or international equivalent (specify)	20	22	21	
SAT or international equivalent (specify)	530	540	1060	

*High school rank is not tracked in the system so could not be provided here.

Enrollment Data

NOTE: Students counted in the admissions tables above are also included in the enrollment tables below.

Applied Aviation Technology

Year	2014	2015	2016	2017	2018
First-year students					
Second year students					
Third year students					
Fourth year students				1*	1*
Totals	0	0	0	1	1

*Students enrolled with transfer credits that classified them as seniors

Aviation Management

Year	2014	2015	2016	2017	2018
First-year students	17	16	6	5	3
Second year students	11	21	19	13	6
Third year students	8	14	18	14	12
Fourth year students	17	10	23	31	19
Totals	53	61	66	63	40

Flight Operations

Year	2014	2015	2016	2017	2018
First-year students	46	35	52	61	76
Second year students	40	43	36	55	61
Third year students	28	35	33	31	48
Fourth year students	35	34	42	38	38
Totals	149	147	163	185	223

Applied Aviation Technology

Year	2014	2015	2016	2017	2018
Full Time				1	1
Part Time				0	0

Aviation Management

Year	2014	2015	2016	2017	2018
Full Time	51	57	64	58	36
Part Time	2	4	2	5	4

Flight Operations

Year	2014	2015	2016	2017	2018
Full Time	146	143	156	179	218
Part Time	3	4	7	6	5

Grading System

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

Letter Grade	Grade Points	Comments
A	4.00	Superior
A-	3.67	
B+	3.33	
B	3.00	
B-	2.67	
C+	2.33	
C	2.00	Average
C-	1.67	
D+	1.33	
D	1.00	
D-	0.67	
F	0.00	Failing
Other Grades		
P	Pass (Credit)	
I	Incomplete	
W	Withdrawn	
AU	Audit	
CR/NC	Credit/No Credit	
IP	In Progress	

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

Final Grade Appeal: Students may appeal final grades if they believe 1) there has been a violation, misapplication or non-application of a University rule or policy, or 2) there has been a violation, misapplication or non-application of a specific course’s rule or policy according to its syllabus.

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

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

Incomplete Grades: A grade of incomplete (I) may be assigned in a course when a student, because of circumstances beyond his or her control, is unable to complete the required work by the end of the grading period. Prior to the end of the grading period, the instructor will fill out a Request for an Incomplete Grade (RIG) form specifying the deadline for completion of the work. This form is sent to the Academic Affairs Office for review before being forwarded to the Registrar’s Office where an “I” is recorded on the student’s academic record. When the course work is completed, as outlined on the RIG form, the

instructor will assign a final grade and report it to the Registrar by the conclusion of the following term (fall/spring). An extension for an Incomplete must be approved by the Academic Affairs Office.

The Registrar will monitor RIG forms on file each term and notify instructors of deadlines to submit final grades. If neither a grade (after deadline) nor an extension has been received, the default grade (from the RIG form) will be recorded for the course. If no default grade is recorded on the RIG form, a grade of F will be recorded. Any additional expense incurred with an "I" is the student's responsibility. Students may not graduate with incomplete grades on their academic transcript.

Students enrolled in FLI courses will be assigned an incomplete grade based on communication from the instructor to the Registrar's Office. Students with an incomplete in the FLI course are given one year from the end of the course to complete the course work.

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.

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

- Cum laude is awarded to those who earn a cumulative average of at least 3.50
- Magna cum laude - at least 3.75
- Summa cum laude - at least 3.90

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

Alpha Chi: The University selects students for membership in the Iowa Zeta chapter of Alpha Chi, a national honor society that promotes and honors academic excellence and exemplary character. Each spring, no more than 10% of the Junior and Senior classes, with a cumulative GPA of 3.75 or above, are invited to join the honor society. This high distinction recognizes these students' outstanding achievements.

Scholar-Leader Honors Program: The mission of the Scholar-Leader Honors Program is to foster a commitment to critical thinking, effective communication, servant leadership, and global awareness for students with high motivation and strong academic potential. All UD students are invited to take honors courses, which offer enhanced learning opportunities and dynamic conversations. In order to graduate with Honors, students are expected to maintain a 3.25 GPA in their major, to engage in a year-long leadership position, and to complete a capstone project during their Senior year. In addition to self-nominations, students are invited into the program by professors, faculty advisors, and the Dean / Vice President of Admissions.

The program has three core requirements:

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

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

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

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

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

Academic Alert: Students will be placed on academic alert if they meet any 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 a term GPA of less than a 2.00; or,
- They did not complete a minimum of 12 credit hours for the term.

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

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

* A student will not be penalized for the following:

- S/he has In-progress flight courses.
- S/he has an incomplete grade(s) that will be completed by the end of the following term.
- S/he 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 are limited to 13 credit hours for semesters when they are on academic probation, and they are 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.

In addition, 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 who are allowed to return 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 after they take J-term (the term that follows the fall term) or summer (the term that follows spring) courses to determine if any academic credits received during that time, either in residency or elsewhere, will improve 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. It is the Academic Standing and Admission Committee who reviews the appeals and decides upon them. 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 academic record. In addition, a student who has been suspended and wishes to apply for re-admission must meet the criteria found in his/her letter of suspension from the University. The criteria normally include successfully taking courses elsewhere and/or receiving counseling/study skills assistance for an extended period of time.

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

Declaration of Academic Bankruptcy Qualifications:

1. Student must have previously been enrolled at the University of Dubuque as an undergraduate student and be returning as an undergraduate student.
2. Student must not have been enrolled at the University during the previous three years.
3. Student must complete at least 12 credits and earn a minimum GPA of 2.75 before a request can be submitted.
4. All 'incompletes' or missing grades with in a semester whose grade factors are used for bankruptcy must be resolved before the semester can be used for bankruptcy purposes.
5. Academic bankruptcy will only be granted once and may not be rescinded. The student must discuss the bankrupting of the semester(s) with his or her academic advisor. If the advisor approves, the student and the advisor will complete the Academic Bankruptcy Form and submit the completed form to the Registrar's Office. The Registrar's Office may request an interview with the student before authorizing the bankrupting of the semester(s). A written response to the student concerning the final disposition of the application will be issued from the Registrar's Office.

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

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

It is typically not recommended to bankrupt general education courses or courses required for your major since these 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. [Kim Wulfekuhle-Isaac]

Record Keeping

Academic Record Keeping

Course grades are recorded in *MyUD* &/or *Moodle* by the faculty. MyUD is administered by the Registrar's Office. Grades are entered into the students' official academic records. Students can view their grades and unofficial transcripts online. These forms and guidance are provided in the Registrar's Office.

Graduation Audit

Students will apply for graduation in coordination with their assigned academic advisor. The advisor, department head, and Registrar must approve each graduation application. The courses listed on the graduation applications that are required for the major and/or minor are cross-checked with the student’s transcript in *Jenzabar* (*student information database*), or *MyUD* for satisfactory completion and grade point average. A copy of the graduation audit forms can be found in the Registrar’s office.

Paper files for each student are stored in file cabinets in the Registrar’s office at the University of Dubuque. Information is also kept digitally in *Jenzabar*. New student information is entered by staff in the Admissions department at the University of Dubuque. Academic records are maintained in *Jenzabar* and are linked to *MyUD*. *Jenzabar* holds all official student records.

The *Jenzabar* database is automatically backed up to a server nightly. Transaction logs are backed up every hour to the server itself. In addition, backups are saved nightly to tape and stored in the fireproof safe in the archives of the library.

Academic Performance

Students on Honor Roll – 2017-2018

Percentages below are based on the total number of undergraduates in the major.

Applied Aviation Technology

Year (2017-18)	Fall		Winter		Spring		Summer	
	No.	%	No.	%	No.	%	No.	%
1st year								
2nd year								
3rd year								
4th year	1	100			1	100		
Totals	1				1	50		

Aviation Management

Year (2017-18)	Fall		Winter		Spring		Summer	
	No.	%	No.	%	No.	%	No.	%
1st year	1	2			2	4		
2nd year	6	10			2	4		
3rd year	3	5			4	9		
4th year	15	24			10	22		
Totals	25	40			18	39		

Flight Operations

Year (2017-18)	Fall		Winter		Spring		Summer	
	No.	%	No.	%	No.	%	No.	%
1st year	14	8			16	10		
2nd year	16	9			18	11		
3rd year	14	8			15	9		
4th year	16	9			15	9		
Totals	60	32			64	38		

Students on Academic Probation – 2017-2018

Applied Aviation Technology

Year (2017-18)	Fall		Winter		Spring		Summer	
	No.	%	No.	%	No.	%	No.	%
1st year								
2nd year								
3rd year								
4th year	0				0			
Totals	0				0			

Aviation Management

Year (2017-18)	Fall		Winter		Spring		Summer	
	No.	%	No.	%	No.	%	No.	%
1st year	1	2			0	0		
2nd year	5	8			2	4		
3rd year	3	5			3	6		
4th year	1	2			1	2		
Totals	10	16			6	13		

Flight Operations

Year (2017-18)	Fall		Winter		Spring		Summer	
	No.	%	No.	%	No.	%	No.	%
1st year	11	6			11	7		
2nd year	13	7			7	4		
3rd year	4	2			7	4		
4th year	6	3			6	3		
Totals	34	18			31	18		

Students Dismissed, Withdrawn or Transferred – 2017-2018

Applied Aviation Technology

Year (2017-18)	Fall		Winter		Spring		Summer	
	No.	%	No.	%	No.	%	No.	%
1st year								
2nd year								
3rd year								
4th year	1*	100			1*	100		
Graduate Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Totals								

*Student involved in major accident and unable to return until Summer 2019

Aviation Management

Year (2017-18)	Fall		Winter		Spring		Summer	
	No.	%	No.	%	No.	%	No.	%
1st year	1	2			0	0		
2nd year	2	4			0	0		
3rd year	3	6			1	2		
4th year	0	0			1	2		
Graduate Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Totals	6	10			2	4		

Flight Operations

Year (2017-18)	Fall		Winter		Spring		Summer	
	No.	%	No.	%	No.	%	No.	%
1st year	11	6			6	4		
2nd year	4	2			1	1		
3rd year	1	1			0	0		
4th year	8	4			3	2		
Graduate Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Totals	24	13			10	6		

Academic Advisement

Aviation Department Academic Advisement Policies:

The Head of Aviation Programs, in coordination with the Registrar and the Assistant Dean for Academic Advising, assigns an aviation faculty or senior aviation professional staff member to each student for academic advising.

All Aviation students meet with an advisor once a semester, at a minimum, to determine academic progress and advise students on classes for the following semester. With the exception of students registering for the first time, all other students self-register for classes once they have met with their advisor and the advisor has cleared them through *MyUD* for registration. Students use *MyUD* to self-register for classes.

Aviation Faculty/Staff Advisors:

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 ultimately with the student. Students identified with academic performance issues are referred to the UD Cares program or the Academic Success Center, as appropriate. The Aviation Department faculty advisors generally advise both Aviation Management and Flight Operations students. However, if students choose to double major or pursue minors in other departments, and depending on their level of experience, Aviation Advisors will work with the academic advisors of those respective departments to provide students with a schedule that ensures timely progress toward the completion of the program.

Faculty/Instructors (Spring 2018)	Number of Advisees
Adam Eggerman (Asst. Chief Instructor – RW)**	10
Sara Ellert-Beck (Asst. Professor)	12
Brian Forsberg (Asst. Chief Instructor – FW)*	9
Tony Foster (Asst. Professor & Asst. Dept. Head)	20
Ken Godwin (Asst. Professor)	30
Polly Kadolph (Assoc. Professor)	20
Joan Kariuki (Asst. Professor)	11
Zarick Kuehl (Chief Instructor – RW)**	18
Suzanne Peterson (Asst. Chief Instructor – FW)*	11
Chaminda Preliis (Assoc. Professor & Dept. Head)	69
Eric Savage (Asst. Professor)	14
Keisha Schroeder (Director of First Year Advising)	1
Ching Kuan Su (Sr. Flight Instructor - FW)*	10

* FW Flight students or double majors only ** RW Flight students or double majors only

Student Activities

There are a number of different ways in which the aviation department students, faculty and staff engage within the university. Within the Aviation Department, there are four organizations that are advised by Aviation Faculty. Aviation specific organizations include the student chapter of American Association of Airport Executives, Alpha Eta Rho, Flight Team, and Women in Aviation. These organizations are open to all University of Dubuque students, but are primarily focused on aviation students. Additionally, through course evaluations and engagement through the Aviation Student Advisory Council, students are encouraged to participate in the shaping of departmental policies and strategic planning for the future growth of the department.

American Association of Airport Executives (AAAE)

The student chapter of the American Association of Airport Executives (AAAE) is an international professional organization dedicated to the advancement of airport and aviation career fields and interests. In addition to a majority of aviation students, a number of non-aviation majors also participate in organizational activities. Total membership for the 2018-2019 academic year: 6

Alpha Eta Rho (AHP)

Alpha Eta Rho (AHP) is an international professional college aviation fraternity that serves as a contact between the aviation industry and educational institutions to foster, promote, and mentor today's college students toward successful careers in any aviation field. The student members at UD are part of the Upsilon-Delta chapter. Total membership for the 2018-2019 academic year: 14

National Intercollegiate Flying Association (Flight Team)

The National Intercollegiate Flying Association (NIFA) is a professional organization that provides a forum of competition and learning for aviation students from colleges all around the United States. "The National Intercollegiate Flying Association was formed for the purposes of developing and advancing aviation education; to promote, encourage and foster safety in aviation; to promote and foster communications and cooperation between aviation students, educators, educational institutions and the aviation industry; and to provide an arena for collegiate aviation competition (NIFA Mission Statement)." Total membership for the 2018-2019 academic year: 12

Women in Aviation International (WIA)

Women in Aviation International (WIA) is a nonprofit organization dedicated to the encouragement and advancement of women in all aviation career fields and interests. WIA is an "organization formed for the purpose of supporting women's professional growth and enrichment in the aviation industry by providing opportunities to share information, network, educate and create a sense of community (UD Chapter Mission statement)." WIA is open to male and female students at UD. Total membership for the 2018-2019 school year: 11

Other Student Organization Involvement

Aviation students also actively participate in a number of other activities/organizations within the campus community. The campus boasts over 75 student-led organizations. The following is not a complete list of organizations, but a list of those that attract a large number of aviation students.

- Army ROTC (Reserve Officers' Training Corps)-approximately 8 members from the Aviation Department.
- Athletics-approximately 40 members from the Aviation Department
- Fine & Performing Arts-approximately 10 members from the Aviation Department
- Student Government Association approximately 4 members from the Aviation Department

Aviation Course/Faculty Evaluation

Students evaluate faculty or adjuncts each semester. Full-time faculty are required to conduct course evaluations in a minimum of two courses per semester or four courses per academic year. Students within each course fill out a course and faculty evaluation survey. There are two forms of evaluation. The first is the Individual Development and Educational Assessment (IDEA) Diagnostic Form report that is available to the students in electronic or paper format. The second is more of a mixed methods assessment only available in electronic format via Moodle (the learning management system).

Evaluations are reviewed by the Vice President for Academic Affairs and Head of Aviation Programs every semester. Faculty members have access to these evaluations through the faculty Mentor evaluation system. This data is used to enhance each course, as appropriate. The data is also used to enhance the performance of the faculty members themselves. Students are encouraged to provide feedback of the content and assignments that are offered in each course. A number of changes to increase the robustness of coursework have been made based on student feedback.

Additionally, students are encouraged to engage with faculty members on a one-on-one basis that may also be utilized to make curricular and other changes as needed.

Aviation Student Advisory Council & Aviation Advisory Board

Aviation students are invited to participate in the Aviation Student Advisory Council. This organization was established in 2017 by the new Head of Aviation Programs as a way to get direct and unfiltered feedback/recommendations from students. The primary purpose of this committee is to ensure communication of student concerns/feedback to the aviation department leadership and for the department to provide information to the students. It is an informal way to generate ideas on meeting our students' needs and to continuously improve the aviation program. The students meet with the Head of Aviation Programs, the Head of Academics and the Director of Safety to discuss safety-, academic- and student life-related concerns.

Additionally, all students are invited to meet and provide feedback to the Aviation Advisory Board members during their annual meeting.

Internships and Work-Study

Aviation students are encouraged to actively seek internships not currently offered by the aviation department and also to apply for internships that are already established. There are a number of local and national internships available for students through the aviation department. Due to this collaborative partnership with industry and our students, the Aviation Department's internships offerings have grown over the past four years.

Additionally, the aviation department also offers a number of work-study positions within the Dispatch and Maintenance departments to allow students to gain some experience in the field of aviation. Students are encouraged to engage with the department heads to ensure continuous improvement of these areas and to expand opportunities for future students.

Graduates and Placement Data

Number of degrees awarded in the last five years:

Applied Aviation Technology

Year	2014	2015	2016	2017	2018
Baccalaureate	N/A	N/A	N/A	0	0*
Masters					

*Due to medical delays impacting flight certificates, student graduated August 2019

Aviation Management

Year	2014	2015	2016	2017	2018
Baccalaureate	12	19	6	21	27
Masters					

Flight Operations

Year	2014	2015	2016	2017	2018
Baccalaureate	20	26	12	36	22
Masters					

First career step of graduates in the past year (2018):

Applied Aviation Technology

*Data unavailable as student graduated in August 2019

Aviation Management

Type of Employer/Advanced Degree	No. of Students
Aviation-related employment or degrees:	
Aviation Management	7
Flight	
Aviation Electronics	
Air Traffic Control	
Aviation Maintenance	
Safety	
Material or Equipment Supplier	
Manufacturing	
Other employment	6
Aviation-related degree	
Other, non-aviation-related employment or degrees:	
Non-Aviation Employment	
Non-Aviation Degree	
Seeking Employment	
No Information	
Graduate Degrees	3

The median annual salary for the graduates listed is \$34,375

Flight Operations

Type of Employer/Advanced Degree	No. of Students
Aviation-related employment or degrees:	
Aviation Management	
Flight	35
Aviation Electronics	
Air Traffic Control	
Aviation Maintenance	
Safety	
Material or Equipment Supplier	
Manufacturing	
Other employment	
Aviation-related degree	
Other, non-aviation-related employment or degrees	
Non-Aviation Employment	
Non-Aviation Degree	
Seeking Employment	
No Information	
Graduate Degrees	0

The average annual salary for the graduates listed is \$40,376

Alumni Tracking

The Office of Advancement utilizes the Jenzabar EX database for all areas of alumni tracking, maintenance, and relationship management. We proactively work to ensure clean and concise records related to alumni contact information, employment data, and personal and professional relationships. Through alumni event participation and volunteerism, social media communications, and donors' philanthropic support, we are able to engage with University graduates, update biographical information, and cultivate relationships. Our objective is to continuously improve alumni data so we can efficiently communicate with them about the University and effectively steward their relationship with the institution.

SECTION III - PROGRAM MISSION AND EDUCATIONAL GOALS

(AABI 201, Criteria 2.2, 3.2 and 4.2)

UD's Mission

The University of Dubuque is a 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.

Community Standards

Grounded in the University's Mission, life in UD's residential community recognizes that community members' rights are accompanied by responsibilities. We are a community distinguished by a value-laden education which focuses on justice, ethics, and responsible stewardship within a globally diverse community.

We are committed to the Christian faith, and our belief leads us to hold a basic set of principles and standards regarding person and community behavior.

To that end, life in the University's community focuses on five hallmarks:

Integrity – We value honesty and truthfulness in every aspect of campus life.

Worth of the Individual – We value the intrinsic worth of every individual in our community and seek to honor different opinions, attitudes, backgrounds, and beliefs.

Self-Discipline – We value intellectual, spiritual, and moral development and recognize the need for personal responsibility and responsible self-expression as we seek to become life-long learners and of service to the community.

Respect for Community Authority – We value our freedom but understand the need to exercise that freedom responsibly within the guidelines set forth by this community.

Respect for Property and Stewardship of the Campus Environment – We value the privilege of living together and understand that our responsibility as stewards of the community requires acting in ways that respect the property of others, the environment, and the future of this University.

The University mission statement is published in the UD 2018/2019 Undergraduate Catalog and can be found at:

<https://www.dbq.edu/media/Academics/Registrar/Undergraduate-Catalog-2018-2019-FINAL-9.17.18.pdf>.

Aviation Program Mission Statement and Goals

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

The following table summarizes the published educational goals and methods in which those goals are met to assure proper alignment with the university goals.

GOAL	ASSESSMENTS
Establish Excellence in Professional Preparation	<ul style="list-style-type: none"> • Developed program Student Learning Outcomes (SLO) with continuous assessment • Higher Learning Commission (HLC) accreditation related activities • Aviation Accreditation Board International (AABI) related activities • UD Aviation Advisory Board (AAB) review • Discussion with the Student Aviation Advisory Council • Participation in Industry/Education Events (NTAS, UAA, AABI, NBAA, WIA etc.) • Assessment of PLOs and SLOs within the Aviation Programs • Outreach to aviation organizations and professionals related to faculty and student scholarship and Career Expo
Foster a Zeal for Life-Long Learning	<ul style="list-style-type: none"> • Assessment of PLOs and SLOs within the Aviation Programs • Surveys from and discussions with students and alumni
Develop Professional Skills Enhanced by Technology	<ul style="list-style-type: none"> • Assessment of PLOs and SLOs within the Aviation Programs • Faculty membership on UD's standing and ad-hoc committees • Assessment of technology needs and further investments • Adopted better simulation software for Management classes • Acquired new aircraft to further grow and enhance the fleet • Acquiring new flight simulation devices and iPads for all flight instructors and faculty • Upgrading the Dispatch software and adding an electronic safety reporting system • Involved Library, ASC and Career Center to enhance research & writing skills and career preparation
Integrate Safety Procedures Throughout all Flight & Ground Activities	<ul style="list-style-type: none"> • Acquired new aircraft to further grow and enhance the fleet • Acquiring new flight simulation devices and iPads for all flight instructors and faculty • Upgrading the Dispatch software and adding an electronic safety reporting system • Pursuing the FAA's Safety Management System Voluntary Program (SMSVP) • Weekly operations meetings, monthly Flight Instructor meetings, semester Leadership meetings and student meetings, and meetings with the Student Aviation Advisory Council • Periodic review of key documents, policies and procedures • Wendt character initiative and campus involvement in safety policies, procedures and training • Assessment of PLOs and SLOs within the Aviation Programs

Be Good Stewards of Equipment, Facilities & Other Key Resources

- Move to a new facility that is more energy efficient than the previous facility
- High standard of maintenance of all equipment by in-house staff and outside vendors
- Participation in the Wendt character initiative and other service and leadership initiatives provided by the campus and community
- Assessment of PLOs and SLOs within the Aviation Programs

Program Level Learning on Professionalism:

An important feature of our program is to emphasize a student’s world view and provide a solid foundation in the understanding and applicability of values, ethics, vocation, leadership and professionalism. Additionally, in order to reinforce stronger written communication skills the aviation program integrated a writing curriculum within the aviation courses.

COURSE:		Topics Covered:	
<i>AVI 145: Safety & Ethics</i>	<ul style="list-style-type: none"> • Brief overview of: <ul style="list-style-type: none"> ○ Professionalism ○ Ethics & Character ○ Vocation & Service ○ Leadership 	<ul style="list-style-type: none"> • Employment Prep <ul style="list-style-type: none"> ○ Resume 	
<i>AVI 233: Air Transportation</i>	<ul style="list-style-type: none"> • In-depth overview of: <ul style="list-style-type: none"> ○ Vocation & Service ○ Leadership 		<ul style="list-style-type: none"> • Formal Writing Introduction
<i>PRF 201: Career Development Strategies</i>		<ul style="list-style-type: none"> • Employment Prep <ul style="list-style-type: none"> ○ Resume ○ Cover and Thank you letter ○ LinkedIn ○ Interview Prep • Interview Prep & Mock Interviews 	
<i>AVI 349: Safety Management</i>	<ul style="list-style-type: none"> • In-depth overview of: <ul style="list-style-type: none"> ○ Professionalism ○ Ethics & Character 		<ul style="list-style-type: none"> • Formal Writing • Poster Presentation Introduction
<i>AVI 495: Senior Seminar</i>	<ul style="list-style-type: none"> • Recap of: <ul style="list-style-type: none"> ○ Professionalism ○ Ethics & Character ○ Vocation & Service ○ Leadership 	<ul style="list-style-type: none"> • Employment Portfolio <ul style="list-style-type: none"> ○ Resume • Industry Interviews 	<ul style="list-style-type: none"> • Formal Writing • Poster Presentation

A. Program Educational Objectives Criterion – Applied Aviation Technology

Educational Objectives:

An important feature of our programs is the integration of a strong, aviation-based, business and technology emphasis with a liberal arts foundation. All programs also provide sufficient electives for students to pursue certain individual specializations for career objectives within the field. All programs also include opportunities for internships with national and local companies; these include airlines, fixed base operators, aircraft charter firms, airport authorities, and others.

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

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

B. Program Educational Objectives Criterion – Aviation Management

Educational Objectives:

An important feature of our programs is the integration of a strong, aviation-based, business and technology emphasis with a liberal arts foundation. All programs also provide sufficient electives for students to pursue certain individual specializations for career objectives within the field. All programs also include opportunities for internships with national and local companies; these include airlines, fixed base operators, aircraft charter firms, airport authorities, and others.

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

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

1. An ability to assess contemporary issues in the aviation environment and demonstrate the impact of aviation, technology and business sustainability within societal and global contexts
2. An ability to apply the techniques, skills, and modern aviation management tools to perform business-related tasks

3. An ability to function on a multi-disciplinary and diverse management team which includes technical and management issues
4. An ability to apply knowledge of mathematics, science and/or applied science to ensure safe and efficient operations
5. An ability to accurately analyze and interpret data to solve a variety of problems
6. An ability to recognize and apply ethical and professional excellence for responsible decision making
7. An ability to communicate effectively with precision and clarity within aviation and related industries
8. An ability to recognize the need for and engage in lifelong learning

C. Program Educational Objectives Criterion – Flight Operations

Educational Objectives:

An important feature of our programs is the integration of a strong, aviation-based, business and technology emphasis with a liberal arts foundation. All programs also provide sufficient electives for students to pursue certain individual specializations for career objectives within the field. All programs also include opportunities for internships with national and local companies, including airlines, corporate flight departments, aircraft charter firms, airport authorities, and others.

The BS in Flight Operations is centered on a Pilot Training School certified under 14 CFR 141, and prepares students for FAA certification (licensing) and ratings. A flight-training program is available to majors and non- majors. The Flight Operations Program includes courses from primary flight through multi-engine, commercial pilot with instrument rating, each supported by an appropriate ground school. 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.

Flight students are required to obtain FAA Medical Certificate, Class I, II, or III at least 30 days prior to desired enrollment date. U.S. citizens must have a certified copy of their birth certificate or a passport before beginning training. Non-U.S. citizens need to contact the Flight Center 4 weeks prior to the start of school for compliance with Transportation Security Agency rules and procedures.

All flight students are required to obtain a FAA Medical Certificate at least 30 days prior to enrollment. U.S. citizens must have a certified copy of their birth certificate or a passport before beginning training. Non-U.S. citizens need to contact the Flight Center at least 4 weeks prior to the start of school for compliance with Transportation Security Administration (TSA) rules and procedures. Flight students desiring to qualify for the Restricted-ATP should work closely with their academic advisors to ensure that they obtain the minimum credit hours required to meet the reduced aeronautical experience. The learning outcomes for the Flight Operation program are:

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

If the student has previously attended an FAA approved flight or ground school, a record of all flight and ground training must be provided. Students desiring credit must provide documentation of any flight experience and ground school course work to

the Aviation Department Head as soon as possible. Prior to receiving transfer credit on transcript, students must provide all pertinent information and records including: completion statements, FAA written knowledge exam results, and proof of U.S. citizenship or compliance with TSA requirements as appropriate.

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

After a student's initial enrollment at the University, all subsequent flight training must be completed in residence at the University's Flight Operations Center. Only those FAA Flight Certificates and ratings earned at the University of Dubuque as the result of flight training received at the University of Dubuque will be recorded on the student's transcript. All flight training courses may begin and end at any time during the academic year.

D. Program Educational Objectives Criterion – Assessment Process

Measurement and Assessment Process:

Timeline of assessment

The Aviation Department uses an annual (Calendar Year) process to look formally at an outcome or set of outcomes. Plans are developed at the beginning in the fall semester, with each faculty member being responsible for assessing one or more SLOs. Over the spring semester, the faculty member will gather evidence for the courses that are linked to the SLO (Student Learning Outcome Matrix)

Each of the above outcomes has a methodology developed to assist with evaluation of each outcome. The current measurement criteria correspond with the list above.

The review is undertaken by one aviation faculty member who reviews the syllabi and the assignments that have been chosen to measure this outcome. Once the initial review has been completed, the faculty member presents the findings to the entire aviation faculty for review. The collected information is archived after approval of the full aviation department faculty. The assessment strategy for each outcome is listed in Section IV.

Key Signature Data:

We collect key signature data from a minimum of one course per learning outcome as evidence in support of I-R-M charts found in Section IV. This becomes the basic evidence in applying the above over-arching methodology. A minimum of two courses in each program are reviewed per calendar year.

How Assessment Results are Used and by whom to Document Successes and Shortcomings:

Aviation Department uses external and internal assessments to identify areas of weakness and where possible areas of interest. When shortcomings are determined, with the collaboration of the faculty, plans are developed and resources are gathered to address these issues. Minutes or the SLO assessment documentation are the primary set of evidence indicating future actions. Formal assessments do result in plans to address shortcomings as well as to take no action when the process provides validation.

How Plans are Established to Address Shortcomings:

This depends on the level of resources required. In most cases, the faculty makes changes to the courses as needed or recommended. In very rare instances issues are raised to the Vice President for Academic Affairs and, as appropriate, to university faculty committees or other administrators.

Pertinent Constituents:

The following departments and committees participate in assessment of outcomes. Identified program recommendations are followed up with syllabi changes, course flow adjustments, and program development to address short comings.

- Curriculum Committee
- General Education Committee
- Assessment & Program Review Committee

Examples of the Change Process:

The following examples are two of the more large-scale comprehensive changes we have undertaken. These are more long term and required the collaboration of multiple internal and external stake-holders, and departments across the university.

One of the issues the Aviation Faculty noted was that most students' ability to write a technical or business document, such as a memo, an executive summary, or even a business proposal, did not meet industry expectations. The department as a whole realized that this was a key area in which the students lacked skills and was a skill that was essential not only to future managers, but also to pilots graduating from the program. Further discussions the Aviation Department had with industry professionals showed that these skills are highly valued in the industry. The discussions also revealed that students were not getting enough writing exposure before they graduated, which translated into poor written performance once they started working in the industry.

At the onset of our discussions, it was decided to include staff from UD's library and Writing Center as part of a more open and collaborative effort on the part of the Aviation Department. It was also an effort that was encouraged by the Vice President of Academic Affairs. There were a number of approaches discussed among this group. In the end it was determined that the department would add a two-class period technical writing and research seminar to a Sophomore level class followed up by smaller sessions as review in a number of other classes.

A similar process was utilized to add more career resource tools to the student's portfolio and that discussion resulted in the Department utilizing the PRF 200 course.

Another, ongoing, example involved the Wendt Center for Character Development. It was noted that we should have a more robust discussion into areas such as character, ethics, professionalism, vocation, service and leadership. In collaboration with the Wendt Center staff as well as aviation faculty, we developed a plan that covers all of our courses and also specific courses to cover this topic in-depth.

In addition to general discussions in all of our aviation courses, we have implemented changes to the AVI 145 course which is used to introduce these topics, AVI 233 and AVI 349 courses to explore these topics in-depth, and AVI 495 course to complete the cycle by revisiting these topics at a much higher level. This process continues to evolve as we learn more about the industry expectations and feedback receive from industry, alumni and students.

SECTION IV - STUDENT LEARNING OUTCOMES

(AABI 201, Criteria 2.3, 3.3 AND 4.3)

College Learning Outcomes

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

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

Aviation Program Learning Outcomes

Aviation Program Outcomes:

1. Describe the professional attributes, requirements or certifications and planning applicable to aviation careers
2. Describe the principles of aircraft design, performance and operating characteristics; and regulations related to the maintenance of aircraft and associated systems
3. Evaluate aviation safety and the impact of human factors on safety
4. Discuss the impact of national and international aviation law, regulations and labor issues on aviation operations
5. Explain the integration of airports, airspace and air traffic control in managing the National Airspace System
6. Discuss the impact of meteorology and environmental issues on aviation operations

Applied Aviation Technology:

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

Aviation Management:

1. An ability to assess contemporary issues in the aviation environment and demonstrate the impact of aviation, technology and business sustainability within societal and global contexts
2. An ability to apply the techniques, skills, and modern aviation management tools to perform business-related tasks

3. An ability to function on a multi-disciplinary and diverse management team which includes technical and management issues
4. An ability to apply knowledge of mathematics, science and/or applied science to ensure safe and efficient operations
5. An ability to accurately analyze and interpret data to solve a variety of problems
6. An ability to recognize and apply ethical and professional excellence for responsible decision making
7. An ability to communicate effectively with precision and clarity within aviation and related industries
8. An ability to recognize the need for and engage in lifelong learning

Flight Operations:

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

Examples of student work and assessment have been uploaded to the “Assessment Summary & Evidence” folder on the Moodle Website (<http://udonline.dbq.edu/course/view.php?id=1281>). Copies will also be provided to the visiting team on a USB flash-drive. Instructions on accessing the page on the Moodle website will be e-mailed to the visiting team.

Assessment Plan for Calendar Year: 2017

Program: Applied Aviation Technology

Program Mission: The mission of the Aviation Department is to provide students with the professional skills that allow for success in all segments of the aviation industry while enhancing their critical thinking and decision making abilities for individual development and a successful career.

Assessment Plan							
Program Goals <i>"What are the broad goals and purposes of our program?"</i>	Program Student Learning Outcomes <i>"What specific, measurable outcomes do we want to achieve?"</i>	AABI SLO	College SLO	Key Indicators/Procedures <i>"What direct vs indirect actions/instruments will we use to measure outcomes?"</i>	Benchmarks/Criteria for Success <i>"How will we determine whether we meet our goals & outcomes?"</i>	Timeline <i>"When will the key indicators be measured?"</i>	Person(s) Responsible <i>"Who will implement the action/instrument?"</i>
1) Establish excellence in professional preparation. 2) Foster a zeal for lifelong learning. 3) Develop professional skills enhanced by technology.	1) An understanding of the impact of aviation and technology within societal and global contexts	i	6	Assignments and activities in courses or flight labs utilizing department approved rubrics.	AVI Courses: 80% of the students completing the assignment score 75% or above. FLI Courses: 80% of the students successfully pass the end-of-course evaluation on the first attempt	Scheduled for review spring 2019	FLI Professor
4) Integrate safety processes throughout all flight and ground activities. 5) Be good stewards of equipment, facilities and other key resources.	2) An ability to apply techniques, skills, and modern aviation tools to flight operations	h, j	1,2,5,6	Assignments and activities in courses or flight labs utilizing department approved rubrics.	AVI Courses: 80% of the students completing the assignment score 75% or above. FLI Courses: 80% of the students successfully pass the end-of-course evaluation on the first attempt	Scheduled for review spring 2019	FLI Professor
	3) An ability to function on a multi-disciplinary team and operate as a crew member in an aircraft cockpit	c	1,2,4,6	Assignments and activities in courses or flight labs utilizing department approved rubrics.	AVI Courses: 80% of the students completing the assignment score 75% or above. FLI Courses: 80% of the students successfully pass the the end-of-course evaluation on the first attempt	Scheduled for review spring 2019	FLI Professor

4)	An ability to apply knowledge of mathematics, science and aerodynamic principles to ensure safe and efficient flight operations	a, j	1,2,5,6,8	Assignments and activities in courses or flight labs utilizing department approved rubrics.	AVI Courses: 80% of the students completing the assignment score 75% or above. FLI Courses: 80% of the students successfully pass the end-of-course evaluation on the first attempt	Review completed spring 2017	Tony Foster
5)	An ability to accurately analyze and interpret data to solve a variety of problems	b	1,2,5,6	Assignments and activities in courses or flight labs utilizing department approved rubrics.	AVI Courses: 80% of the students completing the assignment score 75% or above. FLI Courses: 80% of the students successfully pass the end-of-course evaluation on the first attempt	Review completed spring 2017	Brett Ray
6)	An ability to recognize and apply ethical and professional excellence for responsible decision making	d	3,8,9	Assignments and activities in courses or flight labs utilizing department approved rubrics.	AVI Courses: 80% of the students completing the assignment score 75% or above. FLI Courses: 80% of the students successfully pass the end-of-course evaluation on the first attempt	Review completed spring 2017	Polly Kadolph
7)	An ability to communicate effectively with precision and clarity within aviation and related industries	e	2,4,6,8	Assignments and activities in courses or flight labs utilizing department approved rubrics.	AVI Courses: 80% of the students completing the assignment score 75% or above. FLI Courses: 80% of the students successfully pass the end-of-course evaluation on the first attempt	Scheduled for review spring 2018	Polly Kadolph
8)	An ability to recognize the need for and engage in lifelong learning	f	2	External: Alumni survey Internal: Graduating senior survey	90% of respondents to the survey will indicate a commitment to life-long learning.	Scheduled for review spring 2018	Chaminda Prelis

	9)	Demonstrate knowledge of contemporary aviation industry issues	g	1,2,5,6	Assignments and activities in courses or flight labs utilizing department approved rubrics.	AVI Courses: 80% of the students completing the assignment score 75% or above. FLI Courses: 80% of the students successfully pass the end-of-course evaluation on the first attempt	Scheduled for review spring 2018	Tony Foster
	10)	Demonstrate knowledge of business applications relating to the management of flight operations	k		Assignments and activities in courses or flight labs utilizing department approved rubrics.	AVI Courses: 80% of the students completing the assignment score 75% or above. FLI Courses: 80% of the students successfully pass the end-of-course evaluation on the first attempt	Scheduled for review spring 2019	FLI Professor

Linkage to UD's Mission & Goals/Remarks	
	Program goals and outcomes are mapped to UD mission and goals.

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September 12, 2019

Assessment Plan for Calendar Year: 2017

Program:

	Aviation Management
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Program Mission:

	The mission of the Aviation Department is to provide students with the professional skills that allow for success in all segments of the aviation industry while enhancing their critical thinking and decision making abilities for individual development and a successful career.
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Assessment Plan

Program Goals <i>"What are the broad goals and purposes of our program?"</i>	Program Student Learning Outcomes <i>"What specific, measurable outcomes do we want to achieve?"</i>	AABI SLO	College SLO	Key Indicators/Procedures <i>"What direct vs indirect actions/instruments will we use to measure outcomes?"</i>	Benchmarks/Criteria for Success <i>"How will we determine whether we meet our goals & outcomes?"</i>	Timeline <i>"When will the key indicators be measured?"</i>	Person(s) Responsible <i>"Who will implement the action/instrument?"</i>
1) Establish excellence in professional preparation. 2) Foster a zeal for lifelong learning. 3) Develop professional skills enhanced by technology.	1) The ability to assess contemporary issues in the aviation environment and demonstrate the impact of aviation, technology and business sustainability within societal and global contexts	I, G	6	Assignments and activities in courses utilizing department approved rubrics.	AVI Courses: 80% of the students completing the assignment score 75% or above. FLI Courses: 80% of the students successfully pass the end-of-course evaluation on the first attempt	Scheduled for review spring 2019	AVI Professor
4) Integrate safety processes throughout all flight and ground activities. 5) Be good stewards of equipment, facilities and other key resources.	2) An ability to apply the techniques, skills, and modern aviation management tools to perform business related tasks	H, J	1,2,5,6	Assignments and activities in courses utilizing department approved rubrics.	AVI Courses: 80% of the students completing the assignment score 75% or above. FLI Courses: 80% of the students successfully pass the end-of-course evaluation on the first attempt	Scheduled for review spring 2019.	AVI Professor

	3)	An ability to function on a multi-disciplinary and diverse management team which includes technical and management issues	C, K, G	1,2,4,6	Assignments and activities in courses utilizing department approved rubrics.	AVI Courses: 80% of the students completing the assignment score 75% or above. FLI Courses: 80% of the students successfully pass the end-of-course evaluation on the first attempt	Review completed spring 2017	Ken Godwin
	4)	An ability to apply knowledge of mathematics, science and/or applied science to ensure safe and efficient operations	A, J	1,2,5,6,8	Assignments and activities in courses utilizing department approved rubrics.	AVI Courses: 80% of the students completing the assignment score 75% or above. FLI Courses: 80% of the students successfully pass the end-of-course evaluation on the first attempt	Review completed spring 2017.	Chaminda Prelis
	5)	An ability to accurately analyze and interpret data to solve a variety of problems	B, K	1,2,5,6	Assignments and activities in courses utilizing department approved rubrics.	AVI Courses: 80% of the students completing the assignment score 75% or above. FLI Courses: 80% of the students successfully pass the end-of-course evaluation on the first attempt	Scheduled for review spring 2018.	Ken Godwin
	6)	An ability to recognize and apply ethical and professional excellence for responsible decision making	D	3,8,9	Assignments and activities in courses utilizing department approved rubrics.	AVI Courses: 80% of the students completing the assignment score 75% or above. FLI Courses: 80% of the students successfully pass the end-of-course evaluation on the first attempt	Scheduled for review spring 2018	Eric Savage

	7) An ability to communicate effectively with precision and clarity, within aviation and related industries	E	2,4,6,8	Assignments and activities in courses utilizing department approved rubrics.	AVI Courses: 80% of the students completing the assignment score 75% or above. FLI Courses: 80% of the students successfully pass the end-of-course evaluation on the first attempt	Scheduled for review spring 2019	AVI Professor
	8) An ability to recognize the need for and engage in lifelong learning	F	2	External: Alumni survey Internal: Survey of graduating seniors	90% of respondents will commit to life-long learning.	Scheduled for review spring 2018.	Chaminda Prelis

Linkage to UD's Mission & Goals/Remarks	
	Program goals and outcomes are directly mapped to UD Mission and goals.

Updates: January 2018

Assessment Plan for Calendar Year: 2017

Program: Flight Operations

Program Mission: The mission of the Aviation Department is to provide students with the professional skills that allow for success in all segments of the aviation industry while enhancing their critical thinking and decision making abilities for individual development and a successful career.

Assessment Plan							
Program Goals <i>"What are the broad goals and purposes of our program?"</i>	Program Student Learning Outcomes <i>"What specific, measurable outcomes do we want to achieve?"</i>	AABI SLO	College SLO	Key Indicators/Procedures <i>"What direct vs indirect actions/instruments will we use to measure outcomes?"</i>	Benchmarks/Criteria for Success <i>"How will we determine whether we meet our goals & outcomes?"</i>	Timeline <i>"When will the key indicators be measured?"</i>	Person(s) Responsible <i>"Who will implement the action/instrument?"</i>
1) Establish excellence in professional preparation. 2) Foster a zeal for lifelong learning. 3) Develop professional skills enhanced by technology. 4) Integrate safety processes throughout all flight and ground activities. 5) Be good stewards of equipment, facilities and other key resources.	1) An understanding of the impact of aviation and technology within societal and global contexts	i	6	Assignments and activities in courses or flight labs utilizing department approved rubrics.	AVI Courses: 80% of the students completing the assignment score 75% or above. FLI Courses: 80% of the students successfully pass the end-of-course evaluation on the first attempt	Scheduled for review spring 2019	FLI Professor
	2) An ability to apply techniques, skills, and modern aviation tools to flight operations	h, j	1,2,5,6	Assignments and activities in courses or flight labs utilizing department approved rubrics.	AVI Courses: 80% of the students completing the assignment score 75% or above. FLI Courses: 80% of the students successfully pass the end-of-course evaluation on the first attempt	Scheduled for review spring 2019	FLI Professor
	3) An ability to function on a multi-disciplinary team and operate as a crew member in an aircraft cockpit	c	1,2,4,6	Assignments and activities in courses or flight labs utilizing department approved rubrics.	AVI Courses: 80% of the students completing the assignment score 75% or above. FLI Courses: 80% of the students successfully pass the end-of-course evaluation on the first attempt	Scheduled for review spring 2019	FLI Professor

4)	An ability to apply knowledge of mathematics, science and aerodynamic principles to ensure safe and efficient flight operations	a, j	1,2,5,6,8	Assignments and activities in courses or flight labs utilizing department approved rubrics.	AVI Courses: 80% of the students completing the assignment score 75% or above. FLI Courses: 80% of the students successfully pass the end-of-course evaluation on the first attempt	Review completed spring 2017	Tony Foster
5)	An ability to accurately analyze and interpret data to solve a variety of problems	b	1,2,5,6	Assignments and activities in courses or flight labs utilizing department approved rubrics.	AVI Courses: 80% of the students completing the assignment score 75% or above. FLI Courses: 80% of the students successfully pass the end-of-course evaluation on the first attempt	Review completed spring 2017	Brett Ray
6)	An ability to recognize and apply ethical and professional excellence for responsible decision making	d	3,8,9	Assignments and activities in courses or flight labs utilizing department approved rubrics.	AVI Courses: 80% of the students completing the assignment score 75% or above. FLI Courses: 80% of the students successfully pass the end-of-course evaluation on the first attempt	Review completed spring 2017	Polly Kadolph
7)	An ability to communicate effectively with precision and clarity within aviation and related industries	e	2,4,6,8	Assignments and activities in courses or flight labs utilizing department approved rubrics.	AVI Courses: 80% of the students completing the assignment score 75% or above. FLI Courses: 80% of the students successfully pass the end-of-course evaluation on the first attempt	Scheduled for review spring 2018	Polly Kadolph
8)	An ability to recognize the need for and engage in lifelong learning	f	2	External: Alumni survey Internal: Graduating senior survey	90% of respondents to the survey will indicate a commitment to life-long learning.	Scheduled for review spring 2018	Chaminda Prelis

	9)	Demonstrate knowledge of contemporary aviation industry issues	g	1,2,5,6	Assignments and activities in courses or flight labs utilizing department approved rubrics.	AVI Courses: 80% of the students completing the assignment score 75% or above. FLI Courses: 80% of the students successfully pass the end-of-course evaluation on the first attempt	Scheduled for review spring 2018	Tony Foster
	10)	Demonstrate knowledge of business applications relating to the management of flight operations	k		Assignments and activities in courses or flight labs utilizing department approved rubrics.	AVI Courses: 80% of the students completing the assignment score 75% or above. FLI Courses: 80% of the students successfully pass the end-of-course evaluation on the first attempt	Scheduled for review spring 2019	FLI Professor

Linkage to UD's Mission & Goals/Remarks	
	Program goals and outcomes are mapped to UD mission and goals.

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September 12, 2019

The following IRM Matrix uses Introduce, Review, and Master to coordinate the designated courses utilized by the aviation department. The IRM was created to assure that the university and program mission objectives are met. Each of the mission goals is outlined in a systematic fashion to identify the class selected as the delivery vehicle for the three levels of content. The Introduction, or I, allows for defining and demonstrating the outcome at a simple knowledge-based level. The Review, or R, allows for redefining of the outcome in a similar or alternative fashion for a deeper level of comprehension at an application or analysis level. The Master, or M, provides the deepest level of cognition. This assures that the student has an understanding that allows for ideas or content to be understood at an evaluative or creative level of understanding.

This matrix assures that all outcomes are visited by the professors in at least three courses. This also assures overlap of content is minimized and that the student enrolls in the coursework that contains the outcomes necessary for the degree the student is seeking. This matrix also allows for course changes, content changes, and new material, as well as comparative analysis.

Applied Aviation Technology Outcomes (Catalog Update 2018)

	1 An understanding of the impact of aviation and technology within societal and global contexts	2 An ability to apply techniques, skills, and modern aviation tools to a wide range of aviation, aerospace, and flight operations	3 An ability to function on a multi-disciplinary team	4 An ability to apply knowledge of mathematics, science and aerodynamic principles to ensure safe and efficient aerospace operations	5 An ability to accurately analyze and interpret data to solve a variety of problems	6 An ability to recognize and apply ethical and professional excellence for responsible decision making	7 An ability to communicate effectively with precision and clarity within aviation and related industries	8 An ability to recognize the need for and engage in lifelong learning	9 Demonstrate knowledge of contemporary aviation industry issues	10 Demonstrate knowledge of business applications relating to the management of flight operations
CORE			I	I			I	I		I
AVI 131/132		I		R	I					
AVI 145						I				
AVI 214					R					
AVI 229		R		R	R					
AVI 231										
AVI 233	I		I				I	I	I	R
AVI 329	R	R				R		R	R	
AVI 349	R		R			R*			R	
AVI 429		R		M*	R		R			R
AVI 459		M*	M*		M*		M			M*
AVI 495	M*					M	M*	M	M*	
FLI 131										
FLI 231										
PRF 201						R	R	R		
CIS 103										
CIS 202										
CIS 215										
CIS 225										
CIS 262					R					R
EVS 333/335					R					R
MATH 230										
AVI 234										
AVI 332										
AVI 333										
AVI 341										
AVI 496										
Alumni Survey								*		

Aviation Management Outcomes (Catalog Update 2018)

	1	2	3	4	5	6	7	8
	The ability to assess contemporary issues in the aviation environment and demonstrate the impact of aviation, technology and business sustainability within societal and global contexts	An ability to apply the techniques, skills, and modern aviation management tools to perform business related tasks	An ability to function on a multi-disciplinary and diverse management team which includes technical and management issues	An ability to apply knowledge of mathematics, science and/or applied science to ensure safe and efficient operations	An ability to accurately analyze and interpret data to solve a variety of problems	An ability to recognize and apply ethical and professional excellence for responsible decision making	An ability to communicate effectively with precision and clarity, within aviation and related industries	An ability to recognize the need for and engage in lifelong learning
CORE				I				I
AVI 121					I	I		
AVI 145						I	I	I
AVI 233	I					R	I	R
AVI 322	R		M*				R	
AVI 333	R							
AVI 341	R							
AVI 349	R				R*	R*		R
AVI 444		M*		M*				
AVI 485/496/491							R	
AVI 495	M*					M	M*	M
PRF 201						R	R	R
BAC 120		I						
BAC 201		I	I					
BAC 241		I						
BAC 242		I						
Com 210/ BAC 324/332			I					
MATH 230				R	R			
AVI 234								
AVI 337		R	R		M			
AVI 344		R	R		M			
AVI 346		R	R		M			
AVI 348		R	R		M			
AVI 404					M			
AVI 434								
Alumni Survey								*

Flight Operations – Fixed Wing Outcomes *(Catalog Update 2018)*

	1 An understanding of the impact of aviation and technology within societal and global contexts	2 An ability to apply techniques, skills, and modern aviation tools to flight operations	3 An ability to function on a multi-disciplinary team and operate as a crew member in an aircraft cockpit	4 An ability to apply knowledge of mathematics, science and aerodynamic principles to ensure safe and efficient flight operations	5 An ability to accurately analyze and interpret data to solve a variety of problems	6 An ability to recognize and apply ethical and professional excellence for responsible decision making	7 An ability to communicate effectively with precision and clarity within aviation and related industries	8 An ability to recognize the need for and engage in lifelong learning	9 Demonstrate knowledge of contemporary aviation industry issues	10 Demonstrate knowledge of business applications relating to the management of flight operations
CORE										I
AVI 131/132		I		I	I					
AVI 145						I				
AVI 214					R					
AVI 231		R								
AVI 232		M*		R						
AVI 233	I						I	I	I	R
AVI 332			I							
AVI 349	R					R*			R	
AVI 401				R						
AVI 434			R							
AVI 435		R								
AVI 447			M*				R			
FLI 131										
FLI 132										
FLI 231										
FLI 232				M*						
FLI 334										
FLI 435										
MATH 150 / PHY 151					R					
AVI 495	M*					M	M*	M	M*	
PRF 201						R	R	R		
AVI 322										R
AVI 333							R			
AVI 337	R				R					
AVI 341						R				
AVI 344					R					
AVI 346					M*			R		M*
AVI 348					M					
AVI 496							R			
Alum. Sur.								*		

Flight Operations – Rotor Wing Outcomes *(Catalog Update 2018)*

	1 An understanding of the impact of aviation and technology within societal and global contexts	2 An ability to apply techniques, skills, and modern aviation tools to flight operations		3 An ability to function on a multi-disciplinary team and operate as a crew member in an aircraft cockpit	4 An ability to apply knowledge of mathematics, science and aerodynamic principles to ensure safe and efficient flight operations	5 An ability to accurately analyze and interpret data to solve a variety of problems	6 An ability to recognize and apply ethical and professional excellence for responsible decision making	7 An ability to communicate effectively with precision and clarity within aviation and related industries	8 An ability to recognize the need for and engage in lifelong learning	9 Demonstrate knowledge of contemporary aviation industry issues	10 Demonstrate knowledge of business applications relating to the management of flight operations
CORE				I							I
AVI 131/132		I			I	I					
AVI 145							I				
AVI 214						R					
AVI 231		R									
AVI 232		M*			R						
AVI 233	I			R				I	I	I	R
AVI 349	R						R*			R	
AVI 401					R						
AVI 430		R						R			
AVI 431		R			R	R					
AVI 432											
AVI 434				R							
FLI 131											
FLI 132											
FLI 231											
FLI 232					M*						
FLI 431											
FLI 432											
MATH 150 / PHY 151						R					
AVI 495	M*						M	M*	M	M*	
PRF 201							R	R	R		
AVI 322				M*							R
AVI 333				R				R			
AVI 337	R			R		R					
AVI 341				R			R				
AVI 344				R		R					
AVI 346				R		M*			R		M*
AVI 348				R		M					
AVI 496								R			
Alum. Sur.									*		

** Key Signature Data Review/Assessment*

Applied Aviation Technology

Assessment of Student Learning Outcomes for the AABI Aviation Core Criterion 3.3.2

Student Learning Outcome	Required Courses Meeting SLO	Elective Courses Meeting SLO
1. Describe the professional attributes, requirements or certifications and planning applicable to aviation careers.	<ul style="list-style-type: none"> • AVI 131: Basic Ground School • AVI 145: Safety & Ethics in Aviation • AVI 231: Ground School – Instrument • AVI 233: Air Transportation • AVI 339: UAS Operations • AVI 495: Aviation Senior Seminar • PRF 201: Career Development Strategies 	<ul style="list-style-type: none"> • AVI 496: Aviation Policy Seminar
2. Describe the principles of aircraft design, performance and operating characteristics; and regulations related to the maintenance of aircraft and associated systems.	<ul style="list-style-type: none"> • AVI 131: Basic Ground School • AVI 145: Safety & Ethics in Aviation • AVI 231: Ground School – Instrument • AVI 229: UAS & Small Aircraft Systems • AVI 329: UAS Operations • AVI 429: UAS Flight Simulation • FLI 131: Flight Training I • FLI 231: Flight Training – Instrument 	<ul style="list-style-type: none"> • AVI 322: Advanced Aircraft Systems/CRJ
3. Evaluate aviation safety and the impact of human factors on safety.	<ul style="list-style-type: none"> • AVI 145: Safety & Ethics in Aviation • AVI 229: UAS & Small Aircraft Systems • AVI 329: UAS Operations • AVI 429: UAS Flight Simulation • AVI 349: Aviation Safety Management 	
4. Discuss the impact of national and international aviation law, regulations and labor issues on aviation operations.	<ul style="list-style-type: none"> • AVI 131: Basic Ground School • AVI 145: Safety & Ethics in Aviation • AVI 231: Ground School – Instrument • AVI 233: Air Transportation • AVI 339: UAS Operations 	<ul style="list-style-type: none"> • AVI 341: Aviation Law • AVI 496: Aviation Policy Seminar
5. Explain the integration of airports, airspace and air traffic control in managing the National Airspace System.	<ul style="list-style-type: none"> • AVI 131: Basic Ground School • AVI 145: Safety & Ethics in Aviation • AVI 231: Ground School – Instrument • AVI 233: Air Transportation • AVI 229: UAS & Small Aircraft Systems • AVI 329: UAS Operations • AVI 429: UAS Flight Simulation 	<ul style="list-style-type: none"> • AVI 234: ATC Procedures and National Airspace • AVI 496: Aviation Policy Seminar

6. *Discuss the impact of meteorology and environmental issues on aviation operations.*

- AVI 131: Basic Ground School
- AVI 145: Safety & Ethics in Aviation
- AVI 214: Aviation Meteorology
- AVI 231: Ground School – Instrument
- AVI 233: Air Transportation
- AVI 229: UAS & Small Aircraft Systems
- AVI 329: UAS Operations
- AVI 429: UAS Flight Simulation
- FLI 131: Flight Training I
- FLI 231: Flight Training – Instrument

- AVI 496: Aviation Policy Seminar

Aviation Management

Assessment of Student Learning Outcomes for the AABI Aviation Core Criterion 3.3.2

Student Learning Outcome	Required Courses Meeting SLO	Elective Courses Meeting SLO
1. <i>Describe the professional attributes, requirements or certifications and planning applicable to aviation careers.</i>	<ul style="list-style-type: none"> • AVI 121: Fundamentals of Flight Operations • AVI 145: Safety & Ethics in Aviation • AVI 233: Air Transportation • AVI 322: Aviation Human Capital & Employee Management • AVI 495: Aviation Senior Seminar • PRF 201: Career Development Strategies 	<ul style="list-style-type: none"> • AVI 234: Procedures & National Airspace System • AVI 337: Airport Management • AVI 344: Corporate Aviation • AVI 346: Airline Management • AVI 348: Fixed Base Operations • AVI 496: Aviation Policy Seminar
2. <i>Describe the principles of aircraft design, performance and operating characteristics; and regulations related to the maintenance of aircraft and associated systems.</i>	<ul style="list-style-type: none"> • AVI 121: Fundamentals of Flight Operations • AVI 145: Safety & Ethics in Aviation 	<ul style="list-style-type: none"> • AVI 234: Procedures & National Airspace System • AVI 337: Airport Management • AVI 344: Corporate Aviation • AVI 346: Airline Management • AVI 348: Fixed Base Operations • AVI 496: Aviation Policy Seminar
3. <i>Evaluate aviation safety and the impact of human factors on safety.</i>	<ul style="list-style-type: none"> • AVI 145: Safety & Ethics in Aviation • AVI 349: Aviation Safety Management 	<ul style="list-style-type: none"> • AVI 434: Human Factors
4. <i>Discuss the impact of national and international aviation law, regulations and labor issues on aviation operations.</i>	<ul style="list-style-type: none"> • AVI 121: Fundamentals of Flight Operations • AVI 145: Safety & Ethics in Aviation • AVI 233: Air Transportation • AVI 322: Aviation Human Capital & Employee Management • AVI 333: Aviation Security and Crisis Management • AVI 341: Aviation Law 	<ul style="list-style-type: none"> • AVI 234: Procedures & National Airspace System • AVI 337: Airport Management • AVI 344: Corporate Aviation • AVI 346: Airline Management • AVI 348: Fixed Base Operations • AVI 496: Aviation Policy Seminar
5. <i>Explain the integration of airports, airspace and air traffic control in managing the National Airspace System.</i>	<ul style="list-style-type: none"> • AVI 131: Basic Ground School • AVI 145: Safety & Ethics in Aviation • AVI 231: Ground School – Instrument • AVI 232: Ground School – Advanced • AVI 233: Air Transportation 	<ul style="list-style-type: none"> • AVI 234: Procedures & National Airspace System • AVI 337: Airport Management • AVI 344: Corporate Aviation • AVI 346: Airline Management • AVI 348: Fixed Base Operations • AVI 496: Aviation Policy Seminar
6. <i>Discuss the impact of meteorology and environmental issues on aviation operations.</i>	<ul style="list-style-type: none"> • AVI 121: Fundamentals of Flight Operations • AVI 145: Safety & Ethics in Aviation • AVI 214: Aviation Meteorology • AVI 233: Air Transportation 	<ul style="list-style-type: none"> • AVI 234: Procedures & National Airspace System • AVI 337: Airport Management • AVI 344: Corporate Aviation • AVI 346: Airline Management • AVI 348: Fixed Base Operations • AVI 496: Aviation Policy Seminar

Flight Operations – Fixed Wing

Assessment of Student Learning Outcomes for the AABI Aviation Core Criterion 3.3.2

Student Learning Outcome	Required Courses Meeting SLO	Elective Courses Meeting SLO
1. <i>Describe the professional attributes, requirements or certifications and planning applicable to aviation careers.</i>	<ul style="list-style-type: none"> • AVI 131: Basic Ground School • AVI 145: Safety & Ethics in Aviation • AVI 231: Ground School – Instrument • AVI 232: Ground School – Advanced • AVI 233: Air Transportation • AVI 435: Ground School – Multi-Engine • AVI 495: Aviation Senior Seminar • PRF 201: Career Development Strategies 	<ul style="list-style-type: none"> • AVI 322: Aviation Human Capital & Employee Management • AVI 430: Fundamentals of Instruction • AVI 496: Aviation Policy Seminar
2. <i>Describe the principles of aircraft design, performance and operating characteristics; and regulations related to the maintenance of aircraft and associated systems.</i>	<ul style="list-style-type: none"> • AVI 131: Basic Ground School • AVI 145: Safety & Ethics in Aviation • AVI 231: Ground School – Instrument • AVI 232: Ground School – Advanced • AVI 332: Advanced Aircraft Systems/CRJ • AVI 401: Applied Aerodynamics • AVI 435: Ground School – Multi-Engine • AVI 447: Crew Resource Management & Adv. Systems • FLI 131: Flight Training I • FLI 132: Flight Training – Commercial Cross Country • FLI 231: Flight Training – Instrument • FLI 232: Flight Training Commercial Maneuvers • FLI 435: Flight Training – Multi-Engine 	<ul style="list-style-type: none"> • AVI 237: Helicopter Operations • AVI 305: Avionics Systems • AVI 344: Corporate Aviation • AVI 346: Airline Management • AVI 431: CFI Aeronautical Knowledge • AVI 432: CFI Instrument Ground School • FLI 431: CFI Flight Training – Airplane • FLI 432: CFII Flight Training – Airplane • FLI 433: MEI Flight Training – Multi-Engine
3. <i>Evaluate aviation safety and the impact of human factors on safety.</i>	<ul style="list-style-type: none"> • AVI 145: Safety & Ethics in Aviation • AVI 349: Aviation Safety Management • AVI 434: Human Factors • AVI 447: Crew Resource Management 	
4. <i>Discuss the impact of national and international aviation law, regulations and labor issues on aviation operations.</i>	<ul style="list-style-type: none"> • AVI 131: Basic Ground School • AVI 145: Safety & Ethics in Aviation • AVI 231: Ground School – Instrument • AVI 232: Ground School – Advanced • AVI 233: Air Transportation 	<ul style="list-style-type: none"> • AVI 322: Aviation Human Capital & Employee Management • AVI 333: Aviation Security and Crisis Management • AVI 341: Aviation Law • AVI 431: CFI Aeronautical Knowledge

		<ul style="list-style-type: none"> • AVI 432: CFI Instrument Ground School • AVI 496: Aviation Policy Seminar
<p>5. <i>Explain the integration of airports, airspace and air traffic control in managing the National Airspace System.</i></p>	<ul style="list-style-type: none"> • AVI 131: Basic Ground School • AVI 145: Safety & Ethics in Aviation • AVI 231: Ground School – Instrument • AVI 232: Ground School – Advanced • AVI 233: Air Transportation 	<ul style="list-style-type: none"> • AVI 234: ATC Procedures and National Airspace • AVI 337: Airport Management • AVI 344: Corporate Aviation • AVI 404: Air Traffic and Operations • AVI 496: Aviation Policy Seminar
<p>6. <i>Discuss the impact of meteorology and environmental issues on aviation operations.</i></p>	<ul style="list-style-type: none"> • AVI 131: Basic Ground School • AVI 145: Safety & Ethics in Aviation • AVI 214: Aviation Meteorology • AVI 231: Ground School – Instrument • AVI 232: Ground School – Advanced • AVI 233: Air Transportation • FLI 131: Flight Training I • FLI 132: Flight Training – Commercial Cross Country • FLI 231: Flight Training – Instrument • FLI 232: Flight Training Commercial Maneuvers • FLI 435: Flight Training – Multi-Engine 	<ul style="list-style-type: none"> • AVI 337: Airport Management • AVI 344: Corporate Aviation • AVI 346: Airline Management • AVI 348: Fixed Base Operations • AVI 404: Air Traffic and Operations • AVI 496: Aviation Policy Seminar

Flight Operations – Rotor Wing

Assessment of Student Learning Outcomes for the AABI Aviation Core Criterion 3.3.2

Student Learning Outcome	Required Courses Meeting SLO	Elective Courses Meeting SLO
1. <i>Describe the professional attributes, requirements or certifications and planning applicable to aviation careers.</i>	<ul style="list-style-type: none"> • AVI 131: Basic Ground School • AVI 145: Safety & Ethics in Aviation • AVI 231: Ground School – Instrument • AVI 232: Ground School – Advanced • AVI 233: Air Transportation • AVI 430: Fundamentals of Instruction • AVI 495: Aviation Senior Seminar • PRF 201: Career Development Strategies 	<ul style="list-style-type: none"> • AVI 322: Aviation Human Capital & Employee Management • AVI 496: Aviation Policy Seminar
2. <i>Describe the principles of aircraft design, performance and operating characteristics; and regulations related to the maintenance of aircraft and associated systems.</i>	<ul style="list-style-type: none"> • AVI 131: Basic Ground School • AVI 145: Safety & Ethics in Aviation • AVI 231: Ground School – Instrument • AVI 232: Ground School – Advanced • AVI 401: Applied Aerodynamics • AVI 431: CFI Aeronautical Knowledge • AVI 432: CFI Instrument Ground School • FLI 131: Flight Training I • FLI 132: Flight Training – Commercial Cross Country • FLI 231: Flight Training – Instrument • FLI 232: Flight Training Commercial Maneuvers • FLI 431: CFI Flight Training – Airplane • FLI 432: CFII Flight Training – Airplane 	<ul style="list-style-type: none"> • AVI 237: Helicopter Operations • AVI 305: Avionics Systems • AVI 344: Corporate Aviation • AVI 346: Airline Management
3. <i>Evaluate aviation safety and the impact of human factors on safety.</i>	<ul style="list-style-type: none"> • AVI 145: Safety & Ethics in Aviation • AVI 349: Aviation Safety Management • AVI 434: Human Factors 	
4. <i>Discuss the impact of national and international aviation law, regulations and labor issues on aviation operations.</i>	<ul style="list-style-type: none"> • AVI 131: Basic Ground School • AVI 145: Safety & Ethics in Aviation • AVI 231: Ground School – Instrument • AVI 232: Ground School – Advanced • AVI 233: Air Transportation • AVI 431: CFI Aeronautical Knowledge • AVI 432: CFI Instrument Ground School 	<ul style="list-style-type: none"> • AVI 322: Aviation Human Capital & Employee Management • AVI 333: Aviation Security and Crisis Management • AVI 341: Aviation Law • AVI 496: Aviation Policy Seminar

<p>5. <i>Explain the integration of airports, airspace and air traffic control in managing the National Airspace System.</i></p>	<ul style="list-style-type: none"> • AVI 131: Basic Ground School • AVI 145: Safety & Ethics in Aviation • AVI 231: Ground School – Instrument • AVI 232: Ground School – Advanced • AVI 233: Air Transportation 	<ul style="list-style-type: none"> • AVI 234: ATC Procedures and National Airspace • AVI 337: Airport Management • AVI 344: Corporate Aviation • AVI 404: Air Traffic and Operations • AVI 496: Aviation Policy Seminar
<p>6. <i>Discuss the impact of meteorology and environmental issues on aviation operations.</i></p>	<ul style="list-style-type: none"> • AVI 131: Basic Ground School • AVI 145: Safety & Ethics in Aviation • AVI 214: Aviation Meteorology • AVI 231: Ground School – Instrument • AVI 232: Ground School – Advanced • AVI 233: Air Transportation • FLI 131: Flight Training I • FLI 132: Flight Training – Commercial Cross Country • FLI 231: Flight Training – Instrument • FLI 232: Flight Training Commercial Maneuvers 	<ul style="list-style-type: none"> • AVI 337: Airport Management • AVI 344: Corporate Aviation • AVI 346: Airline Management • AVI 348: Fixed Base Operations • AVI 404: Air Traffic and Operations • AVI 496: Aviation Policy Seminar

SECTION V - CURRICULUM

(AABI 201, Criteria 2.4, 3.4, and 4.4)

A. Curriculum Criterion

Mathematics and Basic Sciences:

Applied Aviation Technology

Students who are pursuing a Bachelor of Science degree in Applied Aviation Technology are required to take the following courses:

- MATH 230 - Introduction to Statistics (3). This course has MATH 112, Algebra, as a pre-requisite.
- Any 4-credit science course with a lab (Biology, Chemistry, or Physics)

Aviation Management

Students who are pursuing a Bachelor of Science degree in Aviation Management are required to take the following courses:

- MATH 230 - Introduction to Statistics (3). This course has MATH 112, Algebra, as a pre-requisite.
- Any 4-credit science course with a lab (Biology, Chemistry, or Physics)

Flight Operations

Students who are pursuing a Bachelor of Science degree in Flight Operations are required to take the following courses:

- MATH 150 - Precalculus (4) **or** Higher Level Mathematics **or** PHY 151 - Gen Physics I & Lab (4)
Note that students need to take both a college-level math course, and a science with a lab course, to fulfill the general education requirements at UD.

General Education Component:

In addition to the basic mathematics and science courses, students in all majors are also required to take the following courses:

Worldview Seminars:

- World View Seminar One: WVS 101 (3). Taken first year.
- World View Seminar Two: WVS 201 (3). Taken after completion of WVS I. WVS I and II are interdisciplinary courses having a common syllabus.
- World View Seminar Three (3). Any approved interdisciplinary course. See course list on page 14 of the 2018-2019 UD Undergraduate Catalog for a list of approved courses.
- World View Seminar Four* (1-3). Generally taken in Senior year in a student's major department.
**Aviation Students take AVI 495-Aviation Senior Seminar (2) as one of their capstone courses*

General College Requirements:

- Speech Communication: COM 101 (3)
- Introduction to Computers: CIS 101 (3) or CIS 103 (3)
- Composition and Rhetoric: ENG 101 (3)
- Introduction to Research Writing: RES 104 (3)
- Judeo-Christian Tradition (3)
- Physical Education: (1-3)

Pillar Course Requirements:

- Social Development: 1 course (SOC 111, SOC 112, SOC 228, EDU 119, COM 210, PSY 110, PRF 200)
- Aesthetics: 2 courses, 1 from Area A and 1 from Area B
 - Area A: 1 course in Literature (ENG 112, ENG 260, ENG 328, PHL 355, PHL 356, SPAN 412)

- Area B: 1 course in Fine & Performing Arts (ART 111, ART 112, ART 150, ART 221, ART 230, ART 367, ART 368, HIST 301, MUSC 111, MUSC 211, MUSC 215, MUSC 236, THEA 105, THEA 115, THEA 130, THEA 217, THEA 220, THEA 224)
- **Stewardship:** 1 course: (BIO 125, BIO 221, BIO 223, BIO/EVS 246, BIO 250, BIO 264, BIO/EVS 368, CHM 119, EDU 210, EVS 256, EVS 333, PHL 214)
- **Global Awareness:** 2 courses, 1 from Area A and 1 from Area B
 - Area A: 1 course from among the following: (BAC 328, COM 328, ECON 120, HIST 121, HIST 122, HIST 234, HIST 277, INTL 115, INTL 215, INTL 315, PHL 261, REL 251, REL 253, REL 255, SPAN 411)
 - Area B: Select one of the following:
 - Foreign Language (1 college term/3 credit minimum)
 - Study abroad (minimum of 1 credit or certification of participation in a study abroad program)
 - CCS 101: Cross-Cultural Study in the United States (1 credit)

Applied Aviation Technology

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

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

- AVI 131 - Basic Ground School (6)
- AVI 145 - Safety and Ethics in Aviation (1)
- AVI 214 - Aviation Meteorology (3)
- AVI 229 - UAS and Small Aircraft Systems (3)
- AVI 231 - Ground School- Instrument (4)
- AVI 233 - Air Transportation (3)
- AVI 329 - UAS Operations (3)
- AVI 349 - Aviation Safety Management (3)
- AVI 429 - UAS Flight Simulation (3)
- AVI 459 - UAS Applications & Analysis (3)
- AVI 495 - Aviation Senior Seminar (2) **or** WorldView IV course from another department if double major
- FLI 131 - Flight Training I (3)
- FLI 231 - Flight Training Instrument (3)
- PRF 201 – Career Development Strategies (1)

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

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

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

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

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

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

Aviation Management

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

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

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

The following Foundation courses are required (18 credits):

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

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

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

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

- AVI 121 – Fundamentals of Flight Operations (2) or AVI 131 – Basic Ground School (6)

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

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

Flight Operations

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 45 credit hours. Additionally, students must also complete the courses specific to the aircraft track and a minimum of 9 credit hours of Aviation Industry Electives. Completion of the airplane track requires a minimum of 66 semester credits while the helicopter track requires a minimum of 64 semester credits.

The following Aviation Core courses are required (55 credits):

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

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

- *AVI 237 – Helicopter Operations (3)
- AVI 241 – Advanced Automation and Technology (3)
- AVI 322 – Aviation Human Capital & Employee Management (3)
- AVI 333 – Aviation Security and Crisis Management (3)
- AVI 337 – Airport Management (3)
- AVI 341 – Aviation Law (3)
- AVI 344 – Corporate Aviation (3)
- AVI 346 – Airline Management (4)
- *AVI 348 – Fixed Base Operations (3)
- *AVI 496 – Aviation Policy Seminar (1-3)

*Course **not** approved for FAA-LOA Reduced Aeronautical Experience requirements
Airplane Track (12 credits):

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

Helicopter Track (10 credits):

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

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

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

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

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

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

B. Aviation Course Sequencing

Lines in italics represent course options in the major with the course above the italicized line.

Applied Aviation Technology

Applied Aviation Technology Courses with Prerequisites			
Course Number	Course Title	Credit Hours	Prerequisite
AVI 131	Basic Ground School	6	
AVI 145	Safety and Ethics in Aviation	1	Aviation major/minor
AVI 214	Aviation Meteorology	3	AVI 121 or AVI 131
AVI 229	UAS and Small Aircraft Systems	3	AVI 121 or AVI 131
AVI 231	Ground School – Instrument	4	AVI 131 Co/Prerequisite: AVI 214
AVI 233	Air Transportation	3	
AVI 329	UAS Operations	3	AVI 121 or AVI 131
AVI 349	Aviation Safety Management	3	AVI 121 or AVI 131, and AVI 233
AVI 429	UAS Flight Simulation	3	AVI 229 and AVI 329, and EVS 333 or EVS 335
AVI 459	UAS Applications & Analysis	3	AVI 429 and CIS 262 and MATH 230
AVI 495	Aviation Senior Seminar	2	Senior standing and PRF 201
FLT 131	Flight Training I	3	
FLT 231	Flight Training Instrument	3	AVI 131
PDF 201	Career Development Strategies	1	
CIS 103	Computer Applications in Business	3	
CIS 202	Introduction to Computer Studies	3	CIS 101 or CIS 103
CIS 215	Programming Fundamentals with Java	4	CIS 101 or 103, and MATH 112 or higher-level math
CIS 225	Introduction to Digital Electronics and	3	CIS 215
CIS 262	Introduction to Data Analytics	3	CIS 202 and MATH 230
EVS 333	Geographical Information Systems	4	CIS 101 or 103
<i>EVS 335</i>	<i>Remote Sensing of Environment</i>	4	<i>CIS 101 or 103 and MATH 112 or higher</i>
MATH 230	Introduction to Statistics	3	UDMA 112

Aviation Management

Aviation Management Courses with Prerequisites			
Course Number	Course Title	Credit Hours	Prerequisite
AVI 121	Fundamentals of Flight Operations	2	Pre/Co Requisite: AVI 145
<i>AVI 131</i>	<i>Basic Ground School</i>	6	
AVI 145	Safety and Ethics in Aviation	1	Aviation major/minor
AVI 233	Air Transportation	3	
AVI 322	Aviation Human Capital and Employee Mgmt.	3	AVI 233
AVI 333	Aviation Security & Crisis Management	3	AVI 233
AVI 341	Aviation Law	3	AVI 233
AVI 349	Aviation Safety Management	3	AVI 121 or AVI 131, and AVI 233
AVI 444	Air Transport Economics & Finance	3	AVI 233, ECON 102, and BAC 241
AVI 485	Aviation Internship	3-6	
<i>AVI 491</i>	<i>Independent Study</i>	3-6	Junior or Senior standing
<i>AVI 496</i>	<i>Aviation Policy Seminar</i>	1-3	Junior standing

AVI 495	Aviation Senior Seminar	2	Senior standing and PRF 201
PDF 201	Career Development Strategies	1	
BAC 201	Principles of Management	3	
BAC 241	Principles of Financial Accounting	3	CIS 101 or CIS 103, and MATH 111 or MATH
BAC 242	Principles of Managerial Accounting	3	BAC 241
ECON 102	Principles of Macroeconomics	3	
COM 210	Interpersonal Communication	3	
BAC 324	<i>Leadership & Motivation</i>	3	BAC 201
BAC 332	<i>Negotiation & Conflict Management</i>	3	BAC 201
MATH 230	Introduction to Statistics	3	MATH 112

Flight Operations

Flight Operations Courses with Prerequisites/Co-requisites			
Course Number	Course Title	Credit Hours	Prerequisite
AVI 131	Basic Ground School	6	
AVI 145	Safety and Ethics in Aviation	1	Aviation major/minor
AVI 214	Aviation Meteorology	3	AVI 121 or AVI 131
AVI 231	Instrument Ground School	4	AVI 214
AVI 232	Advanced Ground School	3	AVI 231, FLI 131, and AVI 214
AVI 233	Air Transportation	3	
AVI 349	Aviation Safety Management	3	AVI 121 or AVI 131, and AVI 233
AVI 401	Applied Aerodynamics	3	MATH 150 or PHY 151
AVI 434	Human Factors	3	AVI 231 and AVI 349
AVI 495	Aviation Senior Seminar	2	Senior standing and PRF 201
PDF 201	Career Development Strategies	1	
FLI 131	Flight Training I	3	
FLI 132	Flight Training – Commercial Cross-Country	2	AVI 131
FLI 231	Flight Training - Instrument	3	AVI 131
FLI 232	Flight Training - Commercial Maneuvers	2	AVI 231 and FLI 131
MATH 150	Precalculus	4	MATH 091
PHY 151	<i>PHY 151 - Gen Physics I & Lab</i>	4	<i>MATH 112 & knowledge of trigonometry, or MATH 150</i>
Airplane Track			
AVI 332	Advanced Aircraft Systems/CRJ	3	AVI 232 and completed FLI 231
AVI 435	Ground School Multi-Engine	2	AVI 232
AVI 447	Crew Resource Management	3	AVI 332 and AVI 434
FLI 334	Flight Training Complex/High Performance	2	FLI 131
FLI 435	Flight Training Multi-Engine	2	AVI 232 and FLI 231
Helicopter Track			
AVI 430	Fundamentals of Instruction	2	AVI 232
AVI 431	CFI Aeronautical Knowledge	3	AVI 430
AVI 432	CFI Instrument Ground School	2	AVI 430 and FLI 231
FLT 431	CFI Flight Training	2	FLI 232
FLT 432	CFII Flight Training	1	AVI 430

C. Course Offerings

All of these courses are included in programs being submitted for accreditation. Do note that information in Sections A and B above are from the 2018-2019 catalog and therefore reflects updates that have been made to the Aviation programs. This section reflects 2017-2018 academic year information.

Required Courses Taught by the Aviation Department-2017-2018 Academic Year

The enrollments below are for all majors taking the courses, not only Aviation students.

Required Courses		Number of Sections				Majors Requiring Course			Ave. Enroll
No.	Title	Fall	Wint.	Sprng	Sum.	AAT	AVI	FLI	
AVI 121	Fundamentals of Flight Operations	1	0	1	0		X*		6.5
AVI 131	Basic Ground School	5	0	3	2	X	X*	X	6.8
AVI 145	Safety and Ethics in Aviation	5	0	2	0	X	X	X	12.67
AVI 214	Aviation Meteorology	1	0	1	1	X		X	21
AVI 229	UAS and Small Aircraft Systems	1	0	0	0	X			6
AVI 231	Instrument Ground School	2	0	1	1	X		X	12
AVI 232	Advanced Ground School	2	0	1	1			X	9.5
AVI 233	Air Transportation	1	0	2	1		X	X	21
AVI 322	Aviation Human Capital and Employee Mgmt.	1	0	0	0		X		24
AVI 329	UAS Operations	0	0	1	0	X			3
AVI 332	Advanced Aircraft Systems/CRJ	1	0	1	0			X	13.5
AVI 333	Aviation Security & Crisis Management	2	0	1	0		X		15.67
AVI 341	Aviation Law	1	0	2	0		X		13.67
AVI 349	Aviation Safety Management	1	0	1	1	X	X	X	19
AVI 401	Applied Aerodynamics	1	0	1	1	X		X	11.33
AVI 429	UAS Flight Simulation	0	0	0	1	X			1
AVI 430	Fundamentals of Instruction	1	0	2	1			X	6.25
AVI 431	CFI Aeronautical Knowledge	1	0	2	2			X	4.4
AVI 432	CFI Instrument Ground School	0	0	0	1			X	0
AVI 434	Human Factors	1	0	1	0			X	11.5
AVI 435	Ground School Multi-Engine	1	2	0	1			X	6.75
AVI 444	Air Transport Economics & Finance	2	0	0	0		X		13.5
AVI 447	Crew Resource Management	1	0	1	0			X	13

AVI 485	Aviation Internship	1	0	1	1		X*		1.67
AVI 491	Independent Study	0	0	0	1		X*		1
AVI 495	Aviation Senior Seminar	2	0	2	0	X	X	X	14.5
AVI 496	Aviation Policy Seminar	0	1	0	0		X*		14
BAC 201	Principles of Management	7	0	7	4		X		11.17
BAC 241	Principles of Financial Accounting	6	0	6	4		X		10.94
BAC 242	Principles of Managerial Accounting	4	0	6	4		X		10.14
BAC 324	Leadership & Motivation	3	0	6	4		X*		8.62
BAC 332	Negotiation & Conflict Management	4	0	4	1		X*		7.11
CIS 103	Computer Applications in Business	7	0	9	4	X			9.8
CIS 202	Introduction to Computer Studies	2	0	2	0	X			11.5
CIS 215	Programming Fundamentals with Java	2	0	1	1	X			11
COM 210	Interpersonal Communication	2	0	2	1		X*		17.4
ECON 102	Principles of Macroeconomics	6	0	6	4		X		15.25
EVS 333	Geographical Information Systems Applications	0	0	1	0	X			5
FLI 131	Flight Training I	4	1	4	4	X		X	3.92
FLI 132	Flight Training – Commercial Cross-Country	4	1	4	4			X	2.62
FLI 231	Flight Training - Instrument	4	1	4	4	X		X	3.46
FLI 232	Flight Training - Commercial Maneuvers	4	1	4	4			X	2.54
FLI 334	Flight Training Complex/High Performance	2	1	2	2			X	4.43
FLI 431	CFI Flight Training	4	1	4	4			X	0.77
FLI 432	CFII Flight Training	4	1	4	4			X	0
FLI 435	Flight Training Multi-Engine	2	1	2	2			X	3.86
MATH 150	Precalculus	3	0	3	1	X		X*	14.43
MATH 230	Introduction to Statistics	5	0	4	1		X		14.4
PHY 151	PHY 151 - Gen Physics I & Lab	6	0	1	0	X		X*	8.86

AAT = Applied Aviation Technology AVI = Aviation Management FLI = Flight Operations

*Indicates courses where students have an option of this course or another such that the option is required but not the specific course.

Elective Courses Taught by the Aviation Department: 2016-2017 and 2017-2018 Academic Years

Applied Aviation Technology (six credits needed)

Elective Courses		2016 to 2017				2017 to 2018				2018
		Number of Sections				Number of Sections				
No.	Title	F	W	SP	SU	F	W	SP	SU	
AVI 234	ATC Procedures and the National Airspace System	0	0	1	0	0	0	1	0	19
AVI 332	Advanced Aircraft Systems/CRJ	1	0	1	0	1	0	1	0	16.5
AVI 333	Aviation Security and Crisis Management	2	0	0	0	2	0	1	0	18.6
AVI 341	Aviation Law	2	0	1	0	1	0	2	0	13
AVI 496	Aviation Policy Seminar	0	1	0	0	0	1	0	0	16

Aviation Management (nine credits needed)

Elective Courses		2016 to 2017				2017 to 2018				2018
		Number of Sections				Number of Sections				
No.	Title	F	W	SP	SU	F	W	SP	SU	
AVI 234	Procedures & National Airspace System	0	0	1	0	0	0	1	0	19
AVI 337	Airport Management	1	0	0	1	1	0	1	1	13.8
AVI 344	Corporate Aviation	0	0	1	0	0	0	1	0	26.5
AVI 346	Airline Management	2	0	1	1	2	0	2	1	9.33
AVI 348	Fixed Base Operations	1	0	1	0	1	0	1	0	15
AVI 404	Air Traffic Operations & Management	0	0	0	0	0	0	0	0	0
AVI 434	Human Factors	1	0	1	0	1	0	1	0	15.25

Flight Operations (nine credits needed)

Elective Courses		2016 to 2017				2017 to 2018				2018
		Number of Sections				Number of Sections				Average Enrollment
No.	Title	F	W	SP	SU	F	W	SP	SU	
AVI 237	Helicopter Operations	0	0	0	0	0	0	0	0	0
AVI 322	Aviation Human Capital & Employee Management	1	0	0	0	1	0	0	0	24.5
AVI 333	Aviation Security and Crisis Management	2	0	0	0	2	0	1	0	18.6
AVI 337	Airport Management	1	0	0	1	1	0	1	1	13.8
AVI 341	Aviation Law	2	0	1	0	1	0	2	0	13
AVI 344	Corporate Aviation	0	0	1	0	0	0	1	0	26.5
AVI 346	Airline Management	2	0	1	1	2	0	2	1	9.33
AVI 348	Fixed Base Operations	1	0	1	0	1	0	1	0	15
AVI 496	Aviation Policy Seminar	0	1	0	0	0	1	0	0	16

D. Supporting Disciplines

*Will indicate courses where students have an option of this course or another such that the option is required but not the specific course.

Courses Required in the Aviation Programs Taught by Other Academic Units
This information is from the 2018-2019 catalog

Applied Aviation Technology

Course No.	Course Title	Other Disciplines Using Course
CIS 103	Computer Applications in Business	all campus
CIS 202	Introduction to Computer Information Systems	Computer Studies
CIS 215	Programming Fundamentals with Java	Computer Studies, Mathematics, Education
CIS 225	Introduction to Digital Electronics and Microcontrollers	Computer Studies
CIS 262	Introduction to Data Analytics	Computer Studies
*EVS 333	Geographical Information Systems Applications	Natural & Applied Sciences, Education
*EVS 335	Remote Sensing of Environment	Natural & Applied Sciences
MATH 230	Introduction to Statistics	all campus
PRF 201	Career Development Strategies	all campus

Aviation Management

Course No.	Course Title	Other Disciplines Using Course
BAC 201	Principles of Management	Business, Computer Studies, Health, Wellness & Sport, Natural & Applied Sciences
BAC 241	Principles of Financial Accounting	Business, Computer Studies, Economics, Health, Wellness & Sport
BAC 242	Principles of Managerial Accounting	Business, Computer Studies, Health, Wellness & Sport
BAC 324	Leadership & Motivation	Business
BAC 332	Negotiation & Conflict Management	Business
COM 210	Interpersonal Communication	all campus

ECON 102	Principles of Macroeconomics	all campus
MATH 230	Introduction to Statistics	all campus
PRF 201	Career Development Strategies	all campus

Flight Operations

Course No.	Course Title	Other disciplines using Course
MATH 150	Precalculus	Computer Studies, Education, Natural & Applied Sciences
PHY 151	Gen Physics I & Lab	all campus
PRF 201	Career Development Strategies	all campus

SECTION VI - FACULTY AND STAFF

(AABI 201, Criteria 2.5, 3.5 and 4.5)

A. Current Faculty

See Appendix C for faculty résumés. **For faculty, a faculty member whose workload is the equivalent of teaching 12 hours a week.

Group by Name/Rank	Tenure Status (Check One)							Appointment Status (Check One)
	FTE	Highest Degree	Years on Faculty	Tenured	Tenure Track	Non- Tenure Track	9 Months	Other (specify)
<i>Associate Professor</i>								
Polly Kadolph	1.0	MBA	17			X		10 month Chief Ground Instructor
Chaminda Prelis	1.0	MS / ABD	9			X		11 month Head/Chair of Department
<i>Assistant Professor</i>								
Kenneth Godwin	1.0	MBA	11			X		10 month Internship Coordinator
Tony Foster	1.0	MS	4			X		11 month Asst. Head of Department
Eric Savage	1.0	PhD	2			X	X	
Sara Ellert-Beck	1.0	MS	8			X	X	
<i>Instructor</i>								
Joan Kariuki	1.0	MBA	2			X	X	
<i>Adjunct</i>								
Robert Grierson	0.125	MA	7			X		As needed by semester
Todd Dalsing	0.125	BS	2			X		As needed by semester
Mike Ferrero	0.125	MS	2			X		As needed by semester
Suzanne Peterson	0.125	BS	10			X		As needed by semester
Brian Forsberg	0.125	BS	2			X		As needed by semester
Ching Kuan Su	0.125	BS	4			X		As needed by semester
Edwin Zenke	0.125	BS	0.5			X		As needed by semester
Gashangi, Daniel	0.125	BS	0.5			X		As needed by semester
Mark Woodhouse	0.125	MS	5			X		As needed by semester

B. Current Staff

Name	FTE	Assignment	Office Building	Room /Area
Jo Lynn Bentz	0.5	Aviation Office Assistant	Flight Center	4/Office
Brian Quade	0.5	CRJ Sim Instructor	Americas Hangar	CRJ
Matthew Mohr	0.5	CRJ Sim Instructor	Americas Hangar	CRJ
Randy Tolley	0.5	CRJ Sim Instructor	Americas Hangar	CRJ
Robbie Thier	0.5	CRJ Sim Instructor	Americas Hangar	CRJ
Blaze Murfin	0.5	Flight Instructor	Flight Center	Debriefing Area
Cameron Rowenhorst	0.5	Flight Instructor	Americas Hangar	4/Cube
Emmanuel Munoz	0.5	Flight Instructor	Flight Center	Debriefing Area
Jack Erickson	0.5	Flight Instructor	Americas Hangar	2/Cube
Michael Evans (Envoy Cadet)	0.5	Flight Instructor	Flight Center	Debriefing Area
Nick Schwab	0.5	Flight Instructor	Americas Hangar	Debriefing Area
Rob Jones	0.5	Flight Instructor	Americas Hangar	Debriefing Area
Roger Wickman	0.5	Flight Instructor	Flight Center	Debriefing Area
Sean O'Meara	0.5	Flight Instructor	Americas Hangar	Debriefing Area
Duy Nguyen (Envoy Cadet)	0.5	Sr. Flight Instructor	Americas Hangar	Debriefing Area
Colin Waldorf	0.5	Stage Check Instructor	Flight Center	1/Office
Nick Glynn	0.5	Stage Check Instructor	Flight Center	1/Office
Tad Schoeny	0.5	Stage Check Instructor	Flight Center	1/Office
Mike Glynn	0.83	Chief Flight Instructor - FW	Flight Center	3/Office
Michael Nickeson	0.83	Sr. Flight Instructor	Flight Center	5/Cube
Brian Forsberg	1	Assistant Chief Flight Instructor - FW	Flight Center	7/Office
Suzanne Peterson	1	Assistant Chief Flight Instructor - FW	Flight Center	9/Office
Zarick Kuehl	1	Chief Flight Instructor - RW	Americas Hangar	8/Office
James Jenkins	1	Director of Maintenance	Americas Hangar	1/Office
Michael Phillips	1	Director of Operations	Flight Center	2/Office
Candace Dalsing	1	Dispatcher	Flight Center	12/Office
Ben Magee	1	Flight Instructor	Flight Center	6/Cube
Brett Wimberly	1	Flight Instructor	Americas Hangar	1/Cube
Bryan Eggers	1	Flight Instructor	Americas Hangar	7/Office
Jared Bennett	1	Flight Instructor	Americas Hangar	3/Cube
Matthew Vander Ploeg	1	Flight Instructor	Americas Hangar	5/Cube
Ramon Gonzalez	1	Flight Instructor	Americas Hangar	1A/Office
Kim Bruggenwirth	1	Manager of Administrative Services	Flight Center	4/Office
Adam Eggerman	1	Sr. Flight Instructor	Americas Hangar	6/Office
Dallas Syverson	1	Sr. Flight Instructor	Americas Hangar	2/Office

Daniel Gashangi	1	Sr. Flight Instructor	Flight Center	3/Cube
Edwin Zenke	1	Sr. Flight Instructor	Flight Center	15/Office
Kristofer Alexander	1	Sr. Flight Instructor	Flight Center	3/Cube
Kyle Neisius (Envoy Cadet)	1	Sr. Flight Instructor	Flight Center	2/Cube
Matthew Wiater (Envoy Cadet)	1	Sr. Flight Instructor	Flight Center	6/Cube
Maxwell Judnic (Envoy Cadet)	1	Sr. Flight Instructor	Flight Center	4/Cube
Tyler Hutchinson (Envoy Cadet)	1	Sr. Flight Instructor	Flight Center	14/Office
Ching-Kuan Su	1	Stage Check Instructor	Flight Center	8/Office

C. Faculty Assignment Definitions

The following information was obtained from Chapter 2 of the 2018-2019 Faculty Handbook:

2.0 Scope and Application. This chapter becomes a part of every Faculty member's contract of employment except to the extent that an individual Faculty member's contract contains provisions that are inconsistent with, or disclaim incorporation of, terms and provisions of this chapter. This chapter is the official statement of policies, obligations, responsibilities, rights, and privileges pertaining to Faculty. All Faculty are required to be familiar with and abide by the terms and provisions of this chapter and of their individual contracts of employment as conditions of their employment with the University.

2.1 Definition of Faculty Status. For the purposes of this chapter, "Faculty" shall be defined to encompass those persons employed in the College at the University who carry rank, titles or positions defined under "Ranked Faculty", "Titled Faculty" or "Special Status Faculty", below.

2.1.1 Ranked Faculty. The four academic ranks approved by the University include: Instructor, Assistant Professor, Associate Professor, and Professor.

2.1.2 Titled Faculty. The academic titles approved by the University include: Lecturer, Teaching Specialist Faculty, Adjunct Professor, Visiting Professor, and Artist-in-Residence. Titled academic Faculty shall be employed only on term contracts and are subject to the following conditions unless otherwise specifically provided in their individual appointment contract or elsewhere in this chapter:

- A. They shall have only those Faculty responsibilities as assigned by the VPAA or the President.
- B. Adjunct and Visiting Professorships shall be determined on the basis of the individual's rank qualifications.
- C. The use of academic titles shall not be construed as the conferring of rank.

2.1.2.1 Lecturer. The title of "Lecturer" may be given to a person who teaches a limited number of courses in a specific area of expertise.

2.1.2.2 Teaching Specialist Faculty (TSF). The title of "Teaching Specialist Faculty" may be given to a full-time Faculty member with strong teaching credentials who focuses on teaching and advising and is excused from the normal expectations for research and service.

2.1.2.3 Adjunct Professor. The title of "Adjunct Professor" may be given to a person who possesses the credentials and/or experience to hold rank but whose primary employment relationship is outside the University.

2.1.2.4 Visiting Professor. The title of "Visiting Professor" may be given to a person who had a temporary or permanent association at another institution of higher education and is associated with the University while on leave from such other institution or who is otherwise hired to fill a Faculty position on a temporary basis.

2.1.2.5 Artist-in-Residence. The title of "Artist-in-Residence" may be given to an individual who is associated with the University by term contract to perform specific limited duties within an area of special expertise or training under conditions established by the University.

2.1.3 Special Status Academic Faculty. Special status Faculty include Emeriti Faculty, Adjunct Faculty, Affiliate Faculty and Librarians.

2.1.3.1 Emeritus Faculty. The University and the Board may confer the title of Emeritus upon a retiring Faculty member who has achieved eminence through scholarship, creative work, and distinction of service to the University. Designation of Professor Emeritus is not an inherent recognition of seniority, but of high distinction in teaching, professional development, and University service.

2.1.3.1.1 Appointment Criteria.

- A. The individual must be eligible to retire under the University's retirement plan.

- B. The individual must have completed ten years of full-time ranked Faculty service at the University immediately prior to retirement.
- C. Nominations must be made to the VPAA by December 31. The VPAA will forward nominations and his recommendations to the President, and the President, upon his consideration, shall forward his recommendation to the Board.
- D. The individual must be approved for Emeritus status by the Board.

2.1.3.1.2 Appointment Process.

- A. Upon notification of intent to retire an individual may be nominated for Emeritus status to the VPAA.
- B. The nomination shall be in writing and must include a one-page resume and a one-page summary highlighting fulfillment of the criteria as well as other contributions made to the University.
- C. The VPAA shall make a recommendation to the President.
- D. The President shall review all previous recommendations and forward a recommendation to the Board.
- E. The Board shall make the decision as to the granting of Emeritus status to the nominee.
- F. The decision of the Board shall be final and not subject to further review.

2.1.3.1.3 Privileges. The granting of Emeritus status is an honorary designation which entails no assigned duties, responsibilities, compensation, office space or use of clerical staff. Faculty granted Emeritus status shall have their names listed in the University Undergraduate Catalog, have privileges of the regular Faculty and academic staff as defined from time to time by the University. These privileges are gratuities and not contractual rights and may be modified by the University at any time without notice or obligation.

2.1.3.2 Adjunct Faculty. An Adjunct Faculty member is a part-time teacher appointed on a course by course basis. Such Faculty are appointed on term contracts only and usually have only the duties directly associated with teaching and do not perform committee work nor assume other responsibilities required of ranked Faculty.

2.1.3.3 Affiliate Faculty. The special status of "Affiliate Faculty" may be awarded by the President upon written recommendation of the VPAA to those persons whose employment is with a person or organization that is associated with the University by affiliation contract or to those persons who are practicing professionals or independent scholars who are associated with the University for specific research purposes. Affiliate status is awarded as a courtesy of the affiliation relationship and Affiliate Faculty are entitled only to those benefits or rights as specified in the affiliation contract.

2.1.3.4 Librarians. Professional librarians may be given the title of Special Status Academic Faculty. They shall be employed only on term contracts and are not eligible for tenure. They are voting members of the Faculty and serve with full privileges on any of its committees.

2.1.4 Administrative Faculty. For contract purposes, "administrative Faculty" shall be defined to include administrative employees who carry academic rank. Administrative Faculty shall be employed by administrative contracts. Terms and conditions of employment of administrative Faculty are provided for in the Staff Manual.

2.1.5 Professional Staff. For contract purposes, "professional staff" shall be defined to include administrative employees who do not carry academic rank and are therefore not considered to be Faculty. Professional staff shall be employed by administrative contracts. Terms and conditions of employment of professional staff are provided for in the Staff Manual.

2.1.6 Qualifications for Appointment to Rank. At the time of initial appointment, the President shall approve academic rank for academic and administrative Faculty based upon recommendation of the VPAA. Satisfaction of degree/experiential requirements shall be determined by the VPAA. Degrees and teaching experience must be from regionally accredited post-secondary institutions unless otherwise determined by the VPAA. "Years," with respect to teaching experience, shall mean full-time teaching for a full academic year. A maximum of five (5) years of appropriate full-time other professional experience may be substituted for full-time ranked teaching experiencing in determining rank qualifications. Equivalencies or exceptions to any qualifications shall be determined by the VPAA. Designation of rank shall include identification of the Faculty member's program area. Academic Faculty appointed to the ranks of Instructor, Assistant Professor, and Associate Professor must display evidence of potential for promotion.

Earned degrees of appointees to the academic Faculty must be in the discipline or field of primary contract responsibility or in one of the appropriate cognate areas for interdisciplinary studies. The VPAA shall have the responsibility for determining appropriateness of degree field to program area assignment.

Unless otherwise specified below, the earned doctorate, for the purposes of Chapter 2, is the appropriate terminal degree for initial appointment of academic Faculty in all program areas except those for which disciplinary or regional accrediting agencies make different provision or those for which doctoral programs are rarely or not at all available. The VPAA shall have the responsibility for determining the appropriateness of terminal degree requirements. The following are minimal qualifications for initial appointment to rank. Determinations of equivalencies or exception to standard qualifications shall be determined by the VPAA subject to final approval by the President.

2.1.6.1 Instructor.

- A. No previous post-secondary teaching required but teaching experience or demonstrated knowledge of the principles of successful teaching are required.
- B. A master's degree, substantial progress toward an earned graduate degree, or the equivalent in other professional attainments.
- C. Promise of scholarship evident in the undergraduate and graduate records, or in the equivalent professional attainments.
- D. A record of participation and indication of interest in service to the University and community.
- E. Commitment in principle and practice to the Mission of the University.

2.1.6.2 Assistant Professor.

- A. Earned doctorate plus two (2) years teaching at the collegiate level or a prior record of outstanding achievement or experience directly related to the academic field; A.B.D. plus three (3) years teaching at the collegiate level or a prior record of outstanding achievement or experience directly related to the academic field; or master's degree or its academic equivalent plus four (4) years teaching at the collegiate level in addition to the qualifications required of an Instructor. For promotion to Assistant Professor at least two (2) consecutive years of the full-time college teaching shall be at the University. However, an Instructor who earns a doctorate shall be promoted immediately to Assistant Professor upon completion of two (2) years full-time teaching at the University in the rank of Instructor, or a prior record of outstanding achievement or experience directly related to the academic field.
- B. Demonstration of competence and originality in past practice or in potential in the instruction of courses in the field of concentration.
- C. Demonstrated ability to do independent scholarly or creative work.
- D. Demonstration of the willingness and commitment to provide competent service on Faculty committees, as an advisor, in extracurricular activities and in community service.
- E. Commitment in principle and practice to the Mission of the University.

2.1.6.3 Associate Professor.

- A. Earned doctorate plus four (4) years teaching at the collegiate level or a prior record of outstanding achievement or experience directly related to the academic field; A.B.D. plus five (5) years teaching at the collegiate level or a prior record of outstanding achievement or experience directly related to the academic field; or master's degree or its academic equivalent plus six (6) years teaching at the collegiate level in addition to the qualifications required of an Assistant Professor. For promotion to Associate Professor at least two (2) consecutive years of the full-time college teaching must be at the University in the rank of Assistant Professor.
- B. The master's degree plus additional graduate work or the equivalent in other professional attainment.
- C. Maturity in teaching ability and continued interest in teaching skills and in enrichment of classroom presentations.
- D. Continued evidence of scholarly or creative productivity.
- E. Growth in extent and influence of services on Faculty committees, as an advisor, in extracurricular activities, and in community projects.
- F. Commitment in principle and practice to the Mission of the University.

2.1.6.4 Professor.

- A. At least eight (8) years teaching at the collegiate level in addition to the qualifications required of an Instructor and

Assistant. For promotion to Professor, at least two (2) consecutive years of the full-time college teaching must be at the University in the rank of Associate Professor.

- B. Contributions in scholarship or in creative work that approach or attain recognition in the field.
- C. Leadership on Faculty committees and as a department chair or in assistance with formulation of department policies and leadership in the projects of the larger University community.
- D. Commitment in principle and practice to the Mission of the University.

1.1.7 Exception. In extraordinary cases where a Faculty member possesses a prior record of outstanding achievement or experience directly related to the academic field for which appointment is being considered, an exception may be made to the above requirements for placement in rank, if and only if, such exception is given prior approval by the President. Appointments generally will be made on the basis that the prospective Faculty member is eminently qualified to fulfill the duties of the Faculty position for which he/she is being hired.

2.2 Types of Contract. The types of contract which shall be utilized to employ Faculty shall be of three kinds and denominated, "Term", "Tenure Track", and "Tenure".

2.2.1 Term. A term contract is for a designated period and automatically terminates upon the expiration of that period. Re-employment of an employee after termination of a term contract is solely within the discretion of the University.

2.2.2 Tenure Track. A tenure track contract is for a designated period not to exceed one academic year and automatically terminates upon the expiration of that period. Employment under a tenure track contract entitles an employee to notice in accordance with the following schedule if the University determines not to rehire the employee during the subsequent academic year:

- (1) Not later than March 1 of the first academic year of employment under a tenure track contract, if the contract expires at the end of that academic year; or, if the contract is for less than a full academic year, at least ninety (90) calendar days in advance of its termination.
- (2) Not later than December 15 of the second year of employment under a tenure track contract, if the contract expires at the end of that academic year; or, if the second-year contract is for less than a full academic year, at least one-hundred-eighty (180) calendar days in advance of its termination.
- (3) Prior to the commencement date of the last contract after two or more years of service under tenure track employment which in no event shall be less than two-hundred-seventy (270) calendar days in advance of its termination.

In recognition of the fact that the foregoing notice requirements are intended to provide the Faculty member with sustained income for a period of time while seeking to relocate employment, if the University fails to provide sufficient notice as prescribed, the Faculty member shall be entitled to receive extended employment for a period equivalent to the time period by which the notice is deficient, or, in the discretion of the University, the Faculty member may be given severance pay in an amount equivalent to the salary the Faculty member would have been entitled to receive for a period of time equivalent to the period of deficiency based upon the academic year base salary and academic FTE assignment of the Faculty member during the contract period when the notice is given. This provision shall not apply if the notice deficiency exceeds ninety calendar days and, in such case, the Faculty member shall be re-employed for the next succeeding academic year with a FTE assignment not less than the FTE assignment of the preceding academic year.

2.2.3 Tenure. A tenure contract is for an academic year and gives the Faculty member the contractual right to be re-employed for succeeding academic years until the Faculty member resigns, retires, is discharged for cause, is terminated pursuant to a reduction in force, becomes disabled or dies, but subject to the terms and conditions of employment which exist from academic year to academic year.

2.11 Workload.

2.11.2 Teaching Duties. All teaching assignments (fall, spring, and summer terms) shall be made by the Office of the VPAA. No Faculty member shall be assigned to work outside of the United States without his or her consent unless such was a condition of employment or part of the job duties of the position that the Faculty member was hired to fill.

2.11.2 Teaching Load. The teaching load for full-time Faculty members in the College shall be twenty-four (24) credit hours per academic year. Credits may be distributed unevenly, but in any one semester, the teaching load for full-time Faculty members generally ranges from nine to fifteen (9-15) credit hours. Credit hours taught in excess of twenty-four (24) during the regular academic year shall be considered overload credit hours and shall require the written approval of the VPAA's Office. No Faculty member shall be required to teach in excess of twenty-four credit hours per year without additional compensation. Courses and workshops offered (for credit or non-credit) under the auspices of the College shall be approved by the VPAA before any student may register or earn academic credit in them. The decision to offer or not to offer a practicum, a tutorial, an independent reading or research or directed reading course, or to assess portfolios or give challenge examinations, or conduct workshops, or serve on a thesis committee, or supervise internships or off-campus work experience, shall rest exclusively with the VPAA. Faculty are limited to teaching no more than three tutorials, independent reading or research, directed reading courses, and supervise internships in a semester without the prior permission of the VPAA.

2.11.3 Calculation of Teaching Load. The following guidelines shall be used in computing credit hours for purposes of calculating the teaching load for each full-time and part-time Faculty member. For teaching regular (lecture-type and lecture-discussion) courses, the Faculty member shall be credited with the same number of credit hours as the number of credits listed for the course in the Schedule of Classes.

For team taught courses, the actual degree of active participation by each Faculty member in the course, as determined in advance by the department head after consultation with the Faculty members involved, shall determine the number of credit hours used for load determination, which number may exceed by one credit the number of credit hours listed for the course in the Schedule of Classes.

D. Current Faculty Assignments

Note that no graduate-level courses were taught Fall 2018. The enrollment for classes being co-taught are double counted below. That is, every one teaching a course is getting credit for the full enrollment of the course.

Fall 2018					
Name	Course	Enrollment	CR	Other Assignments	
				Activity	% Time
Colvin, Zach	AVI 429	14	1		
Dalsing, Todd	AVI 333	24	3		
Eggerman, Adam	AVI 131	14	6	Asst. Chief Instructor	100%
Ellert-Beck, Sara	AVI 131	32	6		
	AVI 145	89	1		
Ferrero, Michael	AVI 214	42	3		
	AVI 401	12	3		
Forsberg, Brian	AVI 435	5	2	Asst. Chief Instructor	100%
	AVI 447	12	3		
Foster, Tony	AVI 349	24	3	Asst. Head of Department	50%
	AVI 434	27	3		
	AVI 490	3	6		
Gashangi, Daniel Tumusifu	AVI 131	10	6	Flight Instructor	100%
Glynn, Mike Joseph	AVI 490	3	6	Chief Instructor	100%
Godwin, Ken William Jr.	AVI 233	24	3	Internship Coordinator	10%
	AVI 346	16	4		
	AVI 444	26	3		
	AVI 485	3	3		
Grierson, Robert	AVI 337	9	3		
Hrubieski, Chris John	AVI 229	7	3		
Kadolph, Polly Ann	AVI 131	32	6	Chief Ground Instructor	10%
	AVI 232	20	3		
	AVI 447	12	3		
Kariuki, Joan N	AVI 229	7	3	Maintenance Tech	25%
	AVI 332	21	3		
	AVI 429	2	3		
Kuehl, Zarick Anthony	AVI 237	6	3	Chief Instructor	100%
Prelis, Chaminda	AVI 145	89	1	Head of Department	75%
	AVI 322	42	3		
	AVI 490	3	6		
Savage, Eric Robert	AVI 341	23	3		
	AVI 348	16	3		
	AVI 495	21	3		
Su, Ching-Kuan	AVI 430	7	2	Flight Instructor	100%
	AVI 431	9	3		
Woodhouse, Mark	AVI 131	24	6		
Zenke, Edwin	AVI 231	40	8	Flight Instructor	100%

E. Compensation and Benefits

FLIGHT/LABORATORY STAFF					
	Full-Time			Part-Time	
Category	No.	Avg Monthly Salary	Salary Basis (i.e. 9 mos., 12 mos., etc.)	No.	Avg Hourly Rate
Flight Instructor	17*	\$1,922.54	12 months	10*	\$22.54
CRJ Simulator Instructor**				5	\$30.00
Aircraft Maintenance Technicians	2	\$2,646.67	12 month	8***	\$8.00
Aircraft Dispatchers	1	\$2,631.17	12 months	13***	\$8.00

*There are four additional full-time and two additional part-time flight instructors who are paid by Envoy Air Inc., not UD. The Envoy employees are **not** included in this salary table. Envoy employees **are** included in the staff personnel list in Section VI.B of this report.

**General flight instructors use flight simulators as part of their regular flight instruction with the exception of the Regional Jet (CRJ) simulator. There are specific people who instruct in the CRJ simulator and they are the people included in this line.

***All of the part-time dispatchers and maintenance workers are student work study workers. As students, they are **not** included in the list of Aviation staff personnel in Section VI.B of this report.

University of Dubuque Average Campus-Wide Faculty Salaries		
Title	Number	Average Salary/Annual (9 Month Contract)
<i>Professor</i>	18	\$84,010.00
<i>Associate Professor</i>	26	\$65,945.95
<i>Assistant Professor</i>	41	\$57,242.00

Benefit Programs for Faculty and Staff

The following list was summarized from Chapter 2 of the 2018-2019 Faculty Handbook:

2.14.1 Social Security. The University of Dubuque matches the Faculty's contribution to the Federal Social Security Program. Retirement and disability benefits are made available through this program according to the rules and regulations of the Social Security Administration of the United States Department of Health and Human Services. The University follows all federal regulations.

2.14.2 Worker's Compensation. A Faculty member who is unable to work due to an injury arising out of and in the course of employment is eligible for Worker's Compensation benefits in accordance with the provisions of the Iowa Worker's Compensation and Occupational Diseases Act. Compensation benefits may be supplemented by payments from earned

University sick leave, but the total payments may not exceed basic pay. If a Faculty member suffers an accidental work-related injury or disablement, the employee should immediately contact the supervisor and the Human Resource Office, which will process the appropriate forms and disseminate information.

2.14.3 Unemployment Compensation Insurance. If the University is unable to continue the employment of a Faculty member, the employee may be eligible to receive weekly unemployment benefits, provided the employee meets the eligibility requirements of state law. Eligibility for benefits and the amount of benefits are fixed by state and federal law.

2.14.5 Health Insurance Continuation. The Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA) requires that employers who sponsor group health plans offer employees and their families the opportunity for a temporary extension of health coverage (called "continuation coverage") at group rates in certain instances where coverage under the Plan would otherwise end. This is intended to inform, in summary form, of rights and obligations under the continuation coverage provisions of the law.

2.14.7 Life and Accidental Death and Dismemberment Insurance. Amount of coverage is equal to the amount of the Faculty's annual salary, rounded to the nearest thousand. Coverage for new members is effective the first day of the month following date of employment and ceases on the last day the employee worked.

2.14.8 Medical Insurance. Health insurance is part of the University of Dubuque's Flexible Spending Plan. This coverage is through a self-insurance program administered by Cottingham and Butler Insurance Company of Dubuque, Iowa. The plan provides comprehensive coverage for both illness and surgery as well as a maximum major medical benefit of \$250,000. Effective dates for new Faculty members are as stated in (1) above. Please consult the University of Dubuque Employee Health Care Summary Plan Description for more information regarding medical insurance.

2.14.9 Dental Insurance. This coverage is available through the self-insurance program administered by Cottingham and Butler Insurance of Dubuque, Iowa. The plan provides dental coverage for either a family or single plan. For further information on eligibility, etc. consult the University of Dubuque Employee Health Care Summary Plan Description available at the Human Resource Office.

2.14.10 Long Term Disability. The Benefit Formula is sixty percent (60%) of monthly wages or salary to a maximum benefit of \$5,000 per month.

2.14.11 Retirement Annuity Plan. All Faculty members who are at least half time (1040 hours per year) are eligible to participate in the *TIAA/CREF*, *American Funds*, *T Rowe-Price* or *Vanguard* retirement systems. These are 403(b) programs in which the University will match up to 6% of the employee's earnings so long as the employee contributes at least 5% of their monthly income. If the Faculty member chooses to contribute less than 5%, the University will match their contributions on a dollar-for-dollar basis.

2.14.12 Tuition Remission and Tuition Exchange. The University of Dubuque provides a tuition remission policy to support the educational goals of employees and their families. Eligible employees, their spouse, and their dependent children under the age of 24, are eligible for 100% tuition remission for eligible undergraduate study until the completion of the requirements of an undergraduate degree, or the completion of 150 undergraduate credits (including any transfer credits); whichever comes first, for the first earned undergraduate degree. The employee and their spouse will also be eligible for 50% tuition remission for graduate programs if a previous graduate degree has not been earned.

2.14.13 Library Privileges. Subject to established library regulation, the library of the University is available for use by staff members.

2.14.14 Athletic Events. Employees and members of their immediate family are eligible to attend athletic events free of charge.

2.14.15 Collateral University Benefits. Collateral benefits include:

- Use of recreational facilities, including tennis courts, fitness center, and gymnasium, by employee, family, and guests, at no charge.
 - Use of exercise room equipment.
 - Free or reduced admission to cultural affairs programs, i.e., plays, movies, concerts, etc.
- These benefits are provided as gratuities and not contractual rights and may be discontinued or modified by the Board at any time without notice of obligation.

F. Evaluation and Promotion Policies

Faculty Evaluation

The following information was obtained from Chapter 2 of the 2018-2019 Faculty Handbook:

2.5 Evaluation. Faculty members at the University are subject to continuing performance assessment. The following process will normally be used for formal evaluation and may be used for all employment related evaluation purposes, including without limitation, tenure, promotion, continuance and differential salary determinations.

2.5.1 Evaluation Process. The VPAA will announce the schedule and process for formal evaluations of Faculty and department heads. The Assessment Committee will review and recommend the appropriate instruments for use in the formal evaluation process. Faculty shall submit materials through department heads to the Office of the VPAA, as applicable and as required in accordance with the announced schedule. Faculty will be evaluated on the quality and sufficiency of their performance of the duties and responsibilities set forth in this *Faculty Handbook* and those that may be specified in the individual's appointment contract. All evaluation material will be returned to the Faculty.

2.5.2 Student Evaluations of Teaching. The College and Graduate Programs will conduct student evaluations of teaching performance. All Faculty are required to administer the student evaluation process in the classroom for at least two courses per semester and at least 4 courses per academic year. The student evaluation format will be selected or designed by the VPAA in consultation with the Assessment Committee and will include questions and evaluation criteria common to all classes. At least 50% of the evaluations each academic year must use quantifiable scales. The other 50% of student evaluations may be qualitative or narrative and college-wide or discipline/program-specific. A summary of the evaluation results will be provided to the Faculty member, department head, and the office of the VPAA.

2.5.3 Professional Development Planning. Each Faculty member is required to prepare and submit an individual program of professional development in each evaluation cycle. The individual program should fit the Faculty member's duties and responsibilities, professional goals, and shall address the college and/or graduate school's and the department's mission, goals, and objectives. The program shall be developed in consultation with the department or unit head and submitted in writing to the VPAA in accordance with a schedule established by that office.

2.5.4 Performance Improvement Planning. In the case where serious deficiencies in performance are identified, the VPAA may, in consultation with the Faculty member, institute a prescriptive plan for performance improvement. That plan shall identify the specific performance deficiencies, the level of proficiency or performance to be achieved, the time lines for achievement of the required improvement, and the activities to be pursued in support of the plan. The Faculty member shall be responsible for implementation of the plan and for reporting progress to the VPAA or other designated administrator.

Promotion and Tenure Criteria and Procedures

The following information was obtained from Chapter 2 of the 2018-2019 Faculty Handbook:

2.6 Promotion. The procedures that follow serve as a guide to the administration and Faculty in regard to the qualifications for advancement in academic rank. The provisions herein are neither absolute nor automatic. When considering an individual for advancement in rank, the qualifications are to be interpreted by the President acting upon the recommendations of the VPAA.

2.6.1 Promotion Review. During the Spring semester of each academic year, Faculty who are eligible and apply to be considered for advancement in rank will be reviewed for this purpose. If approved by the President and Board, the subsequent year's contract will reflect the new rank.

2.6.2 Bases for Promotion. The basic requirements for rank are those qualifications set forth at Section 2.1.6. The following requirements specify the additional requirements necessary for a Faculty member to advance in rank.

- A. Mission. Demonstrated commitment in principle and practice to the Mission of the University.
- B. Time in Rank. A minimum of two (2) contract years of full-time teaching service to the College in the existing rank, not to include, unless otherwise approved by the President in writing, time spent on sabbatical, leave of absence, or assignment to administrative duties while holding teaching rank.
- C. Teaching Ability. Excellence in teaching.
- D. Scholarly Activities. Above average performance in scholarly activities. See Section 2.9.1.2 for a definition of scholarly activity.
- E. Service. Progressively increasing quality service to the College and community.
- F. Student Service. Excellence in service to students.

2.6.3 Outline for Application. The timeline for the review process will be announced early in the Fall and/or Spring semester. The following outline will be used by Faculty in organizing their application for promotion. The application shall include:

- A. A cover letter confirming the Faculty member's desire to enter the promotion review process.
- B. A title page containing name, rank, date of submission and assignment.
- C. A table of contents listing the entries as they appear in the document.
 1. History of service at the College.
 2. Mission.
 - a. Narrative statement.
 - b. Documentation of activities in support or pursuit of the Mission.
 3. Teaching and related activities (accomplishments and documentation).
 - a. Narrative statement.
 - b. Self-evaluation.
 - c. Student evaluations.
 - d. Peer and Department Head Evaluations.
 - e. Professional development activities.
 - f. Additional evidence.
 4. A summary of scholarly activities (accomplishments and documentation).
 - a. Narrative statement.
 - b. Documentation of results or products.
 - c. Additional evidence.
 5. Service.
 - a. Narrative statement.
 - b. Recommendations and commendations.
 - c. Additional evidence.
 6. Service to Students.
 - a. Narrative statement.
 - b. Documentation of activities.
 - c. Additional evidence.
 7. Curriculum Vitae.

2.7 Tenure.

2.7.1 Purpose and Philosophy. The University recognizes the value of tenure as promoting favorable conditions for the exercise of academic freedom and for the orderly development of the University as a community of teachers and scholars.

In tenure reviews, decisions made by the University are of extreme importance in the institution's pursuit of its Mission. Achievement of tenure should never be regarded as a routine or automatic award. It must, rather, reflect and affirm professional competence and performance measured against national standards at comparable institutions, and a willingness by the applicant to assume leadership responsibilities in fulfillment of the University's Mission.

The University's decision to grant tenure is subject to the determination by the University that the Faculty member's services will continue to be needed and that the institution's financial resources are sufficient to meet a long-term commitment. It is also required that the tenured Faculty member's level of performance will be maintained and improved continually.

2.7.2 Eligibility for Tenure. To be eligible for tenure a Ranked Faculty member holding the rank of Assistant Professor or above must hold a Tenure Track appointment as defined in Section 2.2. The probationary period for a tenure track Faculty member shall begin to accrue when the Faculty member is appointed to a Ranked Faculty position on a tenure track contract and shall normally be six years of full-time continuous service, except as provided below. Upon the mutual agreement of the Faculty member and the VPAA, full-time service at the rank of instructor or above in colleges or universities of recognized standing may be counted as part of the probationary period. (A university or college of recognized standing is an institution accredited by one of the six regional accrediting institutions, e.g., North Central.) Notwithstanding the foregoing, and unless otherwise approved by the President and the Board, the University requires not less than three years of full-time ranked tenure track service at the University even though the Faculty member's total probationary period in the academic profession is thereby extended beyond the normal maximum of six years. The precise terms of any credit given for previous teaching experience and the length of the probationary period to be fulfilled at the University shall be stated in writing by the University at the time of the initial appointment and shall be incorporated into the initial and each subsequent contract of employment in order to be binding on the University. Since the actual conferral of tenure is an affirmative act by the President and the Board, the Faculty member must formally request tenure during the sixth or last year of probationary status.

The six-year probationary period must be continuous with the exception that a maximum one year's interruption because of a leave of absence or because of part time service will be permitted as will an interruption for any period of time due to compulsory military service to the extent required by the military leave policy. Other interruptions in service may be counted as part of the probationary period in the discretion of the University. The University may defer a Faculty member's consideration for tenure even if the extension results in an extension of the probationary period beyond six years due to financial concerns that make it doubtful that the University can support a tenure commitment or in order to conduct a further assessment of issues related to the Faculty member's performance during the fifth or sixth years of service.

A Faculty member at any rank who is denied tenure shall normally be retained on the Faculty until the end of the academic year following the one in which there was notification of the denial unless the Faculty member is converted to Term contract employment status. Exceptions may also occur in instances of severance for cause or pursuant to a reduction in force.

Upon recommendation of the VPAA and with approval by the President, a new Faculty member with extraordinary credentials who has previously been tenured at a college or university of recognized standing may be granted tenure by the Board without the required University of Dubuque probationary period.

2.7.3 Review Procedure for Tenure Track Faculty Members. A Faculty member holding a Tenure Track Appointment shall be evaluated for reappointment on a yearly basis by the VPAA. No later than the end of each academic year he/she will be advised on his/her progress toward meeting the requirements for tenure. Any deficiencies hindering future tenure consideration shall be identified and discussed. Necessary corrective measures shall also be identified. This discussion shall subsequently be summarized in writing within fourteen calendar days and forwarded to the Faculty member.

2.7.4 Criteria for Tenure Consideration. In addition to the satisfaction of the eligibility requirements set forth in Section 2.7.2, above, eligibility for tenure consideration is based upon the satisfaction of performance criteria. These criteria are as follows:

- A. Demonstrated support in principle and practice for the Mission of the University.
- B. Demonstrated excellence in teaching.
- C. Professional Growth and Development. Consistent, mature and progressive growth in scholarly achievement, recognition in the Faculty member's discipline and with professional organizations.
- D. Service to the Institution. Progressively increasing quality service and the contribution of leadership to the University community.
- E. Student Service. Excellence in service to students.

2.7.5 Outline for Application. The following outline shall be used by Faculty in organizing their application for tenure. The application shall include:

- A. A cover letter confirming the Faculty member's desire to enter the tenure review process.
- B. A title page containing name, rank, date of submission and assignment.
- C. A table of contents listing the entries as they appear in the document.
 - 1. History of service at the University.
 - 2. Commitment to Mission.
 - a. Narrative statement.
 - b. Documentation of activities in support or pursuit of the Mission.
 - 3. Teaching and related activities (accomplishments and documentation).
 - a. Narrative statement.
 - b. Self-evaluation.
 - c. Student evaluations.
 - d. Peer Evaluations.
 - e. Professional development activities.
 - f. Additional evidence.
 - 4. A summary of scholarly activities (accomplishments and documentation).
 - a. Narrative statement.
 - b. Documentation of results or products.
 - c. Additional evidence.
 - 5. Service.
 - a. Narrative statement.
 - b. Recommendations and commendations.
 - c. Additional evidence.
 - 6. Service to Students.
 - a. Narrative statement.
 - b. Documentation of activities.
 - c. Additional evidence.
 - 7. Curriculum Vitae.

2.7.6 Timeline and Procedures. An eligible Faculty member who wishes to be considered for tenure must submit the materials outlined in Section 2.7.4, above, to the VPAA no later than October 1. Prior to October 15 each year, the VPAA shall convene the Faculty Advancement Committee (FAC) to consider all requests for tenure. Members of the FAC shall be provided access to all evaluative data concerning the candidate for tenure and additional information it wishes to review as it formulates a recommendation.

Prior to February 1 of each year, the FAC shall complete their review of candidates for tenure and forward written recommendations to the VPAA. The VPAA shall review all evaluative data and forward a recommendation to the President no later than March 15th. The President shall also review the evaluative data and the other recommendations and prepare a recommendation to the Board. All recommendations shall be transmitted by the President to the Academic Affairs Committee

of the Board and to the Board for final consideration. All decisions of the Board will be communicated in writing to the candidate. Awards of tenure shall be effective with the next ensuing academic year.

Current Faculty Members Promoted and/or Achieved Tenure in Past Five Years

Current Rank	Number Promoted	Number Tenured
Professor	1	0
Associate Professor	2	0
Assistant Professor	0	0
Instructor	0	0

Distribution of Faculty by Rank Comparable to Other Units:

Overall the aviation faculty submit requests and are granted promotions and tenure on a similar basis and rate as other academic departments. In most instances it is up to the faculty member to determine if they would like to pursue promotion and tenure. Most aviation faculty have not pursued tenure, but have successfully pursued promotions.

Post Tenure Review policy:

The University has an annual faculty review policy that continues, post-tenure. Each spring, faculty members are asked to describe their activity over the last year as it relates to four main areas of faculty responsibility: University mission, teaching, scholarship, and service. Following the submission of the written activity report, faculty members meet individually with a dean or associate dean to review their activity for the year and to set goals for the next year.

G. Professional Development

Advanced Degrees and Certification

Degrees and certifications are used to qualify faculty. The Faculty Qualification Certification document for Aviation is included in Appendix D. Currently we have one faculty member that has a PhD with two others that are pursuing PhD degrees. Additionally, all of our faculty have FAA certifications for either ground instruction or flight related certificates. The institution is supportive of faculty pursuing advanced degrees and certifications. The Department actively promotes options for faculty to pursue advanced degrees and certifications. Funding for such activities are limited.

Consulting

Currently the faculty within the aviation department has not acted as consultants. However, the faculty engage in a number of aviation related and other community activities as needed. This includes participating in research studies or panel discussions and conference attendance.

Professional Associations and Participation in Community, Regional and National Aviation Functions

These activities are considered service to UD and the community and are reported and evaluated in the Services section of the faculty self-evaluation. Faculty and staff within the aviation department actively participates in a number of academic and trade association related to aviation. Some faculty maintain individual membership within these organizations and attend conferences on a regular basis. Our faculty and staff also serve on a number of committees and the Board of Trustees for AAAE, AABI and UAA.

- American Association of Airport Executives (AAAE)
- National Association of Flight Instructors (NAFI)
- National Business Aviation Association (NBAA)
- National Intercollegiate Flying Association (NIFA)
- University Aviation Association (UAA)
- Women in Aviation International (WAI)

Recruitment Efforts and Public Relations

The University of Dubuque hosted approximately twenty-five 5th through 8th graders for the third annual Girls in Aviation Day on September 23, 2018.

The aviation department also coordinated with two aviation student organizations and the UD Student Government Association to fund a theatrical performance of The Lone Eagle: Charles Lindbergh in April of 2018.

Continuing Education / Professional Development / Sabbatical Leave

Sabbatical leaves are granted for research and academic purposes. In the past five years, we have had three faculty members request and successfully pursue sabbaticals. The faculty are given a 12 credit release that may be utilized for one semester or split between two semesters. When faculty split the sabbatical between two semesters, they are required to teach 12 credits for the academic year while pursuing their sabbatical.

Special Projects or Other Professional Development Activities

Faculty	Activity	Project
Polly Kadolph	Science Content Advisor / Editor of Book Series	<u>Paper Airplanes with a Side of Science</u> , Mankato Press, Summer/Fall 2017
Polly Kadolph	RAND Telephone Consultations	Airline Operations – Cyber Security Efforts, April 2018
Tony Foster	Doctoral Student Work	Completing required courses
Chaminda Prelis	Doctoral Student Work	Working on the dissertation

SECTION VII - FACILITIES, EQUIPMENT AND SERVICES
(AABI 201, Criteria 2.6, 3.6 and 4.6)

(Information in this section refers to the entire aviation unit, not just the program being submitted for accreditation.)

A. Classrooms

Bldg.	Room#	Area	Capacity	Furnishings/Environmental Problems (All classrooms contain whiteboards, a projection system and instructor computer workstation)
Airport	1		32	General Purpose Classroom
Blade	101		24	General Purpose Classroom
Blade	104		18	General Purpose Classroom
Blade	201		24	General Purpose Classroom
Blade	202		31	General Purpose Classroom
Blade	204		24	General Purpose Classroom
LIBR	381		33	General Purpose Classroom
LIBR	383		14	General Purpose Classroom
MBIR	105		26	General Purpose Classroom
MTAC	123		45	General Purpose Classroom
MTAC	130		28	General Purpose Classroom
MTAC	131		35	General Purpose Classroom
MTAC	135		18	General Purpose Classroom
MTAC	146		123	Auditorium
MTAC	149		41	General Purpose Classroom
MTAC	150		35	General Purpose Classroom
MTAC	151		24	Computer Lab w/24 stations
SEVER	200		32	General Purpose Classroom
TECH	103		32	Computer Lab w/32 stations
TECH	111		24	Computer lab w/24 stations
TECH	201		24	Networking Classroom/Lab
TECH	202		24	General Purpose Classroom
TECH	203		14	Computer Graphics Lab
USC	105		105	USC Zucker Auditorium
USC	109		32	USC Geology Lab

USC	130		16	USC GIS Lab Rm
USC	209		24	General Purpose Classroom
USC	228		32	General Purpose Classroom
USC	232		24	General Purpose Classroom

Note that classes not taught at the airport can be taught in any of the generally available classrooms on campus.

The Flight Center classroom is utilized by the Aviation programs. Access and scheduling of the classroom is controlled by the airport Flight Center dispatch and administrative office.

The campus classrooms listed in the table above are shared between most departments on campus. Scheduling of those classrooms is controlled by the Registrar's office.

Facilities are not leased.

B. Laboratories

Bldg.	Room #	Area	Lab Name	Description	Course(s)
USC	205		USC Science Lab--Physics	Lab to conduct physics exp	PHY 151
McCormick	Gym		Gym	Ability to fly Drones	AVI 429

The campus laboratories listed in the table above are shared between many departments on campus. Scheduling of those classrooms is controlled by the Registrar's office.

Additional comments:

In May of 2019 we began our move to a new facility at the airport that includes classrooms and additional space for faculty and staff. In the short term we will be operating a split campus with faculty offices and course offerings in both locations.

C. Staff Offices

Name	FTE	Assignment	Office Building	Room /Area
Brett Wimberly	1	Flight Instructor	Americas Hangar	1/Cube
James Jenkins	1	Director of Maintenance	Americas Hangar	1/Office
Trey Franks	1	Aviation Maintenance Assistant	Americas Hangar	1/Office
Ramon Gonzalez	1	Flight Instructor	Americas Hangar	1A/Office
Jack Erickson	1	Flight Instructor	Americas Hangar	2/Cube
Dallas Syverson	1	Sr. Flight Instructor	Americas Hangar	2/Office
Jared Bennett	1	Flight Instructor	Americas Hangar	3/Cube
Cameron Rowenhorst	0.5	Flight Instructor	Americas Hangar	4/Cube
Matthew Vander Ploeg	1	Flight Instructor	Americas Hangar	5/Cube
Adam Eggerman	1	Sr. Flight Instructor	Americas Hangar	6/Office
Bryan Eggers	1	Flight Instructor	Americas Hangar	7/Office

Zarick Kuehl	1	Chief Flight Instructor - RW	Americas Hangar	8/Office
Brian Quade	0.5	CRJ Sim Instructor	Americas Hangar	CRJ
Matthew Mohr	0.5	CRJ Sim Instructor	Americas Hangar	CRJ
Randy Tolley	0.5	CRJ Sim Instructor	Americas Hangar	CRJ
Robbie Thier	0.5	CRJ Sim Instructor	Americas Hangar	CRJ
Duy Nguyen (Envoy Cadet)	0.5	Sr. Flight Instructor	Americas Hangar	Debriefing Area
Jack Lindsay	0.5	Flight Instructor	Americas Hangar	Debriefing Area
Nick Schwab	0.5	Flight Instructor	Americas Hangar	Debriefing Area
Rob Jones	0.5	Flight Instructor	Americas Hangar	Debriefing Area
Sean O'Meara	0.5	Flight Instructor	Americas Hangar	Debriefing Area
Colin Waldorf	0.5	Stage Check Instructor	Flight Center	1/Office
Nick Glynn	0.5	Stage Check Instructor	Flight Center	1/Office
Tad Schoeny	0.5	Stage Check Instructor	Flight Center	1/Office
Candace Dalsing	1	Dispatcher	Flight Center	12/Office
Tyler Hutchinson (Envoy Cadet)	1	Sr. Flight Instructor	Flight Center	14/Office
Edwin Zenke	1	Sr. Flight Instructor	Flight Center	15/Office
Kyle Neisius (Envoy Cadet)	1	Sr. Flight Instructor	Flight Center	2/Cube
Michael Phillips	1	Director of Operations	Flight Center	2/Office
Daniel Gashangi	1	Sr. Flight Instructor	Flight Center	3/Cube
Kristofer Alexander	1	Sr. Flight Instructor	Flight Center	3/Cube
Mike Glynn	0.83	Chief Flight Instructor - FW	Flight Center	3/Office
Maxwell Judnic (Envoy Cadet)	1	Sr. Flight Instructor	Flight Center	4/Cube
Jo Lynn Bentz	0.5	Aviation Office Assistant	Flight Center	4/Office
Kim Bruggenwirth	1	Manager of Administrative Services & Life-Long Learning	Flight Center	4/Office
Michael Nickeson	0.83	Sr. Flight Instructor	Flight Center	5/Cube
Ben Magee	1	Flight Instructor	Flight Center	6/Cube
Matthew Wiater (Envoy Cadet)	1	Sr. Flight Instructor	Flight Center	6/Cube
Brian Forsberg	1	Assistant Chief Flight Instructor - FW	Flight Center	7/Office
Ching-Kuan Su	1	Stage Check Instructor	Flight Center	8/Office
Suzanne Peterson	1	Assistant Chief Flight Instructor - FW	Flight Center	9/Office
Blaze Murfin	0.5	Flight Instructor	Flight Center	Debriefing Area
Cathleen Macatangay	0.5	Flight Instructor	Flight Center	Debriefing Area
Connor Schafer	0.5	Flight Instructor	Flight Center	Debriefing Area
Emmanuel Munoz	0.5	Flight Instructor	Flight Center	Debriefing Area
Michael Evans (Envoy Cadet)	0.5	Flight Instructor	Flight Center	Debriefing Area
Roger Wickman	0.5	Flight Instructor	Flight Center	Debriefing Area

There are no staff offices located on campus. They are all located at the airport.

D. Airport Facilities

Name of Airport: Dubuque Municipal Airport

Bldg.	Room #	Approx. Area	Function	Course(s)
Flight Center	Flight Center One	20' x 20'	Classroom/Conference Room <ul style="list-style-type: none"> • Lectern with computer and projector • Long tables and chairs • Large white board (2) • Large chalk board 	AVI 131, AVI 132, AVI 430, AVI 431, AVI 435 NOTE: These are only offered at the airport during J-Term and in the summer.
Americas Hangar	Aerosim	20' x 20'	Simulator Classroom <ul style="list-style-type: none"> • CRJ simulator • Long table with chairs 	AVI 332, AVI 447

The Flight Center Classroom is utilized by the Aviation Programs. Access and scheduling of the classroom is controlled by the airport Flight Center dispatch and administrative office.

The Aerosim classroom is used solely by the AVI 332 and AVI 447 course instructors and students. The assignment of the space is controlled by the course instructors.

D. Library

AABI Report				
(Fiscal Year 2017/18)				
(All totals include physical and electronic holdings)				
	Acquisitions		Total	
	Books	Periodicals	Books	Periodicals
Aviation	5	0	1048	37
	(Phys: 5 Digi: 0)	(Phys: 0 Digi: 0)	(Phys: 450 Digi: 598)	(Phys: 17 Digi: 20)
Total Campus	1,086	6	334,058	40,248
	(Phys: 1067 Digi: 19)	(Phys: 6 Digi: 0)	(Phys: 134,187 Digi: 199,871)	(Phys: 169 Digi: 40,079)

The books and periodicals that are related to Aviation are located at the Charles C. Myers Library.

Print Books

The Myers Library uses the Library of Congress classification system to organize the collection. The Aviation collection falls in the areas listed below. In addition, Aviation students use the business collection (Sections HD-HE).

Aviation Collection: Library of Congress Classification

TL500 - TL785 (Aeronautics)

TL787-TL4050 (Astronautics)

HD9711 (Aerospace Industries)

HE9761-9843 (Air Transportation)

KF2400 - KF2500 (Aviation and Space Regulations)

RC1062-1085 (Aviation Psychology)

UG 623-1523 (Air Forces. Air Warfare)

Christopher Doll, the library director and library liaison to the Aviation Department, work with the faculty to update and make the collection relevant to the curriculum.

The following is circulation data for the following areas:

AVA Circulation				
	June 2015-May 2016	June 2016-May 2017	June 2017-May 2018	Total
HD 9711	1	0	0	1
HE 9761-9843	5	4	10	19
KF 2400-2500	2	0	0	2
RC 1062-1085	1	0	0	1
TL 500-787	12	6	8	26
TL 787-1450	0	0	0	0
UG 623-1523	0	0	0	0
Total	21	10	18	

The use of the Aviation book collection is heavily dependent on assignments that require its use. Mr. Doll works with the faculty to ensure the collection is relevant to assignments. Many of the research assignments rely on periodicals, as is the case for many professional programs. The library provides access to 33 aviation-related online book titles.

Periodicals

The library has a total of 17 Aviation print periodical titles which are kept in print due to the browsing usage by students, staff, and faculty. Students also have access to 20 digital Aviation periodicals.

In addition, students in the program have access to many related periodicals electronically, particularly a large business collection available through *Business Source Premier*, *Business Insights Global*, and *Nexis UNI* in addition to the *New York Times* and the *Wall Street Journal*.

Each year the budget is set by the library director and the other librarians. This budget allocates money to the various departments. The money can be shifted between departments if needed to ensure departments have the materials they most need. In the case of Aviation in particular, their requests get priority too because they do not have a dedicated database (like the Nursing department has CINAHL) and because the enrollment numbers for Aviation are higher than other departments.

Mr. Doll works closely with faculty to make selections for additions to the collection that support the curriculum. With this being said, databases and periodicals are still being used most often in their research. Compared to other departments, Aviation has the most print periodicals.

Courses Taught by Aviation Department Making Extensive Use of Library Materials

The partnership with the Aviation department includes integrating information literacy skills with a number of other classes.

Information literacy is defined as the set of abilities requiring students to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” (from: Association of College and Research Libraries’ *Information Literacy Competency Standards for Higher Education*). The University of Dubuque has a nationally-recognized information literacy program.

The Aviation professors have worked with Mr. Doll to create relevant research-based assignments that build on research and writing skills that students develop in the Core Curriculum classes and in aviation classes. Recently, Mr. Doll has worked with the following classes:

- AVI 233 Air Transportation
- AVI 349 Aviation Safety and Accident Investigation
- AVI 495 Senior Seminar

In AVI 233, Mr. Doll worked with the professor and the ASC (Academic Success Center) on an assignment that combined information literacy and writing curriculum with integrated research and writing skills. AVI 233, is one of the first courses taken by Aviation students. Developed with the Writing Center Consultants and Aviation faculty, the goal was to train new Aviation students in the research writing process and to encourage them to consult both the librarians and writing tutors as they developed these skills.

Mr. Doll and Writing Center Consultant, Sue Ann Marino, worked with Professor Ken Godwin to create a two-day, in-class workshop in which students wrote executive summaries on an aviation issue. Mr. Doll spent the first session showing them how to find and evaluate aviation literature. In the next session, Ms. Marino taught them how to craft the information they found into an executive summary. In the past, the library has also worked with the faculty to change one of the course learning objectives to emphasize the information literacy skills that are taught in the course.

In AVI 349 and AVI 495 the students have an assignment in which they need to create a poster and present it at APEX (our student scholarship presentation here at UD). Mr. Doll worked with both of these classes to help the students identify library sources to support their conclusions. Recently Dr. Eric Savage modified the Senior Seminar class and after speaking with Mr. Doll, came up with a plan that encourages more original research than previous classes.

Mr. Doll has received feedback concerning his work with the Aviation students. In the spring of 2019, Mr. Doll received the following handwritten notes from two separate students:

Dear Chris,

Thank You for taking the time out of your very busy schedule to meet with our class to discuss researching for our upcoming project in AVI 495. The information you provided for the content and layout for our poster was very beneficial. I look forward to meeting with you if I have any questions on citations.

Thanks again,
Grant Sander

Chris,

Thank you for taking your time out of your day to help us with the upcoming APEX presentations. Your class was very helpful to me!

Thanks,
Robert

F. Instructional Media Services

Campus has a full-time instructional media service department providing everything from video-taping lectures and special events to laptop checkout. Classrooms continue to be upgraded. Their current capabilities are found in paragraph A of this section. The aviation department has access to all campus classrooms and computer labs. All aviation courses use classrooms equipped with technology. Many aviation courses are scheduled into computer labs as necessary. There have been a limited number of courses offered in an online format using our Learning Management System, Moodle. The aviation department also utilizes Gleim Software and ASA Software in courses taught by the unit.

G. Computer Facilities

Wi-Fi is available throughout campus and in the Flight Ops center at the airport for all students who come to UD with their own laptops. Students can also connect to the UD network from the UD dorms and apartments.

All students can access their UD network files when off campus using VPN.

There are 31 general-use computers available to students in the library, and 30 more that are available in the library when classes are not being held in the library computer-lab classroom. All of these computers are available on a first-come-first-served basis. There are also 3 library laptops available for checkout. Those laptops must remain in the library and can only be checked out for two hours at a time. They are also available on a first-come-first-served basis. There is one more computer / flight simulator available to flight students. That computer is in a locked room. The key is obtained from the circulation desk. In 2018, that key was checked out 314 times.

All of the library computers (except the ones in the computer-lab classroom when classes are being taught there) are available when the library is open. Those hours during the regular semesters are:

Monday – Thursday 7:00 a.m.-Midnight

Friday 7:00 a.m.-9:00 p.m.

Saturday 8:30 a.m.-9:00 p.m.

Sunday 10:00 a.m.-Midnight

Five of the general-purpose classrooms on campus, including one in the library, have workstations that are used in various classes that are directly connected to the UD network. They are referenced to as computer-lab classrooms. Students are free to stop in and use these computers when there is not a class being held in the rooms. Many instructors will allow students to use any extra classroom computers during classes.

Two departments, Digital Art and Design (DART), and Computer Studies and Mathematics (CSM), have computer-lab classrooms dedicated to them. Students in those majors use those classrooms as needed when classes are not being held. The DART labs are available 24 hours per day.

Aviation Computer Facilities

Current Aviation students have the same access to computers as other students. The new Aviation building opening for Fall 2019 classes will contain a 24-computer classroom. That room will be dedicated to the Aviation department and students would be able to use that room and those computers when classes are not being held.

Computer Use

The basic ground and instrument ground classes are taught in computer-lab classrooms where students have access to the online FAA tests. There are also other Aviation classes taught in computer classrooms.

H. Placement Services

The University of Dubuque's Vocation & Civic Engagement Services functions within the Department of Student Life promoting curricular and co-curricular operations to include the following:

- Instruct a required one-credit professional skills development course for 13 majors on-campus, including all three Aviation majors entitled, 'Career Development Strategies'
- Instruct a three-credit professional skills development course during the winter term entitled, 'Take this Career and Love It'
- Extend face-to-face and online career development services for undergraduate and graduate students, as well as alumni
- Facilitate career and personality assessments and career counseling
- Instruct professional document development and critique techniques such as annual licensing for online career library systems, employment resources, and soft skill development
- Manage online postings of employer internship and employment opportunities
- Organize scheduled on-campus employer interviews for internships and employment opportunities
- Organize fall and spring, on-campus employer informational interview sessions for first- and second-year undergraduate students
- Collaborate and organize annual Fall and Spring Aviation Career Days which includes a career fair
- Organize fall and spring on-campus mock interviews for third- and fourth-year undergraduate students, as well as graduate students
- Organize and facilitate the annual campus-wide programming for Career Week to promote and celebrate exploration of vocations and to advocate for involvement among student organizations and academic departments
- Facilitate and instruct the "Don't Cancel Class" speaking engagements which promote the services and resources of the Vocation & Civic Engagement unit [Amy Baus and Sandy Jewett]

Companies Using UD's Placement Service

1G Simulators, AAR Corp, ATP, AeroGuard, Aerial Service Inc., Aeroism Flight Academy, Air Advantage, Air Care, Air Choice One, U.S. Airforce, Air Tran Airways, Air Wisconsin, American Airlines, Alaska Airlines, Ameriflight, Bridgeline TEK, Cape Air, Carver Aero, Central Oregon Community College, Cessna Aircraft Company, Chopper Charter, CommutAir, Cottingham & Butler, Dane County Regional Airport, Delta Qualiflight Aviation, Dubuque Fire Department, Dubuque Regional Airport, Endeavor Air, Envoy Air, Executive 1 Aviation, Executive AirShare, Experimental Aircraft Association, Express Jet, FAA, Flightstar, Garmin, GoJet, Hap's Air Service, Hirschbach Motor Lines, Horizon Air, Hy-Vee, Inc., IBM, Iowa Flight Training, Iowa State Patrol Search and Rescue, JSFirm, Jet Suite, John Deere, Kendall Hunt Publishing Company, Lindner Aviation, McCoy Group, Mesa, P & N Flight and Charter, Piedmont Air, PSA Airlines, PSSI, Quincy Recycle Paper Inc., Republic Airways, Rockwell Collins, SC Aviation, Skyventure Aviation Inc., SkyWest, Startup Dubuque, Superior Flying Services, Surf Air, Sylvania Soaring Glider Rides, TSA, Textron Aviation, Thunderbird Aviation Academy, U.S. Navy, Western Airways, Wisconsin Aviation, and the University of Dubuque Aviation Department

I. Institutional Equipment

Manufacturer	Year/Model	#	Course(s) for which used
Airplanes (Fixed-Wing)			
Cessna	2014/172S	4	FLI 131, 132, 231, 232, 235, 334, 337, 338, 340, 431, 432
Cessna	2017/172S	11	FLI 131, 132, 231, 232, 235, 334, 337, 338, 340, 431. 432
Piper	2015/PA44 (Seminole)	2	FLI 433, 435 (multi-engine training)
Piper	2015/PA28R (Arrow)	3	FLI 232, 334, 431 (complex, commercial, CFI training)
Helicopters (Fixed-Wing)			
Guimbal	2016/G2	1	FLI 131, 132, 231, 232, 340, 431, 432
Guimbal	2017/G2	1	FLI 131, 132, 231, 232, 340, 431, 432
Guimbal	2018/G2	1	FLI 131, 132, 231, 232, 340, 431, 432
Simulators			
Aerosim (L3T)	2011/CRJ – 200 / FTD	1	AVI 447, 332
Frasca	2009/AATD	1	FLI 131, 132, 231, 235, 337, 338, 340
Red Bird (the box)	2009/AATD	1	FLI 131, 132, 231, 235, 337, 338, 340
Red Bird (desk tops)	2011/BATD	2	FLI 131, 231, 235, 337, 338, 340

There is additional equipment used in the AAT courses:

DJI Phantom 3 Standard (1) - UAV Drone
 SN: P5AUDA2500118
 Course: AVI 429 UAS flight Simulation

RF8 REAL FLIGHT Simulator (2) - Simulator
 PN: GPMZ4550
 Course: AVI 429 UAS flight Simulation

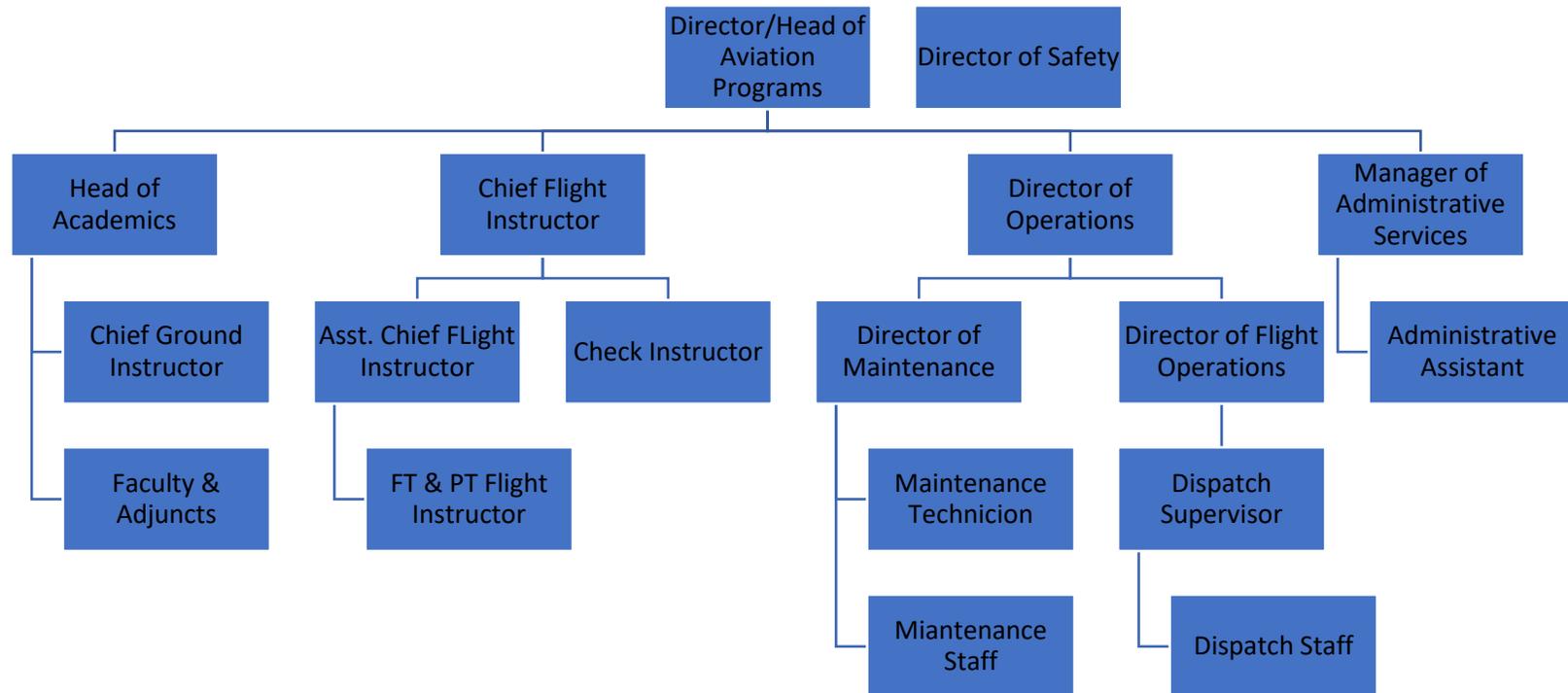
Pix4D Software
 Course: AVI 459 UAS Application and Analytics

SECTION VIII - INSTITUTIONAL STRUCTURE AND SUPPORT

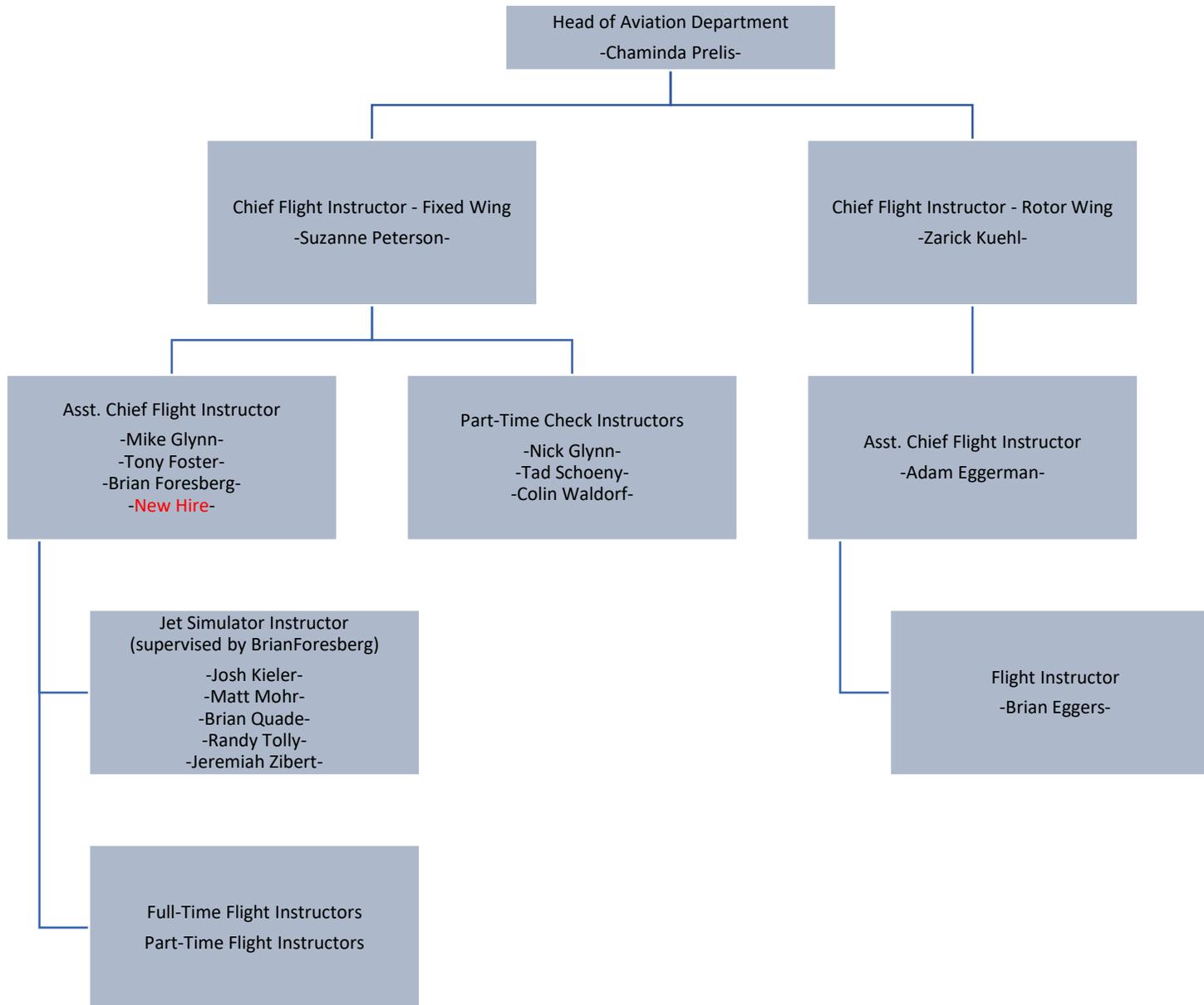
(AABI 201, Criteria 2.7, 3.7 and 4.7)

A. Organizational Charts

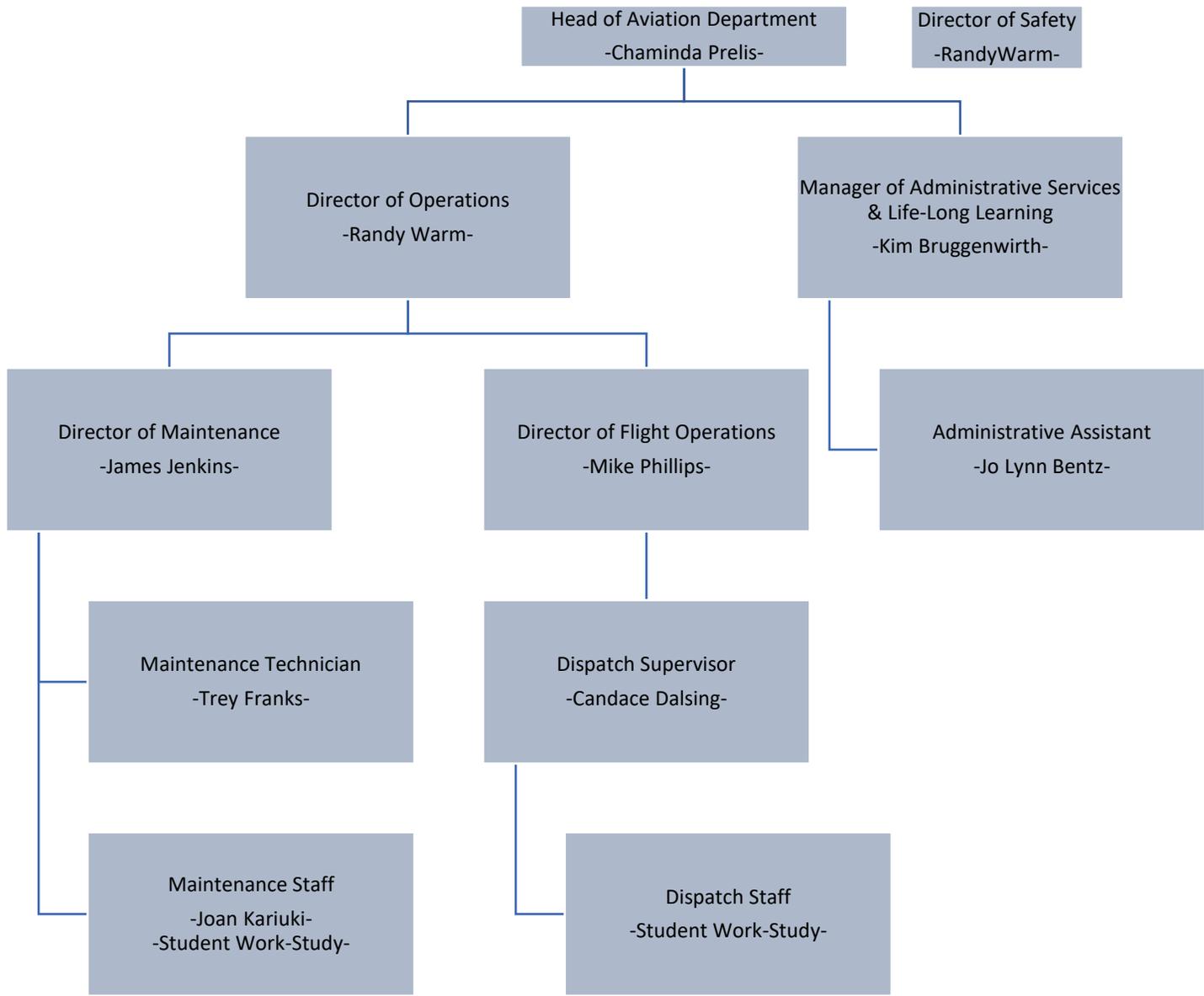
Organization-Placement of Aviation Department in Administrative Structure



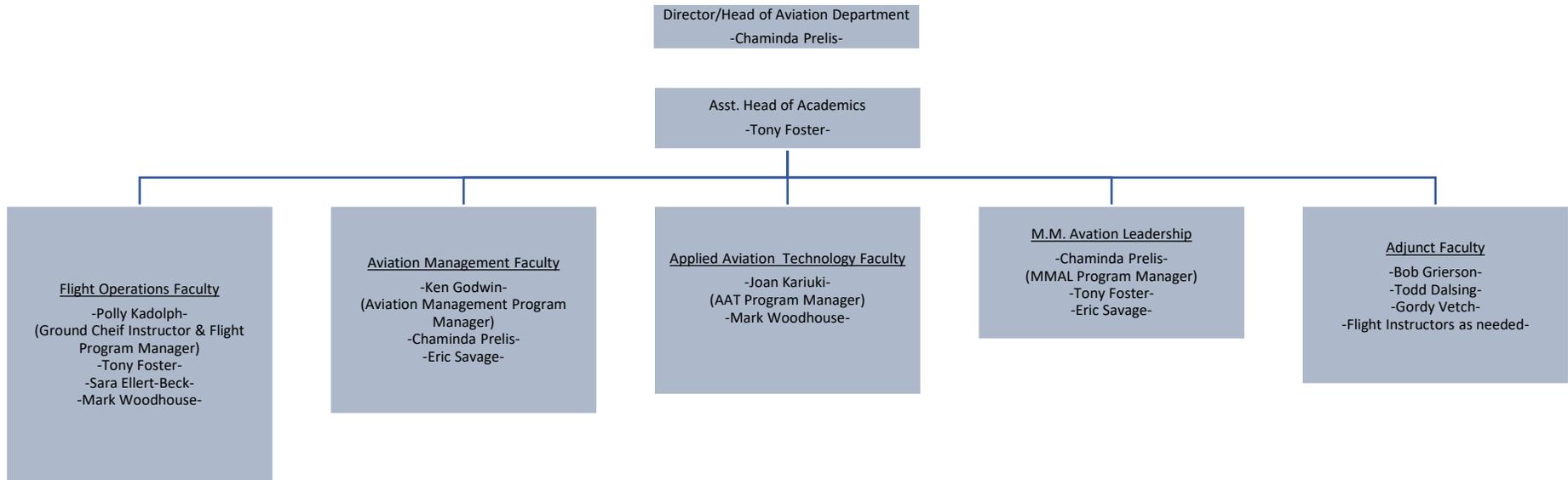
Organization - Flight Instructors in Aviation Department



Organization –Operations



Organization – Faculty



B. Institutional Support

The Aviation department currently uses an assessment process generated by internal as well as external analysis and inputs. Requirements are identified and validated by appropriate sources, briefed to decision-making bodies, and placed in the budget cycle for inclusion. It is a continuous cycle of need identification, resource identification, decision-making body approval, budget inclusion, and implementation. Decision making bodies include the Aviation faculty and staff, the Curriculum Committee, Vice President for Academic Affairs, Vice President for Student Formation, Vice President for Student Engagement, UD cabinet, Board of Trustees committees (Academic, Finance, etc.), and the Board of Trustees.

Phyllis Garfield, PDSO and Director of **International Student Services & Study Abroad**, works with all international students at UD including the many Saudi Arabian students in the Aviation programs. Her duties range from managing immigration regulations and reporting to more general student life support such as acculturation, assistance with resources, community integration, etc. She welcomes these students to UD and supports them as they integrate into the UD community. The University mission includes providing “a hospitable Christian environment which respects other faith traditions.” Examples of the International Student Services’ support for this part of the mission include setting aside space on campus for a “campus mosque”, a term the Muslim students affectionately use for this prayer space, and advocating for extra accommodations during Ramadan.

The Charles C. Myers Library has hosted thirteen annual “**Celebration of Faculty and Staff Scholarship and Creativity**” events. Since it began in 2006, faculty and staff have submitted over 1,755 pieces, including 119 last year, of scholarly and creative work to an ongoing bibliography, which is a part of the library’s DigitalUD collection (<https://digitalud.dbq.edu/?q=collections#tabbed3>). The event includes a celebration with food with all of the scholarship collected presented to be perused. The event is highlighted by a panel of faculty members who talk about and answer questions about their research and their research interests. To date we have had 26 faculty members present on a wide variety of topics. This event supports excellence in scholarship and academic inquiry, intellectual development, and zeal for life-long learning from the UD mission.

APEX is UD's annual event to celebrate students who have presented and/or published articles or creative works, and those who have been selected for honors and/or graduate school. Faculty require or request works students have completed as part of class assignments as well as independent research, service learning, and other work completed beyond the classroom be included. The biannual event includes opportunities for students to share their work, and the launches of UD student publications *The Edge* and *Articulate*, as well as an alumni keynote speaker. In 2017-18 there were 273 posters and of those 101 of them were submitted by Aviation students. The citations of the student’s works are recorded in DigitalUD (<https://digitalud.dbq.edu/?q=collections#tabbed1>). This event supports excellence in scholarship and academic inquiry, intellectual development, and zeal for life-long learning from the UD mission.

The **Wendt Character Initiative** seeks to shape character for purposeful lives in students, faculty, and staff. Centered in the University’s Mission and Values and consonant with its Christian identity, the Initiative engages the university community in a cooperative and spirited effort to foster intellectual understanding of and personal commitment to leading lives of purpose and excellent moral character. Students are challenged in curricular and co-curricular programming to develop integrity, justice, and compassion as key ingredients to excellent moral character and to commit to excellence in all of life.

Aviation students encounter these materials in core classes. Professional ethics, questions of vocation, and good character are also woven into the Aviation curriculum and culminate in the Senior Capstone course. In addition to student support, the Character Initiative offers faculty support for development in engaging moral character by way of new faculty orientations, book discussion groups, guest lectures, and the opportunity to apply for small character grants for classroom or faculty engagement with character concerns.

The University of Dubuque is proud to offer the following assistance, education benefits, and **Veteran programs** to all active duty military, Veterans, and their families:

- Having a retired Veteran on-site, providing all student Veterans one-on-one assistance to ensure they are receiving all of their entitled benefits
- Serving our student Veterans with one of the largest Veteran Centers in the region (study rooms, computers, WiFi, media hub, gaming systems, lounge, and kitchen)

- Participating in the Yellow Ribbon GI Education Enhancement Program. The university contributes up to \$30,000 a year (one of the highest in the area) towards tuition and fees as part of the Yellow Ribbon program. The Veterans Administration matches that amount for a total of up to \$60,000 towards tuition
- Waiving the college application fee for Veterans relocating to the area
- Offering financial awards for qualifying individuals:
 - DoDDS (Department of Defense Dependent Schools) Partnership Award - \$3,000
 - MCEI (Military Child Education Initiative) Award - \$3,000
 - Military Service Grant - \$3,000
 - ROTC Service (Contracted Cadets) - \$6,000
 - Army ROTC detachment three- and four-year scholarships
- Accepting the following Veterans education assistance programs:
 - Credit for Military service through Veterans Joint Service Transcript (JST).
 - The Montgomery GI Bill® - Active Duty (Chapter 30)
 - The Montgomery GI Bill® - Selected Reserve (Chapter 1606)
 - The Post-9/11 GI Bill® (Chapter 33)
 - The Survivors and Dependents Educational Assistance Program (Chapter 35)
 - The Reserve Educational Assistance Program (Chapter 1607)
 - Vocational Rehabilitation - Veterans with Disabilities (Chapter 31)
- Supporting the Harry W. Colmery Veterans Educational Assistance Act (also known as the “Forever G.I. Bill”) whereby military service Veterans are eligible to take both CLEP and DSST exams free of charge

During the Fall 2018 semester, 16 of the Aviation majors were Veterans. Support of Veterans fits the ‘being accepting of and supporting everyone’ component of the UD mission. [Rick Ernst]

The University of Dubuque is committed to supporting academic achievement through services offered to both students and professors. The **Development of Teaching & Learning Department** which houses both the Academic Success Center (ASC) for students and the Teaching Center (TC) for faculty have allowed the university to support student achievement in a way seldom experienced in a small independent college.

The Academic Success Center (ASC) provides peer and professional tutors in Business, Economics, Science, Math, Aviation Regulations, and Technology. Student may make appointments with a tutor in advance, or they may drop in to the ASC to receive assistance. The ASC Writing Center provides writing consultants for both face-to-face consultation or through an online service call OWL (Online Writing Lab). In addition to one-on-one tutoring, ASC staff work with small groups, classes and professors to offer workshop sessions on learning strategies including: time management, study skills, test taking skills, etc.

The University of Dubuque supports students with disabilities as well. Students with documented disabilities may work with the **Disability Services Director** to receive appropriate accommodations including, but not limited to, test taking services, note takers, e-books, etc.

Recently, the **Development of the Innovative Teaching Center** has allowed the University of Dubuque to better support all faculty – full-time, adjunct, and Graduate Assistants who teach. The center is able to provide professional development in a variety of formats to be accessible to a greater percentage of UD instructors. We have a fully online, asynchronous Faculty Academy course that consists of six units completed over half of a semester. We offer pedagogy-focused book groups that meet over multiple sessions using the model of read-attempt-reflect. We also provide significant support for curriculum development at all stages of a course or program modification or creation. Additionally, we create opportunities for all teaching colleagues to engage with each other over lunches, Bible studies, and other activities in order to build community, thereby increasing each instructor’s ability to support students and to improve their own job satisfaction with teaching.

Full-time faculty are further supported with funding for professional development and scholarship. Each full-time faculty member receives \$250.00 of funding which they can spend at their discretion for attending a conference, professional memberships, resources, etc. The **Faculty Development Committee**, under the direction of the Director of Teaching & Learning, oversees a pool of money for which faculty can apply to attend conferences. They can receive up to \$800.00 on a first request each year, if approved. Funds are allocated on a first-come-first-served basis. Faculty

can submit a second request for funds that are remaining in March; the maximum total amount that the committee approves for any one person is \$1200.00 per year.

C. Aviation Unit Administration

Administrator:

Administrator of the Aviation Unit: Chaminda Prelis

Title: Director – Aviation Programs

Administrative Procedure:

The University of Dubuque utilizes a flat management style that is collaborative with the administrative departments and committees. Administrative functions are coordinated with faculty input along with department chair guidance and final recommendations may include input from the faculty standing committee, Vice President of Academic Affairs or other administration.

Curriculum:

Aviation Department Faculty and Staff

University Curriculum Committee-Chairman, Chaminda Prelis

Vice President for Academic Affairs-Dr. Mark Ward

Faculty:

Director of Aviation Programs-Chaminda Prelis

Vice President for Academic Affairs-Dr. Mark Ward

Director of Human Resources- Julie MacTaggart

Facilities:

Director of Aviation Programs-Chaminda Prelis

Registrar - Kim Wulfekuhle-Isaac

Budget:

Director of Aviation Programs-Chaminda Prelis

Vice President of Finance - Jim Steiner

Evaluation:

Director of Aviation Programs-Chaminda Prelis

Vice President for Academic Affairs-Dr. Mark Ward

D. Related Programs

The Aviation department works closely with a number of other departments and programs on campus. The Aviation Management program works closely with the Business department to provide relevant classes to the

degree. Most recently, the Aviation department worked closely with the Computer Science and Natural Sciences departments to develop the AAT program and providing the best approach to ensure student success.

Through a number of programs offered by the Faculty Professional Development Committee, faculty members are offered opportunities to interact with peer members in other disciplines. The program provides faculty members the opportunity for personal interaction and fosters discussion about various academic and professional topics.

E. Institutional Budget

Institutional Operating Revenue for: 6/1/17 to 5/31/18

Source	Amount(s)	%
Student Fees and Tuition	42,243,679	68%
State Support		
Federal Support	539,777	1%
Other – Private Gifts	18,983,367	31%
Total Operating Revenue	61,766,823	100%

Institutional Expenditures for: 6/1/17 to 5/31/18

Type of Expenditure	Amount(s)	%
Instruction	22,104,381	37%
Research	0	
Extension or Continuing Education	0	
Administration	15,592,508	26%
Physical Plant	8,581,144	14%
Other -Student Services	13,676,800	23%
Total Expenditures	59,954,833	100%

F. Aviation Unit Budget

Operating Revenue for: 6/1/17 to 5/31/18

Source	Amount(s)	%
Institutional Funds	0	0%
Other (specify)	1,877,422	100%
Total Operating Revenue	1,877,422	100%

Operating Expenditures for: 6/1/17 to 5/31/18

Type of Expenditure	Amount(s)	%
Faculty Salaries	368,812	13%
Other Salaries and Wages	804,309	29%
Expenses (operating)	1,467,101	53%
Other (benefits)	144,880	5%
Total Expenditures	2,785,102	100%

We did not have any nonrecurring funds for the previous year. However, with the move to the new facility in May 2019, there were a number of one-time expenses that occurred due to the move.

SECTION IX - AVIATION SAFETY CULTURE AND PROGRAM

(AABI 201, Criteria 2.8, 3.8 and 4.8)

Accident/Incident History

UD has had no accidents or reportable safety incidents in the past five years using the NTSB part 830 definition of what is immediately reportable.

Aviation Safety Program:

UD has a voluntary reporting program. Students and staff have the option and are encouraged to submit reports anytime. Any incident that a person may feel is unsafe, whether it is ground operations, in the air, or on the aviation shuttle driving to and from campus can be reported via the Safety Reporting Form, verbal communication, or electronically by anyone who witnesses the unsafe action. This includes students, instructors, University faculty or staff, ATC, and community members.

The safety reporting program is meant to collect data regarding any safety concerns by students, staff, faculty, or anyone else directly involved in our operations. The forms have predetermined types of events to file but also the option to fill in anything that is not explicitly covered. Safety reporting data can be collected through paper reports, email, verbal exchanges, electronically, or any other means of communication.

- a. Does the Aviation Program have a designated Safety Officer/Committee?

If yes, describe: UD utilizes a student committee called the Aviation Student Advisory Committee (ASAC). This committee serves the purpose of providing a forum for students to share their concerns and anything else safety related.

Yes No

- b. Does the Aviation Program have a Safety Hazard Incident reporting system where students and instructors can routinely report incidents, occurrences or other safety hazards?

If yes, describe how the information and any analysis is used to support the Safety Program: Safety reports are initially reviewed by the Director of Safety. Depending on the nature of the report, other process owners (e.g. Chief Flight Instructor or Director of Maintenance) may get involved in the investigation and follow up process. Periodically, the data is aggregated and analyzed to detect trends by the Director of Safety. The Director of Safety is primarily responsible for analyzing safety reporting data to detect trends and/or areas of concern. Based on data from the safety reports, the Director of Safety will develop mitigations through risk controls, promotion, and safety assurance processes.

Yes No

SECTION X - RELATIONS WITH INDUSTRY

(AABI 201, Criteria 2.9, 3.9 and 4.9)

A. Advisory Committees

Members of the Industry Alumni Advisory Committee

Name	Affiliation	Activity
Jennifer Boysen Accurso	Alumnae	Independent Contractor
Barry Brown	Rockwell Collins	Senior Captain, Retired
Wally Brown	Community Leader	Community Leader
Robert Felderman	Brigadier General, US Army, Retired	UAS Operations
Jon Harberts	Republic Airlines	Captain, EMB 170
Bryan Hawley	Execujet Malaysia	Pilot
Mark A. McClain	Northwest Airlines/Delta Airlines	Captain, Airbus A330
Matt Metelak	Delta Air Lines	Pilot
Heath Miller	John Deere	Global Credit & Development
Chaminda Prelis	UD, Director of Aviation Programs	Dept. Chair
Mike Sterenchuk	American Airlines	Flight Dispatcher, ATC Liaison

Advisory Committee Objectives

The Aviation Advisory Board consists of a select group of individuals representing a diverse cross-section of the aviation industry. These individuals have shown leadership and professional success in their career, and are fully dedicated to helping the Aviation Department at the University of Dubuque to maintain a highly competitive academic program.

The Aviation Advisory Board is the primary source of external guidance for the Aviation Department, and the members provide the leadership needed to enhance the aviation program, develop assets needed to ensure the longevity of the aviation program, and to help promote the aviation program within the aviation industry.

Members of the Aviation Advisory Board serve at the request of the Head of the Aviation Department.

- The Aviation Advisory Board consists of a maximum of twelve (12) board members representing diverse areas within the aviation and aerospace industry.
- To fill vacant positions, new board members will be nominated by the Head of the Aviation Department and confirmed by a majority vote of the board members.
- Board members are appointed for a three (3) year term and may be reappointed at the discretion of the Head of the Aviation Department.
- The Head of the Aviation Department may remove a Board member prior to the end of their term, following notification to the board member for the following reasons:
 - Failure to attend two (2) consecutive board meetings;
 - For actions of a board member that places unfavorable publicity on the University of Dubuque or the aviation program; or,
 - For actions of a board member that violates the spirit of the mission of the University of Dubuque or the aviation program, or conduct that is deemed unprofessional within the aviation industry.

The Aviation Advisory Board will meet once per year during the spring semester with an interim report provided by the Head of the Aviation Program at the end of the fall semester as needed. Board meetings and all activities of the Aviation Advisory Board are chaired or coordinated by the Head of the Aviation Department. Resolutions are passed during the closed session of the annual meeting. Minutes are not recorded, but attendance is taken and an agenda is provided.

Advisory Board Meetings: 2018-2019

The Director of Aviation Programs (Chair) of the Aviation Advisory Board communicated an interim report to the board members in January 2018. The last meeting of the Aviation Advisory Board was held on Friday, May 4, 2018, with ten (10) members in attendance. The next Aviation Advisory Board meeting is scheduled for Friday, April 26, 2019.

Additionally, on an as needed basis, the aviation department faculty and staff will interact with board members. Board members also participate in mock interviews for students within the department and provide other programming opportunities, such as UD for Kids (summer program).

Advisory Board Assistance to the Aviation Department

- Actively engages in all board activities to the fullest extent possible;
- Serves as an external review or affirmation of the Aviation program mission and goals to ensure consistency with aviation industry standards, needs and trends;
- Provides guidance and recommendations for the Aviation program's future growth and development, and assists with accomplishing the Aviation Department's strategic goals;
- Reviews practices, equipment and management practices for use within the Aviation Department to ensure the Aviation program meets current and future industry standards and requirements;
- Provides guidance and resources in developing a network for placement of Aviation program graduates;
- Assists in the development of funds needed to support the Aviation program and students;
- Invests in the Aviation Department's future, and develops personal relationships with its students, staff and faculty; and,
- Represents the Aviation Department within the industry and to the public.

Recent achievements of the Aviation Advisory Board include:

- Addressing current information technology deficits in the training environment;
- Recommending the replacement of the multi-engine simulation trainer;
- Support for integration of the UAV program;
- Support for fleet modernization to include the ADS-B requirement and the FAR multi-engine 50-hour requirement;
- Recommending the modification of the graduation requirements for professional pilot degrees to include integrated ATP written exam instructions throughout the coursework and CFI licensure; and,
- Researching the option of a revolving fund to relieve pressure on the University and its student pilots between loan disbursements.

B. Contributions

	Previous Year 06/01/2017 – 05/31/2018		Five-Year Total 06/01/2013 – 5/31/2018	
	Number	Amount	Number	Amount
Aviation Industry	3	5,650.00	9	64,367.00
Alumni	9	937,460.00	29	967,803.50
Faculty	3	1,137.90	8	2,849.90
Individuals	6	8,760.00	37	3,526,025.50
Other	1	1,958.90	51	16,312.63
Totals	22	954,966.80	134	4,577,358.53

Note: Donor counts are lower than the 2014 report for two reasons:

1. The 2014 report included gift counts rather than donor counts.
2. The annual Golf Outing changed how contributions were classified.

Non-monetary (in-kind) contributions to the aviation unit during the last five years:

6/11/2014 – Larry Wolff – Aviation supplies

C. Seminars and Short Courses

Dates	Description	No. Participating	Faculty Participants
January 12, 2018	U.S. Navy/U.S. Marine Corp.-Invited Guest Lecturer- Naval Air Station, North Island, CA	65	Dr. Eric Savage Others
May 31, 2018	U.S. Air Force-Invited Guest Lecturer-Scott Air Force Base, IL	48	Dr. Eric Savage Others
June 12-14, 2018	U.S. Navy/U.S. Marine Corp.-Invited Guest Lecturer- Marine Corp Air Station, Cherry Point, NC	42	Dr. Eric Savage Others

D. Research

Date	Description	Sponsor	Amount (\$)	Major Investigator (s)
2015	K-12 STEM Implementation in AZ Public Schools	Science Foundation Arizona	\$3,980,000.00	Dr. John Kriekard Dr. Eric Savage Linda Coyle Stephanie Frimer
2015	Grades 6-9 Computer & Science Labs in STEM	Science Foundation Arizona	\$400,000.00	Dr. John Kriekard Dr. Eric Savage
2015	Hispanic Serving Institutions in STEM	National Science Foundation	\$1,150,000.00	Caroline VanIngen-Dunn Dr. Eric Savage
2017	U.S. Patent & Trademark Office Search & Filing Research	Olfactix, Inc.	\$8,000.00	Dr. Eric Savage

E. Work Experience Programs

Internships:

Internships give current students and recent graduates the opportunity to gain experience in their prospective career field. The students have opportunities to create their own experience with a smaller company, such as an FBO or airport, which does not have a standard internship set up. They also have the opportunity to participate in a large, standardized internship at a company such as American Airlines, Cottingham & Butler or Signature Aviation.

Generally, students are given one credit for every 50 hours of work logged for their internship. Credit is determined beforehand and the appropriate number of work hours are then logged. Students will generally work more hours than required for the credit to get a broader sense of what is involved at these companies. Some companies actually move the students from department to department to ensure they experience all different aspects of the business.

The Aviation Department has had students intern at American Airlines, Cottingham & Butler Insurance, Landmark Aviation, and Dubuque Regional Airport, among others, over the past year. Additionally, SC Aviation is providing students with a post-graduate one-year internship opportunity with salary and benefits.

Summer Job Program:

The Aviation Department does not have a specific summer job program distinct from the internship program. The internships may run each semester or during the summer. Generally, students intern at the airlines and larger FBO's and airports during the summer.

F. Placement Assistance

Activities of the UD's placement services to assist graduates with the job placement process:

- Instruct a required one-credit professional skills development course during the second year of the undergraduate experience for 13 majors on-campus including all three Aviation majors entitled, 'Career Development Strategies'
- Promote field-specific resources online such as Airline Job Finder, Best Aviation Jobs, and AVIANation
- Provide student services and programming to enhance technical and soft skills to prepare them for internship and/or employment interviews
- Promote internship opportunities for academic and non-academic credit annually [Amy Baus and Sandy Jewett]

Activities of the aviation unit to assist individual employers with the job placement process:

- Provide a friendly venue for employers to network and interview at a two-day career event in both fall and spring semesters
- Encourage the development of internships and ambassador programs with our current partners and outreach to prospective corporate flight departments to begin the process of a partnership
- Coordinate and promote individual recruiting visits on campus and at the flight line throughout the fall and spring semesters
- Coordinate and promote regional airline workshops to enhance technical, leadership, and interviewing skills [Kim Bruggenwirth]

Coordinated efforts with the aviation industry and associations to place graduates with employers:

- Organize networking events per the request of employers from the aviation industry
- Invite employers from the aviation industry to campus annual to provide opportunities to network with students (i.e., Career Fairs, Mock Interviews, and Informational Interviews)
- Post and promote aviation industry student internship and employment opportunities
- Provide aviation pathway/pipeline programs for students in an effort to increase transitions to employment opportunities within the industry [Amy Baus and Sandy Jewett]
- Encourage students to participate in the annual Women in Aviation conference facilitated by an aviation faculty member
- Support the campus student AAAE organization by promoting fundraisers to fund field trips and other industry networking opportunities
- Participate annually in the UAA Aviation Policy Seminar in Washington, D.C. by offering a structured course for credit facilitated by an aviation faculty member
- Coordinate seminars and other educational opportunities through AOPA for both students and community members
- Attend EAA AirVenture in Oshkosh annually to promote partnerships with airlines and flight departments to prospective students and graduates [Kim Bruggenwirth]

G. Student/Industry Interaction

National aviation associations that sponsor student organizations affiliated with the aviation unit:

Alpha Eta Rho: Students participate in the annual AHP national conference where they have the opportunity to interact with students from other institutions as well as industry leaders. The organization has also organized a number of tours of different facilities and aviation-related organizations such as Midway Airport and ATC facilities in Chicago.

Major field trips taken during the past year:

- AHP Annual Conference in Memphis, TN
- ATC Chicago ARTCC Tour
- AVI 434 – Human Factors: Each semester approximately 24 students and the instructor take a field trip to Collins Aerospace in Cedar Rapids, IA, to see current avionics platforms and future concepts of avionics systems and flight decks students may interact with in their future career.

Guest lecturers for the past year:

Prof. Sara Ellert-Beck conducted a Skype interview with Danesa Harbach, a UD Aviation alumnus (Aviation Management major and Flight Operations minor) and an RTCC Radar Controller at the En Route Center in Aurora IL, as part of her AVI 234, ATC Procedures and the National Airspace System course on May 3, 2018. Danesa also worked at the Rockford tower and Tracon for four years before going to the Aurora ARTCC.

Eric Savage utilized the following guest speakers:

- Alpha Eta Rho Student Organization: Judd Kadolph presented “Pilot Career Development” on October 2018.
- AVI 348-01: Gordy Vetsch, Dubuque Jet Center, Public FBO Operations, October 2018
- There were a variety of guest speakers for AVI 495 and AVI 496.

SECTION XI - CONTINUOUS ASSESSMENT AND IMPROVEMENT

(AABI 201, Criteria 2.10, 3.10 and 4.10)

A. Students

The University of Dubuque collects data for students on a continuous basis. Student numbers for enrollment are predicated on the 10th day of the semester.

Assessments are done on an annual basis. Data is collected from various sources including Admissions, the Registrar, Institutional Research, the Office of Institutional Advancement, the Office of the Vice President for Academic Affairs, and the Office of Student Life, as well as Aviation Department faculty and staff. Assessments are done for placement, retention, graduation rates, and admissions.

Action plans are discussed during department meetings and may include other department personnel, such as the Vice President for Academic Affairs, admission representatives, student life personnel, institutional advancement personnel, institutional research personnel, and the Office of Registrar, as well as other administrative personnel.

The Aviation Department supports the UD mission as adopted by the Board of Trustees mission and the admission policies that result. Selecting key evidence is a coordinated activity utilizing performance information provided by the Bridge Program Director. Additionally, close coordination occurs with the Director of the TRiO program and the Academic Support Center (ASC) to ensure quality student progress.

B. Program Mission and Educational Goals

The University of Dubuque collects data for educational goals on a continuous basis. Rolling assessments are done continuously. Each educational goal has a specific action plan based on the annual review.

Information is gathered from faculty, students, alumni, administration, industry advisory board, HLC, and AABI accreditation functions to inform assessments.

Formal review of the mission and educational goals occurs during periods after the Board of Trustees validates or redefines the UD Mission-Vision-Action plan.

Faculty have input in the Mission-Vision-Action plan, which is scheduled to be reviewed in spring 2015. Key evidence is identified in Section III.

Action plans are discussed during department meetings and may include other department personnel, such as Vice President for Academic Affairs, admission representatives, student life personnel, institutional advancement personnel, institutional research personnel, or the Office of Registrar, as well as other administrative personnel.

Alternate teaching methods, alternate assignments, alternate objectives, or other variables are discussed to provide the best plan going forward to address the shortcomings. All assessments are reviewed for effectiveness and scheduled for additional assessments based on findings.

C. Student Learning Outcomes

The University of Dubuque collects data for Student Learning Outcomes on a continuous basis. Rolling assessments are done on a continuous basis. Each Student Learning Outcome has a specific action plan based on the annual review process.

Section IV identifies signature data where information is introduced, reinforced, and mastered. Timelines and responsible parties have been identified.

See Section IV for additional details.

Assessment and improvement plans are discussed and created during department meetings and may include other campus or department personnel, as well as other administrative personnel.

Alternate teaching methods, alternate assignments, alternate objectives, or other variables are discussed to provide the best plan going forward to address the shortcomings. All assessments are reviewed for effectiveness and scheduled for additional assessments based on findings.

D. Curriculum

The University of Dubuque collects data for Student Learning Outcomes on a continuous basis. Rolling assessments are done on a continuous basis. Each Student Learning Outcome has a specific action plan based on the annual review.

Data is collected from various sources, including faculty, flight instructors, and staff. Assessments are done for each shortcoming identified.

Action plans for improvements are individually-tailored for objective shortcomings. Action plans are discussed and created during department meetings and may include other campus or department personnel, as well as other administrative personnel.

Alternate teaching methods, alternate assignments, alternate objectives, or other variables are discussed to provide the best plan going forward to address the shortcomings. All assessments are reviewed for effectiveness and scheduled for alternative assessments based on findings.

E. Faculty and Staff

The University of Dubuque collects data for faculty and on a continuous basis. Rolling assessments are also done on a continuous basis.

Each faculty and staff has an annual review. Each faculty member is visited by the Vice President for Academic Affairs in their first year of teaching. Faculty members are also visited in the classroom on an annual basis by the department chair. Faculty members are encouraged to use peer review and critiquing of various classes taught. Faculty is also reviewed by student evaluations on annual basis. Each course and faculty is surveyed for many points of effectiveness.

These evaluations are shared with the department chair, the Vice President for Academic Affairs, and the individual faculty member themselves. If a faculty is found to be deficient in some manner, each faculty has a specific action plan based on the annual review.

Data is also collected from various sources, including Faculty, Flight Instructors, and staff for objective and subjective effectiveness. Action plans for improvements are individually tailored for faculty shortcomings. Action plans are discussed and created during individual one-on-one meetings with the department chair or Vice President for Academic Affairs.

Alternative teaching methods, assignments, and objectives, or other variables, are discussed to provide the best plan going forward to address the shortcomings. All faculty action plans are reviewed for effectiveness and scheduled for alternative assessments based on findings.

F. Facilities, Equipment and Services

Equipment, facilities, and services are all reviewed for usefulness, currency, and desired replacements or upgrades. UD maintenance and engineering is responsible for routine maintenance and repairs. Work orders and invoices are utilized for tracking and recordkeeping.

The department chair, along with the UD administration and UD Board of Trustees, are kept updated regarding long-term infrastructure needs. Plans are generated with the advice of appropriate experts such as engineers, architects, computer information specialists, or others.

As the Department chair cites the need for updates or changes, the chair will then approach the appropriate UD administrative official. If deemed appropriate, the cited need will be placed on the agenda of the Board of Trustees. The board has final approval for major improvements as well as budgeting for that agenda item. Continuous review and analysis is done to assure effectiveness of all program-desired outcomes.

G. Institutional Structure and Support

Every year, each academic department completes an **assessment document** which includes data collection, analysis, and an action plan that serves as an annual review of program learning outcomes. This document is the basis for evidence-based discussion and decision making which then lead to meaningful program changes. Annual department assessment begins in early summer when data from the previous year and an action plan are submitted to the Director of Academic Assessment. They are reviewed and feedback is given to the head of each department by the beginning of August. Prior to the start of the fall semester, time is allotted for all departments to meet and discuss their assessment goals. At this time an **"assessment" worksheet** is completed which provides the foundation of a report to the Board of Trustees. This allows departments to respond to and share their progress on their own goals and university wide

initiatives. Departments then implement changes and track their progress throughout the school year. The timeline for this process moves quickly and allows for data informed changes to be initiated without undo delay.

Annually the Vice President for Academic Affairs completes *an Academic Affairs Review of Departments* which summarizes enrollment trends, credit hours generated, staffing levels, and key assessment outcomes for each department. This review is shared with each department chair and, ultimately, with the entire faculty. In addition, the Vice President for Academic Affairs and Associate Dean of the College meet regularly with every department to review their progress and address questions or concerns.

In addition to annual academic department assessment, the university has established a comprehensive review on a cyclical rotation. Academic departments are scheduled every five years unless they have an external accrediting body, in those cases the University of Dubuque aligns with the external self-study.

H. Aviation Safety Culture and Program

UD has a voluntary reporting program. Students and staff have the option, and are encouraged, to submit reports anytime. Any incident that a person may feel is unsafe, whether it is ground operations, in the air, or on the aviation shuttle traveling to and from campus can be reported via the Safety Reporting Form, verbally, or electronically, by anyone who witnesses the unsafe action. This includes students, instructors, University faculty or staff, ATC, and community members.

UD utilizes a flight data monitoring (FDM) program to track flight data throughout the fleet to track fleet performance and compliance.

Additionally, once per year UD sends a safety culture survey to all Aviation students and staff.

Safety Reporting

The safety reporting program is meant to collect data regarding any safety concerns by students, staff, faculty, or anyone else directly involved in UD's operations. The forms have predetermined types of events to file but also the option to fill in anything that is not explicitly covered. Safety reporting data can be collected through paper reports, email, verbal exchanges, electronically, or any other means of communication.

FDM

Data is collected on all G1000-equipped aircraft. There are over 20 different data points collected every second.

Culture

There are a series of questions on the safety culture survey directed toward assessing safety culture via a 7-point Likert scale. The survey questions are meant to address all aspects of aviation operations: training, dispatch, maintenance, etc.

All Aviation students and staff are encouraged to provide feedback on the survey. It is not required in order to ensure valid feedback. We want all students and staff directly involved with the Aviation program to provide insight into any potential cultural issues that may be present.

Use of Assessment Results

Safety Reporting

Safety reports are initially reviewed by the Director of Safety. Depending on the nature of the report, other process owners (e.g. Chief Flight Instructor or Director of Maintenance) may get involved in the investigation and follow-up process. Periodically, the data is aggregated and analyzed to detect trends by the Director of Safety.

FDM

The Director of Safety is primarily responsible for reviewing and analyzing the flight data. Based on tolerance exceedances discovered through reporting, NGAFFID, or other means, further investigation will take place. If trends are discovered, they will be addressed with students and staff directly through meetings, email, or other forms of communication. Punitive action may take place in cases of reckless behavior.

Culture

The safety culture survey results are primarily reviewed by the Director of Safety. The results will be shared with appropriate parties depending upon the findings. A plan of action will be determined in order to address any concerns discovered while reviewing the results from the survey.

Plans to Address Shortcomings

The Director of Safety is primarily responsible for analyzing safety reporting data to detect trends and/or areas of concern. Based on data from the safety reports, the Director of Safety will develop mitigations through risk controls, promotion, and safety assurance processes.

The findings and trends found through FDM will be analyzed by the Director of Safety to determine areas of concern. These exceedances will be periodically shared with CFI staff and students to ensure awareness.

The findings from the safety culture survey are shared with senior leadership during the safety reporting meetings held between semesters. Corrective actions are discussed in order to address any areas of concern. Findings and plans for corrective action are shared with the students at safety meetings to raise awareness.

Use of Results to Increase Program Effectiveness

Based on the results, UD may develop programs for students, provide workshops on particular subject, address areas of concern during safety meetings, provide or adjust training on certain topics, or any other protocol deemed appropriate to address any shortcomings.

I. Relations with Industry

Relations with industry are addressed via several means. An annual Academic Advisory board meeting is held to obtain resolutions from members regarding specific questions and concerns composed during the course of the previous year. The advisory board is asked for input on most all current or relevant topics. An update is given regarding program changes and modifications being contemplated due to regulatory, economic, or demographic changes encountered.

Each course reviews guest speakers and other industry involvement on an annual basis. Guest speakers for safety meetings are also reviewed prior to every meeting.

Additionally, the department invites aviation related organizations to the Aviation Career Expo held in the Fall and Spring semester. Alumni are also invited to these events. The Expo in the fall semester is held in conjunction with homecoming in order to increase alumni participation.

Continuous review and analysis is done to assure effectiveness of all program desired outcomes.

SECTION XII - APPENDICES

APPENDIX A - Principal Forms

Principle forms are available on the following webpages and are open to all students, faculty, and staff at the University. Aviation-related forms are available to all aviation faculty and flight operations staff on the shared drive.

The following is not an exhaustive list of all the forms available online:

Registrar's Office Forms: <http://www.dbq.edu/academics/registrar/forms/>

Human Resource Forms: <http://www.dbq.edu/aboutud/employment/hrforms/>

Financial Aid Forms: <http://www.dbq.edu/admission/financialaid/financialaidforms/>

APPENDIX B - Course Outlines/Syllabi

Arranged Numerically

Note: All outlines/syllabi must include course objectives

All Aviation Course Syllabi have been uploaded to the “Aviation ABBI Self-Study” page on the Moodle Website (<http://udonline.dbq.edu/course/view.php?id=1281>). Copies will also be provided to the visiting team on a USB flash-drive.

Instructions on accessing the “Aviation ABBI Self-Study” page on the Moodle website are outlined in Appendix F.

APPENDIX C - Faculty Curriculum Vitae or Résumés

Arranged Alphabetically by Last Name

Faculty Curriculum Vitae and Resumes have been uploaded to the “Aviation ABBI Self-Study” page on the Moodle Website (<http://udonline.dbq.edu/course/view.php?id=1281>). Copies will also be provided to the visiting team on a USB flash-drive.

Instructions on accessing the “Aviation ABBI Self-Study” page on the Moodle website are outlined in Appendix G.

APPENDIX D - Faculty Qualification CERTIFICATION- Aviation

UNIVERSITY of DUBUQUE FACULTY QUALIFICATION CERTIFICATION- AVIATION

NAME:

QUALIFICATION THROUGH CREDENTIALS			
<p>“Faculty teaching in higher education institutions should have completed a program of study in the discipline or subfield in which they teach, and/or for which they develop curricula, with coursework at least one level above that of the courses being taught or developed. If a faculty member holds a master’s degree or higher in a discipline other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline in which he or she is teaching.”</p>			
A	Master’s degree or higher in the discipline or subfield	<i>Degree name:</i> <i>Institution:</i>	<i>Academic Subfield Qualification:</i> Flight Courses Ground School Courses Management Courses Technical Courses
B	Master’s degree or higher in another discipline AND 18 graduate credits in the discipline	<i>Degree name:</i> <i>Institution:</i>	<i>Academic Subfield Qualification:</i> Flight Courses Ground School Courses Management Courses Technical Courses
		<i>Number of graduate credits in discipline:</i>	
QUALIFICATION THROUGH CREDENTIALS AND TESTED EXPERIENCE			
<p><i>The following categories require documented evidence and justification</i></p> <p>“If an individual faculty member has not achieved 18 graduate credit hours in the discipline in which he or she teaches, the institution should be able to explain and justify its decision to assign the individual to the courses taught. Tested experience may substitute for an earned credential or portions thereof. . . based on experience that the institution determines is equivalent to the degree it would otherwise require for a faculty position. This should be tested experience in that it includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline. (Note: Tested experience is typically not based exclusively on years of teaching experience.) Tested experience qualifications should be established for specific disciplines and could include skill sets, certifications or additional credentials, and experiences.”</p>			
C	Master’s degree or higher in another discipline AND Tested experience (attach evidence and justification)	<i>Degree name:</i> <i>Institution:</i>	<i>Academic Subfield Qualification:</i> Flight Courses Ground School Courses Management Courses Technical Courses
		<i>Years of related, non-entry-level experience:</i>	
D	Master’s degree or higher in another discipline AND Less than 18 graduate credits in the discipline AND Tested experience (attach evidence and justification)	<i>Degree name:</i> <i>Institution:</i>	<i>Academic Subfield Qualification:</i> Flight Courses Ground School Courses Management Courses Technical Courses
		<i>Number of graduate credits in discipline:</i>	
		<i>Years of related, non-entry-level experience:</i>	
E	Other (attach evidence and justification)		<i>Academic Subfield Qualification:</i> Flight Courses Ground School Courses Management Courses Technical Courses

TESTED EXPERIENCE IN:	
	Minimum number of years of experience outside of the classroom in real-world situations relevant to the discipline:
	Evidence of breath and depth of the experience:
	<input type="checkbox"/> Definition of what constitutes significant responsibility in the industry
	Specific skill sets:
	<input type="checkbox"/> public recognition via exhibits, publications, patents, awards
	Certifications/additional credentials
	<input type="checkbox"/> licensing exams
	<input type="checkbox"/> board exams
	<input type="checkbox"/> national or industry certifications
	<input type="checkbox"/> CPA/CPF, etc.
	<ul style="list-style-type: none"> • Other Please Specify:

Submitted:

Approved:

Vice President for Academic Affairs

Approved to instruct

Not approved to instruct

Filed:

APPENDIX E - Report of Weaknesses Noted by Previous Visiting Team

Weaknesses:

1. Faculty computer technology is outdated.
2. Wireless computer network does not support student and faculty needs.
3. Safety manager reports directly to a member of the Department of Aviation.

APPENDIX F – Evidence of Compliance with Policy 3.4.2

Objectives:

Objectives and goals for the Aviation Department are listed in the University Catalog. The 2018/19 catalog, as well as previous academic year catalogs, is available on the Registrar's page of the University of Dubuque Website: <http://www.dbq.edu/academics/registrar/academiccatalog/>

The objectives and goals of the Aviation Department can also be found on the Aviation Department Webpages.

For Applied Aviation Technology:

<http://www.dbq.edu/Academics/OfficeofAcademicAffairs/AcademicDepartments/Aviation/BSAppliedAviationTechnology/>

For Aviation Management:

<http://www.dbq.edu/Academics/OfficeofAcademicAffairs/AcademicDepartments/Aviation/BSAviationManagement/>

For Flight Operations:

<http://www.dbq.edu/Academics/OfficeofAcademicAffairs/AcademicDepartments/Aviation/BSFlightOperations/>

Mission:

The mission of the Aviation Department is listed in the University Catalog. The 2018/19 catalog, as well as previous academic years catalogs, is available on the Registrar's page of the University of Dubuque Website: <http://www.dbq.edu/academics/registrar/academiccatalog/>

The mission of the Aviation Department can also be found on the Aviation Department Webpage:

<http://www.dbq.edu/academics/officeofacademicaffairs/academicdepartments/aviation/>

Accreditation & Assessment:

Accreditation and assessment information for the Aviation Department is available on the Aviation Department Webpages,

Accreditation

There are two places in the UD catalog where information about the Aviation accreditation can be found:

1. <http://www.dbq.edu/Academics/OfficeofAcademicAffairs/AcademicDepartments/Aviation/>
2. <http://www.dbq.edu/Academics/OfficeofAcademicAffairs/AcademicDepartments/Aviation/AccreditationInformation/>

Assessment

For Applied Aviation Technology:

<http://www.dbq.edu/Academics/OfficeofAcademicAffairs/AcademicDepartments/Aviation/BSAppliedAviationTechnology/>

For Aviation Management:

<http://www.dbq.edu/Academics/OfficeofAcademicAffairs/AcademicDepartments/Aviation/BSAviationManagement/>

For Flight Operations:

<http://www.dbq.edu/Academics/OfficeofAcademicAffairs/AcademicDepartments/Aviation/BSFlightOperations/>

APPENDIX G – Accessing Evidence in Moodle

In order to access additional evidence and all other documents outlined in this Self-Study Report, please go to the following website: <https://udonline.dbq.edu/course/view.php?id=1281>

Enter the following **Username** to access the website: aviguest

Enter the following **Password** to access the website: aviguest

NOTE: Username and Password are case sensitive.