

UNIVERSITY of DUBUQUE

LIFE Undergraduate &
Graduate Program Guide

2024-2025

Dubuque, IA



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The right is reserved to change any of the rules and regulations of the university at any time, including those relating to admission, instruction, and graduation. The right to withdraw curricula and specific courses, alter course content, change the calendar, and to impose or increase fees similarly is reserved. All such changes are effective at such times as the proper authorities determine and may apply not only to prospective students but also to those already enrolled in the university. The curriculum will be completed in the order established by the University of Dubuque.

UNIVERSITY *of* DUBUQUE

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

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

Accreditation

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

Our Mission

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

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

- A hospitable Christian environment which respects other faith traditions;
- Relationships which encourage intellectual, spiritual, and moral development;
- Excellence in academic inquiry and professional preparation;
- A diverse and equitable community where Christian love is practiced;
- Stewardship of all God's human and natural resources;
- Zeal for life-long learning and service.

Our Vision

The University of Dubuque will be...

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

History

The University of Dubuque is a coeducational liberal arts college and a theological seminary in Dubuque, Iowa. Dubuque stands on the banks and bluffs of the Mississippi River where the borders of Wisconsin, Illinois, and Iowa converge. Founded in 1852 by Adrian Van Vliet as a school for prospective pastors, the University has been known as a place of educational opportunity.

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LIFE

Learning Institute for Fulfillment & Engagement

The University's accelerated adult evening program the Learning Institute for Fulfillment & Engagement (LIFE) is designed for students twenty-three years of age or older and have three or more years of work experience. Life-long learning is a hallmark of the University of Dubuque's mission. The LIFE Program offers accelerated courses which are designed to provide the adult learner an opportunity to begin and complete a degree in a more convenient schedule. A student-centered transfer policy and accelerated course format make the LIFE program perfect for adult students who wish to use credits from their prior collegiate study or to begin to earn a four-year degree. There is nothing more certain than change. LIFE accelerated five-week format empowers learners to take charge of their life, to transform their life, and are designed to make hopes and dreams come true.

LIFE Program Mission

1. To provide students with a broad-based contemporary program of study, provide them with the necessary technical and intellectual skill sets needed to work as a professional in their field of study in the 21st century,
2. To develop qualitative and quantitative competencies for students pursuing the various career opportunities open through LIFE and,
3. To meet the need of all students at the University of Dubuque for analytical skills, literacy in their fields, and an understanding of ethical inquiry and decision-making processes.

LIFE Program Student Learning Outcomes

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



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LIFE ACADEMIC CALENDAR 2024 – 2025

Fall 2024 August 20 – December 12			
Session	Start Date	End Date	Notes:
1	8/20/2024	9/19/2024	No Monday classes
2	9/23/2024	10/24/2024	
3	10/28/2024	12/5/2024	Thanksgiving, no class Nov 25 – 29

Spring 2025 January 6 – April 24, 2025			
Session	Start Date	End Date	Notes:
4	1/6/2025	2/6/2025	
5	2/10/2025	3/20/2025	Spring break, no class March 3 – 7
6	3/24/2025	4/24/2025	

Summer 2025 April 29 – August 18, 2025			
Session	Start Date	End Date	Notes:
7	4/29/2025	5/29/2025	No Monday classes
8	6/2/2025	7/3/2025	Juneteenth – Thurs June 19, 2025
9	7/7/2025	8/7/2025	

Important Dates:

Thanksgiving: Thursday November 28, 2024. Campus closed Nov. 25 – 29.

Fall/Winter Commencement: Thursday December 12, 2024

Presidents Day: Monday February 17, 2025. Campus closed, Monday LIFE classes will run.

Spring Break: March 2025. Campus closed March 3 – 7.

Easter: Sunday April 20, 2025

Spring Commencement: Saturday April 26, 2025.

ADMISSION AND REGISTRATION

LIFE Undergraduate Admission Requirements

- Prospective students must be twenty-three years of age or older to be considered for admission into the LIFE program.
- First-time college students must have a minimum of a 2.5 GPA (on a 4.0 scale) on all previous high school work. First-time college students who have earned a GED in lieu of a high school diploma must have an overall GED score of 50 or higher.
- Transfer students who have earned 24 or more college credits must have a 2.5 college GPA.

▪ Application Procedure

Persons wishing to be considered for admission to the University through the LIFE portal must submit the following for review:

1. A completed University LIFE Application, which includes an essay and two teacher/professor evaluations. The Dean of University Admission may waive the application fee, recommendations and/or essay in consideration of special circumstances;
2. TOEFL or IELTS (for international students), may be waived at the discretion of the Dean of University Admission;
3. Official transcripts submitted directly by the high school (high school transcript may be waived by the Dean of University Admission for some transfer students) and by the Registrars of all colleges attended*

*Students may be enrolled for their first full semester pending receipt of *official* transcripts. The Director of Admission for each **LIFE** site must receive unofficial transcripts prior to registering the student for their first semester to ensure that the student meets **LIFE** admission standards, and to avoid duplication of classes already taken. All official college transcripts must be received prior to registration for the student's second full semester.

A completed Application for Admission consists of the Application for Admission, two recommendation forms, and college transcripts or either an official high school transcript or, if applicable, a GED transcript

The University recommends a personal interview with a University admission counselor as part of the application process.

▪ Application for Exception

After a thorough evaluation, the Dean of Graduate & Adult Studies may admit students who fail to meet these admission standards, but who demonstrate potential to benefit from, and complete, the LIFE Accelerated Adult Education Program.

Students who do not meet one or more of these criteria for admission may apply to the Dean of University Admission for an exception to eligibility requirements, explaining why this exception should be granted. This request must accompany the student's Application for Admission.

LIFE Graduate Admission Requirements

Potential **LIFE** MBA or MMCM students should be at least 23 years of age and have a minimum of three years of full-time work experience, along with a Bachelor's degree (with a minimum accumulative GPA of 2.75*), in any discipline, from a regionally accredited or domestically recognized international institution of higher education (official transcript required).

*GPA requirement may be waived by permission of the Dean of Graduate & Adult Studies. At the discretion of the Director of LIFE, components of the Application for LIFE Graduate Admission may be waived in light of unique circumstances germane to adult learners.

A completed **Graduate Application for Admission** consists of:

- Application for Admission
- Official undergraduate transcript(s)
- Two letters of recommendation from professors, employers, clergy or others.
- A personal statement of interest in and objectives for this degree.

Admission Policies – University of Dubuque & LIFE

➤ *Concurrent Program Enrollment*

Students are not allowed to pursue dual programs – a major or minor in the traditional day program and a major in the LIFE Program – at the same time. Students also may not concurrently enroll in courses in both the traditional and LIFE programs. Students desiring to mix programs must first complete one program and then apply and be admitted to the second program.

➤ *Unclassified Students*

A student who has not fulfilled the admission requirements or is not pursuing a degree is designated as an unclassified student. This includes students who are currently in high school and plan to take college courses. Unclassified students are allowed to enroll in no more than two regularly scheduled courses in any given term on a space available basis. Once a student has earned 12 credits as an unclassified student, s/he must apply for admission to continue taking classes or seek permission from the Academic Affairs Office.

▪ Transfer Credit

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

Official transcripts should be sent to the site-specific LIFE Office of Admission directly from the other institutions attended. To be transferrable, coursework must be completed at a regionally accredited institution or an institution that is recognized by the U.S Department of Education (USDE) and Council for Higher Education Accreditation (CHEA). Coursework completed at institutions that are not recognized by the USDE and CHEA will be reviewed by the registrar to determine if any credits can be applied toward a UD degree. Examples of non-regionally accredited institutions include those accredited by national and specialized accreditors. The Office of the Registrar maintains a list of non-regionally accredited institutions whose credits are accepted. For institutions not on the list, the registrar will work with the faculty to determine if the institution can be qualified. The Office of the Registrar can provide more information about the transfer of credits from specific non-accredited institutions.

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

Up to 24 credit hours of credit will be accepted through correspondence and/or extension courses. Transfer students must complete the general college requirements of UD. Students transferring to the University of Dubuque from either Clarke University, Loras College or Emmaus Bible College will have their course work there evaluated on the same basis as any other transfer student. Courses taken at Clarke University, Loras College or Emmaus Bible College after the student has matriculated at the University of Dubuque are considered work in residence at UD.

In most cases, a person academically dismissed from his/her last attended college prior to applying for admission to UD is ineligible for regular admission for two terms immediately following the dismissal. Summer school may be counted as one term. If admitted, the student may be placed on academic probation. An admitted student who was on academic probation at his/her last attended college prior to enrolling at UD may begin on academic probation.

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

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

▪ Undergraduate Transferring Credits

The University of Dubuque will evaluate all non-remedial courses passed at an accredited institution, provided the overall grade average for those courses is 2.0 or better. If the student's cumulative grade point average (GPA) at the institution from which the credits are transferred is less than 2.0, the University will only evaluate credit for courses in which grades earned were C or better. A course with a grade of "P" or "S" may be awarded transfer credit at the discretion of the Office of the Registrar. The equivalent number of credit hours, as offered at UD, of developmental credit from an accredited institution may be awarded. Military credit will be evaluated on an individual basis and generally awarded as elective credit(s) toward Bachelor's degree requirements with a grade of "CR".

Transfer students should note that courses deemed equivalent to the skills courses of the UD General Education Curriculum will not transfer to the University of Dubuque with a grade of less than C, independent of the cumulative grade point average for all transferring credits:

- **COM 101** Speech Communication
- **ENG 101** Composition and Rhetoric
- **MATH 112** College Algebra or any math course that applies to the General Education requirement
- **ENG 104** Research Writing

If any change to the student's transferred equivalencies results in duplication of credit, the transfer credit is forfeited.

If a chosen academic major does not count grades of less than a C in courses taken to fulfill major requirements, it may be necessary to repeat a course or courses. Students should be aware that a minimum cumulative grade point average (GPA) of 2.00 for all credits taken as well as a minimum grade point average (GPA) of 2.00 for credits in an academic major is required for graduation. Consult department listings for specific details on GPA requirements of all majors.

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

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

Students entering the University of Dubuque with an Associate of Arts or Associate of Science degree from an accredited two-year or four-year institution, will be considered to have completed most of the UD General Education Curriculum, **with the exception of** the Judeo-Christian Tradition and the Capstone course in the major. Students transferring in 58 or more credits will also be waived from taking **WVS 201** World View Seminar II.

➤ *Transfer Credit on UD Transcript*

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

➤ *Course work not awarded transfer credit*

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

➤ *Transfer Equivalency Decision Appeal*

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

1. The student must arrange for the course syllabus to be sent to the Office of the Registrar.
2. The Registrar will work with the appropriate faculty to determine a.) if the original decision is accurate and b.) why the decision either is or is not accurate;
3. If the original decision is accurate, the student will be notified that no change to their transfer equivalency decision has been made.
4. If the original decision is inaccurate, the student's record will be updated to reflect the updated decision and the student will be informed of the update.

➤ *Special Procedures for International Credit*

International credit must be evaluated by an independent evaluation service (with the exception of credit that was earned through an approved study abroad experience) and a course-by-course evaluation must be submitted in order to be considered. Courses that are found to be similar in content to UD courses may be awarded transfer credit.

➤ *Transfer Admission Guarantee*

University of Dubuque's **Transfer Admission Guarantee (TAG)** guarantees admission to qualified students from regionally accredited community colleges. Certain national and/or specialized accredited colleges also qualify for this guarantee. The Office of the Registrar maintains a list of qualified institutions. For institutions not on the list, the registrar will work with the faculty to determine if the institution can be qualified.

Students may apply to enroll as a traditional or **LIFE** (age requirement applies) student. Admission to Teacher Education and Nursing programs, requires separate application, and approval by the respective department.

Meeting TAG eligibility requirements:

Students are eligible for admission to University of Dubuque through TAG if they are a candidate for, or have earned an Associate of Arts (AA) or Associate of Science (AS) degree from a regionally (or qualified national or specialized) accredited community college.

- The application process requires that students submit the online Application for Admission, and their official college transcript, and
- Enroll at the University of Dubuque following graduation from the community college before attending another college.

Benefits of TAG to transfer students:

- No additional supporting documents are needed.
- AA and AS meet the General Education Requirements at University of Dubuque (with the exception of Judeo-Christian Traditions and capstone in the major).

➤ *Special Procedures for International Credit*

International credit must be evaluated by an independent evaluation service (with the exception of credit that was earned through an approved study abroad experience) and a course-by-course evaluation must be submitted in order to be considered. Courses that are found to be similar in content to UD courses may be awarded transfer credit.

➤ *Non-Accredited Institutions*

Credits from established four or two year national or international institutions that are not accredited by regional or national accrediting agencies will be evaluated on a case-by-case basis. An institution is non-accredited if it is not listed as a recognized accrediting agency by the US Department of Education.

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

➤ *Vocational-Technical Credit*

Credit from vocational-technical coursework, provided that the awarding school is approved by the state in which they are located, will be accepted on the basis that the vocational-technical credit will be equivalent to one-half of University of Dubuque credit and that each course accepted has a grade of C or better. A maximum of 30 credits of vocational-technical credit may be accepted by the University of Dubuque. However, additional hours in the major may be granted

with the consent of the academic department in which the student plans to major. Vocational-technical credit will be listed on the student's permanent record with a grade of CR.

In those cases where college-parallel courses (e.g., algebra, psychology, etc.) have been completed in a vocational-technical program the student may petition the appropriate UD department for equivalent college credit. A copy of the course syllabus and texts used must accompany the petition. If equivalent credit is granted through this process, all other remaining credits will be transferred in at one-half of their value provided the grade received is a C or better up to a maximum of 30 vocational-technical credits and maximum of 60 credits overall.

Credits for courses completed in vocational –technical programs will be accepted under any of the following conditions:

1. The course or program is listed in The National Guide to Recommendations for Non-Collegiate Courses, prepared by the American Council on Education;
2. The course or program is approved by the state in which it is located;
3. Credit has been accepted by other four-year and or two-year accredited colleges and universities;
4. A special departmental examination given by the University of Dubuque is successfully completed.

➤ *Former UD Students*

Students academically suspended from the University of Dubuque must wait until at least one semester (fall or spring) has passed before applying for readmission (summer semester does not count). If admitted, the student will be placed on academic probation.

➤ *Second Bachelor's Degree*

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

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

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

▪ Graduate Transfer Credit

The University of Dubuque will accept graduate courses earned at a domestic regionally-accredited college or university or an international graduate degree-granting institution. All course work completed at other institutions will be evaluated for equivalency to University of Dubuque courses by the Registrar's office. For courses to be accepted as transfer credit, the student must have earned a grade of B- or higher. Courses transferred to the University of Dubuque will be recorded on the student's transcript with the grade of CR (Credit).

The maximum numbers of transfer credit hours is 18 for the LIFE Master of Business Administration.

Academic Advising & Course Registration

Every LIFE Program location has an academic advisor dedicated to provide on-site, personal service to guide the student to the end of their degree. The academic advisor will assist students in reviewing their degree plan, registering for the appropriate courses, adjust course schedules as needed, and connect with the academic resources and student services. Students consult with their academic advisor each semester to select the courses for the following semester. Students also have an online Academic Advising Worksheet which enables the student to track their progress towards their degree, listing the course requirements, denotes which are completed and which have yet to be completed.

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

➤ *Enrollment Status*

To determine enrollment status, sessions 1, 2 and 3 comprise the fall semester; sessions 4, 5, and 6 comprise the spring semester; and sessions 7, 8 and 9 comprise the summer semester. Note: Loan servicers use the enrollment status to determine eligibility for loan deferment.

Undergraduate students must be enrolled in a minimum of 12 semester hours per semester to be considered full-time status. Undergraduate enrollment of less than 6 semester hours per semester is considered less than half-time status. Any currently enrolled student who has been admitted to the college and is pursuing a degree program is classified in the following way:

- 0-23.99 credit hours – First year
- 24-57.99 credit hours – Sophomore
- 58-89.99 credit hours – Junior
- 90 or more credit hours – Senior

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

Graduate level students must be enrolled in a minimum of 6 semester hours per semester to be considered full-time status. Graduate enrollment of less than 3 semester hours per semester is considered less than half-time status.

Students should contact the University Office of Student Financial Planning to determine hours needed to be eligible for state or federal financial assistance.

➤ *Add/Drop*

To add or drop a course the Add/Drop period is **before** the first class meeting. A "Drop" removes the course from the student schedule completely. Contact the Student Accounts Office for any financial implications related to adding or dropping a course.

▪ Withdrawal

Students exiting from a LIFE Program course during a session in which they are registered and to be in compliance with the University of Dubuque's policy, states:

- After 6 p.m. of first class night and before 6 p.m. of the third class night, the student will receive a W.
- After 6 p.m. of the third class night, the student would receive the earned grade to that point in the class.

Tuition refund and financial aid actions will be taken. Registrations in subsequent sessions will be deleted and there will be no tuition charge for the deleted registrations. Students should contact the LIFE Office to initiate the exit process. Students completely exiting from the University should complete the online withdraw form. Withdrawing from the LIFE Program will change the student's enrollment status, and students should consider how the decision to withdraw will impact any of the following: tuition charges, financial aid, social security, employer-reimbursement, or veteran's benefits. Students withdrawing from the institution may be required to re-apply for admission if they desire to return.

The academic advisor will be responsible for notifying the Registrar and Student Financial Planning immediately with the last date of attendance. The Student Financial Planning Office will follow Title IV refund regulations as applicable. Please refer to the Financial Planning section of this catalog for details.

➤ *Medical Withdrawal*

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

➤ *Re-Enrollment:*

When the student is ready to return to the University of Dubuque, if more than 12 months have passed, he/she will need to re-apply for admission through the Office of LIFE Admission. There is no fee for this process. If the student has attended any other college or university during the period when not registered at the University of Dubuque, official transcripts of the student's work must be submitted to the University of Dubuque.

▪ Student Military Absence Policy

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

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

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

➤ *Procedures and Documentation*

- In the case of military training or drill periods, the student should disclose the leave schedule to the instructor, their LIFE academic advisor, and the Office of the Registrar as soon as the unit provides such documentation. It is understood that training schedules are subject to change and if a change occurs, the student should submit a memorandum from the reservist's unit to the faculty member. A full eight hours shall be excused before or after the military training or medical treatment to allow for travel time, if travel is required.
- In the case of medical treatment, documentation of a VA appointment may be requested to validate the reason for the absence. Documentation should be provided directly to the instructor, their LIFE academic advisor, or through the Office of the Registrar. If the student chooses to submit it to the Office of the Registrar, the Registrar's office will notify the instructor of the legitimacy of these absences.
- If the student chooses to withdraw due to lengthy military training obligations or extended medical treatment during the semester, they should be directed to the Office of the Registrar to proceed with the Student Military Leave withdrawal or other necessary procedures.

▪ Student Military Leave Policy

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

➤ *Exit Procedures for Students Called to Active Military Duty*

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

➤ *Academic Provisions and Tuition Refunds:*

The student will receive a full refund of tuition and fees paid to the University of Dubuque if the request for withdrawal due to military service is filed prior to the last day to drop classes.

1. The student will have a choice of three options if the request for withdrawal is received after the last day to drop classes:
2. A full refund of tuition and fees, no credit awarded for work completed during the semester, and receipt of 'W' grades for the term.
 - a. An incomplete grade in all courses with the right to complete all coursework at a future date without further payment of tuition or fees. In this case, there will be no tuition refund for the present term.
 - b. A grade in each course, if the professor of each class believes sufficient work has been completed. In this case, there will be no tuition refund.
 - c. Options b) & c) may be combined should circumstances warrant.

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

Re-Enrollment following military duty: When the student is ready to return to the University of Dubuque, if more than 12 months have passed, he/she will need to re-apply for admission through the Office of LIFE Admission. There is no fee for this process. If a student elected to take an incomplete in one or more courses, he/she has until the end of the re-admittance term to complete the appropriate coursework. If the course is no longer offered or if the instructor is no longer with the University, the returning student will receive a full tuition credit for a replacement course.

A policy cannot address every circumstance that may arise when students are called to active duty, therefore, please consult with the Registrar's Office.

ACADEMIC INFORMATION

Components of the Undergraduate Program

As part of our Mission, the University of Dubuque aims to prepare students for flourishing by educating and forming the whole person and pursuing excellence in scholarship, challenging students to live lives of worth and purpose, and preparing them for service to the church and the world. As a university that roots its work in the context of the Christian faith, we believe that every aspect of our lives should be lived in love for God, service to others and enjoyment of all that we have been given. Our philosophy of education includes a:

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

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

The comprehensive general education program has three goals:

1. Develop foundational intellectual and practical skills through progressively more challenging problems, projects, and standards for performance. At the completion of the program, the University of Dubuque student will be able to demonstrate foundational intellectual and practical skills in inquiry and analysis, critical thinking, written communication, oral communication, quantitative literacy, information literacy, teamwork, and problem solving.
2. Practiced in key life contexts through engagement with big questions, contemporary and enduring, and active involvement with diverse communities and real-world challenges. At the completion of the program, the University of Dubuque student will have explored the major questions and challenges in the following five contexts of human engagement: Scientific Inquiry, Social Interaction, Human Expression, Personal Development, and the Quest for Meaning.
3. Integrated and applied in the articulation of a calling/vocation that embodies personal and professional character. At the completion of the program, the University of Dubuque student will have developed a statement of personal calling/vocation that synthesizes knowledge, skill, and responsibility.

▪ Classification of Students

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

- 0-23.99 credit hours – First year
- 24-57.99 credit hours – Sophomore
- 58-89.99 credit hours – Junior
- 90 or more credit hours – Senior

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

➤ *Full-time Degree-seeking Students*

Full-time degree-seeking undergraduate students are those enrolled in 12 credits or more during each semester. For the graduate program, 6 credit hours in a semester is defined as full-time enrollment.

➤ **Part-Time**

Part-time undergraduate students seek the degree while enrolled in fewer than 12 credits during a semester. For the graduate program, 3 credit hours in a semester is defined as half-time enrollment.

➤ **Unclassified Students**

A student who has not fulfilled the admission requirements or is not pursuing a degree is designated as an unclassified student. This includes students who are currently in high school and plan to take college courses. Unclassified students are allowed to enroll in no more than two regularly scheduled courses in any given term on a space available basis. Once a student has earned 12 credits as an unclassified student, s/he must apply for admission to continue taking classes or seek permission from the Academic Affairs Office.

▪ **Technology Requirements**

***NOTE:** Courses will employ the use of online resources for instruction. Students should have access to technology that will enable them to download and use the appropriate software. Refer to each course's required materials and syllabus for details.*

➤ **Electronic Communication: E-mail**

Students are expected to check their UD e-mail accounts regularly for course updates and University announcements. Instructions for forwarding e-mail from a dbq.edu account can be found at the Technology Services link on the UD Web Page.

➤ **Moodle**

Students are expected to log-in on a regular basis to access the learning management system called Moodle for course resources, such as the syllabus, readings, and discussion forums, as well as upload assignments. Instructions for accessing Moodle.dbq.edu are provided to the student from their admission representative in an orientation email and in the LIFE Student Handbook. Use Mozilla, Chrome, or MS Edge to navigate to Moodle.dbq.edu.

➤ **Campus Portal System**

My.dbq.edu is the student portal to many services including student account statements, financial aid document tracking, grades, unofficial transcript, advising worksheet for degree plan, 1098-T, access the university email account, MSOffice product, and library resources.

Degrees Offered & Requirements

▪ University of Dubuque - Undergraduate Degrees

- Bachelor of Arts
- Bachelor of Business Administration
- Bachelor of Science

All Bachelor Degrees Require:

- 120 credits (minimum) of college work (Inclusive of UD General Education & degree requirements of at least one academic major).
- A maximum of 9 credit hours of developmental course work (000-099) may be applied to the 120-credit minimum of college work for graduation
- A maximum of 12 credit hours of HWS 110 (activity) course work may be applied to the 120-credit minimum of college work for graduation.
- A maximum of 8 credits each of MUSC 110, MUSC 200 or 210 may be applied to the 120-credit minimum of college work for graduation
- At least 30 of the last 36 credit hours earned must be earned in residence at the University of Dubuque. Online courses offered by UD are considered to be courses in residence, as are cross-registered courses offered at Acadeum, Clarke University, Loras College and Emmaus Bible College.
- A minimum cumulative grade point average of 2.0 for all work completed at UD.
- A minimum grade point average of 2.0 for all courses taken in a major is required unless a particular major requires a higher grade point average.
- A grade of C or better when the minimum acceptable grade is stated to be a C (a grade of C- will not suffice).

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

➤ *Bachelor of Arts and Bachelor of Science*

The Bachelor of Arts (BA) and Bachelor of Science (BS) Degrees include a reasonable balance of three components:

- A major providing depth of preparation in an academic or professional field.
- A general education providing basic university-level skills or foundational courses in math, science, religion, composition and rhetoric, communication, computer literacy and wellness, as well as pillar courses in the liberal arts and sciences that focus on social development, aesthetics, stewardship and global awareness.
- Electives chosen to fit the student's preferences or needs. It is recognized that the number of these electives may be fewer in some degrees because of accreditation requirements, but the inclusion of some electives is important.

Although not every program follows the definitions found below, for the most part the University of Dubuque ascribes to the following criterion when determining whether a major is offered as a BA or BS degree.

Bachelor of Arts Degree:

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

Bachelor of Science Degree:

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

➤ *Bachelor of Business Administration*

The Bachelor of Business Administration (BBA) includes:

- A general education providing basic university-level skills or foundational courses in math, science, religion, composition and rhetoric, communication, computer literacy and wellness, as well as pillar courses in the liberal arts and sciences that focus on social development, aesthetics, stewardship and global awareness.
- 33 credits of business core competency courses including economics, management, accounting, human resources management, finance, marketing, and business communication, and
- 24 credits in the major: Accounting, Business, Human Resources Management, or Marketing.

➤ *Academic Major*

All students completing a bachelor's degree are required to have a departmental major; a minor is optional. An academic major should be selected no later than the end of the sophomore year. At least 12 credits in the major must be completed at the University of Dubuque, although some majors may require more.

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

➤ *Academic Course Numbers*

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

Graduate courses are numbered 600 and above and carry graduate credit.

Provision for Academic Program Modification

The University of Dubuque reserves the right to modify program requirements, content, and the sequence of program offerings for educational reasons that it deems necessary. Programs, services, or other activities of the University may be terminated at any time due to reasons including, but not limited to, acts of God, natural disasters, destruction of premises, or other reasons or circumstances beyond the control of the University.

The course descriptions listed are based upon reasonable projections of faculty availability and appropriate curriculum considerations. The matters described are subject to change based upon changes in circumstances upon which these projections were based and as deemed necessary by the University to fulfill its role and mission.

LIFE Program Academics

▪ LIFE Accelerated Courses

The **LIFE** program is an evening program for adult learners. Both the undergraduate and graduate courses are delivered in a face-to-face, five-week, format. Courses meet once per week for five weeks, three hours each week. Due to the reduced in-seat class time expectations are that the students will have an estimated 20 hours of homework per week.

Please Note: Exceptions to the five-week course plan for undergraduates: BAC 341-Intermediate Accounting I, BAC 342-Intermediate Accounting II, and any science with a lab such as BIO 110-Human Biology, are courses delivered in a 10-week format.

▪ LIFE Undergraduate Degrees

➤ *Bachelor of Business Administration*

Majors: Accounting, Business, Human Resources Management, Marketing

➤ *Bachelor of Arts*

Majors: Criminal Justice, Elementary Education, Health Care Administration

➤ *Academic Minor*

A minor consists of 15 to 27 credit hours in an area of study, as described in the departmental description. When selecting a minor, students may wish to choose one that permits an alternative to the major. If the major was chosen for its career application, then the minor may serve to expand one's perspective or to support a secondary interest. Students should declare their selection of a minor or minors with their academic advisor. Students must achieve a cumulative grade point average of 2.0 (a C average) for all credits taken at the University of Dubuque and for all credits required for the chosen academic minor, unless a specific minor requires a higher GPA for credits within that minor. At least 9 credits in the minor must be completed at the University of Dubuque, although some minors may require more, while others may not accept any transfer credits. Academic minors must be completed at the time of degree conferral.

Undergraduate Academic Minors – LIFE

- Accounting
- Business (for non-BBA majors)
- Criminal Justice
- Human Resources Management
- Marketing

➤ *Multiple Academic Majors / Minors*

With proper planning of academic class scheduling, students may be able to complete multiple majors or minors within the minimum of 120 credits required for the undergraduate degree. Undergraduate students who meet graduation requirements for two or more majors will receive multiple majors with one undergraduate degree (BS or BA or BBA). Students majoring in disciplines that qualify for different degrees will receive only one degree through all the majors and minors that are completed. Students will select their degree for graduation at the time of filing a graduation application. To declare additional majors or minors, students are required to complete a Student Record Change – Academic Information form found online. If a student wishes to complete a second major within the same academic department, a minimum of 15 credits must be unique between the first and second major. This policy does not apply to students pursuing a major and a minor within the same academic department.

➤ *Double Degree*

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

➤ *Post-Graduation Additional Majors*

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

➤ *Prerequisites*

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

➤ *Tutorial Courses*

Some of the courses offered by the college may be taken tutorially, by degree candidates only, if there are extenuating circumstances. Approval by the Director of LIFE is required. The student should confer with their academic advisor for specific guidelines required for a course taken tutorially. Learning Contracts must be approved by the Director of LIFE and the Dean for Academic Affairs, Graduate and Adult Studies and must be submitted at the time of registration. Learning Contracts are available through your Academic Advisor.

➤ *Internships*

Internships, offered to students at the junior and senior levels, are designed to enrich the chosen academic major with out-of-class learning through work. Students are required to consult with their Academic Advisor at least 30 days prior to the start of an internship to discuss and complete all required paperwork including: syllabus and assignments; student review; learning agreement; and hold harmless agreement. The bulk of the "work hours" of an internship must be completed in the term in which the student earns credit for the internship. Although most internships are 3 credits in length, no more than 12 credits of students' entire degree programs can be earned through internships. The credit earned through an internship is academic credit and tuition charges will be assessed at the current tuition rate.

▪ Credit for Prior Learning

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

➤ *Advanced Placement*

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

➤ *College-Level Examination Program® or CLEP*

The College-Level Examination Program® (CLEP) offers you the opportunity to receive college credit for what you already know. Earn qualifying scores on any of the 33 introductory-level college subject examinations and accelerate your education. Not all CLEP exams will fulfill university requirements. The 90-minute exams are administered at the University of Dubuque in the Academic Success Center (ASC). For information on current exam fees, call 563-589-3262.

To find out more about CLEP, please go to www.collegeboard.org/CLEP. There you will find a list of the examinations available through CLEP. CLEP exams may be scheduled at the University of Dubuque. Please schedule a CLEP exam at least one week ahead of the time you would like to take the exam. For more information on scheduling and fees, please contact the Academic Advisor at the LIFE location.

➤ *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.

The Experiential Learning Handbook is available to assist students who request that substantial work-related or other prior learning experiences and accomplishments be evaluated for potential academic credit in place of taking a specific course. This process requires students to submit a portfolio documenting specific learning outcomes attained through previous personal or professional experiences.

To be eligible, candidates must be admitted students and have earned a minimum of 15 credits at an accredited college or university, at least 6 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 contact their Academic Advisor.

➤ *Undergraduate Students Request to Take Graduate Courses*

This option is intended to allow undergraduate LIFE students to “double count” classes for undergraduate and graduate credit simultaneously. A student can complete up to 12 graduate-level credits in the MBA curriculum, which can be counted towards both the undergraduate and graduate degrees. This will allow the student to graduate even if he/she decides against completing the LIFE graduate program – the courses will count toward undergraduate business elective credits. Students are billed at the graduate tuition rates for graduate course credits.

LIFE undergraduate students must meet the following qualifications to be eligible to enroll in graduate courses:

- Must have a minimum 3.00 undergraduate cumulative GPA
- Be of senior standing and have earned a minimum of 12 credits from the University of Dubuque
- Must have submitted his/her undergraduate graduation application to the Registrar’s Office and is scheduled to complete his/her degree within one academic year
- **No more than 12 MBA credits may be taken and used toward the undergraduate degree.**

When the student enters the LIFE graduate program, the Registrar will enter the adjustments providing him/her with graduate credit for the work completed in the undergraduate program. Please note that should the student leave UD prior to completing the graduate degree, there will be no transfer of the undergraduate level courses as graduate level work. Please contact your academic advisor for details.

▪ Credit for Non-Collegiate Educational Experiences (Armed Services)

College credit may be granted to veterans for service schools attended. Recommendations of the Guide to the Evaluation of Educational Experiences in the Armed Forces, prepared by the American Council on Education, will be used to determine if credit will be allowed. For further information concerning financial benefits and credits for service schools, contact the Registrar’s Office, 563-589-3748.

Please be sure to identify your military service in your initial advising appointment as credit hours may have been earned for your military training. Military credit will be evaluated on an individual basis and generally awarded as elective credit(s) toward Bachelor’s degree requirements with a grade of CR. Military Occupational Specialty courses are evaluated on a case-by-case basis using ACE-approved JST military transcripts. Military education is evaluated by the Registrar’s Office upon the receipt of a Joint Services Transcript (JST), a SMART transcript, or official transcript from Community College of the Air Force. Each branch of the service has its own form of documentation, be sure to contact your respective branch office to learn more about having your transcripts sent.

- If you served in the Army, National Guard, Marine Corps, or Navy you may request a transcript online at <https://jst.doded.mil/official.html>
- If you served in the Air Force, you may request a transcript at:
<https://www.airuniversity.af.edu/Barnes/CCAF/Display/Article/803247/community-college-of-the-air-force-transcripts/>

▪ LIFE Graduate Degrees

➤ *Master in Management – Communication Management (MMCM)*

- 30 credit hours required.
- At least 15 of the 30 credit hours must be earned in residence at the University of Dubuque.
- A minimum cumulative grade point average of 3.0 for all work completed at UD.
- A grade of C- or better in all courses taken.

➤ *Master of Business Administration (MBA)*

- 36 credit hours required.
- At least 18 of the 36 credit hours must be earned in residence at the University of Dubuque.
- A minimum cumulative grade point average of 3.0 for all work completed at UD.
- A grade of C- or better in all courses taken.

Matriculation Policy

Once a student is accepted into one of the master programs of study at the University of Dubuque, they must complete all courses with UD. Exceptions to this policy must be approved by the Graduate Curriculum, Academic Standing, and Admissions Committee. A student seeking to enroll in a course at another institution will need to petition in writing to the Dean for Academic Affairs, Graduate and Adult Studies. Rarely are exceptions made, but when one is granted, it is due to a change in the student's ability to attend class at UD (e.g., military deployment). Transfer courses prior to matriculation are evaluated on a case-by-case basis. See the Transfer policy for more information on restrictions or acceptance of transfer credits.

▪ LIFE Expectations

➤ *Performance Expectations*

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

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

➤ *Attendance Expectations*

The LIFE program is an accelerated program, meeting only once per week for five weeks, three hours each week. Therefore, attendance of every class session is expected and critical to the student's success.

- An absence of one class session, without extenuating circumstances, will drop your final grade by one letter grade (for example: if you earned a grade of "B" in the course, your final grade would be a "C").
- Any student who misses the *first meeting of a class in any session* will be dropped from the course and the LIFE tuition practice will apply.

➤ *Disruptive Behavior in the Classroom Policy*

Disruptive behavior is that which the University regards as speech or action which is threatening, or substantially impedes the delivery of university services. Disruptive behavior includes harassing, threatening, or acting abusively toward an instructor, staff member or toward other students in any activity authorized by the University. Disruptive behavior also includes any other behavior covered by the University of Dubuque Code of Conduct.

Instructors are advised to keep careful written records regarding any incident of disruptive behavior, including dates,

times, names of those present, and details of the incident. Instructors should inform the LIFE program director and the Dean for Academic Affairs, Graduate and Adult Studies of any such incidents and provide written documentation, if requested. The parties involved, in conjunction with the LIFE program director and Dean for Academic Affairs, should strive for acceptable solutions or mediate appropriate intervention strategies.

In consultation with the graduate program director, the Dean for Academic Affairs may administratively withdraw the student by notifying him or her in writing (with copies to the Registrar and the instructor) if:

1. a solution cannot be achieved
2. the disruptive behavior continues
3. the student conduct seriously disrupts the learning process.

If administratively withdrawn for disruptive behavior, a student may appeal to the Vice President for Academic Affairs within 5 business days. If the student appeals, the Office of Graduate Studies staff will keep the instructor, the program director, academic advisor, Registrar, and the student informed of the status of any action to be taken.

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	<u>Superior</u>
A-	3.67	
B+	3.33	
B	3.00	
B-	2.67	
C+	2.33	
C	2.00	<u>Average; minimum required for graduation</u>
C-	1.67	
D+	1.33	
D	1.00	
D-	0.67	
F	0.00	<u>Failing</u>

Other Grades

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

➤ *Audit*

Students wishing to enroll in a course without earning graduate credit may register as an audit. Tuition is charged at a reduced rate per credit hour, as shown in the cost section. Course requirements shall be arranged with the course instructor. An audit course will not count in the number of total hours attempted, and the grade assigned at the end of the term shall be AU (Audit).

➤ *Credit*

A grade of CR (Credit) 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.

➤ *Incomplete Grade*

A grade of incomplete (I) may be assigned in a course when a student, because of circumstances beyond his or her control, is unable to complete the required work by the end of the grading period. All of the following must be true for the student to be eligible to receive a grade of "I":

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

If the instructor agrees to grant an Incomplete, the student should complete and sign the top portion of the Incomplete Grade Request Form and then have the instructor complete and sign their section. The Incomplete Grade Request form can be found by logging into <https://my.dbq.edu/>. Current students can find forms under the "Student" tab.

The student will specify the reason for the request and the proposed completion date. The student is required to meet with the instructor to obtain approval and signature. This form is sent to the Academic Affairs Office for review before being forwarded to the Registrar's Office, and an "I" is recorded on the student's academic record. When the course work is completed, as outlined on the Incomplete Grade Request 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 forms on file each term and notify instructors on deadlines to submit final grades. If neither a grade (after deadline) nor an extension has been received, the default grade (from the form) will be recorded for the course. If no default grade is recorded on the form, a grade of F will be recorded. Any additional expense incurred with an "I" is the student's responsibility. Students may not graduate with incomplete grades on their academic transcript.

➤ *In Progress*

A temporary grade of IP (In Progress) is used to indicate work in progress for a course or project approved to extend for more than one term or grading period (e.g. master thesis, independent research project). The course faculty member will submit a grade by the end of the approved extension. The IP grade is not computed in the student's grade point average.

➤ *Pass*

Students who satisfactorily complete a course designated as Pass/Fail will receive the grade P for the course.

➤ *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 the final grade from a course 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 file the appeal with the LIFE Program Director. The process specifies informal procedures and formal procedures that culminate, when necessary, in a final grade appeal hearing before a final grade appeal committee appointed by the Dean for Graduate & Adult Studies. Deadline for initiating a final grade appeal is 60 days after the last day of the subterm in which the grade was earned.

▪ Repeating a Course

Undergraduate

A student who has earned a C- or less in any course may elect to take that course again to attempt to improve the grade. Students may also take courses on a refresher basis, if they wish to repeat courses for which they already have college credit. Repeats may be allowed if needed to improve one's GPA for admittance into another program such as Nursing, Education, or graduate studies. Course repeats, when a passing grade has been previously earned, may not be used to meet the minimum credit completion requirements. After a course is repeated, the credits and grade points already on the student's record for that course shall no longer be used to count toward total credits earned or cumulative GPA, and the results of the most recent attempt shall stand as official. Withdrawal from a repeated course does not replace the previous grade earned in the course in the calculation of the student's cumulative grade point average. A student may repeat the course at another institution and the credits earned may be applied toward graduation at UD, but the grade earned will not be used in computing a cumulative grade point average. The course taken at UD will be marked as forgiven (not included in computing cumulative grade point average). Repeated courses may affect federal financial aid eligibility. See the Office of Student Financial Planning for further information.

Graduate

In order for course credits to count toward the degree, a student must repeat any course in which they have earned below a C- as their final course grade.

A student who has earned a C- in a given course may elect to repeat the course in order to improve their cumulative GPA. This option may be necessary for a student to meet the graduation GPA standard of 3.0.

A student may not use a repeated course to meet the minimum credit hour completion requirements when a grade below the standard was previously earned. Once a course is repeated, the grade, the credit hours, and the grade point results from the repeated course will be used to recalculate the student's total credits earned and cumulative GPA. The grade earned for the repeated course will stand as the official grade for the course and the previous grade earned in the course will be removed from the student's total credits earned and cumulative GPA. However, the previous course and grade earned will continue to display on one's transcripts as a record of the student's course history.

Individual courses may be repeated only once, and during academic enrollment in the University of Dubuque graduate program no more than four courses may be repeated. Any student who needs to repeat a fourth course will be subject to academic probation or academic suspension.

In rare cases it may be necessary for a student to repeat a course where a grade higher than a C- has been earned in order to improve one's cumulative GPA. Should this situation occur, the student may seek permission from the LIFE Program Director for the best course of action to take.

A student who wishes to repeat a course that was transferred to the University of Dubuque from another college or university must contact the Registrar's Office to determine what effect, if any, there may be to the student's total credits earned or cumulative GPA.

▪ Grade Point Average

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

➤ *UD GPA*

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

➤ *Dean's List*

Full-time undergraduate students (registered for 12 or more credits in a semester) who earn a term GPA of 3.5 or above and who do not have any grades of Incomplete (I) for the semester are named to the Dean's List. Dean's List is awarded

for the fall and spring terms only and may be awarded retroactively.

► *Alpha Chi*

The University selects undergraduate 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 society. This high distinction recognizes these students' outstanding achievements.

▪ Academic Standing

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

► *Undergraduate: Academic Alert, Probation, and Suspension*

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

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

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

- a cumulative GPA of less than a 2.00 but above the minimum level for academic probation;
- a cumulative GPA of 2.00 or higher but have obtained a term GPA of less than a 2.00;
- or they do not successfully complete all of the credit hours in the term (fall/spring) for which they are registered.

Students who are placed on academic alert will be notified. Students will remain on academic alert until they have achieved:

- a cumulative and term GPA of at least 2.00, and
- they successfully complete all of the credit hours in the term (fall/spring) for which they are registered.

The student's academic advisor will meet with the student to work through an inventory of available resources for academic success.

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

Credit Hours Attempted*	Minimum Cumulative GPA
0 – 17	1.60
17 – 34	1.80
34 – 51	1.90
51+	2.00

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

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

Students who are placed on academic probation must meet with their academic advisor in order to develop a plan for improved academic performance. Students on academic probation are limited to 3 credit hours in each five-week session and will be required to create and follow an Academic Success Plan. Probationary students' participation in extracurricular activities will be dependent on completing the Academic Success Plan.

Academic Suspension:

First-year and transfer students who earn a 0.0 cumulative GPA in their first term at the University of Dubuque will be academically suspended. The suspension is appealable and the appeal process is outlined below.

Students on academic probation who do not perform satisfactory work towards removing themselves from academic

probation during the next semester in which they are enrolled are subject to suspension or dismissal. 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 semester (fall or spring). Students requesting to return to the University of Dubuque after the suspension period should contact the LIFE Admission Office to apply for re-admission. Students returning to UD after being academically suspended will be re-admitted on academic probation.

Students placed on academic suspension or probation at the end of a full term may have their academic records reviewed to determine if any academic credits received for summer coursework, either in residency or elsewhere, will affect their academic standing. It is the responsibility of the student to notify the Registrar of any coursework taken prior to the start of the new semester.

Suspension Appeal Process

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

A student that does not appeal his/her suspension and sits out the required term and then wants to return to the University of Dubuque must request an application for re-admission from the Admission Office. Applications should be submitted one month prior to the term for which the student wants to re-enroll, but the period between suspension and re-admission must include one Fall or Spring semester.

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

➤ *Graduate: Probation, Suspension and Dismissal*

Graduate students must maintain at least a 3.0 grade point average to remain in “good standing.” The University reserves the right at any time to suspend any student who is not making satisfactory academic progress toward a degree.

Academic Probation

A student with a cumulative GPA below 3.0 may be placed on *academic probation* or may be suspended at the close of the semester. If the student remains on academic probation at the conclusion of the following semester, he or she is subject to *suspension*.

Academic Suspension

A student suspended from the University has the right to appeal to the Director of LIFE who will review with the Graduate Curriculum Committee (GCC). The information provided by the student for an appeal and the records collected by the University (such as transcripts and faculty testimony) will serve as the basis for the GCC’s decision. The appeal decision of the GCC is final and may not be appealed. Students who are readmitted after suspension and fail to meet the graduate program’s requirements may be suspended once again. A second suspension will result in *dismissal* from the University and may not be appealed.

Academic Dismissal

Academic probation, suspension, and dismissal will be officially recorded on the student’s academic transcript.

A person academically suspended or dismissed from a graduate program at another institution is ineligible for admission to the University of Dubuque for one calendar year from date of suspension or dismissal. If admitted to UD, the student will be placed on academic probation. An admitted student who was on academic probation at another college shall begin on academic probation at UD. The length of the student’s academic probation in both situations will be determined by the Dean for Academic Affairs, Graduate and Adult Studies, in consultation with the Director of LIFE.

➤ *Student’s Right to Petition*

In any disagreement over the interpretation of academic regulations or the existence of extenuating circumstances which might justify special consideration, the student may file a petition with the Director of LIFE.

Processes and Consequences of Academic Dishonesty

▪ Undergraduate

The University of Dubuque expects undergraduate students to be honest in academic matters. We expect each person to be forthright and direct, and to value integrity in all his/her dealings. Activities and attitudes should be consistent with high academic standards and Christian commitment and should be consistent with the Mission and Values of the University.

Consequences of academic dishonesty violations in the *undergraduate* program are defined below. A determination of academic dishonesty will result in the imposition of the following sanctions, unless particularly severe or egregious cases result in the imposition of a higher level or other sanction(s).

- *First offense:* A grade of zero points or no credit for the quiz, test, examination or work.
- *Second offense:* A grade of F or No Credit for the course and may not participate in co-curricular activities for one full year.
- *Third offense:* In addition to the same sanctions applied for a *Second offense*, the student is subject to dismissal from the University.

First Offense: The student will be required to meet with the instructor to discuss the alleged Academic Dishonesty offense. The instructor will determine a finding of *in violation* or *not in violation*. If the allegation is substantiated, a grade of zero will be recorded for the quiz, test, examination, or work in courses with a letter grade, and “No Credit” will be recorded for the quiz, test, examination, or work in Credit/No Credit grade courses. If the student fails to meet with the instructor, the matter will be resolved with the evidence presented and the student will lose the right to appeal the case any further.

After meeting with the instructor, the student may request an appeal of the unfavorable finding. An alleged first offense of academic dishonesty is appealable to the Director of LIFE. A student choosing to appeal will have 15 calendar days from the date on which the finding is made to schedule an appointment to meet with the Director of LIFE. The student should be prepared to provide evidence during the meeting to explain why the finding is false. Before making a decision on the appeal, the Director of LIFE will discuss the student’s appeal with the instructor and any other persons they deem necessary to draw a just decision. The decision of the Director of LIFE is final.

Second Offense: After receiving notification of an allegation of a second offense of academic dishonesty, the student will be required to meet with the Director of LIFE. After examining the evidence provided by the instructor and discussing the matter with the student, the Director of LIFE will determine a finding of guilt or innocence. If the student fails to appear at the meeting, the matter will be resolved with the evidence presented, and the student will lose the right to appeal.

If the allegation is founded, a grade of “F” will be recorded for the course in which the offense occurred for courses with a letter grade, and “No Credit” will be recorded for Credit/No Credit grade courses.

After meeting with the Director of LIFE, the accused student may request an appeal to an unfavorable finding. A second alleged offense of Academic Dishonesty is subject to appeal by the accused student to the Dean for Graduate & Adult Studies. An appeal must be submitted in writing to the Dean clearly explaining the reasons for and basis of the appeal along with evidence the appellant expects to submit at the hearing of the appeal. Students have 15 calendar days from the date on which the finding is made to submit an appeal. Once an appeal has been submitted, the instructor will be invited to respond to the appeal documents, and then a hearing will be scheduled with the Dean. The decision of the Dean is final.

Third Offense: After receiving notification of an allegation of a third offense of academic dishonesty, the student will be required to meet with the Director of LIFE to discuss the possible ramifications of a third offense and prepare the student for appearing before Adult Student Undergraduate Academic Standing and Admission Committee. The student will then be required to meet with the Adult Student Undergraduate Academic Standing and Admission Committee to discuss the alleged Academic Dishonesty offense. After consulting with the instructor and meeting with the student and any other persons they deem necessary, the Adult Student Undergraduate Academic Standing and Admission Committee will determine a finding of guilt or innocence. If the student fails to appear at the meeting, the matter will be resolved with the evidence presented, and the student will lose the right to any further appeal regarding the matter. In addition to recording a grade of F for the course in which the offense occurred for courses with a letter grade or a “No Credit” for Credit/No Credit courses, the student is subject to dismissal from the University.

Should the Adult Student Undergraduate Academic Standing and Admission Committee recommend dismissal, the student may appeal the decision to the Vice President for Academic Affairs. After consulting with the instructor and meeting with the student, the Vice President for Academic Affairs will make the final determination whether to dismiss the student.

The decision of the Vice President for Academic Affairs (undergraduate student) is final and not subject to appeal by the student.

▪ Graduate

In any case of suspected academic dishonesty, the instructor will initiate a meeting with the student. If an allegation of academic dishonesty is founded, the instructor will notify the student of the finding in writing or by email and send a copy of the notification, along with the evidence to the Graduate Program Director and Registrar, where a file will be kept of all substantiated offenses. Each semester, the Graduate Program Director will report all offenses to the Graduate Curriculum, Academic Standing and Admission Committee. See more specific details regarding first and second offenses in the section on Processes and Consequences of Academic Dishonesty. Students are allowed to have a non-legal support person present during any meeting or appeal hearing. The non-legal support person may only communicate with the student and should refrain from addressing the instructor, Graduate Program Director or Dean. The student must provide the name and relationship of the non-legal support person to the Graduate Studies Office a minimum of 24 hours in advance of any meeting or hearing. A language translator, arranged by the student, is allowed to be present.

General Evidentiary Policy:

The faculty member alleging academic dishonesty must present evidence to the student to support the faculty member's finding. If the student chooses to appeal a finding of academic dishonesty, he or she must produce evidence to support the appeal. At each stage of the decision process, the student and the faculty member may present additional evidence that is directly relevant to the finding.

Course Withdrawal Restrictions:

Once a student is informed in writing of an allegation of academic dishonesty, the student may not withdraw from the course. However, if the student appeals and is found to not be *in violation* of the allegation, the student may then withdraw without penalty within five (5) calendar days after the student is notified of the decision (but only if the withdrawal deadline had not passed since the allegation was first initiated.)

Consequences of academic dishonesty violations in the graduate program are defined below and more details are found in the University Policy Handbook section of this LIFE catalog (page 135). A determination of academic dishonesty will result in the imposition of the following sanctions, unless particularly severe or egregious cases result in the imposition of a higher level or other sanction(s).

First Offense: The graduate student will be required to meet with the instructor to discuss the alleged Academic Dishonesty offense. The instructor will determine a finding *in violation* or *not in violation*. For findings of "in violation", the graduate student will be required to meet with the LIFE Program Director. The student should be prepared to provide evidence during the meeting to explain his/her actions and whether disputing or affirming the instructor's finding. Before making a decision regarding the finding and consequences of the action, the LIFE Program Director will discuss the incident with the faculty member and student. Depending on the egregiousness of the offense, the student may receive a grade of zero on the assignment, fail the course, or be dismissed from the program. The decision of the LIFE Program Director is appealable to the Dean for Academic Affairs, Graduate and Adult Studies (Dean).

If the student fails to meet with the instructor or the LIFE Program Director, the matter will be resolved with the evidence presented and the student will lose the right to appeal the case any further.

To challenge an *in violation* finding by the LIFE Program Director, the student must submit their appeal in writing to the Dean. An appeal will only be considered if there is a clear demonstration of either an error in the original finding, the appeal process policy was not followed, or new evidence surfaced since the *in violation* finding was made that could possibly change the outcome of the prior decision. Additionally, the appeal letter should include any evidence the student expects to submit to the Dean. Students have 7 calendar days from the date on which the *in violation* finding by the Graduate Program Director was made to submit an appeal to the Dean. Once an appeal has been submitted, the faculty

member will be invited to respond to the appeal documents, and then a meeting with the student, instructor, and LIFE Program Director will be scheduled with the Dean. The decision of the Dean is final.

Second Offense: The graduate student will be required to meet with the instructor, LIFE Program Director, and Dean to discuss the student's alleged violation of the Academic Integrity policy. After examining the evidence provided by the instructor and discussing the matter with the student, the Dean will determine whether or not the student was *in violation* of the Academic Integrity policy. If the student fails to appear at the meeting with the Dean, the matter will be resolved with the evidence presented, and the student will lose the right to appeal the case further. A decision in support of the *in violation* finding will result in a failure in the course and the student will be dismissed from the program. The decision of the Dean is appealable to the Graduate Curriculum and Academic Standing Committee.

If the student fails to meet with the Dean, the matter will be resolved with the evidence presented and the student will lose the right to appeal the case any further.

To challenge an *in violation* finding by the Dean, the student must submit their appeal in writing to the Graduate Curriculum and Academic Standing Committee, clearly demonstrating that there was either an error in the original finding, the appeal process policy was not followed, or new evidence surfaced since the *in violation* finding was made that could possibly change the outcome of the prior decision. Additionally, the appeal letter should include any evidence the student expects to submit to the committee. Students have 7 calendar days from the date on which the *in violation* finding by the Dean was made to submit an appeal to the committee. Once an appeal has been submitted, the faculty member will be invited to respond to the appeal documents, and then a meeting with the student, instructor, Graduate Program Director, and Dean for Graduate and Adult Studies will be scheduled with the Graduate Curriculum and Academic Standing Committee. The decision of the committee is final.

▪ Actions qualifying as academic dishonesty

Actions qualifying as academic dishonesty include, but are not limited to, the following:

➤ *Cheating*

The University of Dubuque has adopted the following regulations concerning academic conduct to safeguard the academic integrity of the institution and its educational processes. Academic misconduct includes, but is not limited to, the following:

- a. A student must not use external assistance on any "in-class" or "take-home" examination unless the instructor specifically has authorized such assistance. The prohibition includes, but is not limited to, the use of tutors, books, notes, or calculators.
- b. A student must not use another person as a substitute in the taking of an examination or quiz.
- c. A student must not steal examinations or other course materials.
- d. A student must not allow others to conduct research or to prepare any work for him or her without advance authorization from the instructor to whom the work is being submitted. Under this prohibition, a student must not make any unauthorized use of materials obtained from commercial term paper companies or from files or papers prepared by other persons.
- e. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student's own individual work.
- f. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
- g. A student must not alter a grade or score in any way.

➤ *Fabrication*

A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citations to the sources of information.

➤ *Plagiarism*

A student must not adopt or reproduce ideas, words, or statements of another person without an appropriate acknowledgment. A student must give due credit to the originality of others and acknowledge indebtedness whenever he or she does any of the following:

- a. quotes another person's actual words, either oral or written;
- b. paraphrases another person's words, either oral or written;

- c. uses another person's idea, opinion, or theory;
- d. or borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

➤ ***Interference***

- a. A student must not steal, change, destroy, or impede another student's work. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
- b. A student must not give or offer a bribe, promise favors, or make threats with the intention of affecting a grade or the evaluation of academic performance.

➤ ***Violation of Course Rules***

A student must not violate course rules as contained in a course syllabus, a professional code of ethics, or other information provided to the student.

➤ ***Multiple Submission of the same Academic Work***

A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor to whom the work is being submitted.

➤ ***Facilitating Academic Dishonesty***

A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct.

➤ ***Identity Fraud***

Any student who has another person impersonate him or her, or in any other way commits identity fraud in any course, exam, or other academic exercise, will be dismissed from the school.

▪ **Reducing Academic Integrity Violations**

To help combat acts of academic dishonesty the university has adopted the following study tips and software programs:

Develop Positive Study Habits

1. Read the syllabus. Learn the expectations of the course, paying attention to deadlines and rules on collaboration, or other course policies.
2. Plan ahead. Students that wait until the last minute to complete an assignment have a higher tendency to cheat or plagiarize the assignment.
3. Seek help if you need it. Schedule an appointment with the Academic Success Center for help on writing.
4. Learn how to cite. Improper citation is one of the most common errors students make. Work with the library staff or review online resources on how to properly cite your papers.
5. Talk with your Instructor. Clarify expectations for your assignment. If you can't make a deadline perhaps your instructor will allow an extension. And if no extensions are permitted, it's better to take an "F" on the assignment than to be found having committed academic fraud.

Examity

A software program used for proctoring online exams and quizzes. Requires students to have a working webcam and microphone.

Turnitin

A software service used for evaluating papers for authenticity. Through the course learning management system (Moodle), students submit their papers to have checked for plagiarism. An originality report is produced for students to review so they may revise their work prior to final submission.

ACADEMIC RECORDS

▪ Academic Transcripts

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

The University of Dubuque now offers three transcript delivery options; electronic transcript (eTranscript), paper transcript, and in-office pickup paper transcript. Prices for those will be listed below. Students may obtain unofficial copies of their permanent record for the usual copying charge. This request must be in writing and requires the student's signature. In compliance with the Family Educational Rights and Privacy Act of 1974, transcripts cannot be released when requested by telephone.

eTranscript

Students and alumni can order a transcript as a secure electronic PDF that can be e-mailed to any e-mail address. Electronic transcripts are the quickest method for receiving your transcript (price: \$8.00).

Paper Transcript

Paper transcripts can be mailed via USPS to any mailing address. If you need a paper copy of your transcript sent via expedited delivery, you can select this option from the Mailing Method drop-down menu on the transcript ordering page. Please be aware that shipping and handling fees will be applied to your order for shipping

Price range: \$10 for standard USPS, up to \$55 for expedited delivery.

In-Office Pickup Paper Transcript

Paper transcripts can be ordered for pickup at the Office of the University Registrar in the Charles & Romona Myers (MTAC) Building, Room 325 with a valid picture ID (Price: \$10).

You will receive an e-mail conformation when your order is ready for pickup. Transcripts are not available over-the-counter the same day a request is made unless you have paid for a RUSH transcript (Price: \$20.00).

Transcripts will only be held in the Registrar's Office for 30 days after they are ready for pickup. If your transcript has not been picked up within 30 days, it will be destroyed and another request will have to be completed.

➤ *Unofficial Transcripts*

Unofficial transcripts are only available to currently enrolled students. These are available on MyUD under the Students tab, selecting Grades on the left and by clicking Unofficial Transcript.

▪ Confidentiality of Student Records

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

➤ *Family Educational Rights and Privacy Act (FERPA)*

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

To the extent provided by law, students may inspect their education records by contacting the Registrar's Office. Students may also seek amendment of their education records if they are inaccurate, misleading, or otherwise believed to be in violation of the student's privacy rights. Students must request an amendment to their education record in writing to the Registrar's Office. The University will respond within a reasonable time to a student request and if the University decides not to amend the student's record the student may request a hearing pursuant to the Code of Federal Regulations 34 CFR 99.21.

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

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

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

- performing a task that is specified in his/her position description or contract;
- performing a task related to a student's education or to student discipline;
- providing a service or benefit related to the student or student's family;
- maintaining safety and security on campus, or
- otherwise pursuing a legitimate business interest of the University.

A "university official," for the purposes of this section, is any employee of the University who must access or review educational records of students in order to efficiently and effectively perform any part of her/his employment duties or responsibilities and any employee or agent of the University authorized by the President to perform duties or take action on the behalf of the University that requires access to student educational records. For more details, see page 99 of this catalog.

➤ ***Change in Degree Requirements***

Undergraduate

A graduating student may choose the academic requirements of a catalog for ten years following the last year noted on the catalog cover, provided the student was enrolled at the University during the time of that catalog. For example, a student attending the University during 2015 may follow the provisions of the 2015-16 catalog through August of 2025. If the student remains enrolled for a term in 2017, the student may elect to follow the 2017-18 catalog in place of a previous edition and will have until August of 2027 to follow the provisions of that catalog. If a student re-enrolls after a ten year absence, the student must follow the provisions of the catalog current at the time of re-admission.

Graduate

Should catalog requirements for a degree change at any time within six (6) years subsequent to a student's matriculation, the student shall have the option of continuing either under the graduate catalog used at the time of the student's matriculation to the graduate program or under the new requirements of the current graduate catalog. Only successfully completed coursework taken for the completion of all degree requirements within six (6) years from the date of matriculation will be counted toward graduation total credits earned and cumulative GPA requirements.

▪ Graduation Requirements

➤ *Undergraduate Degree Requirements*

ALL Bachelor Degrees Require:

- 120 credits (minimum) of college work (Inclusive of UD Core Curriculum & degree requirements of at least one academic major)
- At least 30 of the last 36 credit hours earned must be earned in residence at the University of Dubuque. On-line courses offered by UD are considered to be courses in residence.
- A minimum cumulative grade point average of 2.0 for all work completed at UD.
- A minimum grade point average of 2.0 for all courses taken in a major is required unless a particular major requires a higher grade point average
- A grade of C or better when the minimum acceptable grade is stated to be a C (a grade of C- will not suffice).

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

➤ *Graduate Degree Requirements*

To earn a graduate degree from the University of Dubuque, the following requirements must be fulfilled:

Master in Management – Communication (MMCM) Degree Requirements

- 30 credits
- At least 15 of the 30 credit hours earned must be earned in residence at the University of Dubuque.
- A minimum cumulative grade point average of 3.0 for all work completed at UD.
- A grade of C- or better in all courses taken

Master of Business Administration (MBA) Degree Requires

- 36 credits
- At least 18 of the 36 credit hours earned must be earned in residence at the University of Dubuque.
- A minimum cumulative grade point average of 3.0 for all work completed at UD
- A grade of C- or better in all courses taken

Note: not all programs at all LIFE locations

➤ *Application for Degree and Commencement*

There are two Commencement ceremonies, in Fall and Spring. A student intending to graduate from the University must apply for their degree by submitting a completed Graduation Application form according to the application deadlines:

For April & August graduates (participating in Spring ceremony)	October 1
For December & August graduates (participating in Fall ceremony)	March 14

Graduation Application forms are available online at www.dbq.edu/Academics/Registrar. The graduation application fee pays for the processing of the diploma, diploma cover and commencement cap and gown. Applications are good for one year after the initial intended date to graduate. For example, if you intend to graduate May 2021 and fail to meet the requirements at this time, your application will remain on file until May 2022. If you have not met the requirements by this time, you will need to re-apply for graduation and pay the full graduation fee. If you would like an additional diploma for another major (after you have received a diploma) or degree, you will need to complete a Graduation Application with the new major and/or degree and pay the full graduation fee. A student may participate at Commencement once per degree.

Spring Commencement Participation Policy

Students in any one of the following categories may participate in the Spring commencement ceremony in Dubuque, IA:

- Students who successfully completed all scheduled classes for spring term and have completed all degree requirements at the conclusion of the spring term.
- Students who expect to graduate at the end of the summer term.
- Students who have previously completed all degree requirements and did not participate in the Fall ceremony.
- Students who are of Senior standing.

Fall Commencement Participation Policy

Students in any one of the following categories may participate in the Fall commencement ceremony in Dubuque, IA:

- Students who successfully completed all scheduled classes for fall term and have completed all degree requirements at the conclusion of the fall term.
- Students who successfully completed all degree requirements and did not participate in the Spring ceremony.
- Students who are of Senior standing.

Complete details for the commencement ceremonies may be found online at: [Academic Affairs | Commencement Information \(dbq.edu\)](http://www.dbq.edu/AcademicAffairs/CommencementInformation)

Once the degree requirements have been verified by the registrar, the student record will be updated with the degree conferral date. The diploma will be mailed to the address on record 6- 8 weeks following completion of the requirements.

➤ **Graduation Honors**

Undergraduate Degrees: Scholastic honors awarded at graduation for bachelor degrees are cum laude, magna cum laude, and summa cum laude. The honor designation will be noted on official transcripts. 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

Graduate Degrees: Honors are awarded at graduation for graduate students who have earned a final cumulative GPA of 3.98 on a scale of 4.0. The designation of *With Distinction* will be noted on official transcripts.

➤ **Duplicate Diploma Policy**

A duplicate diploma may be issued upon request. The graduate must complete, print and sign the Diploma Replacement Form, available at <http://www.dbq.edu/Academics/Registrar/Forms/> and submit via directions on the form. The duplicate diploma will show the date of the original diploma and will have the signatures of the current University officials and be the current format and size. The fee will be one-half the current fee for graduation to be paid prior to the ordering of the duplicate.

STUDENT SERVICES

Charles C. Myers Library

Website: [Charles C. Myers Library](#)
Facebook: [Charles C. Myers Library Facebook](#)
Twitter: [@myerslibrary](#)
Phone: (563) 589-3100

The Charles C. Myers Library is an integral part of student learning at the University of Dubuque, providing students with a high-quality collection and reference librarians dedicated to teaching them how to find, evaluate and use those resources. The beautiful building is a center for learning on campus, encouraging group and individual study and providing the databases, books, and journals students need to be successful in research assignments.

The collection is a blend of print, electronic and media resources, with 128 specialized databases, 182,000 print volumes, 233,000 electronic books, and 40,000 electronic journals. The media collection includes 6,400 DVDs and 33,000 streaming educational films. Items not available through the collection may be ordered via interlibrary loan free of charge.

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

Reference Desk: (563) 589-3770. Reference librarians are available for individualized research assistance at the reference desk and by individual appointment.

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

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

▪ Library Hours

For more information on library hours visit us at: [About Us - Library Hours \(dbq.edu\)](#)

Myers Library Hours – Academic Year (Fall & Spring)	
Monday—Thursday	7:00 am - 10:00 pm (Central time)
Friday	7:00 am - 6:00 pm (Central time)
Saturday	10:00 am - 4:00 pm (Central time)
Sunday	12:00 pm - 10:00 pm (Central time)

Myers Library Hours – Summer	
Monday—Friday	7:30 am - 5:00 pm (Central time)
Saturday	CLOSED
Sunday	1:00 pm - 4:00 pm (Central time)

Academic Success

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

- Learning Support Services
- Disability Services and Accommodations
- Tutoring and Writing Center Consultants
- Learning Strategies Resources

For more information, contact your academic advisor or the Academic Success Center at (563) 589-3262. More information can be found at [Academic Success Center \(dbq.edu\)](https://dbq.edu/academic-success-center).

▪ Learning Support Services

The University of Dubuque supports students with learning differences with a variety of services. The ASC provides space to learn, with support, access to tutors, writing consultants, and academic mentors. Workshops and individual help is available to strengthen learning strategies, time management, test taking, and organizational skills.

▪ Disability, Accessibility Services, and Accommodations

The University of Dubuque provides accommodations to students with documented disabilities upon request by the student. The accommodations the university can provide are based on the written recommendations of a licensed diagnosing professional. For detailed information, please visit our webpage [Accessibility Services \(dbq.edu\)](https://dbq.edu/accessibility-services).

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

▪ Writing Consulting and Tutoring

The ASC provides peer and professional staff to help with subject tutoring and writing consultations. During fall and spring semesters, writing consultants are available during the following hours (central time):

- Monday through Thursday: 9:00 am – 9:00 pm
- Friday: 9:00 am – 4:00 pm
- Sunday: 4:00 pm – 8:00 pm

Summer tutoring may be accommodated by appointment only – ASC@dbq.edu

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

Tutoring Services are available for assistance in most subjects including but not limited to Business, Economics, Science, Mathematics, Aviation Regulations, and Technology. For help with other subject areas, please contact the ASC.

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

▪ TRIO Student Support Services (SSS)

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

The TRIO Student Support Services program has been at the University of Dubuque since 2010. The program works to foster growth and individual success in each student's personal and academic career. We promote this growth through

additional advising, workshops, and events. TRIO staff members help students achieve success by building strong relationships with participants and advising them through their time at the University. When students are active in the program, it has led to higher GPA's, graduation rates and scholarship opportunities. To learn more about the program or apply, please visit our website or stop by the Academic Success Center (ASC) and ask to speak with one of the TRIO staff.

Financial Planning

To qualify for any financial aid at University of Dubuque, students must: 1. Receive notification of acceptance into the **LIFE** program for admission which is an eligible degree program as defined by the U.S. Department of Education. 2. File the Free Application for Federal Student Aid (FAFSA) and submit all required documentation to be eligible for most federal programs. The University of Dubuque operates under the academic year definition of a "standard term" school according to the U.S. Department of Education. Student loans and other financial aid funds are disbursed on a semester basis in accordance with the Title IV requirements for federal student aid.

Students enrolled in the accelerated **LIFE** Program are eligible to apply for federal and state financial aid. Institutional financial aid is not available for **LIFE** program students.

Students may obtain information for financial aid from the office of student financial planning by calling 563-589-3170 or email finaid@dbq.edu. New students to the **LIFE** Program must inform the office of student financial planning of their interest in receiving financial aid once they are registered for coursework. To be eligible for loan assistance, the student is required to be enrolled at least half-time for each semester in which the loan is to be received, and must be half-time to be eligible for deferments of most student loans. The following chart illustrates how the session schedule equates to the semester format:

LIFE Sessions 1, 2, and 3 = Fall Semester

LIFE Sessions 4, 5, and 6 = Spring Semester

LIFE Sessions 7, 8, and 9 = Summer Semester

For example, an undergraduate student must be enrolled in at least 6 credit hours during sessions 1, 2, and 3 combined to be eligible for a loan during the fall semester. Taking one 3-credit course in session 1 and one 3-credit course in either session 2 or 3 would satisfy the 6-credit hour requirement for financial aid. A graduate student must be enrolled in at least 3 credits in a semester to be considered half-time and eligible for federal student loans.

The summer semester (sessions 7, 8, and 9) is considered the end of the academic year of the **LIFE** Program for financial aid purposes. If you are interested in financial aid for the summer sessions, students are required to have completed the FAFSA form for the current school year, and will be sent via email a revised award to include their summer eligibility (as applicable) starting in mid-April of each year. Students must respond timely to that summer award letter in order for the financial aid to be processed. During the summer session, only federal financial aid is available.

▪ Billing & Payments

Payments of Accounts – Payments must be made by the due date of billing. Diplomas, transcripts, and grades will not be issued to students until their financial obligations are settled with the Student Accounts Office. Those who desire to pay tuition, room, board and fees on an installment basis may arrange to budget any part of the annual charges on a monthly billing and collection cycle. For further information, contact the Student Accounts Office. The tuition, fees, and other charges described in this section are set for each academic year. They are subject to change from one academic year to the next as deemed necessary by the University.

➤ *Student Financial Responsibility*

Each student attending the University of Dubuque assumes responsibility to pay all University-related expenses not covered by financial aid awarded by the University. Students who withdraw from the University must make arrangements to meet all outstanding financial obligations to the University. Examples of such obligations are tuition and fees, room and board, library fines, bookstore accounts, and so on. The student's transcript will not be released until satisfactory payment of all obligations has been made.

Each graduating Senior must pay all remaining financial obligations to the University prior to graduation. A University of Dubuque diploma will not be awarded until this obligation is met. Loans such as Perkins Loans, Stafford Student Loans, become due as stated in the promissory note signed by the student.

Section 103 Compliance Policy

All students that have completed the UD-VA Education Benefit Enrollment Form, submitted their COE and have been certified by the University, will not be restricted in any way for the first 90 days of a semester if the reason for the delay in making payments for the certified semester is due to a delay in receipt of benefits from the VA. This will include assessing late fees, placing restrictions or registration holds. After the 90 days, the University will treat each veteran on a case by case basis.

➤ *LIFE Payment Policy*

The University of Dubuque **LIFE** program expects tuition and fees to be paid for each course session before the commencement of each session. For example, if a student is registered for three courses, one in each of the fall sessions (Sessions 1, 2 and 3) payment for the first session course is due prior to the session 1 class starting. Payment for the session 2 course would be expected before starting session 2, etc... There are 3 sessions of class in the fall semester, 3 sessions in the spring semester, and 3 sessions in the summer semester.

Students using a third-party resource (financial aid, military benefit, employer reimbursement, vocational rehabilitation, etc.) must have completed all paperwork before classes commence to avoid having to pay full course session student account balance before classes commence each 5-week session. Students may request an itemized billing statement online in MYUD by going to Students/ Student Accounts/Employer Invoice Request form.

Any student account balance not anticipated to be paid by a third-party resource is due before classes commence each class session.

These options are available to all students.

Late fees of 18% on past due balances may apply.

Students are encouraged to contact the office of student financial planning for assistance in determining eligibility for financial aid or military benefits. If a student has questions regarding billing or student account, they should contact student accounts at 563-589-3710. Students may make payments online through MyUD under the student accounts tab, over the phone, or submit a payment via US mail.

➤ *Tuition Costs and Fees - Iowa*

- a. Undergraduate tuition rate: \$465 per credit hour
- b. Graduate tuition rate: \$580 per credit hour
- c. Fees, see chart below:

Schedule of other fees 2024-2025 Academic Year			
Graduation application fee	\$70	Returned check fee	\$50
Online course fee, per course	\$10	Official transcript fee – electronic	\$8
Audit fee, per credit hour	50% of regular per credit hour rate	Official transcript fee – in office pick up, paper	\$10
Credit by examination (per credit hour)	\$30	Official transcript fee – paper, standard US mail	\$10
Portfolio fee is	20% of the regular per credit hour tuition rate	Official transcript fee – paper, Expedited delivery	Up to \$55
Student account late fees	18% of balance due	Official transcript fee – RUSH order, in office pick up, paper	\$20
Duplicate diploma fee [50% of graduation application fee]	\$30		

➤ Institutional Refund Policy

Return of Title IV Funds

A student earns aid based solely on the length of time he or she attends. Until a student has passed the 60% point in the semester, only a portion of the student's disbursable aid has been earned. If a student completely withdraws or is expelled prior to the 60% point, then the Return of Title IV funds policy applies.

Title IV funds refer to the Federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and include the following programs: Direct Unsubsidized loans, Direct Subsidized loans, Direct Plus loans, Federal Perkins loans, Federal Pell Grant, Federal SEOG, and Federal TEACH Grant. Though the Federal Work-Study Program is also included in Title IV funds, it is not included when calculating the Return of Title IV funds.

If a student leaves school and fails to follow the withdrawal process, it is assumed the student withdrew at the midpoint of the period of enrollment, unless academically related activity can be documented past the 60% point. The Student Financial Planning Office is responsible for the calculation of the amount of Title IV funds a student has earned at the point of withdrawal. The software provided by the Department of Education is used and review of the software is available upon request from the Student Financial Planning Office at the University of Dubuque.

University of Dubuque will return any unearned aid that was applied to a student's institutional charges. The student must return any unearned funds allocated to a loan program under the terms and conditions of the promissory note. If a student owes a grant overpayment, the student must make satisfactory repayment arrangements with the Student Financial Planning Office at the University of Dubuque.

In accordance with Federal regulations, the student (or parent for a PLUS loan) must return unearned aid for which the student is responsible by repaying funds to the following sources in order: Direct Unsubsidized Stafford Loan, Direct Subsidized Stafford Loan, Perkins Loan, Direct PLUS Loan, Pell Grant, FSEOG, and other Title IV programs.

If a student receives less federal student aid than the amount earned, the school must offer a disbursement of the earned aid that was not received. This is called a post-withdrawal disbursement. Any post-withdrawal disbursement due must meet the required conditions for Title IV funds disbursements and be in accordance with all rules and regulations governing Title IV policy. A post-withdrawal disbursement must be made within 120 days of the date the institution determines that the student withdrew. Written notification identifying the type and amount of Title IV funds that make up the post-withdrawal disbursement will be provided to the student no later than 30 days after the school determines that the student withdrew.

Example of Return of Title IV, State, and Institutional Funds Calculation

This example is for illustration purposes only. Actual charges and refund amounts may vary. The following is **an example** of a return of funds for a student who totally withdrew from classes on the 38th day of a 66 day fall term ($38/66 = 57.6\%$).

The student would have earned 57.6% of the financial aid for the fall semester. The remaining amount would have to be returned to the appropriate source.

Original Financial Aid	Fund Name	Revised Financial Aid	Total Original Aid	Total Revised Aid
\$1,698	Direct Stafford Loan (received amount)	\$0		
\$1,000	Perkins Loan	\$700		
\$700	Pell Grant	\$700		
\$2,000	Iowa Tuition Grant	\$1,176		
\$4,500	Honor Scholarship	\$2,646	\$9,898	\$5,222

➤ ***Refund of Military Benefits***

Military benefit funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of military benefit funds originally awarded. The University of Dubuque will return any unearned military benefit funds on a prorated basis through *the period for which the fund were provided as per the U.S. Department of Veterans Affairs policies*. Military benefit funds are earned proportionally during an enrollment period, with unearned funds returned to the respective program based upon when a student stops attending.

➤ ***Return of University of Dubuque and State Aid***

In calculating the unearned University of Dubuque and State aid, the procedure for determining the withdrawal date is the same as the federal policy. Once the federal policy has been applied, the University of Dubuque and State aid will be returned using the same unearned percentage as calculated in the federal policy.

➤ ***Refund of Institutional Aid***

Return of unearned institutional financial aid program funds will be made in the following order:

- Any Institutional Grant or scholarship (limited by the total charges after refund calculation)
- Institutional Loans

➤ ***Tuition Refund Policy***

Cancellation and Refund Policy: Refund after the commencement of classes.

1. Procedure for withdrawal/withdrawal date:

- A student choosing to withdraw from the school after the commencement of classes is to provide written notice to the academic program site director of the local site with which they are enrolled. The notice is to indicate the expected last date of attendance and be signed and dated by the student.
- For a student who is on authorized Leave of Absence (LOA), the withdraw date is the date the student was scheduled to return from the LOA and failed to do so.
- A student will be determined to be withdrawn from the institution if the student has not attended any class for fourteen consecutive days in a five-week course without notification to the school.
- All refunds will be issued within 30 days of the determination of the withdrawal date.

2. Tuition charges/refunds:

- Before the beginning of classes, the student is entitled to a refund of 100% of the tuition.
- After the commencement of classes the tuition refund schedule is as follows:

Point of Withdrawal:	Withdrawal Percentage:
before 1st night of class	100% refunded
after 1st night of class	80% refunded
after 2nd night of class	60% refunded
after 3rd night of class	0% refunded

➤ **Satisfactory Academic Progress Policy for Financial Aid**

Undergraduate Students

Students attending full-time have a maximum of six academic years to complete a program of study at the University of Dubuque. Part-time students have a maximum of ten academic years to complete a program.

Academic progress will be measured both qualitative and quantitative. A minimum grade point average and a minimum number of credit hours completed in an academic year are requirements. Both of these standards are designed to ensure a student keeps on schedule and completes within the prescribed program time, and not to exceed more than 150% of the program length. The quantitative pace will be measured by dividing the cumulative number of hours successfully completed by cumulative number of hours attempted by the student. Generally, to complete within 150% the student should not have a pace below 67%. The following qualitative measure at the end of each semester indicates the required minimum cumulative grade point average required to receive financial aid:

Full-Time		Part-Time	
Semester:	GPA	Semester:	GPA
1	1.6	1 & 2	1.6
2	1.8	3 & 4	1.8
3	1.9	5 & 6	1.9
4	2.0	7 & 8	2.0
5 through 10	2.0	9 & 10	2.0
		11 through 20	2.0

Transfer students will enter the time frame at the point according to the number of credits earned and accepted by the University of Dubuque for prior education at other institutions.

For quantitative measure, students enrolled full-time must complete 12 credit hours minimum each semester. Students enrolled part-time in a semester (6 to 11 credit hours per semester) must complete the minimum prorated credit hours per semester.

The following measure will be used to determine minimum quantitative progress:

Credit Hours Required		
Semester	Full-Time	Part-Time
1	12	Prorated
2	24	Prorated
3	36	Prorated
4	48	Prorated
5	60	Prorated
6	72	Prorated
7	84	Prorated
8	96	Prorated
9	108	Prorated
10	120	Prorated

All "A" through "F" grades or "P" for passing with credit which have been accepted by the Registrar will be considered as credits earned and completed for qualitative progress analysis. All "W", "I", AU (audit) will not be considered credits completed toward qualitative or quantitative satisfactory academic progress. If a student repeats a course because he or she failed it in a previous term, or because the student wishes to improve a grade in a course, the credits may be included in the total number of credits when determining enrollment status. If a student withdraws from a course or fails a course, and takes it the next term, the course will be counted toward enrollment status for that next term.

If a student falls below the required qualitative financial aid standards for maintaining satisfactory academic progress, the student will be placed on financial aid warning for the following semester during which the student will continue to receive

financial aid. If at the end of the warning period the appropriate minimum cumulative grade point average is not achieved, all financial aid will be subject to termination.

If the student does not successfully complete the required quantitative hours for a semester, the student will be placed on financial aid warning for the following semester during which the student will continue to receive financial aid. If at the end of the warning period the student has not completed the appropriate minimum number of credit hours per policy, the student's financial aid will be subject to termination.

The student then has the right to appeal the suspension of financial aid by indicating in writing to the Office of Student Financial Planning:

- A. the reasons regarding failure in maintaining satisfactory academic progress (for example the death of a relative, an injury or illness of the student, or other special circumstances)
- B. what has changed that will allow the student to meet the standards at the next evaluation and why financial aid should not be terminated.

The letter will be presented to the Financial Aid Committee for decision. Any decision by the committee will be final.

If the Financial Aid Committee votes to reinstate the student based on the appeal, the student will be reinstated on financial aid probation for one academic term. After the probationary term, the student must be making SAP or must be successfully following an academic plan. A student whose financial aid is terminated may not be reinstated until after one academic term has expired.

Graduate Students

Students attending full-time (6 credits per semester) have a maximum of three academic years to complete a program of study at the University of Dubuque. Part-time students have a maximum of six academic years to complete a program.

Academic progress will be measured both qualitative and quantitative. A minimum grade point average of 3.00 and a minimum number of credit hours completed in an academic year are requirements. Both of these standards are designed to ensure a student keeps on schedule and completes within the prescribed program time, and not to exceed more than 150% of the program length. The quantitative pace will be measured by dividing the cumulative number of hours successfully completed by cumulative number of hours attempted by the student. Generally, to complete within 150% the student should not have a pace below 67%. The following qualitative measure at the end of each semester indicates the required minimum cumulative grade point average required to receive financial aid:

Transfer students will enter the time frame at the point according to the number of credits earned and accepted by the University of Dubuque for prior education at other institutions.

For quantitative measure, graduate students enrolled full-time must complete 6 credit hours minimum each semester. Students enrolled part-time in a semester (less than 6 credit hours per semester) must complete the minimum prorated credit hours per semester.

The following measure will be used to determine minimum quantitative progress:

Credit Hours Required		
Semester	Full-Time	Part-Time
1	6	Prorated
2	12	Prorated
3	18	Prorated
4	24	Prorated
5	30	Prorated

All "A" through "F" grades or "P" for passing with credit which have been accepted by the Registrar will be considered as credits earned and completed for qualitative progress analysis. All "W", "I", AU (audit) will not be considered credits completed toward qualitative or quantitative satisfactory academic progress. If a student repeats a course because he or she failed it in a previous term, or because the student wishes to improve a grade in a course, the credits may be included in the total number of credits when determining enrollment status. If a student withdraws from a course or fails a course, and takes it the next term, the course will be counted toward enrollment status for that next term.

If a student falls below the required qualitative financial aid standards for maintaining satisfactory academic progress, the student will be placed on financial aid warning for the following semester during which the student will continue to receive financial aid. If at the end of the warning period the appropriate minimum cumulative grade point average is not achieved, all financial aid will be subject to termination.

If the student does not successfully complete the required quantitative hours for a semester, the student will be placed on financial aid warning for the following semester during which the student will continue to receive financial aid. If at the end of the warning period the student has not completed the appropriate minimum number of credit hours per policy, the student's financial aid will be subject to termination.

The student then has the right to appeal the suspension of financial aid by indicating in writing to the Dean of Student Financial Planning and Scholarships:

- A. the reasons regarding failure in maintaining satisfactory academic progress (for example the death of a relative, an injury or illness of the student, or other special circumstances)
- B. what has changed that will allow the student to meet the standards at the next evaluation and why financial aid should not be terminated.

The letter will be presented to the Financial Aid Committee for decision. Any decision by the committee will be final.

If the Financial Aid Committee votes to reinstate the student based on the appeal, the student will be reinstated on financial aid probation for one academic term. After the probationary term, the student must be making SAP or must be successfully following an academic plan. A student whose financial aid is terminated may not be reinstated until after one academic term has expired.

UNDERGRADUATE DEGREE PROGRAM REQUIREMENTS

Undergraduate Core Curriculum

Students entering UD with an AA or AS degree from an accredited two-year or four-year institution will have the UD General Education Core Curriculum requirements waived, with the exception of the Judeo-Christian Tradition and capstone in the major. NOTE: In some instances, a course may still be required as a pre-requisite to help position the student for success even if they earned an AA or AS degree.

General Education Requirements

Note: Any given course may satisfy only one general education requirement.

I. FOUNDATIONAL INTELLECTUAL AND PRACTICAL SKILLS

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

- **Written Communication:** ENG 101 Composition and Rhetoric (3)
- **Oral Communication:** COM 101 Speech Communication (3)
- **Quantitative Literacy** – Mathematics: MATH 112 or higher (3)
- **Information Literacy/Inquiry & Analysis:** ENG/RES 104 Introduction to Research Writing (3)

II. ENGAGEMENT AND RESPONSIBILITY

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

Natural World – One from each of the following components:

- **Natural Science Course:** 4-credit science course with a lab
BIO 110 - Human Biology and Lab (4)
- **Environmental Stewardship**
BIO 125 - Population, Resources and Environment (3)

Social Interaction - One from each of the following components:

- **Social Development** – One of the following:
PSY 110 - Introduction to Psychology (3)
SOC 111 - Introduction to Sociology (3)
- **Intercultural Engagement**
COM 275 – Intercultural Communication (3)

Human Expression – One from each of the following components:

- **Literature**
ENG 260 - Literature & Culture (3)
- **Fine and Performing Arts** - One of the following:
ART 112 - Survey of Western Art II (3)
MUSC 111 - Music Appreciation (3)

History and Faith – One from each of the following components:

- **History/Philosophy/Politics**
HIST 211 - U.S. History to 1865 (3)
- **Judeo-Christian Traditions**
THEO 110 - Judeo-Christian Journeys (3)

Personal Development – One from each of the following components:

- **Physical Wellness**
HWS 244 – Wellness Lifestyles (3)
- **Personal/Financial Stewardship**

III. INTEGRATION AND APPLICATION

To develop a statement of personal calling/vocation that synthesizes knowledge, skill, and responsibility.

- World View Seminar Two: WVS 201 Self and Society (3)
- Capstone within Major (1-3)

➤ General Education Course Descriptions

ART 112 - Survey of Western Art II (3)

Investigates key images in the history of art and architecture from the Renaissance to the Modern period (1400-2000) via slides, lectures, discussions, and readings. As an historical course, ART 112 not only considers the formal development of art but also presents each monument in the context of the society that created it. This course will focus on how a work of art reflects and is affected by the major cultural, political, and religious developments of its era. [satisfies Human Expression – Fine and Performing Arts requirement]

BIO 110 - Human Biology and Lab (4)

A study of human structure and function, emphasizing an organ systems overview with application to lifestyle, nutrition, infectious diseases, and other common diseases such as cancer and cardiovascular disease [10-week course, satisfies Natural World - Natural Science Course, science with a lab requirement].

BIO 125 - Population, Resources, and Environment (3)

The course provides an overview of environmental problems. Emphasis is placed on the interdependence, diversity, and vulnerability of the earth's life-support systems. Covers major aspects of the interrelated problems of increasing human population, decreasing resources and increasing stress on the environment. [satisfies the Natural Word – Environmental Stewardship requirement]

COM 101 - Speech Communication (3)

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

COM 275 - Intercultural Communication (3)

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

ENG 101 - Composition and Rhetoric (3)

Direction in forming the habit of correct and fluent English through extensive reading and writing. *Students are required to earn a C or better in ENG 101 to satisfy the Written Communication requirement.*

ENG 260 - Literature and Culture (3)

Examines some intersection between literature and a specific element of culture. Students will discuss how various texts respond to a particular area of culture, both reflecting and shaping specific aspects of the culture. Topics will vary; past topics have included literature of the American West, sport and literature, American film, religious themes in literature, and mysteries. Prerequisite: ENG 101 [satisfies Human Expression – Literature requirement]

HIST 211 - U.S. History to 1865 (3)

This course is designed to provide students with a working knowledge of the themes of U.S. History: from foundation through the beginnings of the Reconstruction. This course evaluates history through issues with contrasting historical viewpoints written by historians and academics in conjunction with historical events. Upon completion of the course, the students will have developed an understanding of the multi-faceted aspects of modern history. The students will develop an appreciation of the tenets of historical thinking and the conclusions that historians and academics have developed through discussion, readings, and interpretive writing. Students will also develop practice in writing academically regarding historical events and recognizing quality historical research sources. Students will gain an understanding of their place within the narrative of history and how historical changes have impacted the modern era, as well as their day-to-day life. [satisfies History & Faith – History / Philosophy / Politics requirement]

HWS 244 - Wellness Lifestyles (3)

This course examines holistic health issues as well as evaluates lifestyle practices. Drug, alcohol and tobacco use/abuse as well as steroids and other performance enhancing drugs are also discussed. Upon completion of this course students will have a comprehensive knowledge of the components of wellness and be able to practically apply that knowledge to personal and community wellness. [satisfies Personal Development - Physical Education requirement]

MATH 112 - College Algebra (3)

This course is intended to develop skills in algebra. Topics include linear and polynomial equations, an introduction to exponential and logarithmic functions, systems of equations and matrices. Upon completion, students will be prepared to take analytical courses in their majors. This course is not intended as a preparation for calculus. *A minimum of grade of C is required to satisfy Quantitative Literacy requirement.*

MATH 230 - Introduction to Statistics (3)

This course will provide students an introduction to elementary statistical methods and experimental design prerequisite to their consumption and utilization of research. Emphasis is on the comprehension, interpretation, and utilization of inferential statistical concepts. Concepts include:

experimental design, descriptive statistics; random sampling and statistical inference; estimation and testing hypotheses of means and variances; analysis of variance; parametric and non-parametric tests: correlation and regression analysis; and Chi-square. Prerequisite: MATH 112, its equivalent, or consent of instructor. *[Minimum of grade of C is required if used to satisfy Quantitative Literacy requirement]*

MUSC 111 - Music Appreciation (3)

A survey of musical styles and trends in Western art music from the Middle Ages to the present. Designed to encourage and aid the general student in music listening. [satisfies Human Expression – Fine and Performing Arts requirement]

PSY 110 - Introduction to Psychology (3)

A survey of the major topics covered in the field of psychology. The student is introduced to concepts and theories in such areas as development, learning, motivation, personality, abnormal behavior, therapy, and social behavior. [satisfies Social Interaction- Social Development requirement]

RES/ENG 104 - Introduction to Research Writing (3)

Students will conduct introductory research and write papers in three areas: the natural sciences, the social sciences, and the humanities. Students will work closely with their professor and a reference librarian as they frame research questions, differentiate among various disciplines' research techniques, explore and analyze scholarly and professional resources, and write clear, effective papers on topics in the three disciplines. *Prerequisite: ENG 101 with a minimum grade of C. Student must achieve a minimum grade of C to satisfy Information Literacy/ Inquiry & Analysis requirement.*

SOC 111 - Introduction to Sociology (3)

An introduction to the social, political and economic aspects of human societies. Basic concepts and principles are developed through the study of several societies with emphasis on American culture and its institutions. A prerequisite for most other Sociology and Criminal Justice courses. [satisfies Social Interaction- Social Development requirement]

THEO 110 - Judeo-Christian Journeys (3)

An introduction to representative people, stories, beliefs and practices of Judaism and Christianity that have shaped both cultures and individual lives. The course does not presuppose that students have any particular religious beliefs or impose any particular religious beliefs on students, but rather seeks to introduce students to Jewish and Christian traditions that continue to have a profound impact on the world, and to stimulate each student to reflect individually upon his or her own spiritual or intellectual journey in light of resources from these traditions [satisfies History and Faith: Judeo-Christian Traditions requirement].

WVS 201 - World View Seminar II: Self and Society (3)

Students take World View Seminar II: Self and Society. In this interdisciplinary experiential learning format, students and faculty address significant issues that challenge contemporary American culture. We analyze these issues and discuss how our values and faith shape our responses to them. This course focuses on the themes of citizenship, social values and vocation [satisfies Integration and Application - WVS II requirement for students transferring with less than 58 credits].

Capstone within Major (1-3)

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

Business and Accounting Program

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

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

The Business and Accounting Department offers a Bachelor of Business Administration degree with majors in Accounting, Business, Human Resource Management and Marketing. A student must take 33 credits of business core competency courses and 24 credits in the major.

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

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

▪ Business Core Competencies (33 credit)

- ECON 102 - Principles of Macroeconomics (3)
- ECON 101 - Principles of Microeconomics (3)
- BAC 201 - Principles of Management (3)
- BAC 241 - Principles of Financial Accounting (3)
- BAC 242 - Principles of Managerial Accounting (3)
- BAC 280 - Principles of Marketing (3)
- BAC 300 - Principles of Finance (3)
- BAC 340 - Effective Communication in Business (3)
- BAC 421 - Business Law (3)
- BAC 475 - Administrative Policy Seminar/ Capstone course (3)
- BAC - Elective (3)

▪ Accounting Major

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

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

For the **Accounting Major**, the following courses are required:

- Business Core Competencies courses (including 6 elective credits), plus 26 credits of **required accounting courses** as follows:
 - BAC 341 - Intermediate Accounting I (4)
 - BAC 342 - Intermediate Accounting II (4)
 - BAC 346 - Accounting Information Systems (3)
 - BAC 351 - Cost Accounting I (3)
 - BAC 441 - Federal Taxation I (3)
 - BAC 446 - Auditing (3)
 - Six accounting elective credits (as approved by the advisor) (6)

Note: Only 6 credits of the 'required accounting courses' and electives taken to fulfill the Accounting major may be applied toward an additional major offered within the Business and Accounting department.

▪ Business Major

The **Business major** prepares students to apply business theories and sound judgment in pursuing business goals, objectives and solutions to business problems. Students will develop marketable skills which will provide professional

growth as well as contributing toward the enhancement of value for a business organization or entrepreneurial opportunities. Students also have an opportunity to specialize within a specific area of business through elective courses. Upon completion of the Business major, graduates will:

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

For the **Business major**, the following courses are required:

- Business Core Competencies courses plus 24 credits of **required business courses** all as follows*:
 - BAC 262 - Personal Financial Stewardship (3)
 - BAC 304 - Human Resource Management (3)
 - BAC 309 - Principles of Selling (3)
 - BAC 324 - Leadership & Motivation (3)
 - BAC 332 - Negotiation & Conflict Resolution (3)
 - Nine business elective credits (as approved by the advisor) (9)
- *MATH 230 – Introduction to Statistics is also highly recommended

▪ Human Resource Management Major

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

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

For the **Human Resource Management major**, the following courses are required:

- Business Core Competencies courses plus 24 credits of **required business / human resources courses** as follows:
 - BAC 304 - Human Resource Management (3)
 - BAC 321 - Recruitment and Selection (3)
 - BAC 322 - Compensation and Performance Management (3)

- BAC 324 - Leadership and Motivation (3)
- BAC 332 - Negotiation and Conflict Management (3)
- Nine business elective credits (as approved by the advisor) (9)

▪ Marketing Major

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

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

For the **Marketing major**, the following courses are required:

- Business Core Competencies courses plus 24 credits of **required marketing courses** as follows:
 - BAC 308 - Advertising (3)
 - BAC 309 - Principles of Selling (3)
 - BAC 311 - Internet Marketing (3)
 - BAC 338 - Marketing Research (3)
 - BAC 339 - Consumer Behavior (3)
 - BAC 408 - Marketing Management (3)
 - Six business elective credits (as approved by the advisor) (6)

▪ Minors in the Business and Accounting Department:

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

➤ *Accounting Minor*

Consists of 22 credits including 16 credits of required courses and 6 credits of accounting elective credits as follows:

- BAC 241 - Principles of Financial Accounting (3)
- BAC 242 - Principles of Managerial Accounting (3)
- BAC 300 - Principles of Finance (3)
- BAC 341 - Intermediate Accounting I (4)
- BAC 351 - Cost Accounting I (3)
- Six accounting elective credits (6)

Note: Students pursuing a minor in Accounting are encouraged to meet with their academic advisor and the Head of the Business and Accounting Department to ensure their selection of accounting courses is appropriate. Only two (3 or 4 credit) classes of the 'required accounting courses' and electives taken to fulfill the accounting minor may be applied toward an additional minor offered within the Business and Accounting department.

➤ *Business Minor*

Consists of 21 credits including 12 credits of required courses and 9 credits of business elective credits as follows:

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

Note: Students pursuing a minor in Business are encouraged to meet with the academic advisor to ensure their selection of business courses is appropriate. Only two (3 or 4 credit) classes of the 'required business courses' and electives taken to fulfill the business minor may be applied toward an additional minor (accounting excluded) offered within the Business and Accounting department.

➤ *Human Resource Management Minor*

Consists of 21 credits including 15 credits of required courses and 6 credits of business elective credits as follows:

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

Note: Students pursuing a minor in Human Resource Management are encouraged to meet with the Head of the Business and Accounting Department to ensure their selection of business courses is appropriate. Only two (3 or 4 credit) classes of the 'required human resource management courses' and electives taken to fulfill the Human Resource Management minor may be applied toward an additional minor (accounting excluded) offered within the Business and Accounting department.

➤ *Marketing Minor*

Consists of 21 credits including 15 credits of required courses and 6 credits of business elective credits as follows:

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

Note: Students pursuing a minor in Marketing are encouraged to meet with the Head of the Business and Accounting Department to ensure their selection of marketing courses is appropriate. Only two (3 or 4 credit) classes of the 'required marketing courses' and electives taken to fulfill the marketing minor may be applied toward an additional minor (accounting excluded) offered within the Business and Accounting department.

▪ Business and Accounting Course Descriptions

BAC 201 - Principles of Management (3)

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

BAC 241 - Principles of Financial Accounting (3)

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

BAC 242 - Principles of Managerial Accounting (3)

This course is a study of the managerial uses of accounting information. Topics include cost-volume-profit analysis, job order cost systems, standard costs, variance analysis, and budgeting. Successful completion of this course provides the tools necessary for effective decision-making and control of a business. Prerequisite: BAC 241. It is strongly recommended that students have completed CIS 162, 164, or 166.

BAC 262 - Personal Financial Stewardship (3)

This course is designed to make students better financial stewards in their personal and professional environments. The details of tax forms and exemptions, charitable donations, financial planning, and financial markets will be explored. Additionally, issues regarding compensation, tax deferred accounts, and insurance options will be covered as well as credit options, how to finance major purchases and budgeting. Upon completion, students will be able to demonstrate, through a portfolio of financial tools, their understanding of the fundamentals of making informed choices regarding spending, saving, borrowing and investing for long-term financial stability. Prerequisite: MATH 112 or higher. It is strongly recommended that student have completed CIS 162, 164, or 166.

BAC 280 - Principles of Marketing (3)

This course is a study of concepts and principles in the delivery of goods and services to consumers in a business to business and business to consumer settings. Focus is on the four-P's of marketing: Products, Price, Place, and Promotion; as well as discussion on the ethics of marketing in today's society. Upon completion, students will understand the role of marketing in delivering products and services to consumers, enable them to produce a marketing plan for a variety of products (including themselves), and enhance their understanding of what are and are not acceptable practices in the professional field of marketing.

Prerequisite: none

BAC 300 - Principles of Finance (3)

This course provides a broad understanding of basic finance principles with a working knowledge of concepts, tools, and applications appropriate for financial decision-making. An emphasis on the analysis of the sources and use of funds, fundamental valuation concepts, short- and long-term financing and working capital management and the application thereof. Upon completion, students will be able to utilize financial tools including financial analysis, working capital management, capital budgeting, net present value mechanisms, stock and bond pricing models, and risk analysis to aid in financial decision-making. Prerequisites: UDMA 112 or higher; ECON 101, ECON 102, and BAC 241. It is strongly recommended that student have completed CIS 162, 164, or 166.

BAC 304 - Human Resource Management (3)

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

BAC 308 - Advertising (3)

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

BAC 309 - Principles of Selling (3)

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

BAC 311 - Internet Marketing (3)

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

Prerequisite: BAC 280

BAC 320 - Operations Management (3)

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

BAC 321 - Recruitment and Selection (3)

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

BAC 322 - Compensation and Performance Management (3)

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

BAC 323 - Training and Development (3)

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

BAC 324 - Leadership and Motivation (3)

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

BAC 328 - International Marketing (3)

This course introduces students in marketing theory and methods as they apply to world markets. Emphasis is placed upon the importance of linking international marketing with the overall strategy of the business while examining the impact of cultural, political and legal issues and the economic differences in global strategies and the marketing mix appropriate to various international global environments. Upon completion, students will develop a strategic international marketing plan addressing opportunities within the organization's international scope. Prerequisite: BAC 280

BAC 332 - Negotiation and Conflict Management (3)

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

BAC 338 - Marketing Research (3)

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

BAC 339 - Consumer Behavior (3)

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

BAC 340 - Effective Communication in Business (3)

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

BAC 341 - Intermediate Accounting I (4)

This course is the first in a two course sequence that reinforces the study of generally accepted accounting principles in the preparation of financial statements for external use. Students develop an increased understanding of the issues involved in correctly valuing and disclosing financial information that is useful for decision-making. Upon completion, students will demonstrate both a theoretical understanding of and a practical foundation for the preparation of financial statements. Prerequisite: BAC 241

BAC 342 - Intermediate Accounting II (4)

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

BAC 346 - Accounting Information Systems (3)

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

BAC 351 - Cost Accounting I (3)

This course is a study of cost accounting focusing on its role in external and internal reporting and the resulting decision making processes. Emphasis is placed on cost understanding, cost behavior, Activity Based Costing, assignment and allocation of costs, job order and process costing, and application of standard costs. Upon completion, students will be able to apply the principles of cost accounting in the allocation and assignment of

costs both for external and internal reporting and they will understand how this information impacts decision making in an organization. Prerequisite: BAC 242

BAC 406 - Governmental and Nonprofit Accounting (3)

This course is a comprehensive introduction to the unique environment, concepts, and procedures of accounting, financial reporting, auditing, and budgeting of governmental and nonprofit organizations. Fund accounting will be introduced emphasizing general, special revenue, capital improvement, debt service, trust agency, enterprise, intragovernmental, and other fund concepts used by governmental and other nonprofit entities. Upon completion, students will be familiar with and have a working knowledge of governmental and nonprofit accounting and will be able to distinguish it from accounting for businesses. Prerequisite: BAC 342

BAC 408 - Marketing Management (3)

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

BAC 415 - Health Care Economics (3)

This course examines why health care is so expensive and what, if anything, can be done about it. It examines such common explanations as moral hazard behavior, adverse selection and monopolistic pricing with asymmetric information. Throughout the class, we will ask if health care is different. Prerequisites: ECON 101 and MATH 112

BAC 420 - Organizational Behavior (3)

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

BAC 421 - Business Law (3)

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

BAC 424 - Labor Relations (3)

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

BAC 430 - Advanced Accounting (3)

This course is a study of advanced financial accounting topics. Emphasis is placed on accounting for equity investments, business combinations, consolidations and partnerships. Upon completion, students will be able to apply the principles necessary to account for investments in other corporations, prepare consolidated financial statements and properly account for partnerships. Prerequisite: BAC 342.

BAC 441 - Federal Taxation I (3)

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

BAC 442 - Federal Taxation II (3)

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

BAC 446 - Auditing (3)

This course examines the theory, procedures, and techniques of auditing. Topics include risk assessment, internal control testing, substantive testing, the nature of audit evidence, sampling, and auditing for fraud. Upon completion, students will complete a comprehensive service-learning project consisting of the design and execution of a financial review for a non-profit entity. Prerequisite: BAC 342

BAC 475 - Administrative Policy Seminar (3)

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

BAC 485 - Internship in Business (1-9)

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

ECON 101 - Principles of Microeconomics (3)

This is an introductory course in microeconomics which is the study of the behavior of individuals and organizations in the making of economic decisions. This course will focus on the overall topic of market exchanges and why people, organizations, governments, and nations work the way they do. Upon completion, students will be able to understand and articulate economic issues from a market efficiency perspective. Prerequisite: none

ECON 102 - Principles of Macroeconomics (3)

This is a course in basic macroeconomic theory which is the study of the global and national economies as opposed to the study of the behavior of individuals or organizations. Topics in this class include issues such as international governmental policies, global allocation of resources, unemployment, the Federal Reserve, international perspectives of economic thought and governmental policies. Upon completion, students will be able to recognize and articulate basic macroeconomic concepts and how they are being used to address domestic and global economic issues. Prerequisite: none

ECON 221 - Contemporary Economics (3)

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

Criminal Justice Program

The Criminal Justice (CJ) program provides students with an in-depth knowledge of the nature of crime and the personnel, institutions, and processes that prevent and respond to crime. Students learn about the theories, principles and practices of criminal justice with a focus on leadership, equity and justice. The curriculum covers crime and criminal behavior, law enforcement, courts, corrections, and investigation as well as emphasizes contemporary social issues, criminal behavior analysis, legal and ethical principles. Students will think critically about key issues by examining case studies involving ethical dilemmas, criminal data, associated procedural law, and public policy.

The Criminal Justice program provides a solid foundation for further study or entry into a variety of professions such as policing, corrections, courts, and other related disciplines, as well as prepares students for graduate studies in law. Students in the CJ program are able to apply concepts and theories to a practicum experience, such as an internship, a research project, or other department-approved substitution. The department offers the BA degree.

Objectives

Department objectives for the Criminal Justice major enable students to:

1. identify the various components of the criminal justice system inclusive of law enforcement, courts, and corrections;
2. demonstrate professional writing and oral communication skills;
3. apply analytical and critical thinking skills to the theoretical perspectives of sociology and/or criminal justice;
4. apply criminological and/or sociological theory to practical experience;
5. evaluate the society in which they will perform their duties and the societal issues that contribute to and influence the work they perform;
6. assess ethical implications of decision making relevant to their discipline as well as to the distribution of justice in society and;
7. model a professional code of conduct consistent with the standards of their discipline.

A **major in Criminal Justice** requires 43-46 credits consisting of:

- **Program Pre-/Co-requisites:** SOC 111 - Introduction to Sociology (3) – Grade of C or higher
- **Core Requirements (27 credits):**
 - SCJ 110 - Introduction to Criminal Justice (3)
 - SCJ 210 - Introduction to Law Enforcement (3)
 - SCJ 211 - Criminal Law (3)
 - SCJ 212 - Criminal Procedures (3)

- SCJ 215 - Court Systems and Judicial Process (3)
- SCJ 225 - Corrections (3)
- SCJ 231 - Criminology (3)
- SCJ 313 - Introduction to Constitutional Law (3)
- SCJ 495 - Senior Seminar: Ethical & Contemporary Issues in Criminal Justice (3)
- and **9 credits of Criminal Justice electives** of 200 level courses or above from any SCJ course not already applied towards another category. One 3 credit 200 level SOC course may be applied (so long as it is not used for another category, such as Sociology Foundation).

Electives & Sociological Perspective (12 credits):

- SCJ 233 - Juvenile Justice (3)
- SCJ 303 - Criminal Investigation (3)
- SOC 202 - Inequalities of Race, Class, Gender (3)
- SOC 336 - Social Theory (3)

Practicum (3 credits): One of the following

- SCJ 485 - Internship
- SCJ 491 - Independent Research

Students majoring or minoring in Criminal Justice must achieve a cumulative GPA of 2.0 or higher in all criminal justice coursework.

▪ **Criminal Justice & Sociology Course Descriptions**

SOC 111 - Introduction to Sociology (3)

An introduction to the social, political and economic aspects of human societies. Basic concepts and principles are developed through the study of several societies with emphasis on American culture and its institutions. A prerequisite for most other Sociology and Criminal Justice courses.

SCJ 110 - Introduction to Criminal Justice (3)

This course provides an overview of the American criminal justice system with an emphasis on three core areas: police, courts and corrections. Students will study the history, structure, and the primary mission of the core areas of the criminal justice system and how they are interrelated. Students will discuss various constitutional requirements and their impact, as well as theories and concepts related to the criminal justice system. Upon successful completion of the course, students will be able to describe core components of the American criminal justice system, identify various constitutional requirements and be able to recognize learned theories in the context of real-world situations.

SCJ 210 - Introduction to Law Enforcement (3)

This introductory course to law enforcement provides students with the historical overview of policing in America, covering such topics as police organization, structure, and operations. Upon completion of the course the student will be able to describe police history and organization, discuss the personal side of policing, identify and examine various police operations, and identify and examine critical issues in contemporary policing. Prerequisite: SCJ 110

SCJ 211 - Criminal Law (3)

This course is a study of substantive criminal law, including its origins, elements, foundational principles and supporting rationales. Students will review state criminal code provisions, the model penal code, federal criminal statutes, and supporting case law. Upon completion of this course, students will be able to define various criminal offenses and concepts. Prerequisite: SCJ 110 and SOC 111 or SOC 112

SCJ 212 - Criminal Procedure (3)

This course provides an overview of constitutional regulations outlining procedures used by police and courts. Students will learn to identify police constraints of citizens during casual encounters, detentions, and arrests. From first contact with police through the appeals process, students will have an interpretive exposure to criminal justice procedures. Upon completion of the course students will be able to define terminology, define roles of various participants in the system, demonstrate vocational skills, recognize criminal procedures from arrest through trial, and interpret information when making valid procedural appraisals. Prerequisite: SCJ 110

SCJ 215 - Court Systems and Judicial Process (3)

In this course, students will examine the state and federal court systems, with special attention to the adjudication of criminal offenses and the political and social impact of court decisions. Upon completion, students will be able to name key actors and concepts, as well as assess broader forces that impact judicial processes. Prerequisite: SCJ 110 or departmental approval

SCJ 225 - Corrections (3)

This course examines the history and nature of the correctional system, from its beginning through current times, with a primary focus on corrections in the United States. Course topics will include goals of the correctional system, prison and jail management, special populations, inmate behaviors, current trends in contemporary corrections, and the ethical and sociological impact of policy and management decisions. Upon completion of this course, students will be able to compare and contrast the various goals of the correctional system, discuss the distinctions between jails, prisons and

their respective populations, identify the challenges involved in dealing with various inmate populations and correctional management, and identify the factors influencing trends and population growth in the United States correctional facilities. Pre-requisite: SCJ 110 or departmental approval

SCJ 231 - Criminology (3)

This course presents a biological, psychological and sociological analysis of crime and criminals. Fundamental factors related to criminal behavior will be explored as well as the impact criminal behavior has on society. Students will be able to articulate various theories of crime and apply these theories to individual and societal situations involving crime. Prerequisite: SOC 111 or SOC 112 or departmental approval

SCJ 233 - Juvenile Justice (3)

This course examines the origins of the juvenile justice system, its function in current American society, and compares it to the adult criminal justice system. This course will explore theories of delinquency, including risk factors, intervention, and treatment strategies. Upon successful completion, the student will be able to identify the components of the juvenile justice system, differentiate between juvenile and adult criminal justice systems and analyze delinquency through from the perspective of various theories. The student will be able to identify risk factors and analyze ethical and critical issues facing the juvenile justice system. Prerequisite: SCJ 110 or departmental approval

SCJ 303 - Criminal Investigation (3)

Students will learn about the purpose of criminal investigations. Topics will include duties and responsibilities of the criminal investigator, crime scene analysis, collection and preservation of evidence, investigation techniques, and laws and regulations relevant to criminal investigations. Current issues related to criminal investigations will also be addressed. Upon completion of this course, students will be able to describe and discuss roles, responsibilities and laws related to the function of criminal investigations. Students will also have a knowledge of investigative skills and their application as well as apply interview and investigative techniques in scenario exercises. Prerequisite: SCJ 211 or SCJ 212 or departmental approval

SCJ 313 - Introduction to Constitutional Law (3)

This course is a survey of constitutional law with a focus on civil rights and civil liberties. Students will learn about constitutional issues and principles by reading key Supreme Court opinions and engaging in regular discussion. At the end of this course, students will gain an understanding of how constitutional doctrines affect people's lives. Prerequisite: SCJ 110 and SCJ 215 or departmental approval

SCJ 317 - Human Rights & Civil Liberties (3)

This course is an examination of human rights and civil liberties and their application to emerging technological, economic, social, cultural, and political issues. Students will examine a variety of theoretical perspectives and discuss case-studies of international Human Rights violations and efforts to protect Human Rights. Upon completion of this course, students will be able to state basic principles of human rights and their importance to the criminal justice system and international law. Prerequisite: SOC 111 or SOC 112 or instructor permission.

SCJ 485 - Internship (3-9)

This course provides an experiential learning opportunity designed to integrate academic learning with community-based experience through field observation and work involvement with a governmental, public or private organization affiliated with the field of criminal justice. The student is required to complete a minimum of 50 hours per credit of field experience (150 total for a 3-credit internship). In addition, the student will complete various written assignments and an oral presentation. Upon successful completion of the internship, the student will be able to explain and apply department/agency policies and procedures in field work. Prerequisite: PRF 201, junior or senior standing in the criminal justice program, or Department Head approval

SCJ 491 - Independent Research (3)

This course enables students to examine a select topic in the criminal justice field through intensive study in literature review and research under the guidance of a supervising faculty member. Upon completion of the research students will be able to identify and reflect critically on connections between discipline-specific theory and practice and their research topic. Prerequisites: MATH 230 Statistics and approval of a learning contract by the sponsoring faculty member and Associate Dean. Open to Junior and Senior Criminal Justice majors with consent of department chairperson.

SCJ 495 - Senior Seminar: Ethical and Contemporary Issues in Criminal Justice (3)

In this course, students will examine criminal justice issues through various ethical frameworks (e.g., Consequentialism, Kantianism, and Socialism). Students will examine ethical codes of conduct and dilemmas specific to the three parts of the criminal justice system (policing, courts, and corrections). At the end of this course, students will gain an understanding of the ethical dilemmas faced by current criminal justice professionals and how these dilemmas are often addressed. Students will also show a mastery of the necessary written, oral, and critical thinking skills appropriate to their chosen profession. Senior Standing or instructor permission.

SOC 311 - Inequalities of Race, Class, and Gender (3)

Focuses on similarities and differences among forms of oppression and emphasizes the ways in which issues of race, class, and gender intersect. The course examines the social construction of difference, analyzes how differences become translated into inequalities, and adopts a critical stance in the exploration of how inequalities based on difference are maintained and changed.

SOC 336 - Social Theory (3)

Exploration of how different world views and theoretical analyses make sense of society, politics, economy, social institutions, and social change. A critical examination and comparison of the thoughts of social thinkers such as Marx, Weber, Durkheim, and contemporary sociologists. Various sociological theories such as conflict, structural-functionalism, and symbolic interactionism are compared and contrasted. Core course for major and minor.

Education Program

The mission of the Teacher Education Program is to prepare qualified, caring, and effective teachers. This mission is based on a conceptual framework with four components:

1. Knowledge of Learning and Learners
2. Knowledge of Content
3. Knowledge of Pedagogy
4. Professional Dispositions & Competency

These four components are synchronized to provide the conceptual framework for the program. The framework takes into account that learning to teach effectively occurs within professional learning communities found in the college classroom, school-based settings, and in student teaching. Our program also integrates education-related service to the learning community experience, thus supporting the unique mission of the University.

1. *Knowledge of learning and learners* means that the practitioner candidate understands theories of development and how students learn. This includes adapting teaching strategies to each learner's strengths and planning differentiated instruction for diverse learners with cultural or language differences and other exceptionalities. It also includes creating classroom environments that support all students to thrive.

2. *Content knowledge* is defined as a thorough understanding of the content required to teach a lesson or unit of study. The University's liberal arts focus and its general education core curriculum, in conjunction with the teacher education required curriculum which includes secondary subject content courses, provide a solid foundation of general education courses to successfully equip our practitioner candidates with a breadth of content knowledge to assure learner mastery of content.

3. *Knowledge of pedagogy* includes the general principles of teaching and an understanding of instruction and classroom management. The program's professional education and content core courses provide the knowledge of effective strategies and techniques to engage all students in learning. These courses focus on planning and delivering meaningful lessons, providing feedback and gathering formative and summative assessment.

4. *Professional dispositions & competency* are guided by the Iowa Code of Ethics to ensure that our practitioner candidates are morally fit and ethically centered. Ongoing self-reflection and self-renewal require regular critical examination of teaching to demonstrate competency in all professional standards and program goals, which are aligned with InTASC principles, the Iowa state core, the Iowa teacher preparation standards, and Iowa licensing regulations.

Successfully completing the Teacher Education Program prepares our practitioner candidates to be qualified, caring, and effective teachers. Program graduates who have met satisfactory levels of teaching competence and have demonstrated professional dispositions are then ready to begin the formal process required by the state to be licensed as a professional teacher.

▪ Teacher Education Major – LIFE

Teaching endorsement program options in the major include:

1. Elementary Education, K-6; (Endorsement 102)
2. Reading, K-8; (Endorsement 148)
3. Instructional Strategist I: Mild & Moderate, K-8; (Endorsement 260)

In the state of Iowa, programs in elementary education require a major in elementary education and one teaching endorsement (we require a reading endorsement with our major); secondary programs require a teaching major in a subject area. The Middle School endorsement may be added to another endorsement area.

Students who complete the University of Dubuque's Teacher Education Program and pass Praxis II are eligible to be recommended and apply for an Iowa Initial Teacher License. Teaching Licensure is governed by the State of Iowa regulations. When changes occur, the requirements mandated by the State of Iowa Department of Education take precedence over a published college catalog.

➤ *Teacher Education Minor*

In addition to the Teacher Education major leading to licensure, the University of Dubuque offers a minor in education. Requirements and information on this program are listed in this catalog following the major requirements.

➤ *Teacher Education Program Goals and Student Learning Outcomes*

The Teacher Education Program seeks to improve the quality of education in America by producing teachers who have demonstrated competency in the skills necessary for effective teaching through a well-designed program of study. The four department goals and the student learning outcomes addressing the Learner & Learning, Content, Instructional Practice, and Professional Responsibility, are aligned with the InTASC (Interstate Teacher Assessment and Support Consortium) Principles and the Iowa Standards for Teacher Preparation. The Teacher Education Program has established the following goals and student learning outcomes, which are assessed throughout the Teacher Education Program.

➤ *Education Program Goals*

Goal I. Develop teacher candidates who understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.

Goal II. Develop teacher candidates who have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content.

Goal III. Develop teacher candidates who understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways.

Goal IV. Develop teacher candidates who engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration.

➤ *Education Program Student Learning Outcomes (InTASC Model Core Teaching Standards)*

Standard #1: Learner Development

The teacher understands how learners grow and develop recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

➤ *Demonstration of Competency in the Program Goals*

Utilization of the InTASC Principles and the Iowa Standards has allowed the Teacher Education Program to assess student performance in areas characteristic of effective teaching for beginning teachers. Students are assessed on their level of competency in each program goal using numerous assessment strategies in course work and field experiences. Other means of assessment used in the program are CAAP scores, course grades, GPA, designated assignments for a goal, and evaluations from practicum and methods courses.

➤ *Admission to the Teacher Education Program*

Admission to Teacher Education is a formal process, representing the initial step towards becoming eligible for recommendation for an Iowa teaching license. Applications are electronic and may be requested from the Teacher Education Secretary at 307 Smith Hall. Applicants should note that admission to Teacher Education does not guarantee subsequent approval for Student Teaching. Approval for Student Teaching is a process separate from admission to Teacher Education. It is recommended that students complete the process for Admission to Teacher Education by the second term of their sophomore year. The Teacher Education Admissions Committee, made up of Education faculty, meets in December and May. Application deadlines are December 1 & May 1.

▪ Education Program Admission Criteria

1. Complete ENG 101, RES 104, COM 101, MATH 112 (or higher), EDU 100, EDU 200, and EDU 202
2. Earn a GPA of 2.75 or higher
3. Earn no grade below C
4. Complete an admission interview
5. Student may not have taken any course leading to graduation or licensure more than 2 times (*only 1 retake of a course*).
6. Submit online application form (request the form from the Teacher Education Secretary at 307 Smith Hall).
7. Submit formal essay (see below).
8. Complete at least 10 hours of education related service (mandatory beginning in Fall 2011).
9. Complete at least 20 hours of school-based experience.
10. Possess an excellent disposition to teach. This includes an average of 2.0 or higher on the UD Disposition Evaluation Assessment (as recommended by the State of Iowa) as well as written evaluations from education course instructors. Students who display behaviors, including academic dishonesty, that are in opposition to the University of Dubuque Mission Statement or values associated with the UD Wendt Character Initiative may not be accepted into the Program.

Formal Essay

As a measure of the applicant's ability to express him/herself in writing, a formal essay will be required. Writing the formal essay is a course assignment in EDU 200, Foundations of Education. This essay must:

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

Action by Teacher Education Admissions Committee

The Teacher Education Admissions Committee reviews all admission applications. Students will be notified in writing regarding their admission status. If students have any questions or concerns about the status of the application or the admission process, they should contact their advisor or the Education Department Head, Chad Biermeier, 563-589-3590.

Readmission to the Teacher Education Program

Students whose active status in Teacher Education has lapsed for more than one term must meet with the Department Head to discuss the readmission process. The Department Head will evaluate the student course work and determine if the student meets the current criteria for admission. The Department Head will present the student's written request to the Teacher Education committee for final determination.

Retention in Teacher Education

A student accepted into the Teacher Education Program is expected to exhibit a level of professionalism that reflects the mission and goals of the Teacher Education Program. A student's progress is continually monitored for retention in the Program based upon his/her ability to meet specified criteria which include:

- 1) Earning a grade of C or higher in required general education and content core classes;
- 2) Earning a grade of C or higher in professional education classes;
- 3) Maintaining a minimum cumulative grade point average of 2.75;
- 4) Demonstrating the ability or potential to work effectively in an educational setting;
- 5) Successful demonstration of the competencies required in the Program;
- 6) Maintaining excellent dispositions as described in number nine of admission criteria.

Failure to maintain these criteria will lead to removal of the student from privileges of admitted students and may include withdrawal from required courses until the student meets the requirements once again.

Disclaimer: Fraudulent or illegal behavior demonstrating poor character including but not limited to inappropriate use of social networking, inappropriate use of alcohol or drugs, use of offensive language, lack of respect to others, or academic dishonesty may result in immediate removal from the Teacher Education Program and/or required courses.

Transfer Students

Students who transfer to the University of Dubuque's Teacher Education Program should meet with the Department Head on an individual basis to determine what courses meet the requirements of the program. Transfer students may be admitted to the Program after successfully completing one term at the University of Dubuque and meeting the criteria for admission. During their first term, Junior and Senior transfer students may take education courses in the general education core. Transfer students may not take any professional core courses until they have been admitted into the program. Transfer students who enter the University of Dubuque with an Associate's Degree do not need to meet all the university core requirements; they do need to meet the content requirements for licensure. The Head of the Department of Education will evaluate the core content needs.

▪ Student Teaching

University of Dubuque Approval to Student Teach Requirements

Student teaching, the culminating experience for the Education student, should take place the term before graduation. During the spring term of the academic year prior to the year when a student expects to student teach, an electronic Application to Obtain Approval for Student Teaching may be requested from the Teacher Education Secretary at 307 Smith Hall and must be completed and submitted to the Teacher Education Office no later than March 1. Approval is necessary before student teaching. Final approval for student teaching is dependent on the

Teacher Education faculty review of the following:

1. Admission to, and retention in, the Teacher Education Program
2. Application to Obtain Approval for Student Teaching (Due March 1st academic year prior to student teaching)
3. Academic transcripts to verify successful completion of all general education requirements, all professional education requirements, and content core requirements with a grade of C or higher. No incomplete or WIP grades may appear on the transcript except the current term, which must be completed in the current term.
4. Minimum cumulative grade point average of 2.75 or higher
5. Have an excellent disposition to teach. This includes an average of 2.0 or higher on the UD Disposition Evaluation Assessment (as recommended by the State of Iowa) as well as written evaluations from education and core course instructors. Students who display behaviors, including academic dishonesty, that are in opposition to the University of Dubuque Mission statement or values associated with the UD Wendt Character Initiative may not be accepted into the program
6. All required school-based experiences have been successfully documented
7. Submission of a program portfolio that demonstrates a rating of “Met” in each of the program goals
8. Attend a minimum of 5 Professional Development Workshops.

Approval for student teaching will be rescinded if a student does not maintain the above criteria during the term prior to student teaching.

Transfer students must consult with the Head of Teacher Education for their specific requirements, complete one term at the University of Dubuque and meet the above criteria.

Student Teaching Term Fees

There are additional fees and expenses attached to the student teaching term. At present the following fees apply to all student teachers:

- \$75 fingerprinting/background check—goes to the BOEE, Iowa Board of Educational Examiners/State Licensure Board
- \$85 licensure fee – a money order made out to BOEE

These fees can be taken out of a financial aid package. It is the responsibility of the student teacher to make arrangements with financial aid to pay for these fees.

Test Fees (all education majors):

Praxis II tests (one assesses content knowledge and the other pedagogical knowledge) are required for licensure. Current testing fees can be found on the ETS website. This fee is the responsibility of the student and can be paid when registering online for the exam. Tests must be passed with current Iowa cut scores prior to licensure.

▪ Student Teaching Policies and Procedures

Placement Procedures

The University of Dubuque Teacher Education Program places teacher candidates in classroom settings for a sixteen-week experience in the Dubuque Community School District and other school districts located within a 30 mile radius of Dubuque. This policy ensures that student teachers: 1) meet the competencies of the program; 2) are fully supported by the University of Dubuque faculty; and 3) participate fully in the Senior Seminar which is a required part of the student teaching term. Placements meet necessary licensure requirements as described in Chapter 79 of the Iowa Code.

The Director of Clinical Experiences requests placements for student teachers in Dubuque and partner districts within 30 miles of Dubuque. Not all student teachers can be placed in the Dubuque School District; therefore, some student teachers will be placed in other area districts. The student teacher candidate **should not contact** schools for a student teaching placement. Sometimes a cooperating teacher may request a specific student teacher because of a previous field experience in a particular classroom, but that request cannot be honored by the Dubuque School District unless it is requested through the proper channels. Changes in placements will not be made unless extenuating circumstances develop. The Director of Clinical Experiences must approve all changes.

Aldine/KIPP Settings

The University of Dubuque Teacher Education Program currently has two approved sites for student teaching outside of the 30 mile policy: the Aldine School District in Houston, TX and KIPP Columbus, Columbus, OH. We have established an alliance with these school districts and have qualified University supervisors trained in the competencies required for our program. Students requesting placement in Aldine or KIPP Columbus must meet the criteria to student teach outside the 30 mile radius of Dubuque as described below.

Teacher candidates who elect to student teach at these sites must meet all the requirements of the UD Senior Seminar in addition to the Aldine and KIPP student teaching seminars. Student teachers must return to the University of Dubuque following their student teaching and participate in the final requirements for licensure.

Out of Area Placements

Distant placements other than with the Aldine School District and KIPP Columbus are an exception, not the rule! Exceptions to the current student teaching placement policy are granted on an individual basis. No more than 15% of the candidates in a year will be granted an exception to the policy. **All expenses incurred for an assignment will be paid by the student.**

Criteria for Request to Student Teach outside the 30 mile radius of Dubuque

1. A statement requesting permission to student teach outside of the area must be received with the application to student teach by March 1 prior to your student teaching year
2. A detailed rationale for the request that includes a plan for completing EDU 495, Senior Seminar
3. Evidence of demonstrated competency in a methods class and practicum, such as evaluations and dispositions from the cooperating teacher and course instructor
4. 3.25 GPA
5. The Director of Clinical Experiences will seek recommendation from the student's advisor
6. Interview with the Director of Student Teaching

All requests are subject to the following:

1. Approval by the Director of Clinical Experiences and the Education Department Head
2. Availability of locating a qualified University supervisor and a cooperating teacher in the requested area
3. Ability of the candidate to pay all extra costs for the placement, including expenses for training of the University supervisor at the site or the mileage costs of a University supervisor to come to the setting (a minimum of 8 visits) and any additional salary for a University supervisor

▪ Senior Leadership Seminar

Students are required to take EDU 495, Senior Leadership Seminar during the student teaching term. The seminar sessions are held at regularly scheduled times, either Saturday morning or after school during the week. Topics are discussed that are pertinent to student teaching: the law and ethics of teaching, behavior management techniques, and issues related to job searches. The seminar also provides an opportunity for student teachers to share, brainstorm, and learn from others' experiences in the classroom. Attendance at the seminar is mandatory. Student teachers are required to complete a portfolio including artifacts from a case study in behavior management and assessment data as a requirement of the course.

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

▪ Iowa Licensure

To be eligible for an Iowa teaching license, each education student must meet the competency requirements set by the Teacher Education Program and be recommended by the University of Dubuque Licensure Officer. Requirements for licensure include: 1) Cumulative GPA of 2.75 or higher; 2) Grade of C or higher in required Teacher Education courses; 3) Completion of the University's core curriculum and a U.S. History or American Government required by the Teacher Education Program with a grade of C or higher in every course; 4) Demonstrate competency in the program goals through the portfolio and student teaching rubric; 5) State of Iowa Application for Licensure and fingerprinting with the required fees to the Licensure Officer; 6) Bachelor's degree; 7) All education students must pass the Praxis II as described below; and 8) Recommendation of the Licensure Officer.

All Education Majors Licensure Requirement: Praxis II Content and Pedagogy Assessment Tests

The state of Iowa requires that all education majors completing a state approved preparation program must take a content test and pedagogy Praxis II test, to be recommended for licensure. This has been mandated by the Iowa Department of Education. Cost of the Praxis II tests is the responsibility of the student.

Students can contact the Department Head of Teacher Education for test numbers as they vary by endorsement. Refer to the ETS website (www.ets.org/praxis) for test dates. Results from the Praxis II tests are mailed approximately four weeks after taking the test. The Education Department must receive notification of a passing score before it can recommend a candidate for licensure. Students must designate that results be sent to the University of Dubuque on their registration form for the Education Department to receive the scores.

Disclaimer

The State of Iowa may disqualify an applicant for teacher licensure for any of the following reasons:

1. Applicant has been convicted of child abuse or sexual abuse of a child
2. Applicant has been convicted of a felony or other crimes
3. Applicant's application is fraudulent
4. Applicant's license or certification from another state is suspended or revoked

The University of Dubuque cannot guarantee that a student will be eligible to receive a teaching license or given a waiting period for licensure if any of these aforementioned circumstances apply.

➤ *Teacher Licensure in Other States*

Students graduating from the approved Teacher Education Program at the University of Dubuque meet the requirements for teacher licensure only from the state of Iowa. Students who meet Iowa licensure can be licensed in other states by applying to the licensing bureau of that state. Often times, students will receive a provisional license that will allow them to teach full time while completing a given state's requirement.

▪ Degrees

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

➤ *TEACHER EDUCATION MAJORS - CURRICULUM REQUIREMENTS*

Teacher Education curriculum requirements are established in four categories: 1) General Education or UD Core Curriculum 2) Professional Education Core, 3) Content Core, 4) Professional Term.

1. **GENERAL EDUCATION/CORE CURRICULUM** - The General Education courses form a curricular foundation that is academically challenging and educationally rich. Teacher Education majors must complete the core curriculum

requirement of the University of Dubuque. Specific courses must also be completed by all education majors to meet the Teacher Education Program requirements for liberal arts and U.S History or American Government. Elementary Education majors require additional content requirements which must be met for licensure. Students who have a previous AA degree may need additional content course work to meet these licensure requirements.

2. **PROFESSIONAL EDUCATION CORE** - The Professional Education Core includes the courses which must be completed by every Education student to meet the core competency requirements of the Teacher Education Program. Those courses marked with an asterisk require admission to the Teacher Education Program. Students must demonstrate competency of the specified core components designated within the course: learner development, learning differences, learning environments, content knowledge, application of content, assessment, planning for instruction, instructional strategies, professional learning and ethical practice, leadership and collaboration.
3. **CONTENT CORE** - The Content Core courses contain crucial content for specific endorsement areas. Designated core competencies for each course must be successfully met before a student teaching assignment is given. Those courses marked with an asterisk require admission to the Teacher Education Program.
4. **PROFESSIONAL TERM** - This is the capstone experience for education majors. All course work in the general education, the professional education core, and the content core in all endorsement areas must be completed. The process for approval to student teach must also be completed to participate in student teaching. Student teaching is a 16-week assignment for one endorsement and two 8-week assignments for two or more endorsements.

➤ *Professional Education Core (ALL EDUCATION MAJORS)*

- EDU 100 Introduction to Education (2) - 10 hours of school related service learning
- EDU 119 Human Relations (3)
- EDU 200 Foundations of Education (3) – 20 hours of field exp.
- EDU 202 Introduction to Inclusion, K-12 (3) - 10 hours of field exp.
- EDU 240 Learning and Teaching Processes (3)
- *EDU 303 Reading & Writing in the Content Areas (3)
- *EDU 310 Assessment of Regular & Exceptional Learners, K-12 (2)
- *EDU 318 (ESOL) Literacy & Language Diversity (3)
- *EDU 352 Technology in Education (2)
- *EDU 401 Portfolios (no credit)

➤ *Content Core - Elementary and Reading Major Curriculum Requirements, K-6*
(Endorsement 102) and (Endorsement 148)

- EDU 244 Social Studies for K-8 Education (3)
- EDU 246 General Science for EDU Majors (3) (and 4 credit Biology w/lab – BIO 110, 111 or 145)
- EDU 249 General Math I for K-8 Education (3)
- EDU 269 General Math II for K-8 Education (3)
- *EDU 302 Curriculum & Instruction in Reading (3)
- *EDU 306 Children's Literature (3)
- *EDU 307 Corrective & Remedial Reading, K-12 (3) (School-based exp. 4 hrs)
- *EDU 308 Foundations of Reading and Literacy (3) - 10 hours of field exp.
- *EDU 311 Reading Assessment/Diagnosis (3) (Tutoring Practicum 20 hours)
- *EDU 343 Art/Music Curriculum for Elementary Teachers (2)
- *EDU 344 PE/Health Curriculum for Elementary Teachers (2)
- *EDU 331 Integrating Language Arts/Social Studies (6) (School-Based Practicum experience 40 hours)
- *EDU 346 Integrating Mathematics/Science (6) (School-Based Practicum experience 40 hours)

**Admission to Teacher Education is required for all 300 and 400 Level Courses*

➤ ***Professional Term – (Admission to Teacher Education Required)***

*EDU 432 Student Teaching in the Elementary School (6 or 12 credits)

*EDU 495 Educational Leadership Seminar (3)

Students in the combined Elementary Education/Reading major receive two endorsements. Students may elect to receive additional endorsements. Any EDU 100 or 200 level courses in an endorsement may be taken while completing the admission requirements to the Teacher Education Program. All EDU 300 and 400 level courses in an endorsement area may only be taken after admission to Teacher Education.

➤ ***K-8 Endorsements***

**Can only be taken after admission to Teacher Education*

Reading, K-8 – 24 hours

- *EDU 302 Curriculum and Instruction in Reading
- *EDU 303 Reading & Writing in the Content Areas
- *EDU 306 Children's Literature
- *EDU 307 Corrective & Remedial Reading, K-12
- *EDU 308 Foundations of Reading and Literacy
- *EDU 311 Reading Assessment & Diagnosis
- *EDU 318 Literacy & Language Diversity for Education
- *EDU 331 Integrating Language Arts & Social Studies (3 of 6 credit hours)

Instructional Strategist I: Mild and Moderate, K-8 – 21 hours (Plus required student teaching)

- EDU 202 Introduction to Inclusion, K-12
- EDU 204 Characteristics of Diverse Learners, K-12
- EDU 206 Assessment, Diagnosis & Evaluation of Individuals with Disabilities, K-12
- EDU 207 Methods & Strategies of Individuals with Disabilities K-8
- *EDU 307 Corrective & Remedial Reading, K-12
- *EDU 363 Classroom Management & Social Skills Instruction, K-12
- *EDU 365 Communication & Collaborative Partnerships, K-12
- *EDU 490 Student Teaching in Special Education
(EDU 370 can be used for in-service teacher in place of EDU 490)

➤ ***Education Course Descriptions***

EDU 100 - Introduction to Education (2)

Provides experiences to assist students in thinking about what it means to teach as they reflect on why, whom, and how they will teach. Explores the effect of America's changing society on education, including families, student diversity and the teacher. Introductory course recommended for First Year majors. 10 hours of school related service learning required.

EDU 119 - Human Relations Skills for Teachers (3)

Develops awareness of and understanding of the various values, lifestyles, history and contribution of various identifiable subgroups in our society. Examines the interaction of the student's cultural background with racial, gender, legal and ethical issues; the educational setting and wider social forces. Emphasizes how to learn attitudes and behavior that overcome prejudices or discrimination in interpersonal relationships and in instructional methods and materials. Writing intensive. Open to all students.

EDU 200 - Foundations of Education (3)

Exploration of American educational thought and practice in historical, philosophical, political and legal perspectives. This course focuses on the art and profession of teaching. Students reflect on themselves as teachers in the current educational system, evaluate their personal philosophy of education, and explore their positions on major issues, concerns, and challenges facing schools today. Writing intensive. Open to students even if they have not been admitted to Teacher Education. Integrates a 20 hour K-12 school-based experience that realistically reflects the challenges and rewards of teaching. Prerequisite: EDU 100 or approval of Head of the Education Department

EDU 202 - Introduction to Inclusion, K-12 (3)

Introduction to various contemporary areas of special education. Acquaints students with the characteristics of students who exhibit a wide range of special needs in the regular school setting. Topics include special education diagnostic categories, programming, service delivery models, child advocacy and litigation affecting public education for students with disabilities – as well as gifted children. Includes legal and cultural issues. 10 hours school-based experience required. Prerequisite: EDU 100 or approval of Head of the Education Department

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

This course focuses on the developmental, academic, social, career & functional characteristics of students with mild and moderate disabilities including mental, learning, and behavioral disorders, as well as Attention Deficit/Hyperactivity disorders. Historical, etiological and legal perspectives

are examined. Emphasis includes current trends in programming, related services and levels of support as they relate to the multi-disciplinary team. Prerequisite: EDU 100, EDU 202 or approval of Head of the Education Department.

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

Emphasis of this course is on acquiring knowledge and developing skill in educational testing and measurement with students with mild and moderate disabilities. Focus is on the legal provisions, their regulations and guidelines regarding unbiased assessment with psychometric and instructional instruments. This course integrates the application of resultant data to the development and management of the Individualized Educational Plan (IEP) in the context of placement. The social and cultural issues involved in assessment are also explored. Prerequisite: EDU 202 and EDU 204.

EDU 207 - Methods & Strategies of Individuals with Disabilities K-8 (3)

This course covers methods and strategies in various models for providing curricula and instruction for students with mild and moderate disabilities at the elementary/middle level. Basic academic, as well as life skills are emphasized using related instructional and remedial techniques and appropriate assistive technology. Also explored are alternatives for teaching students whose disabilities vary in nature and degree. 15 hours school-based experience required. Prerequisites: EDU 202 and EDU 204.

EDU 210 - Journeys in Nature (3)

Journeys in Nature is an interdisciplinary approach focusing on conservation and environmental education with an emphasis on wildlife. The student will use the natural environment to increase their understanding of our complex environment, to stimulate critical and creative thinking, to develop the ability to make informed decisions on environmental issues, and to instill the confidence to take responsible action on behalf of the environment. Prerequisite: EDU 100 or approval of Head of the Education Department.

EDU 240 - Learning & Teaching Processes (3)

Examines the nature of learning and the learner from a research-based perspective. Concentrates on the inter-relationship of motivation, classroom management and assessment in the context of understanding and the learning process. Explores the social context of learning and teaching, pedagogy assessments, problem solving, and teaching effects. Application of learning principles to education. Examines critical decisions teachers make, provides theoretical perspective to inform this decision-making. Lesson plan introduced. Writing intensive. Prerequisite: EDU 100 or approval of Head of the Education Department.

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

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

EDU 246 - General Science for Education (3)

This course focuses on general science (Physical Science, Earth and Space Science and Chemistry) concepts. It integrates lab, class discussion and demonstrations briefly covering metrics, inorganic chemistry basics, waves, sound, light, motion, and other topics from the Iowa Core Curriculum. Course is required for Elementary majors. Prerequisite: EDU 100 or approval of Head of the Education Department.

EDU 249 - General Math I for K-8 Education (3)

This course is designed for strengthening the mathematical background of elementary and middle level teachers with special attention to those concepts necessary to successfully teach in a K-8 classroom. This course will emphasize mathematical problem solving and critical thinking. The course focuses on NCTM standards of number sense operations and algebraic thinking with topics including study in sets, whole numbers, functions, numeration systems, number theory and representation of integers. This is not a methods course; it is a course in mathematics content. Prerequisite: C or better in MATH 111 or 112 (or MATH 230 or higher-level math course) or approval of Head of the Education Department. (Education majors/minors only).

EDU 269 - General Math II for K-8 Education (3)

This course is designed for strengthening the mathematical background of elementary and middle level teachers with special attention to those concepts necessary to successfully teach in a K-8 classroom. This course will emphasize mathematical problem solving and critical thinking. The course focuses on the NCTM content standards: geometry, measurement, probability and algebra. This is not a methods course; it is a course in mathematics content. Prerequisite: C or better in MATH 111 or 112 (or MATH 230 or higher-level math course) or approval of Head of the Education Department. (Education majors/minors only).

EDU 302 - Curriculum & Instruction in Reading (3)

This course examines a range of research pertaining to reading, writing, and learning, including scientifically-based reading research, and knowledge of histories of reading. Practitioners focus on designing and implementing an integrated, comprehensive, and balanced curriculum that addresses the major components of reading (phonetic awareness, word identification, phonics, vocabulary, fluency, and comprehension), as well as integrating research-based strategies and instructional technology that addresses all of the learners' interests, motivation, cultural, and linguistic backgrounds. This course includes knowledge of grouping and differentiating instruction to meet the unique needs of all learners, including students with dyslexia, and it builds on the connections between speaking, reading, and writing to effectively teach writing as communication. Fulfills the state of Iowa's requirement for reading curriculum and instruction and written communication instruction for the K-8 reading endorsement. Prerequisite: EDU 100, EDU 308, and admission to Teacher Education or approval of Head of the Education Department.

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

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

written communication instruction for the K-8 reading endorsement. Prerequisite: EDU 100, EDU 308, and admission to Teacher Education or approval of Head of the Education Department.

EDU 306 - Children's Literature (3)

This course focuses on knowledge of children's literature for modeling the reading and writing of varied genres, fiction and nonfiction, technology- and media-based information, and non-print materials; for motivating through the use of texts at multiple levels, representing broad interests, and reflecting varied cultures, linguistic backgrounds, and perspectives; and for matching text complexities to the proficiencies and needs of readers. The course fulfills the Iowa state requirement for children's nonfiction and fiction for the K-8 reading endorsement. Non-education majors require approval from the Chair of the Education Department. Prerequisite: EDU 100, EDU 308, and admission to Teacher Education or approval of Head of the Education Department.

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

This course focuses on knowledge of a variety of instruments, procedures, and practices that range from individual to group and from formal to informal to alternative for identification of students' reading and writing proficiencies and need. Practitioners demonstrate the knowledge of planning and revising instruction for all students, and for communicating results of ongoing assessment to all stakeholders. Practitioners identify signs and symptoms of dyslexia and examine policies and procedures related to special programs, including Title I. Fulfills the state of Iowa's state requirement for reading, reading assessment, diagnosis and evaluation for the K-8 reading endorsement. Prerequisites: EDU 100, EDU 302, EDU 308 and admission to Teacher Education or approval of Head of the Education Department.

EDU 308 - Foundations of Reading & Literacy (3)

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

EDU 310 - Assessment of Regular & Exceptional Learners, K-12 (2)

Focuses on formal and informal assessment strategies and instruments and their appropriateness for assessing regular and special needs students. Integrates how to use assessment to guide instruction with development of assessment instruments. Interpretation of standardized test data and evaluation issues are explored. Competence is determined through exams, projects, and presentations. Prerequisite: EDU 100 & admission to TE or approval of Head of the Education Dept.

EDU 311 - Methods of Reading Assessment & Diagnosis (3)

This course focuses on using reading and writing strategies, materials, and assessments based upon appropriate reading and writing research to tutor a child in reading. Includes working with licensed professionals who observe, evaluate, and provide feedback on the knowledge, dispositions, and performance of the teaching of reading and writing development. It fulfills the state of Iowa's state requirement for reading assessment, diagnosis, and evaluation and reading practicum for the K-8 reading endorsement. 20 hour tutoring experience required. Prerequisites: EDU 100, EDU 307, EDU 308 and admission to Teacher Education or approval of Head of the Education Department.

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

This course addresses the diversity of language development based on psychological, sociocultural, motivational, and linguistic foundations. Scientifically based research provides the practitioner with knowledge and effective strategies for instruction of K-12 students who demonstrate different needs based on diversity ranging from organic (dyslexia) to first language (ELL). The practitioner will distinguish between typical and atypical development, examine the diverse language development of K-12 students', and identify strategies to support language diversity. This course includes the knowledge of linguistics (phonology and phonological awareness), sound-symbol association, syllables, morphology, syntax, and semantics. Fulfills the state of Iowa's requirement for language development and oral communication instruction for the K-8 reading endorsement. Prerequisite: EDU 100, EDU 308 and admission to Teacher Education or approval of Head of the Education Department.

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

This course develops knowledge, methodologies, and competencies for the teaching of an integrated Language Arts and Social Studies curriculum. The course focuses on knowledge of a range of research-based strategies and instructional technology for designing and delivering effective instruction across the curriculum, for grouping students, and for selecting materials appropriate for learners at various stages of reading and writing development and from varied cultural and linguistic backgrounds. Students experience teaching Language Arts and Social Studies lessons to both large and small groups in elementary classrooms during a 40 hour practicum experience. Fulfills the state of Iowa's requirement for language development and reading practicum for the K-8 reading endorsement. Prerequisites: EDU 302, 307, 308 and admission to Teacher Education or approval of Head of the Education Department.

EDU 343 - Art/Music Curriculum for Elementary Teachers (2)

An interdisciplinary course providing instruction in visual and performing arts and music methods for Elementary Education majors. This course provides enhanced understanding of basic skills in music and art, stresses the importance of the arts in the elementary curriculum, and provides instruction in the selection of materials and appropriate methods for use at all elementary grade levels. Prerequisite: EDU 100 and admission to Teacher Education or approval of Head of the Education Department. (Offered Fall and Spring)

EDU 344 - Physical Education/Health Curriculum for Elementary Teachers (2)

Physical Education/Health Curriculum for Elementary Teachers is an interdisciplinary course providing instruction in physical education, health, and wellness curriculum and methods for Elementary Education majors. This course provides the theoretical background, instruction in the selection of materials and appropriate methods of instruction for teaching elementary physical education, health and wellness. This course offers opportunities in school-based settings. Prerequisite: EDU 100 and admission to Teacher Education or approval of Head of the Education Department.

EDU 346 - Integrating Math & Science (6)

Develops knowledge and competencies for the teaching of an integrated Mathematics and Science curriculum. Also integrates the philosophies, strategies, instructional methodologies, materials and evaluation of elementary Mathematics and Science. Active hands-on experiences. Focuses on

manipulatives, constructivism, cooperative learning, and alternative assessment. Thematic teaching; emphasis on meaning-centered, thoughtful and diverse integrated curriculum. Students experience teaching Mathematics and Science lessons to both large and small groups in elementary classrooms during a 40-hour practicum experience. Prerequisites: EDU 100 and admission to Teacher Education or approval of Head of the Education Department.

EDU 348 - Transition Planning, 5-12 (3)

This transition course will explore, "Transition Services," the coordinated set of activities for a child with a disability focused on improving the academic and functional achievement of the child. It will explore the career, vocational, and transitional supports for students to post-school settings. It focuses on the decision making and job related skills and services needed for individuals with disabilities to succeed in the first years out of high school. The course includes planning for all types of transition individuals with disabilities may require, but is not limited to, planning for employment, community living, opportunities, and post-secondary education. Includes a guided school-based experience. Prerequisite: EDU 202 and EDU 204 and admission to Teacher Education or approval of Head of the Education Department.

EDU 349 - Curriculum, Methods and Strategies for Individuals with Disabilities, 5-12 (3)

This course focuses on numerous models that provide curriculum and instructional methodologies utilized in the education of learners with mild and moderate (M/MD) disabilities at the 5-12 level. Emphasis is placed on the curriculum and related instructional and remedial methods, including assistive technology, used in the development of the cognitive, academic, social, language and functional life skills for 5-12 M/MD students. Preparation in using alternatives for teaching skills and strategies to individuals with differences in their degree and nature of disability, age, and level of ability in academic instruction is stressed. Strategies for adapting and modifying curriculum for M/MD learners integrated into the general education classroom are included. 15 hours school-based experience required. Prerequisite: EDU 202 and EDU 204 and admission to Teacher Education or approval of Head of the Education Department.

EDU 352 - Technology in Education (2)

Technologies used for learning and instruction in a variety of educational settings. Emphasis on using the broad technological environment, current trends and issues, evaluation and effectively integrating technology into instruction. Prerequisite: EDU 100 or approval of Head of the Education Department.

EDU 363 - Classroom Management & Social Skills Instruction, K-12(3)

This course explores the nature of human behavior, etiology of problem behavior and principles of changing behavior for individuals with exceptional learning needs. Emphasis is on individual behavior management, classroom management models, strategies for changing behavior, and programs that enhance an individual's social participation. Explores legal and ethical issues and behavior plans as they relate to the IEP. 15 hours school-based experience required. Prerequisite: EDU 202 and EDU 204 and admission to Teacher Education or approval of Head of the Education Department.

EDU 365 - Communication & Collaborative Partnerships, K-12 (3)

This course develops competency in understanding and communicating with families of students with disabilities and collaborating with school and agency professionals. Emphases are on the structure, needs and dynamics of families, types of communication, fundamentals and strategies for consultation and collaboration. Prerequisite: EDU 202 and EDU 204 and admission to Teacher Education or approval of Head of the Education Department.

EDU 401 - Portfolios (NC)

Students will learn how to create a professional electronic portfolio for state licensure. Students will develop the portfolio around the ten UD Teacher Education Program Goals (which are based on the InTASC Standards) and will learn how to select artifacts from their personal body of work that demonstrate their competency in each Standard/Goal. Students will be required to write Defense Statements supporting their competency in each Standard, as well. Portfolios will be submitted prior to approval to student teach for the first evaluation, and during the student teaching experience for the second evaluation. This is a required course for all education majors and must be completed two semesters prior to student teaching. EDU 401 is a pass/fail course. Prerequisite: EDU 100 and admission to Teacher Education or approval of Head of the Education Department.

EDU - Student Teaching (12)

The capstone experience of the Teacher Education Program. Extended supervised experience to develop proficiency in teaching: learning to plan and prepare, learning to manage the classroom environment, understanding the nature of teaching practice and developing attitudes and behaviors of an emerging professional. Minimum of 16 weeks in the classroom. Prerequisites: Admission to Teacher Education; Approval to Student Teach; grade of C or higher in all Education courses and in all content major or specialization courses; an overall cumulative grade point average of 2.75 or better.

- EDU 422-Student Teaching in Pre-K/Kdg. (6)
- EDU 432-Student Teaching in the Elementary School (6) or (12)
- EDU 452-Student Teaching in the Secondary School (12)
- EDU 490-Student Teaching in Special Education, K-6 (6)
- EDU 488-Student Teaching in Special Education, 5-12 (6)
- EDU 465-Student Teaching in Secondary Physical Education (6)
- EDU 466-Student Teaching in Elementary Physical Education (6)
- EDU 470-Student Teaching in Health, 5-12 (6)

EDU 495 - Education Leadership Seminar (3)

Part of the capstone experience of the Teacher Education Program. Provides opportunity to refine skills and documents for entry into the profession. Applies behavior management and ethical/legal issues in education to student teaching. Includes an action research project. Co-requisites: EDU 432 or EDU 490, EDU 452, EDU 465, EDU 466

Health Care Administration Program

The Bachelor of Science Degree in Health Care Administration is a degree completion program designed for health care professionals wanting to gain upward mobility, make a career change, maximize earning potential, and obtain personal fulfillment. The major is only available to students who have been admitted to the **LIFE** program. Eligible students must have graduated from an accredited certificate and/or associate's degree program and possess current state or national licensure or registration in their profession. Upon completion of the Health Care Administration BS degree, students will be able to advance their careers by becoming hospital administrators.

▪ Admission Requirements

1. An Associate in Arts or Science degree or Associate in Applied Science degree in an allied health field. The program must be nationally or state accredited in order for credits to be granted*.
2. Proof of licensure, certification, or registration in an allied health field.
3. College GPA of 2.5 or higher
4. Official Transcripts**
5. 2 letters of recommendation

*Students with a professional health licensure or registration but without an associate degree will be evaluated individually.

**Allied health education courses may be given elective credit to be put towards the 120 credit BS minimum.

Students must complete the University of Dubuque's general education requirements in addition to the Health Care Administration major requirements. The last 30 credits of the BS degree must be earned at UD.

Health Care Administration Major Requirements (36 credits):

- HCL 200 - Health Care in the Community (3)
- HCL 220 - Current Issues in Health Care (3)
- HCL 240 - Globalization and Health Care (3)
- HCL 310 - Regulation & Legislation of Health Care (3)
- HCL 320 - Accreditation in Health Care (3)
- HCL 340 - Health Informatics (3)
- HCL 495 - Health Care Senior Seminar (3)
- BAC 201 - Principles of Management (3)
- BAC 304 - Human Resource Management (3)
- BAC 340 - Effective Communication in Business (3)
- BAC 415 - Health Care Economics (3)
- MATH 230 - Statistics (3)

➤ *Health Care Administration Course Descriptions*

HCL 200 - Health Care in the Community (3)

Develops insights into relationships between public health and clinical health care organizations. The CDC, WHO, state department and local health recommendations will be discussed. This course explains the issues and concerns related to community health care. Prerequisites: none

HCL 220 - Current Issues in Health Care (3)

Explores various models of health promotion as well as the ever-changing concept of health in society. Current health and wellness issues such as disease prevention, weight management, substance abuse, sexuality, and physical fitness will be discussed. Prerequisites: none

HCL 240 - Globalization in Health Care (3)

Examines economic, social, cultural, technological, and political dimensions of globalization and how they impact health status, the provision of health care, and international public health. The course will explore what globalization means for both industrialized and developing countries, with a focus on opportunities and risks for health. It will also examine the transnational legal frameworks, the international institutions, and civil society stakeholders that influence and respond to the globalization process. Prerequisites: HCL 220

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

Reviews the regulatory/accreditation structure of healthcare and how governmental and no-governmental organizations influence healthcare delivery and operations, both locally and nationally. Privatization of health care will be analyzed. Medicare, Medicaid, and private insurance issues will be discussed. Special emphasis is placed on currently effective and proposed regulatory and legislative initiatives affecting billing, licensing, patient management, clinical processes, and administrative methodologies.

Prerequisites: HCL 240

HCL 320 - Accreditation in Health Care (3)

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

HCL 340 - Health Informatics (3)

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

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

This capstone course provides the culminating experience of the Health Care Administration major, focusing on integrating theory with application and implementation of research to a community problem, need, or opportunity. Prerequisites: All HCA major courses

BAC 415 - Health Care Economics (3)

The supply and demand for health services. Markets for health professionals and health care provider firms. Discussed the roles of insurance, managed care, and HMO's, professional licensure, for-profit and not-for-profit provider firms, and information problems in health care markets. Regulation, government financing of health care and health care reform issues discussed. Prerequisites: ECON 101 and MATH 111

MATH 230 - Statistics (3)

This course will provide students an introduction to elementary statistical methods and experimental design, pre-requisite to their consumption and utilization of research. Emphasis is on the comprehension, interpretation, and utilization of inferential statistical concepts. Concepts include: experimental design, descriptive statistics, random sampling and statistical inference, estimation and testing hypotheses of means and variances; analysis of variance, parametric and non-parametric tests; correlation and regression analysis, and chi-square. Prerequisites: MATH 112, its equivalent, or consent of instructor.

GRADUATE DEGREE PROGRAM REQUIREMENTS

Master of Business Administration (MBA)

The Master of Business Administration program is designed to extend an individual's undergraduate educational background by offering a set of practical, applied, integrated learning experiences that develops attitudes, ethical behavior, and a portfolio of tools required to effectively function at a management level in today's global business environment. The MBA program emphasizes real-life skills and practices delivered under the guidance of experienced business practitioners. Theory is used as a means to frame application rather than as an end in itself. The program blends theory with professional development and preparation, focusing on topical relevance, curricular appropriateness, and immediate professional application, while maintaining content integrity. Our goal is to provide educational experiences that serve our students for a lifetime and transform them into "ready-to-go" professionals and lifelong learners in all business disciplines. The MBA program serves as a global outreach to demonstrate the uniqueness and vitality of the University's mission. While we seek to serve various populations, our ethos will be driven by a commitment to model in life and professional practice our Christian values.

▪ Program Mission

The University of Dubuque's MBA program provides students business knowledge and skills informed by a commitment to excellent moral character. Using frameworks such as the Balanced Scorecard and the Triple Bottom Line, an MBA graduate from the University of Dubuque is educated in the business skills and knowledge essential for work in a global market and challenged to develop the moral character needed to manage and lead with integrity, justice, and compassion.

➤ *Program Goals*

- Lead and manage with in-depth knowledge in key areas of finance, human resources, operations and strategy.
- Exercise character and ethics in decision making.
- Communicate effectively across the global business landscape.
- Think and act both tactically and strategically in complex business situations.

➤ *Student Learning Outcomes*

1. Apply excellent moral character and professional ethics to the practices of an organization.
2. Communicate effectively through writing, speaking, listening and electronic media by using the language of business coupled with interpersonal and communication skills to lead organizational groups in a physical or virtual presence.
3. Critically evaluate, analyze, and interpret information concerning human, intellectual, technological and material resources to solve problems and make business decisions occurring in both structured and non-structured environments.
4. Exhibit a rigorous understanding of core business operations reflecting an integration of functional perspectives.
5. Utilize methods which foster innovation in organizations and respond effectively to new circumstances, enabling organizations to realize the impact on products and processes.
6. Acquire and utilize knowledge of behavioral, policy, and strategic issues to improve the effectiveness of the organization.

▪ MBA Degree Requirements

- 36 credits
- At least 18 of the 36 credit hours earned must be earned in residence at the University of Dubuque.
- A minimum cumulative grade point average of 3.0 for all work completed at UD. A grade of C- or better in all courses taken.

➤ ***MBA Core Courses***

The Master of Business Administration is a 36-credit program. The core courses makeup 24 required credits: BUS 602 - Financial Decision Making (3 credits)

1. BUS 602: Financial Decision Making (3 credits)
2. BUS 620: Managing the Business Culture (3 credits)
3. BUS 626: Strategic Implementation (3 credits)
4. COM 622: Global Business Communication (3 credits)
5. COM 647: Stakeholder Engagement (3 credits)
6. BUS 665: Analytics for the Business Environment (3 credits)
7. BUS 668: Innovation & Change Management (3 credits)
8. BUS 693: Business Capstone Project (3 credits)

➤ ***MBA – General Business Specialization (12 Credits)***

9. BUS 651: Financial Management
10. BUS 681: Technology & Operations Management
11. BUS 690: Business Strategy & Innovation
12. COM 635: Integrated Marketing Communication

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

Master in Management – Communication Management (MMCM)

The Master in Management - Communication Management (MMCM) degree prepares professionals to design, plan, manage and monitor communication channels in organizations. The program serves multidisciplinary objectives; however, it is specific in training students on the managerial components of communication. The program offers the latest theoretical and practical applications in the field of managerial communication. Students will develop proficiencies in solving problems, creating two-way communication channels between employees and management, identifying and removing communication barriers, and facilitating communication between and within departments. Through real-life case studies, internships and in-class simulations, participants in the program will have a mastery of skills, tools and applications which provides an optimal communication environment for the organization. Ethics and social responsibility are core components in the MMCM graduate degree and are embedded in all the courses in the program. The MMCM is designed based on most recent market research and latest trends in communication and management. The MMCM offers a rigorous theoretical foundation of communication and management courses as well as provides a practical experience through internships, campaigns and specialized industry projects.

▪ **Program Mission**

The Master in Management program's mission is to help graduates develop an understanding and application of management practices and leadership skills in an organization. In addition to gaining practical competence in a specific field of study through a real-world work experience, graduates will be prepared to think strategically, integrate and construct new knowledge, develop intrapersonal and interpersonal competencies, and apply excellent moral character to the practices of an organization. Specifically, the mission of the Masters in Management - Communication (MMCM) is to prepare students for careers in a variety of businesses, where communication is essential to the success of the organization, as well as help students develop relationships through networking and mentoring opportunities.

➤ ***Program Goals***

- Lead and manage with in-depth knowledge in key areas of finance, human resources, operations and strategy.
- Exercise character and ethics in decision making.
- Communicate effectively across the global business landscape.
- Think and act both tactically and strategically in complex business situations.

- Facilitate two-way communication in organizations, build relationships between organizations and publics, and across cultures, interact with traditional, social and emerging media channels effectively, monitor change for forward planning.

➤ *Student Learning Outcomes*

1. Apply excellent moral character and professional ethics to the practices of an organization.
2. Communicate effectively through writing, speaking, listening and electronic media by using the language of business coupled with interpersonal and communication skills to lead organizational groups in a physical or virtual presence.
3. Critically evaluate, analyze, and interpret information concerning human, intellectual technological and material resources to solve problems and make business decisions occurring in both structured and non-structured environments.
4. Exhibit a rigorous understanding of core business operations reflecting an integration of functional perspectives.
5. Utilize methods which foster innovation in organizations and respond effectively to new circumstances, enabling organizations to realize the impact on products and processes.
6. Acquire and utilize knowledge of behavioral, policy, and strategic issues to improve the effectiveness of the organization.
7. Appraise organizational cultures with a clear conception of intercultural communication and corporate culture distinctions and respond with professional skills and analytic insight.
8. Employ public relations principles when planning and managing integrated marketing and social media strategies; as well as when problem solving and responding to communication crisis.

▪ MMCM Degree Requirements

- 30 credits
- At least 15 of the 30 credit hours earned must be earned in residence at the University of Dubuque.
- A minimum cumulative grade point average of 3.0 for all work completed at UD. A grade of C- or better in all courses taken

➤ *Required Courses*

The Master in Management – Communication Management is a 30 credit program. The courses required for the major are as follows:

1. COM 605: Managerial Communication (3 credits)
2. BUS 620: Managing the Business Culture (3 credits)
3. COM 620: Intercultural Communication
4. COM 622: Global Business Communication (3 credits)
5. COM 630: Effective Professional Communication (3 credits)
6. COM 635: Integrated Marketing Communication (3 credits)
7. COM 640: Public Relations (3 credits)
8. BUS 647: Stakeholder Engagement (3 credits)
9. BUS 668: Innovation & Change Management (3 credits)
10. GRAD 686: Field Experience Capstone Seminar (3 credits)

Graduate Course Descriptions

BUS 602 - Financial Decision Making (3)

The course focuses on basic economic and financial principles required to operate a business. Analysis techniques are quantitatively applied to examine the health of a business through the use of financial statements. Also, managerial decision-making applications are presented from the point of view of a firm (microeconomics). Utilizing the capstone simulation model and Comp-XM exam students will learn to analyze an organization's financial wellness. Upon completion of the course, the student will predict the cumulative effect of changing business inputs on key operating metrics, such as, inventory and labor costs, along with overall costs and revenue. Business simulation utilizing the Capstone Simulation Model and the Comp-XM exam are central to the course.

BUS 620 - Managing the Business Culture (3)

This course analyzes the factors and conditions in an organization that influence employee, unit, division, and corporate behavior and the integration of structure, strategy, policy, resources, and culture with the achievement of corporate goals and objectives. Topics include the analysis of HR functions in order to determine the best use of human capital in an organization; human behavior in organizations and problems; conflict analysis and resolution, understanding and managing formal and informal behavior; communication psychology and ethics; stress management; culture identification, culture analysis, culture change; and managing organizational change. Upon completion, students will identify and analyze factors which influence organizational conflict, and plan solutions to prevent or resolve them.

BUS 626 - Strategic Implementation (3)

This course focuses on the various elements of the strategic marketing orientation as a means to develop and implement an organization's strategic plan. Analysis of the external competitive environment, the organization's internal strengths and weaknesses, and the use of strategic planning methodologies will be placed in this course. Upon completion, the student will perform a market-oriented analysis of the internal and external environment of a firm, determine the appropriate business level strategy, and specify the appropriate governance structure.

BUS 651 - Financial Management (3)

This course focuses on the related financial processes necessary to manage the liquidity of the organization. Primary areas examined include cash collection, cash forecasting, working capital monitoring, credit policy formulation and enforcement, fundraising, and banking relations. Upon completion, the student will apply financial tools and observe the quantitative effect policy changes have on various liquidity measures.

BUS 655 - Business Simulation (3)

The course integrates various business disciplines into a formal business and implementation strategy. The course draws on information from the fields of accounting, economics, marketing, organizational theory, operations management, finance and international business. This information is integrated into a student developed business plan which is implemented through a simulation exercise conducted over the length of the course. Upon completion of this course, students will be able to effectively implement and defend a business plan responding to competitive actions in the marketplace.

BUS 665 - Analytics for the Business Environment (3)

Developing and implementing a systematic analytics strategy can result in a sustainable competitive advantage within an industry. This course provides practical strategies to collect data and then convert that data into meaningful, value-added information and actionable insights. Upon completion of this course, students will be able to contribute to higher level decisions within an organization. Being able to make sense of the overabundance of information around them will help students to predict future trends and will ultimately help them to make effective and efficient use of company resources.

BUS 668 - Innovation & Change Management (3)

This course examines the theories of innovation and change management within organizations to refine and expand student's current problem-solving skills and leadership abilities. Concepts covered include various leadership theories and models, leadership across cultures, leadership ethics and attributes, organizational change/development, and the role of the leader in establishing organizational culture and facilitating change. Methods include a mix of reading, discussion, case studies, team exercises and reflective exercises to achieve a better understanding of leadership and decision-making. Upon completion, students will assess, plan, and manage the process of change within an organization.

BUS 681 - Technology & Operations Management (3)

Examines the issues related to the management of operations processes that are used to design, manufacture, distribute, and deliver a product or a service throughout the entire value chain, in any industry group, spanning a spectrum from manufacturing to service. Examples and activities are drawn from multiple disciplines describing how technology has transformed and is continuing to transform business enterprises, large and small, domestic and global. Attention is given to the managerial processes which must be successfully performed to effectively and efficiently design, build, test, implement and deploy computer and communication based operations systems that support the enterprise's mission, goals, and strategies. Upon completion students will be able to perform various analyses including SWOT in identifying ways technology increases value, and serves as a change agent in transforming business processes and products.

BUS 690 - Business Strategy and Innovation (3)

This course focuses on the various elements of the strategic management process in analyzing the external competitive environment, the organization's internal strengths and weaknesses, and the use of these elements in creating, implementing and continually adapting the plan as required by the environment. Emphasis is also given to strategies necessary to support both process and product innovation. Upon completion, the student will perform an analysis of the internal and external environment of a firm, determine the appropriate business level strategy, and specify the appropriate governance structure.

BUS 693 - Capstone Business Project (3)

This course reinforces the core concepts of the MBA program curriculum. Students work with faculty and other students to formalize competencies, and then demonstrate competencies through an experiential simulation model. Participants apply their knowledge and skills under faculty guidance within an approved framework.

COM 605 - Managerial Communication (3)

The course provides a basic overview of managerial communication processes in organizations,. Course topics include: verbal and non-verbal communication, dyadic and organizational communication, intercultural communication, small-group interactions, conflict resolution, and the roles and relationships when managing negotiations, participating in meetings, and working in teams, as well as conducting interviews. Upon completion of this course, students will be able to describe, analyze, and explain key concepts, roles, and relationships in managerial communication practices.

COM 620 - Intercultural Communication (3)

This course examines the theories and models that govern the interactions among cultures with the aim of enhancing communication flow between them. In this course students will study commonalities, differences, and variations in cultural practices and their impact on intercultural exchanges in business, education, and media systems. Students will examine and assess the various definitions of cultures, subcultures, emerging cultures and in particular evaluate the new media impact on culture change. Upon completion of this course, students will be able to understand and explain

intercultural communication theories and models, compare and contrast media systems across cultures, and build effective two-way communication channels.

COM 622 - Global Business Communication (3)

This course concentrates on the relevance of global intercultural communication, its relationship to corporate culture communication, and their significance for global business in the new tensions between globalized and indigenous populations.

COM 630 - Effective Professional Communication (3)

This course focuses on presentation skills based on organizational theories and practices, as well as discussions on emotional intelligence. Students will examine and apply classic and contemporary accounts of effective presentations, facilitating meetings, and developing communication skills related to businesses. Upon completion of this course, students will be able to facilitate meetings, plan and organize events, and prepare and deliver professional presentations.

COM 635 - Integrated Marketing Communication (3)

This course examines underlying theory and best practices in communicating brand narratives that foster brand awareness, preference, and loyalty via an integrated marketing approach. The course will integrate advertising and marketing strategies to build optimal marketing communication programs. Students will examine developments in the integrated marketing communication field in light of their long-term potential, relevance to the target audience, and impact on marketing objectives. Upon completion of this course, students will be able to develop a comprehensive marketing communication campaigns, be able to do in-depth SWOT analysis, craft creative and persuasive content and provide means for campaign's assessment.

COM 640 - Public Relations (3)

This course examines the history of the profession, characteristics, skills, and ethics required of a public relations practitioner, and necessary communication methods to engage in the two-way dialogue between an organization and its targeted publics. Students develop a base-line knowledge of public relations research, planning, communication and assessments of communication campaigns and programs. Upon completion of this course students will define, plan, communicate, and assess a public relation case.

COM 647 - Stakeholder Engagement (3)

This course is designed to enhance one's skillset when it comes to understanding, influencing and persuading all of the internal and external stakeholders. Students will learn the essential elements of managing the supply-chain through relationships with vendors, outsourcing providers, customers, and colleagues. Securing the buy-in of individuals where you don't have direct authority can support a drive for operational excellence and continuous improvement. Upon completion of this course, students will possess the tools to increase buy-in and engagement of stakeholders relative to the needs of the organization.

GRAD 686 - Field Experience Capstone Seminar (3)

The field experience capstone seminar is the culminating experience for students studying in the master in management programs. Students will discuss topics and analyze case studies that highlight the various learning and development domains and dimensions identified by the Council for the Advancement of Standards in Higher Education that include:

- Knowledge acquisition
- Integration, construction, and application
- Cognitive complexity
- Intrapersonal development
- Interpersonal competence
- Humanitarianism and civic engagement
- Practical competence

UNIVERSITY POLICY HANDBOOK

Definitions and Terms

College: Includes all semester-based, on-campus undergraduate programs.

Faculty Member: Any person hired by the University to conduct instructional activities related to academic programs.

Graduate: Includes programs in Physician Assistant Studies, Communication, and Management.

LIFE: Refers to accelerated undergraduate and graduate programs for adults offered in Dubuque, IA; Cedar Rapids, IA; Meridian, ID; and Tempe, AZ.

Organization: Any number of persons who have complied with the formal requirements for University recognition.

Seminary: Includes all programs within the University of Dubuque Theological Seminary.

Student: Any person taking courses at the University of Dubuque including persons who are not officially enrolled for a particular term, but who have a continuing a relationship with the University.

Terms: “Shall” is used in the imperative sense. “May” is used in the permissive sense. “Policy” is defined as written rules or regulations of the University as found in, but not limited to, the Student Handbook and the Academic Catalog.

Title IX: Protection from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Traditional Residence Halls: Aitchison, Cassat, and Donnell Halls are the traditional on-campus residence facilities for students.

University: The University of Dubuque and all its programs and services related to undergraduate, graduate and Seminary studies.

University Community: Any person who is a student, faculty member, University official, or any other person employed by the University.

University Official: Any person employed by the University who performs assigned administrative or professional responsibilities.

University Premises: All land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the University, including adjacent streets and sidewalks.

Wendt Character Initiative

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

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

- People of **integrity** whose lives are characterized by truthfulness, honesty and stewardship;
- People of **justice** who treat all people fairly, respect diversity, and practice Christian love;

- People of **compassion** who live by the Golden Rule in service of others.

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

The Lester G. Wendt and Michael Lester Wendt Character Initiative at the University of Dubuque was established in March 2004 and made possible by a generous memorial gift from the son and daughter-in-law of the late Lester G. Wendt and the parents of Michael Lester Wendt. In so doing, the donors wished to advance those principles of living and working exemplified by Lester and Michael that informed their concerns for lives of purpose and character.

▪ Diversity and Christian Love at the University of Dubuque

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

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

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

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

▪ Community Standards

Grounded in the University’s Mission, life in UD’s 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.

▪ Off-Campus Co-Curricular Disclaimer

Students and faculty at the University of Dubuque are encouraged to take advantage of the diversity of educational opportunities and experiences available within the vicinity of the University. Students will be encouraged to attend campus events and, from time-to-time, to engage in off-campus activities that supplement on-campus instruction and activities. Students will often be required to provide their own transportation to and from off-campus activities and events that occur. Students are required, as a condition of their enrollment, to assume all risk and liability associated with their transportation to and from, and attendance at, off-campus experiences whether for required or voluntary activities.

▪ Academic Life at the College

The University of Dubuque's goal is to provide you with a high-quality education. We will help you acquire the knowledge and skills that lead to a rewarding career. We will also encourage you to lead a meaningful life centered in service to the campus, your future community, and the world.

There are opportunities to learn and grow everywhere. Getting an education involves learning about yourself and about what it means to be human. This can often be a challenge, but one of the great things about the UD community is that we are committed to helping you through this process of growth and change. You have joined a community of students and educators who are all learning. You will gain experience working on individual assignments as well as collaborating on projects as part of a team. You'll learn to think about your thinking; to question ideas that you have always taken for granted; to explore the foundations and implications of your attitudes; and to appreciate the insights of other people and cultures as they have searched for meaning, understanding, and hope. Throughout, study at the University of Dubuque takes place in a community where, as our vision says, "Christian commitment, intellectual integrity, and academic excellence are the basis for learning."

We expect great things of you. We expect that you will contribute frequently to classroom discussion. We expect you to wrestle with new ideas and present ideas of your own. We also know that you will make mistakes along the way. Each honest mistake is an opportunity for reflection and learning. Lifelong learning is our goal for you, and our standards are high. We will challenge you to develop your full potential. Education is a privilege. Students who are granted this privilege have a great opportunity, as well as a great responsibility, to use their education to be productive and contributing members of society.

➤ *Academic Integrity*

The University of Dubuque expects students to be honest in academic matters. We expect each person on campus to be forthright and direct and to value integrity in all his/her dealings. Activities and attitudes should be consistent with high academic standards, Christian commitment, and with the Mission and Values of the University.

Please see the Violations section for appropriate definitions, procedures, and possible sanctions related to Academic Dishonesty.

➤ *Access to Student Records*

The (FERPA) policy affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the Registrar, Dean, Head of the Academic Department, or other appropriate official, written requests that identify the record(s) they wish to inspect.

The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, the official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes to be inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person, company, or agency with whom the University has contracted (such as an attorney, auditor, or collection agent); a person on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in

performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to refuse to let the institution disclose designated directory information. The University has designated the student's name, UD assigned e-mail address, academic program, academic level, current enrollment status, attendance dates, degrees and awards received as directory information. If a University student does not want any or all the information designated as directory information, he/she must complete the Non-Disclosure Form (available in the Registrar's Office).
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

➤ ***Electronic Devices in the Classroom***

The University of Dubuque aims to provide an optimum environment for teaching and learning. To this end, we encourage all members of the campus community to be considerate in their use of cell phones and other electronic communication devices. No conversation on a cell phone should take place when a class, meeting, or other public event (such as convocation or concert) is in progress. In general, all electronic devices should be turned off inside the classroom. When it is necessary to leave such devices turned on, however, all members of the University of Dubuque community should make every effort to receive only non-audible signals. Faculty members may establish specific policies for the use of electronic devices in their classrooms. Students will be informed of the policies by the individual instructor at the beginning of the term.

▪ **Grievance Procedures**

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

➤ ***Issues and Disputes Covered Under Their Own Process:***

1. Requests to review and challenge contents of student records (see Family Educational Rights and Privacy Act and Access to Student Records section).
2. Grievances or concerns involving harassment or discrimination on the basis of race, color, religion, sex, age, national origin, disability, or Vietnam-era veteran status (see Values and Values Violations section).
3. Grievances relating to sexual harassment (see Sexual Harassment Policy Title IX section).
4. Appeals of disciplinary actions not covered by written policy in a specific program of study's Student Handbook (e.g., Physician Assistant Studies). Appeals of this nature will be submitted to the Dean for Academic Affairs, Graduate and Adult Studies, unless the Dean is a direct participant in the appeal. Where this may be the case, the appeal or petition will go before the appropriate Curriculum, Academic Standing, and Admission Committee (CAAC) – adult undergraduate or graduate-- in consultation with the Vice President for Academic Affairs,
5. Appeals or petition regarding instructional or academic issues not covered by written policy in a program of study's Student Handbook. Appeals for these issues will be submitted to the Dean for Academic Affairs, Graduate and Adult Studies, unless the Dean is a named party in the appeal. Where this may be the case, the appeal or petition will go before the appropriate CAAC in consultation with the Vice President for Academic Affairs,
6. Complaints that, on their face, are not subject to possible resolution in a student grievance context. (An example would be a student complaint where the student's requested relief is prohibited by state or federal law.)

Use this form to document your grievance. This form serves as the written grievance for informal and formal resolution, though it is possible to resolve your grievance without going through both levels. For information about this process, please refer to this Student Grievance policy in the **LIFE** Student Handbook. The policy and form may also be found online at: [Dubuque Student Grievance Policy | University of Dubuque \(dbq.edu\)](https://www.dbq.edu/student-grievance-policy)

A Grievance reported on this form may include, but is not limited to, complaints alleging:

- a. unfair treatment by an employee of the University,
- b. errors in the assessment of fees or other financial obligations,
- c. registration errors, and/or
- d. loss of financial aid eligibility.

➤ ***Informal Resolution***

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

➤ ***Formal Complaint Resolution***

1. When appropriate, students are encouraged to work with their academic advisor and other parties involved to arrive at a solution before filing a formal complaint. If the student desires to request a formal complaint, the complaint is submitted to the **LIFE** Program Director, or their designee, for evaluation.
2. The **LIFE** Program Director, or their designee, will review and act on the issue within fifteen (15) business days of receipt.
3. The student may elect to appeal the Graduate Program Director's decision to the Dean for Academic Affairs, Graduate and Adult Studies, unless the Dean is a named party in the appeal. Where this may be the case, the appeal or petition will go before the CAAC in consultation with the Vice President for Academic Affairs. Once the Dean, CAAC and VPAA have decided a case, the complaint is no longer appealable.

The University of Dubuque main campus is located in Iowa. Students may also file a complaint with Iowa College Aid Commission.

Iowa College Aid Commission

475 SW Fifth St, Suite D

Des Moines, IA 50309

Phone: (877) 272-4456

Website: <https://iowacollegeaid.gov/StudentComplaintForm>

▪ Student Grievance Form

To submit a grievance, please complete the following information or visit:

[Dubuque Student Grievance Policy | University of Dubuque \(dbq.edu\)](#)

*First name:	
*Last name:	
*UD Student ID #	
*Phone number (cell):	
Phone number (work):	
*Street address:	
*City:	
*State:	
*Zip code:	
*Email:	

[*indicates a required field]

Resolve

Have you tried to resolve the problem informally with the person(s) alleged to have caused the grievance or with the direct supervisor?

☐ Yes

☐ No

Incident Description

Please include names of other persons involved, departments, any witnesses and support documentation. If additional space is needed please use another sheet of paper and attach to this form.

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Solution

What are you requesting as a proposed solution?

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Safety and Campus Security: 911 or (563) 589-3333

▪ Emergency Procedures

Emergency and non-emergency calls from residence facilities for fire, police, or ambulance assistance or services should be directed through the Campus Safety and Security at x3333 (UD Phones) or 563-589-3333.

If a situation requires immediate action, the local emergency service number should be contacted (911); then, if able, call Safety and Security x3333 or 563-589-3333.

➤ *Emergency Telephone:*

Campus Phones: 9-911 and x3333

Personal Phone: 911 and (563) 589-3333

If you feel unsafe or are faced with an emergency, use the emergency telephones located around campus. The telephones have a blue light on top and are labeled "Emergency." To operate emergency telephones, press the red button and the Safety and Security staff will immediately know your location and assist.

Smith Hall does not have an exterior phone, but the lower entrance is always unlocked and Security is always available in their office or by using the red Security phone located outside the Security Office.

▪ Fire

The purpose of the fire alarm system is to alert occupants of the building of the need to evacuate. The fire alarms and fire equipment (i.e., extinguishers) are to be used only in case of fire. Please be advised that tampering with fire alarms and equipment is a violation of Iowa state law as well as University policy. Offenders are subject to university disciplinary action as well as criminal prosecution.

- Upon hearing the fire alarm sound in the room/facility, all occupants should follow these procedures:
 - Keep low to the floor if smoke is in your room/facility.
 - Close windows.
- Before opening the door:
 - Feel the knob. If it is hot, do not open the door. If the knob is not hot, brace yourself against the door, and open it slightly.
 - If heavy smoke or fire is present, close the door and stay in the room/facility.
- If you can leave the room/facility:
 - Take headcount of class members
 - Leave by the nearest safe exit.
 - Do NOT use an elevator.
 - If ALL exits are blocked, return to your room/facility.
 - Once outside, quickly move away from the building at least 300 feet.
 - Do not return to the building until signaled by staff to do so.
- If you CANNOT leave the room/facility:
 - CLOSE door.
 - Seal cracks around the door with towels, bed clothing, or anything else you can find to help keep out smoke.
 - Open window.
 - Do NOT jump if you are above the second floor.
 - Hang something from the window to attract attention or shout for help.

▪ Severe Weather

A Tornado Watch implies the possibility of a tornado and high winds in the immediate area.

A Tornado Warning means that a tornado has been sighted in the area and shelter should be sought immediately.

In situations involving a severe weather warning, such as a tornado warning, you should immediately proceed to the lowest level of any building you happen to be in. DO NOT go outside to check the weather. Try to stay in the center of the building. Stay away from windows and exterior doors. At the end of the severe weather event, wait for an “ALL CLEAR” before returning to your room.

Nearly all of the buildings on campus have “SEVERE WEATHER SHELTER AREAS” marked with signs. Become familiar with them now before you need the information. The best way to insure your survival is to be aware.

▪ Medical Emergencies

If there is any need for which you believe emergency medical assistance is necessary, please call 911 immediately (9-911 on UD campus phones) or UD Campus Security at (563) 589-3333 (x3333 on UD campus phones). The UD Medical Coordinator should be notified at (563) 589-3360 of any medical emergency or condition which occurs on campus or with a UD student.

▪ Involuntary Medical Withdrawal

The University reserves the right to withdraw a student if it feels that the safety of the student and/or its members could be jeopardized and has documented information which could suggest a serious medical condition that has obstructed one’s educational attendance or participation in a designated semester. A recommendation in favor of an involuntary medical withdrawal will be submitted to the Vice President for Academic Affairs. Recommendations for Involuntary Medical Withdrawal are made only after extensive involvement with a student in an effort to support voluntary withdrawal has been established and after alternative actions have been exhausted.

Student Services

▪ LIFE Admission Office, Dubuque, IA: (563) 589-3939

The **LIFE** Admission Office is located in room 229 of the Myers Teaching and Administrative Center. The Director of Admission works with prospective UD **LIFE** undergraduate and graduate students to provide the best possible service as they go through the enrollment process. **LIFE** students have an onsite academic advisor to assist with degree planning and registration. For phone numbers to the other **LIFE** locations see the phone directory in the back of this catalog. For other **LIFE** locations contact information, see page 2 of this catalog.

▪ Academic Success Center (563) 589-3262

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

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

▪ Alumni/Alumnae Association: (563) 589-3351

The University of Dubuque Alumni/Advancement Office is your connection to UD for life! Our goal is to help you stay connected with UD and your Spartan classmates long after graduation. Did you know you can take advantage of the alumni office as a student? The Alumni Office can help you network with alums online, via Linked In, through Phon-a-thon, and a variety of campus events.

Don’t wait until graduation to meet the alumni office! We’d love to meet you, learn about your experiences as a student at UD and share your story with other alums. Plus, we may be able to connect you with alumni who can provide guidance

to you as a student. Don't wait until graduation to meet the alumni office – stop by anytime! The Alumni Relations office is located on second floor of Van Vliet Hall.

Connect with us any of the following ways:

Phone: (563) 589-3351

Email: udalumni@dbq.edu

Facebook: facebook.com/udoaa

Twitter: [@UDSpartanNation](https://twitter.com/UDSpartanNation)

LinkedIn: [University of Dubuque Alumni & Friends](https://www.linkedin.com/company/university-of-dubuque-alumni-&-friends)

▪ **Athletic and Recreational Facilities: (563) 589-3224**

The University has a number of facilities accommodating a variety of indoor and outdoor sports and recreational activities. Throughout the year, a number of intramural sports competitions are held. For all athletic venues and the Chlapaty Recreation & Wellness Center (CRWC), the hours of operation are posted each semester and summer. Any student wishing to use an athletic venue must present a valid UD student ID. Groups wishing to reserve an athletic venue, including the CRWC, should contact the Assistant Athletic Director at drrunkle@dbq.edu.

▪ **Babka Bookstore: (563) 589-3131**

The Babka Bookstore is located in Peters Commons and has two locations. The main location is across from the Smeltzer Dining Hall on the first floor and the textbook area is located in the lower level. The first floor area has a huge variety of UD apparel and many other items such as school supplies, stamps, and greeting cards. The lower level is open to sell textbooks to students all year long. Hours vary during the academic year.

▪ **Campus Ministry: (563) 589-3582**

The University is affiliated with the Presbyterian Church (U.S.A.), a tradition that has emphasized and valued higher education out of theological conviction. The campus ministry for college students is nurtured and guided by the Edwin B. Lindsay Chaplain, with offices located in Blades 203.

▪ **Child Care**

For **LIFE** students attending one of the remote **LIFE** locations, UD will reimburse the student for the cost of child care incurred on the night the student is in class. For details, contact the academic advisor for that site and they can help you obtain the paperwork.

▪ **Commencement / Graduation**

The commencement / graduation ceremonies are held each year in May and December for all students who have completed their specific degree requirements. Please see the Registrar's Office page on the University of Dubuque website for graduation requirements, application and deadlines. [Graduation Information | University of Dubuque \(dbq.edu\)](https://www.dbq.edu/graduation)

▪ **Copying Services**

Photocopy machines are available for students' personal use on the main floor of the Library. Copies are \$.10 per page.

▪ **Counseling Services: (563) 589-3360 or (563) 589-3333**

The University has a variety of short-term personal counseling and support options available to assist students who have specific emotional, social, academic, spiritual, vocational, sexual, or personal concerns. Also, confidential HIV testing and counsel are provided to UD community members through this service, please review the AIDS Policy within the Student Handbook for more details.

Members of UD's Counseling Services are trained for a variety of counseling and support service needs. Short-term personal and career counseling is confidential and is provided at no cost to students. However, if a student is in need of long-term psychotherapy and treatment planning or immediate inpatient mental health services, an appropriate recommendation and referral will be provided upon request. This confidential and professional referral is provided at no

cost to students. To reach a counselor after hours, on weekends, or holidays, please contact UD's Safety and Security office at (563) 589-3333 and you will be connected to a counselor upon request in a confidential manner.

For more information, visit the **Smeltzer-Kelly Student Health Center**.

University of Dubuque
Smeltzer-Kelly Student Health Center
1994 Grace Street
Dubuque, IA 52001
Ph: (563) 589-3360
[Website: Smeltzer-Kelly Student Health Center](#)

▪ Facilities/Room Reservations: (563) 589-3868

Neither an on-campus event, academic or sport camp, University-sponsored activity, nor the use of University facilities by off-campus guests, speakers, or agencies will be designated a University event or appear on the UD Master Calendar unless authorized by, and scheduled through, the Office of Scheduling and Event Planning. Application and authorization for any event must first be submitted and approval obtained prior to either contracting for an event or making commitments for University facilities.

For additional information contact Taryn Kafer, the Director of Scheduling and Event Planning in the University Public Relations Office in the Myers Center, via e-mail at TKafer@dbq.edu or by phone (563) 589-3868.

▪ Financial Planning: (563) 589-3170

The Office of Student Financial Planning, located on third floor of the Charles and Romona Myers Administrative and Teaching Center, administers federal, state, and institutional programs designed to assist students in meeting educational costs. Students must meet the satisfactory progress requirements defined in the University catalog in order to retain financial aid. Students must reapply for financial aid each year by submitting the Free Application for Federal Student Aid (FAFSA). The institution priority deadline is April 1st and students are advised to be alert to campus publications for other deadlines. Financial Planning staff members are available to answer questions regarding loans, grants, scholarships, changes in family situation, preparation of budgets, and evaluation of family resources. Students have online access 24/7 to their financial aid information using the My UD portal. Appointments are encouraged for financial planning issues. For specific information regarding dropping or adding classes, withdrawal from a class, etc., see the appropriate policy section of the University catalog. Contact email: finaid@dbq.edu

▪ Health Center: (563) 589-3360

➤ *SMELTZER-KELLY STUDENT HEALTH CENTER*

University of Dubuque's Smeltzer-Kelly Student Health Center promotes the health and wellness of the University community and empowers students through education and promotion of services for optimal lifelong health and wellness.

The Smeltzer-Kelly Student Health Center, which opened fall 2020, is conveniently located near the intersection of Grace and Algona streets at 1994 Grace Street. The following services are offered:

- Primary Health Care
- Brain Health and Counseling Services
- Dietary and Wellness Educational Services

The Smeltzer-Kelly Student Health Center's office hours are 8:30 a.m. to 4:30 p.m. Monday, Tuesday, and Thursday; 9:00 a.m. to 6:00 p.m. Wednesday; and 8:30 a.m. to 3:00 p.m. Friday. Outside of these hours, students can obtain health services through UnityPoint Health-Finley Hospital.

For more information on services and appointments, please call (563) 589-3360 and/or visit our website: [Smeltzer-Kelly Student Health Center](#).

▪ Identification Cards: (563) 589-3333

All students are required to carry a University of Dubuque photo ID card. ID cards are needed to access the remote **LIFE** sites after 5 pm., check out books at the library, to enter the CRWC, and for free admission to the Stoltz Sports Center and home intercollegiate athletic events. Every student receives an ID card when he or she first registers for classes. If cards are lost or damaged, they can be replaced for a \$25.00 fee in the Safety and Security Office.

▪ Library: (563) 589-3100

Charles C. Meyers Library

Website: [Charles C. Myers Library](#)

Facebook: [Charles C. Myers Library Facebook](#)

Twitter: [@myerslibrary](#)

Phone: (563) 589-3100

The Charles C. Myers Library is an integral part of student learning at the University of Dubuque, providing students with a high-quality collection and reference librarians dedicated to teaching them how to find, evaluate and use those resources. The beautiful building is a center for learning on campus, encouraging group and individual study and providing the databases, books, and journals students need to be successful in research assignments.

In the age of digital information, the library is both a physical and a virtual space. Professors often provide specific links to library resources that are needed for research assignments in their Moodle pages. Librarians also provide support through classroom instruction (both physical and virtual) and online research guides. In addition, reference librarians are available for individualized research assistance Monday through Thursday from 8:00 am- 8:00 pm (CST) and Friday from 9:00-noon (CST) or through email at reference@dbq.edu.

▪ Lost and Found: (563) 589-3128

UD's main campus Lost and Found is located in the Student Life offices on the second floor of Peters Commons. Students are encouraged to check with Student Life (563) 589-3113 or Security (563) 589 -3333 if they have lost an item. You may also report any items you have lost to Student Life and in the event they are turned in, you will be notified via email to retrieve them. All items not retrieved after 60 days will be donated or disposed. If attending another location check with the front desk for any items you may have misplaced.

▪ Registrar's Office: (563) 589-3148

The Office of the Registrar is located on the third floor of the Charles and Romona Myers Center. This office maintains academic records for all students. These records are updated as additional credits are earned. Students register for classes, drop or add courses as necessary, make directory information changes (such as address, name, parents' address, and phone numbers), and formally change advisors and major areas of study through this office. Forms for veterans and other persons eligible for veteran's benefits are initiated and maintained by the Office of the Registrar. This office also certifies enrollment for social security, vocational rehabilitation, and social services. Other responsibilities of the Office of the Registrar include posting of grades, issuance of transcripts, evaluation of transfer credit from other colleges and universities, and certification of students for graduation and academic honors.

▪ Technology

➤ HelpDesk: (563) 589-3737

The University offers a Technology HelpDesk on the first floor of the Van Vliet. The HelpDesk is staffed from 8:00 a.m. through 5:00 p.m., Monday through Friday, excluding University holidays. To report computer or telephone problems, call (563) 589-3737 or email helpdesk@dbq.edu.

For **after-hours** and **weekend** support, email or voice mail messages can be left for the HelpDesk.

Note: The Office of Technology staff monitors HelpDesk emails after hours and on weekends. Voice mail messages left after hours will not be addressed until the next working day.

If you experience widespread technology-related difficulty (network, Internet, e-mail, or phone down) outside of normal working hours, Security may be contacted at (563) 589-3333. They will contact the appropriate staff to resolve the problem.

➤ *Computer Labs*

The University main campus offers six computer labs for student and faculty use:

Jackaline Baldwin Dunlap Technology Center	TECH 103	33 workstations
Jackaline Baldwin Dunlap Technology Center	TECH 111	25 workstations
Charles and Romona Myers Center	MTAC 151	25 workstations
Charles C. Myers Library	LIB 106	29 workstations
Library Academic Support Center (ASC)	LIB 218	10 workstations
Library Multimedia Center	LIB 212	9 workstations

There are also 26 public workstations available in the **Charles C. Myers Library** for student and faculty use. All workstations are fully networked and provide Microsoft Windows 7, Microsoft Office 2013 Professional, student applications, and access to the Internet. Some labs are also used for teaching, but may be available when class is not in session. The hours of operation for each lab are posted at their respective entrances and on the Technology website. All labs have network printers available.

Note: The Library Multimedia Center has a flatbed scanner and a color laser printer. There is another color laser printer available in the hallway outside the Academic Support Center on the second floor of the Library. Printing to a color printer will use more print counts than printing to a monochrome printer.

➤ *Wireless Access*

The entire University campus is wireless. If you have problems connecting, please contact the Help Desk at (563) 589-3737 for assistance. Students and staff should login to the UD-Wifi account (not UD Guest).

➤ *Computer Usage*

By signing the "Agreement for Use of the Computer System," you will be able to take advantage of all the privileges of using the University of Dubuque's computer and telephone systems. These services include:

- Microsoft Office Applications (Word, Excel, PowerPoint, Access, Publisher, and FrontPage)
- Research programs/Library catalogues
- Adobe Acrobat Reader
- Network storage space for your files (access locally and via Internet)
- Internet access
- Opportunity to post a personal web page
- University email account (access locally and via Internet)
- Voice mail (if requested)

➤ *Getting Started*

Requirements for accessing high speed internet in the residence halls:

- A PC or laptop with Windows 7 & or Windows 8.
- A network interface card (NIC) or wireless NIC card.
- An Ethernet cable to attach to the network port in your room when not using wireless (optional.)
- Knowledge of your network username and password.

Your computer must to meet five basic requirements before you can connect to the University Network and gain Internet access:

1. The latest Windows service packs and critical updates for your operating system.
2. Antivirus software.
3. The most recent virus definition files for your virus software.
4. Spybot Search and Destroy. This is a free download.
5. The most recent spyware definition files for your spyware software.

In order to determine that your computer meets these requirements, you must run a Client Security Agent (CSA) which will scan your PC for the five basic requirements. The results of the scan must indicate that all requirements are met before

connecting to the Internet. If any of the basic requirements are not found during the scan, you will be provided with a link to download the appropriate programs or files. Please note that once programs are downloaded, they will need to be installed before the CSA will recognize that they are there.

Documentation and instructions on this process are at the UD Help Desk Office (lower level of Van Vliet Hall), in the Technology area of the UD website at: [Office of Technology \(dbq.edu\)](http://dbq.edu/Office of Technology)

➤ *Print Counts*

Please note in the Acceptable Use Policy, under Access, Item #6, 250 prints will be allotted to each student per semester at no charge. When this allotment is diminished, additional print counts of 250 each can be purchased from the Cashier's Office, third floor Charles and Romona Myers Center. Print counts carry over from one semester to the next. Printing to a color printer will use more print counts than a monochrome printer.

▪ **Vocation & Civic Engagement (563) 589-3724**

Students and alumni from all departments of the University have access to vocational and civic engagement opportunities through a collection of online library resources. Vocational and Civic Engagement services are located within the Center for Advising and Vocation, ground floor of Peters Commons. In addition, Vocation and Civic Engagement Services provide self and exploratory assessments regarding individual interests, abilities, strengths and values; using co-curricular, service-learning, and work experiences to explore options and build a repertoire of marketable skills; learning how to make meaningful decisions; and eventually in developing transferrable skills for satisfying opportunities.

Other services include assistance with online databases of information and resources on internship, and/or exploratory learning opportunities; resources on networking fairs at local, regional, and national levels; in-class topical presentations to prepare for the life after college experience; on and off-campus recruitment and networking opportunities; assistance with interview skills, resume, vitae, and portfolio; and campus educational programming relevant to vocational development.

The Center for Advising and Vocation at the University of Dubuque is committed to assisting current and prospective students, as well as alumni, in developing, evaluating and initiating an effective plan. For further information about activities, events, programs, and services offered, please contact (563) 589-3724, or visit the website at: Center for Advising and Vocation

Additional University Policies and Procedures

This section contains policies and regulations that will help students understand their rights and responsibilities. It is important to understand that, in addition to specific University policies, all local, state, and federal laws pertain to behavior on campus. Students are responsible for familiarizing themselves with the rules and regulations outlined in this handbook. Students are expected to be responsible for their own behavior at all times.

People who live in communities generally find it necessary to establish rules and regulations governing their behavior. Whether the rules are elaborate codes of law or simply unwritten norms of acceptable behavior, those rules of society are established to afford the greatest safety and comfort possible to the members of the community. In this regard, the University community is not unlike other communities. Written and unwritten standards of conduct have been established over the years to allow the collective group of scholars and students the opportunity to pursue knowledge within a compatible environment. Students at UD are expected to act as good citizens by exhibiting respect for order, morality, personal honor, and the rights of others. The University also expects that in all relationships, students will be guided by a mutual concern for each other's integrity, needs, and feelings. Not only should students be concerned about their own behavior, they should extend support and direction to fellow students whose behavior appears harmful to themselves or the community.

A mutual respect for property (personal and University), individual rights, freedom of expression, due process, freedom of access to University buildings and services, and intellectual growth and development is essential for the wellbeing of the college community.

The University reserves the right to implement its student conduct system for illegal acts of local, state and federal laws, wherever these acts are committed, and for violations of University policies. Nothing contained herein should be deemed a limitation upon the expressed and implied powers or duties of the University of Dubuque's Board of Trustees or the Administrative Officers of the University.

▪ AIDS Policy

AIDS (acquired immune deficiency syndrome) and positive HIV (human immunodeficiency virus) continue to be in the limelight. With the numbers still increasing, and our understanding of the disease still evolving, the need for education, prevention, and treatment is a major health care and higher education focus.

Looking at the latest information available about the AIDS virus, we find that it can be transmitted in the following ways:

- Through sexual intercourse (homosexual and heterosexual);
- Through use of contaminated needles by drug abusers (mind-altering and steroid);
- To infants from infected mothers in utero, or through infected breast milk;
- Through contaminated blood products or transplants, however, with the increasing reliability of prescreening and testing, this possibility is very minimal; and
- Through exposure to contaminated blood through an open wound (this is rare and of main concern to health care workers.)

An exchange of body fluids must occur. AIDS is not transmitted by airborne particles and does not survive well outside of the body. No cases of casual contact have occurred, even among family members providing direct care to AIDS victims.

We have learned many things about AIDS, and while treatments and early care have greatly increased longevity, no cure has been found. Prevention of infection continues to be the focus. Much has been done to decrease the amount of overt discrimination to which an infected individual is subjected. In light of this, the University of Dubuque has adopted the following guidelines. It is the policy of the University of Dubuque to respond on a case-by-case basis to any known case of the disease. Due to the uniqueness of each case, there is no predetermined way any particular case will be handled. Through set guidelines, we hope to provide consistency, fairness, and accountability.

Access to Facilities

Students with known HIV infections or AIDS will be allowed to attend the University in regular classroom settings and will be eligible for all academic rights, privileges, and services provided to students. This includes University housing, access to the dining hall, and the use of athletic facilities.

Confidentiality

All information will be kept in the Smeltzer-Kelly Student Health Center. HIV testing or the diagnosis of AIDS shall remain confidential until the individual gives written and specific consent when and with whom the information shall be shared. The information will not be disclosed to staff, faculty, family, or students, including roommates, unless permission is granted. The only (rare) exceptions will be those agencies, as specified by law, public health officials (case reporting), blood banks, and organ-procurement agencies. Should a case be present in which there is a clear, specific danger of transmission that can be demonstrated by competent medical evidence, the assistance of the local public health officials shall be enlisted.

HIV Antibody Testing and Counseling

HIV testing and counseling are available to all students through UD's Counseling Services. The testing is confidential and a free service. To schedule an appointment or for additional information, contact the Smeltzer-Kelly Student Health Center at (563) 589-3360.

Housing

Students with known HIV infections or AIDS are permitted to live in University housing. No information regarding a resident's condition will be shared with anyone unless written permission is granted by the resident. Residents may choose to inform their roommates and the Director of Housing about their status. However, they have no obligation to do so.

No special priority is given to residents requesting room changes strictly because of the concern of becoming infected by the HIV virus. All residents are required to follow proper room change procedures. Staff may encourage concerned residents to seek AIDS information for more clarification, if needed. Requests for single rooms, or approval to live off-campus, will be given due consideration for students infected with HIV because they may be at an increased risk of acquiring infections. Students requesting special housing status will be judged on a case-by-case basis. As with any other serious mental or physical health condition, residents may be asked to leave because they are not receiving sufficient medical treatment and/or because they are detrimental to the educational living environment of the rest of the community.

For housing concerns, contact the Director of Housing or the Dean of Student Formation. The University is committed to a living environment free from abuses, intimidation, or harassment where everyone is treated with respect and courtesy, including staff members.

Intercollegiate Athletic Program

No student shall be forbidden to participate in any athletic program (varsity or intramural) solely on their HIV status. Students are not required to inform coaches or teammates. However, entering varsity athletes are required to have a physical examination before being allowed to play (HIV testing is not required.) We encourage any athlete who is HIV positive, or who has any chronic health problem, share this information with the Health Services Administrator in a confidential manner. Each case must be decided on an individual basis to ensure that playing a sport will not be detrimental to the individual. Should any student sustain an injury in which bleeding is present, the athletic trainers and coaches shall have the means and education available to prevent possible transmission of illness.

Responsibility of Infected Individuals

Individuals who are infected with HIV, or who have a reasonable basis for believing that they are infected with HIV, must conduct themselves responsibly for the protection of themselves and other members of the University community.

Medical Treatment and Psychological Follow-Up

The UD Counseling Services shall assist the student to make provisions for medical, psychological, and support services that promote the best physical and mental health of persons with HIV infection. If these services are beyond the scope of comparable services provided on campus, the University shall identify other care providers who will see students by referral.

▪ **Alcohol, Tobacco, and Other Drugs**

Mission: The University of Dubuque is committed to stewardship of all God's human and natural resources.

➤ **University Policy**

The following is the University policy regarding the use of alcohol, drugs, and tobacco:

- Students are expected to abide by all Iowa state laws and statutes regarding the use, possession, distribution, and consumption of alcoholic beverages. In order to consume alcohol legally in the state of Iowa, you must be 21 years of age.
- Alcohol use, possession, distribution, and/or consumption or possession of an alcohol container on the University campus or at any activity off-campus that is sponsored by any University organization, department or group is strictly prohibited. The President, or appropriate designee, may approve exceptions to this prohibition to allow possession or consumption of alcoholic beverages by persons of legal drinking age at designated special events. For clarification regarding this policy, please contact the Dean of Student Formation. No alcoholic beverages may be present at any activity for the purpose of initiation, admission into, affiliation with, or as a condition of continued membership.
- Illegal drug use, possession, and distribution (including the abuse of prescription or over-the-counter drugs) and any paraphernalia related to illegal use, is prohibited.
- University personnel may, at times of concern for a student's welfare, notify a parent(s)/legal guardian(s) of a student under 21 years of age in writing and/or by phone when alcohol or drug violations of University policy occur.
- The Iowa Clean Air Act bans the use of tobacco in all indoor and outdoor spaces on the campus. For details, please refer to the section on Tobacco in the Student Handbook.
- No advertising may be displayed that explicitly or implicitly invites students to events, on or off campus, where alcohol will be served.

➤ *Iowa Laws Relating to Consumption of Alcohol*

The following is only a partial list of the pertinent alcohol-related laws:

- Persons under the legal age (21 years) are prohibited from purchasing or possessing alcoholic beverages (I.C.A. 123.47).
- It is unlawful to sell, give, or otherwise supply alcoholic beverages to a minor (anyone under 21 years of age) (I.C.A. 123.47 and 123.47A).
- Those under the legal age may not present false evidence or misrepresent their age to a vendor or licensee for purposes of obtaining alcoholic beverages [I.C.A. 123.49(3)].
- No person may sell or give alcoholic beverages to an intoxicated person [I.C.A. 123.49(1)].
- Anyone under the age of 21 who is caught driving with a blood alcohol level of .02 or more will lose their driver's license or permit for up to 60 days. Temporary driving permits for school, work, or any reason, will not be issued during the suspension period.

➤ *Alcohol and Drug-Related Counseling*

The University understands the need for strict adherence to the law in cases involving alcohol, drugs, and other addictions. However, as part of its *Mission*, the University also practices compassion toward those with abuse and/or dependency of a substance or other addictive disorders. To this end, University officials will try to assist students in receiving professional counseling and/or treatment to support them in becoming productive members of the University family and society. Students in need of services due to abuse and/or dependency of alcohol, drugs, or other addictions are welcome to contact the **Smeltzer-Kelly Student Health Center** at (563) 589-3360 to assist with a confidential and professional referral to an appropriate service within the tristate area or through the student's preferred provider within their insurance plan. The referral service is provided at no charge to the student. The Smeltzer-Kelly Student Health Center does not provide treatment for alcohol, drugs, or other addictions. However, the health center has strong partnerships with area resources such as: Substance Abuse Services Center (SASC), Hillcrest Family Services, Turning Point Treatment Center, area hospitals and clinics, intervention services, and other alternative providers.

**For more information and a list of area resources, contact the
Smeltzer-Kelly Student Health Center at (563) 589-3360.**

▪ Substance Abuse Policy for the Student Athlete

*Student-Athlete(s) [aka: Student-Athletes, Student Managers,
Student Coaches, Work Study (including First Aiders), Mascots, Cheerleaders]*

Philosophy: One of the greatest challenges facing society today is finding new and creative ways to control the increasing use of drugs and alcohol among students. The University of Dubuque's Athletic Department recognizes the health risks and danger associated with the use of unlawful, illicit drugs and alcohol, and proposes the investitures of random drug testing to help control the temptation presented to many of our students. Colleges presently drug test under the approval of the NCAA, and private industry and businesses drug test prospective and present employees.

Individuals under the influence of drugs and alcohol provide a threat to the safety and the health of themselves and to others participating with them. They risk destruction of various body organs, addiction, the threat of diseases contracted through the use of non-sterilized paraphernalia, behavior modifications, and performance below their fullest natural ability levels.

The drug testing program will not affect the policies, practices, or rights of UD in dealing with any drug, alcohol, or tobacco possession or use where reasonable suspicion is obtained by means other than random testing. UD also reserves the right to test any UD student athlete when there is reasonable suspicion to believe the student athlete has used or is using a banned or illegal substance.

Goal: The goal of the University of Dubuque (UD) Substance Abuse Policy for the Student-Athlete is to ensure student-athletes practice, compete, and work to the best of their ability, free from the influence of substance abuse. Five objectives accompany this goal:

- Contribute to the education of the student-athlete regarding substance abuse by encouraging student-athlete participation in campus-wide substance abuse prevention programs.
- Aid student-athletes in finding medical assistance and counseling for substance abuse related violations.
- Facilitate compliance with NCAA regulations concerning substance abuse.
- Protect the health and safety of all student-athletes.
- Prevent an unfair competitive edge by those who abuse certain chemical substances.
- Any use of a substance belonging to a class of drugs currently banned by the NCAA (see ncaa.org) may be cause for loss of eligibility. For further information regarding substance abuse or usage or other medical questions, contact the UD Medical Coordinator, Director of Athletics, or your Head Coach.

➤ ***Procedures:***

- Consent - As part of the NCAA rules for clearance to participate in an intercollegiate sport, each student-athlete must sign a form stating their understanding and willingness to abide by the UD Substance Abuse Policy. Each student-athlete must sign the NCAA Drug Testing Consent Form signifying they are aware they may be drug tested. Each student-athlete must sign a UD Drug Testing Consent Form stating they are aware they may be drug tested, both randomly and based upon reasonable suspicion.
- The UD Athletic Department reserves the right to conduct random drug testing or drug test any student-athlete if a member of the athletic department can show reasonable suspicion that a particular student-athlete is using, or in the case of anabolic steroids, has used any substance in violation of this policy. A positive test result will be considered a violation of this policy and may subject the violator to the consequences discussed below.
- Reasonable Suspicion - Reasonable suspicion is defined as a good faith belief, at the time of making the decision to test, that the information relied upon is accurate and there is reason to suspect that a student-athlete has used illegal or performance enhancing substances.
- NCAA - The UD Athletic Department strictly adheres to the NCAA policies banning the use of performance enhancing drugs. The following are drug classes that are banned by the NCAA (NCAA Bylaw 31.2.3.1): Stimulants, Anabolic Agents, Diuretics, Street Drugs, Peptide Hormones, and Analogues.

▪ Substance Abuse Violations

If a student-athlete abuses over-the-counter and/or prescription drugs, or consumes anabolic steroids, alcohol, mind altering, and/or performance enhancing substances illegally, the student-athlete's status on the team will be jeopardized.

Illegal consumption includes any action that violates federal, state, city law, or University policy. If the student-athlete receives a citation for drugs, alcohol, or illegal substances and is found guilty, pleads no contest, receives a deferred judgment, or is convicted, sanctions will be imposed. (Citations include, but are not limited to, underage drinking, open containers of alcohol, providing alcohol to minors, illegal possession of drugs, driving or operating a motor vehicle under the influence of drugs and/or alcohol.)

The following sanctions are proposed to ensure consistency and fairness. The primary principle is that any student-athlete with a substance abuse problem needs to receive appropriate treatment and counseling. The sanctions imposed on the student-athlete with regard to participation in athletic competition should be consistent with the goals of the individualized counseling program. This protocol attempts to balance treatment and sanctions, recognizing that the medical fitness of a student-athlete and the safety of other members of the team are of paramount concern.

*First Violation**

Following a first violation, the student-athlete will confer with the Director of Athletics and Head Coach to discuss the situation. The student-athlete will also attend mandatory counseling or educational sessions on campus as set by Student Life. Failure to complete the counseling or educational sessions will be construed as a further violation of the policy and may result in dismissal or suspension.

After the first violation, student-athletes will be subject to athletic department random drug testing, as the standard of reasonable suspicion will have been established. A positive drug test of any of the NCAA banned drugs found in Bylaw 31 of the NCAA Manual is a violation of the UD Substance Abuse Policy and will result in the imposition of appropriate sanctions.

Depending on the severity of the violation, the Director of Athletics may suspend a student-athlete from the team, practice, competition, weight-conditioning, and team travel.

Team rules may be more stringent than this policy. Accordingly, the Head Coach may impose additional sanctions based upon a violation of a team rule.

*Second Violation**

A second violation will result in a minimum suspension of 10% of the season. This includes competition and may include practice as determined by the Director of Athletics. If the violation occurs out-of-season, the suspension will begin at the start of the next season of competition.

The student-athlete will attend a second counseling and educational session. Appropriate University health care professionals will determine the length of counseling. The student-athlete will continue to be subject to the department's drug testing protocol. There will be a second conference between the student-athlete, the Director of Athletics, the Medical Coordinator, and the Head Coach. Subsequent to the meeting and based upon the severity of the violation, at the sole discretion of the Director of Athletics, the time of the suspension may be increased.

Team rules may be more stringent than this abuse policy. Accordingly, the Head Coach, at his/her discretion, may impose additional sanctions.

*Third Violation**

A third violation will result in the immediate removal of the student-athlete from one season of competition and may include dismissal from the team. The student-athlete may seek reinstatement. The student-athlete may submit a formal request detailing the reasons why he or she seeks reinstatement. This formal request may include the reason and circumstances surrounding the violations, ways in which the student-athlete is seeking to address the pattern of drug and alcohol abuse, etc. The request for reinstatement must be filed within two weeks of the student-athlete being suspended or dismissed from the team.

Conclusion: This Substance Abuse Policy is in effect during the entire academic year. There is no difference between an in-season and an out-of-season violation. Violations of the policy accrue during the entire academic and athletic career of the student-athlete at UD. UD retains the option to test for other substances at the discretion of the Director of Athletics or Team Physician.

UD discourages the use of dietary supplements that are untested and unproven. Many supplements contain items that are banned, yet are not listed as ingredients. If a student-athlete knowingly or unknowingly takes a banned substance and tests positive, the STUDENT-ATHLETE LOSES HIS/HER ATHLETIC ELIGIBILITY. Before ingesting any dietary substance, the

student-athlete should first consult with the Medical Coordinator. Dietary supplements may have a deleterious effect on a student-athlete's health.

***The University of Dubuque retains the right to amend this policy from time-to-time without notice to student-athletes or coaches.**

▪ Substance Abuse Protocol for the Student-Athlete

Student-Athlete(s) [aka: Student-Athletes, Student Managers, Student Coaches, Work Study (including First Aiders), Mascots, Cheerleaders]

- A qualified testing laboratory will be utilized for drug testing and a proper and effective chain of custody of collection specimens will be observed.
- Screening results will be reported by UnityPoint Health-Finley Occupational Health and/or web based reporting to the UD Medical Coordinator within twenty-four to twenty-eight (24-28) hours of obtaining the test results.
- The UD Medical Coordinator will immediately report the results to the UD Director of Athletics. The UD Director of Athletics will inform the Head Coach of the test results. The UD Director of Athletics will notify the student-athlete of the test results. If no notification is provided within ten days, the student-athlete may assume the test results were negative. The Medical Review Officer at UnityPoint Health-Finley Occupational Health will conduct an interview with the student-athlete if there is a positive lab result.

Further information:

- NCAA Banned-Drug Classes (subject to change): Stimulants, Anabolic Agents, Substances Banned for Specific Sports, Diuretics, Street Drugs, Peptide Hormones and Analogues.
- The NCAA list of banned-drug classes is subject to change by the NCAA Executive Committee. Contact NCAA education services or www.ncaa.org for the current list. The term "related compounds" comprises substances that are included in the class by their pharmacological action and/or chemical structure. No substance belonging to the prohibited class may be used, regardless of whether it is specifically listed as an example.

Many nutritional/dietary supplements contain NCAA banned substances. In addition, the U.S. Food and Drug Administration (FDA) does not strictly regulate the supplement industry. Therefore, purity and safety of nutritional/dietary supplements cannot be guaranteed. Impure supplements may lead to a positive NCAA drug test. The use of supplements is at the student-athlete's own risk. Student-athletes should contact their institution's team physician or certified athletic trainer for further information (Bylaw 31.2.3.1.)

▪ Alcohol and Drug-Related Counseling

The University understands the need for strict adherence to the law in cases involving alcohol, drugs, and other addictions. However, as part of its mission, the University also practices compassion toward those with abuse and/or dependency of a substance or other addictive disorders. To this end, University officials will make an effort to assist students in receiving professional counseling and/or treatment, to support students in becoming productive members of the University family and society. Students in need of services due to abuse and/or dependency of alcohol, drugs or other addictions are welcome to contact UD's Counseling Services to assist with a confidential and professional referral to an appropriate service within the tristate area or through the student's preferred provider within their insurance plan. The referral service is provided at no charge to the student. UD's Counseling Services does not provide treatment for alcohol, drugs, or other addictions. However, UD's Counseling Services has strong partnerships with area resources such as: Substance Abuse Services Center (SASC), Hillcrest Family Services, Turning Point Treatment Center, area hospitals and clinics, intervention services, and other alternative providers.

**For more information and a list of area resources, contact the
Smeltzer-Kelly Student Health Center at (563) 589-3360.**

▪ Mass Email and Unsolicited Email Policy

The focus of this policy is to govern the use of mass email communications via the University of Dubuque servers and network. The University maintains email distribution lists to facilitate communication within the campus community. To help protect the University's email and other resources from computer viruses, worms, SPAM email, etc., the University has established a Mass Email and Unsolicited Email Policy. This policy ensures the University's ability to deliver mission-critical or time sensitive information relevant to the University's business and mission.

➤ *Permission to send a mass email*

Various individuals are authorized to transmit mass email messages through their office/department email accounts. All mass emails to a large audience must be authorized and sent via the authorized individuals below. Exceptions or requests outside the scope will be handled on a case-by-case basis. Mass emails requests should be directed to:

- Academic-related information to AKendall@dbq.edu
- Athletic-related information to NEdmonds@dbq.edu
- Student Organization-related information to OSA@dbq.edu
- All other information to MKruser@dbq.edu

While faculty, staff, and students can maintain personal group lists, those lists should not be used to send unsolicited or mass emails that violate any of the University's policies. Sending unapproved or unsolicited mass email messages via a University's email account, including the sending of "junk mail" or other advertising material to individuals who did not specifically request such material (email spam), is prohibited.

Questions or comments about these guidelines may be directed to the Dean of Student Formation.

▪ Media Relations and University Publications

All University media contact (press, television, radio, etc.) shall be coordinated through the Office of University Relations. All faculty and staff should direct any and all media contacts by reporters or account representatives to the Director of Public Information in the Office of University Relations.

The proper name University of Dubuque is trademarked, are the exclusive property of the corporate entity, the University of Dubuque, and cannot be used by other individuals or organizations without its consent.

All publications or any promotional efforts of any kind directed to an off-campus audience representing the University of Dubuque must be processed through the Office of University Relations in the Charles and Romona Myers Center (e.g. text approval, design direction, and production). For further information, contact the Director of Communication at (563) 589-3505.

The University and Seminary logos are trademarks of the University of Dubuque, are important to the overall image of each of the entities, and approval must be obtained from the Office of University Relations prior to the use of either logo for any purpose.

▪ Motor Vehicle Parking Policies (Dubuque campus)

These regulations are provided to ensure the safety of drivers, pedestrians, and property, as well as manage parking for all who drive a vehicle on and around the University of Dubuque main campus. All persons registering or driving a motor vehicle on UD property are responsible for knowing the rules and regulations governing parking and traffic. All persons who wish to park in any of the University parking lots must register their vehicle with the Safety and Security Office.

NOTE: The purchase of a parking permit does NOT guarantee a parking space. Parking is available on an "as available" basis.

University parking permits are required in all University parking lots. Parking lot types are designated by a sign at the entrance to each lot. It is the driver's responsibility to observe and obey the signs. Due to space limitations, only one car or motorcycle per campus resident may be kept in campus lots. The same parking rules apply to motorcycles as to cars. Permits are not transferrable.

Students must register vehicles by the end of the first week of classes or within 24 hours of bringing a vehicle on campus. In order to register, a valid driver's license, current proof of insurance, and the state vehicle registration form must be provided before a permit will be issued. Students may register their vehicle at the Campus Safety and Security Office, located in the lower level of Smith Hall, Room 112.

All vehicles parked on UD campus properties must be currently licensed and operational at all times. Vehicles may not be left on campus unattended for extended periods of time. If you need to leave your vehicle in a residence hall parking lot over Christmas or Spring Break, please contact the Campus Safety and Security Office to make appropriate arrangements. Vehicles may not be left on campus during summer break when you are not currently enrolled, or if your status shows that you are no longer a student at UD.

➤ ***Permit Requirements & Parking Lot Assignments***

All vehicles parked on the UD campus properties must have a UD Parking Permit. The UD Parking Permit is to be displayed inside the lower left corner of the vehicle's windshield. Permit should be fully attached with the adhesive. Any permits taped or not fully adhered to the window will be cited for Improper Display.

The Safety and Security Office issues the following types of permits, which must be properly displayed to park on UD properties:

- Evening – free to students enrolled in the **LIFE** Program for evening classes.

The following short-term Parking Permits are available 24 hours a day from the Safety and Security Office:

- Visitor Permit – guests of students and the University are welcome to park in the Severance Lot located on Algona Street across from Severance Hall. Visitors should obtain a temporary parking permit if they plan to visit longer than a day or if there are no spaces in the Severance Lot.
- Temporary Parking Permit – are issued in the event of repairs, newly purchased cars, or rentals and are valid for no longer than two weeks at a time. Persons receiving a temporary permit are responsible for rules and regulations pertaining to parking on UD property.

➤ ***No Parking Areas***

No Parking areas include any areas marked by permanent or temporary signs, grassy areas, building entrances, crosswalks, garage entrances, and any other area not designated as parking areas. The absence of "No Parking" signs does not imply that parking is allowed. It is illegal to park in any area that is not designated for parking. Parking on most streets surrounding the University is prohibited by signs marking areas designated as "No Student Parking" or "No Resident Student Parking" areas. The fine for parking in these areas is \$20.00.

Additionally, some residential streets are maintained as residential districts and all non-resident parking is prohibited by the City of Dubuque.

In addition, **parking is not allowed** in the following areas:

- Service lane between Peters Commons and the Science Center.
- Stoltz Sports Center service lane behind Smith Hall.
- Loading area and drop zone behind Peters Commons.
- Drive-through lanes in all parking areas.
- Middle and end of drive lane in Cassat and Donnell Halls parking area.
- All areas marked as fire lanes, either by sign or yellow-painted curb.
- All sidewalks and patios on campus.

Do not park in Handicapped Parking spaces, including the striped areas alongside the designated space, without the appropriate state issued permit.

➤ ***General Parking Regulations***

Parking in University lots requires an appropriate University of Dubuque Permit, which you can obtain from Safety & Security.

Parking is ***prohibited*** within:

- 15 feet of a crosswalk
- 10 feet of a fire hydrant

- 4 feet of a driveway
- Vehicles **MUST** be parked in marked spaces and within stall markings.
- Reckless driving/speeding is considered a blatant disregard of personal safety and property.
- Emergency flashers will not be acknowledged as a signal for short term parking.

➤ **Parking Fines**

Violating University of Dubuque's Motor Vehicle and Parking Policies will result in the following fines:

- Handicapped Parking violation: \$200.00
- Parking in a fire lane or alley: \$50.00
- Falsifying a permit: \$50.00
- Careless or reckless driving: \$75.00
- No current permit: \$85.00
- Parking on the grass or on a sidewalk: \$25.00
- Parking in a "Faculty/Staff Parking" area: \$25.00
- Parking in a "Visitor" parking area: \$25.00
- Parking in a "No Student Parking" area: \$25.00
- Parking where "Permit Not Valid in Lot": \$25.00
- Improper parking: \$15.00
- Improper display of permit: \$25.00
- Parking Prohibited: \$25.00

All parking fines are the responsibility of the student registering the vehicle. All parking fines are to be paid in the Cashier's Office on the third floor of the Myers Teaching and Administrative Center. Failure to pay parking fines in a timely manner will result in those fines being charged against your student account. Please note that unpaid student charges, including unpaid parking fines, may prevent registration for classes and the withholding of grades and transcripts.

Parking Questions and Violation Appeals

Questions concerning parking violations can be addressed with the Campus Safety and Security Office. Appeals on traffic or parking violations must be made in writing and e-mailed to Security@dbq.edu or brought to the Security office, lower level Smith Hall, Room 112.

Vehicle Tow Policy

Any vehicle blocking another vehicle, a driveway, or a fire lane is subject to towing without notice, at the owner's expense. Vehicles with excessive tickets are considered habitual violators of the parking regulations, and may be subject to judicial referral to the Office of Student Life and/or towed at the owner's expense. Vehicles left abandoned or not operational will be subject to towing unless the owner has made arrangements with the University.

▪ **Posting Policy**

Postings that are directly connected to a UD campus department, course, or registered organization can be posted on campus after receiving approval and a stamp from the Student Life Office at 563-589-3128, 2nd Floor of Peters Commons.) This policy does not apply to promotional materials for official University events whose publications are produced by Media Relations and University Publications. Please note that for some posting locations, additional approval is also required. Any posting without prior approval and a stamp may be removed and discarded. Thumb tacks or masking tape should be used when posting on the bulletin boards; no duct tape, packaging tape, or nails. Postings should be removed within 48 hours of the conclusion of program or event. If these guidelines are not followed, organizations and/or departments may lose posting privileges.

Postings not directly sponsored or affiliated with a UD campus department, course, or registered organization must also be "Approved for Posting" prior to being posted. Specific bulletin boards have been designated for non-UD related postings.

Once approved and stamped, UD-related postings may be posted on the following bulletin boards **only**:

- **Blades Hall:** bulletin board on the second floor by classrooms.
- **Dunlap Technology Center:** bulletin board on main level outside of computer labs.
- **University Science Center:** anywhere along tack strips in the hallways.

- **Peters Commons:** bulletin board on lower level near the Bookstore.
- **Residence Halls:** 25 copies may be delivered to Office of Residence Life in Peters Commons; staff will hang posters in the residence halls on approved bulletin boards.
- **Van Vliet Hall:** bulletin boards at the bottom of the lower level stairwells.
- **Heritage Center:** large bulletin board by the student mailboxes and tack strips on walls.

Postings should **NOT** be placed in the following locations:

- Any glass doors or windows in any building
- Walls or doors in any building
- Alumni Chapel
- Heritage Center (other than the large bulletin board and tack strips as noted above)
- Chlapaty Recreation and Wellness Center: No posting unless approved by CRWC Director
- Myers Library: No posting unless approved by Library Staff
- Smith Hall (3rd Floor): No posting unless approved by Education Secretary
- Stoltz Center/McCormick: No posting unless approved by Athletic Staff
- Severance hall: only with approval of the Dean of the seminary

Promotional materials for official University events whose publications are produced by Media Relations and University Publications are exempt from this policy.

Questions about the posting policies may be directed to the Student Life Office at (563) 589-3128 or mkruser@dbq.edu.

▪ Sexual Harassment Policy (Title IX)

Title IX: SEXUAL MISCONDUCT POLICY

The University of Dubuque is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free of discrimination on the basis of sex; which includes all forms of sexual misconduct. Sexual misconduct violates an individual's fundamental rights and personal dignity. The University of Dubuque considers sexual misconduct in all its forms to be a serious offense. This policy refers to all forms of sexual misconduct, including but not limited to: sexual discrimination, sexual harassment, sexual assault, and sexual violence by employees, students, or third parties. The University of Dubuque does not discriminate on the basis of race, color, creed, age, gender, sexual orientation, religion, national origin, veteran status, physical or mental disability, genetic information, or any other basis of prohibited discrimination in its programs and activities. This policy extends to employment with and admission to the University. Please refer to the University's Sexual Misconduct Policy: Title IX Policy [Title IX \(dbq.edu\)](https://www.dbq.edu/title-ix).

▪ Social Media Policy

The University of Dubuque understanding the current popularity globally for social media use. Social media sites such as Twitter, Facebook, Instagram, and other sites are used by the majority of students in one form or another. Students should be aware that third parties, including other students, faculty and staff, future employers, media, etc., could potentially access individuals' profiles and view all personal information, including postings, pictures, comments, etc. Inappropriate material on social media sites can affect the perception of the student and the University. This could potentially be detrimental to students, including future employment options. If a student's profile and its contents are found to be inappropriate in accordance with the expectations and guidelines of student behavior outlined in the Student Handbook, the student will be subject to disciplinary actions by Student Life, including potential suspension from the University. Official University of Dubuque Social Media Sites must be approved in concept and registered by the University prior to creation and publication. All official UD sites will be administered by and managed by a University employee, and must comply with applicable University policies governing employee behavior and acceptable use of electronic and information resources. Only public information may be posted on Official University Social Media Sites.

▪ Students with Disabilities

University of Dubuque Policy on Reasonable Accommodation for Qualified Students with Disabilities.

Note: The policy below is a shortened form of UD's full policy. For the full text, please visit:

www.dbq.edu/academics/academicsupportsuccess/disabilityservices/

The University of Dubuque (UD) encourages qualified students with disabilities to fully participate in the community of the University of Dubuque. All faculty, staff, and administrators will actively support qualified students with disabilities in all the University's educational programs, services, and activities. UD prohibits unlawful discrimination against qualified students with disabilities.

➤ ***Responsibility for Identification and Request for Disability Services***

It is the responsibility of the qualified student with a disability to disclose information regarding the nature and extent of the disability to the Disability Services Coordinator (DSC) in the Academic Success Center when requesting accommodations. The DSC will help the qualified student determine which UD personnel, i.e. faculty advisor, teaching faculty, administrators, etc., should be aware of the disability in order to provide the accommodations that are necessary and appropriate. UD will assist the qualified student in identifying potential accommodations taking into consideration, among other matters, the qualified students' needs, preferences, and available resources. Although every appropriate effort will be made to provide qualified students with requested accommodations, UD does not guarantee that a qualified student will automatically receive his or her choice of accommodations and reserves the right to make the final decision on the accommodations to be provided.

The State of Iowa has developed documentation guidelines for individuals with disabilities. The guidelines provide criteria regarding qualified diagnosticians as well as a time line for the documentation process. UD typically applies those guidelines. A copy of those guidelines is available from the Disability Service Coordinator, or can be found at: www.dbq.edu/academics/academicsupportsuccess/

It is the responsibility of the qualified student with a disability to regularly provide appropriate current medical documentation of the nature and extent of the disability and the need for specific services or accommodations to the DSC and to cover any costs associated with acquiring the appropriate medical documentation. If the University has reason to doubt the validity, accuracy, or completeness of the medical documentation, UD may require, at its own expense, the re-examination of the qualified student and/or his/her documentation by a service provider designated or approved by UD.

The process for identification should begin with the qualified student registering with the DSC, where the student will receive procedural information and assistance in arranging needed services and accommodations. Qualified students with disabilities are expected to follow standard office procedures for requesting and acquiring services relative to a disability. Standard office procedures will include:

1. A meeting with the DSC to review the student's medical documentation.
2. The DSC will provide a Verification of Individualized Student Accommodations (VISA) form once the appropriate documentation has been provided.
3. The qualified students will provide the VISA form to the professor/ instructor of a course in which they are requesting specific accommodations.
4. An instructor who has concerns regarding the provision or nature of the requested accommodations should address those concerns with the DSC who will act as a liaison with the qualified student.
5. Requests for additional accommodations should be directed to the DSC.
6. It is the responsibility of the qualified student requesting an accommodation to follow up with a professor/instructor or other UD department(s) to ensure the accommodation is provided in a timely manner.
7. Faculty members who are not familiar with specific disabilities or appropriate accommodations should contact the DSC for clarification and assistance.
8. In the event a faculty member denies an accommodation, the qualified student may request a joint review of the decision by the DSC and the office of the Vice President for Academic Affairs. Findings and recommendations will be forwarded to the President for a final decision.

A copy of the Request for Accommodation form and response must be forwarded to the DSC to be included in the qualified student's file.

➤ ***Tests and Examinations***

Examinations, tests, and other methods of evaluating qualified students with disabilities will be conducted in a manner to ensure that the results of the evaluation represent the qualified student's achievement in the course rather than reflecting the qualified student's disability. Appropriate methods of alternative testing for qualified students with disabilities will be determined on an individual basis, taking into consideration the type and extent of the qualified student's disability, the nature of the course material, provided that the alternative method of testing must be practical and not cause an undue

burden or fundamental alteration in the nature of the testing program objectives and outcomes. Testing formats that can be demonstrated as essential to the integrity of the program of instruction being pursued by such qualified student or to any licensing requirement will not be considered as unlawfully discriminatory within the confines of this policy. Alternative methods of testing may include, but are not limited to: additional time; use of a reader and/or scribe; alternative forms of the test such as large print, Braille, taped or oral versions; use of special equipment such as a computer or closed-circuit magnifier; alternative test location; or any necessary combination of these alternatives. While it is necessary at times to have differences in specific requirements and in methods of evaluation, the overall level of academic challenge for qualified students with disabilities shall be equivalent to that for other students.

➤ *Auxiliary Aids*

UD will provide qualified students with disabilities access to the appropriate auxiliary aids necessary to allow reasonable participation in UD's educational programs and activities, unless it fundamentally alters the nature of the program or activity in a way that interferes with the integrity of the program of instruction being pursued by such qualified students or to any licensing requirement. Auxiliary aids include services, adaptive equipment, or other educational assistance that enables a qualified student with a disability to participate in or benefit from the educational process. Auxiliary aids may include, but are not limited to: readers, sign language interpreters, note takers, tutors, and special equipment. The DSC will assist qualified undergraduate and graduate students in locating tutors and readers. UD does not provide personal attendant care. The DSC will help identify service providers and special equipment on campus or in the community. Rules may not be imposed on a qualified student's use of auxiliary aids if the rule would have a limiting effect on the qualified student's participation in the educational process (e.g., prohibiting guide dogs, interpreters, tape recorders, or other necessary special equipment in the classroom).

In unusually difficult cases, UD may provide alternative methods by which the qualified student with a disability may effectively meet educational requirements. Any such alternatives must be practicable and not interfere with the integrity of the program or activity or any licensing requirement. Such alternative methods may include, but are not limited to the following: course substitution, curricular modification, and extended time to meet requirements. Such accommodations will be employed only when deemed necessary and so long as the alternative method is nondiscriminatory in nature, is not unduly limiting to the educational process of the qualified student with a disability, and is reasonable under all of the circumstances.

Qualified students requesting auxiliary aids are expected to provide the DSC access to medical, educational, psychological, or other information as necessary to assess the need for auxiliary aids. UD reserves the right to disallow the use of auxiliary aids that are or are reasonably likely to be disruptive to the academic environment.

➤ *Complaint Process*

Students with disabilities have the right to have access and accommodation complaints addressed through a formal appeals procedure. Relief may be sought from decisions, actions, or conditions that are believed to be in violation of the law or this policy statement.

Any member of the student body who believes she/he has not been reasonably accommodated as required by law or this policy, or who believes she/he has been unlawfully discriminated against on the basis of a disability, may initiate informal or formal actions for complaint resolution as outlined in the University of Dubuque's Harassment Policy. These procedures are published in the Student Handbook or may be obtained from Student Life. The Disability Services Coordinator can be contacted at (563) 589-3757.

▪ Code of Conduct

The University of Dubuque is committed to being a "community where diversity is appreciated and Christian love is practiced." This commitment is reflected in the motto of the school, taken from I Corinthians 12:4, "Many Gifts, One Spirit." The University of Dubuque is a people called together by God in a common Christian mission. Students, faculty, staff, trustees, alumni/ae, friends, and administrators—people with diverse gifts and vocations—have been brought together by God to live in covenant community in service to God and the world.

Early in the formation of God's people, the rules for life together were set down, "You shall not steal. You shall not bear false witness...You shall not covet" (Exodus 20). Paul summarizes these laws in his letter to the Romans with this

commandment: “Love your neighbor as yourself” (Romans 13:9). Jesus summarizes it this way: “Do to others as you would have them do to you” (Matthew 7:12).

As an academic community committed to the Presbyterian tradition, we bind ourselves to live by these precepts. Having been blessed by God, we will seek daily to love and respect each other so that we may be a blessing to the world.

➤ *Student Conduct Process and Procedures*

Action Plan:

The University will resolve its conflicts with justice and compassion. The following student conduct process and procedures will be utilized for UD students for violations of UD values, policies, and procedures.

Definitions and Terms:

Hearing Officer: A UD official who has been given the authority by the Dean of Student Formation to conduct a student conduct hearing.

Student Conduct Appeals Board: A group authorized by the Dean of Student Formation to consider an appeal on the grounds of failure to receive due process, the sanction imposed was excessive, or new evidence becomes available. The Student Conduct Board of Appeal shall be appointed by the President of the University, or their designee, and composed of faculty and/or staff members. [Note: Title IX case appeals will be heard by a Title IX Coordinator. See the Title IX Policy for further details.]

Mission:

The Mission of the Student Conduct Program at the University of Dubuque is the teaching of appropriate individual and group behavior, as well as protecting the campus community from disruption and harm. The program is designed to foster the ethical, moral, and spiritual development and personal integrity of students in the promotion of an environment that is in accord with the overall Mission and Values of the University.

Goals:

- Develop, disseminate, interpret, and enforce campus policies and regulations.
- Protect relevant legal rights of students.
- Deal with student behavior problems in an effective and efficient manner.
- Facilitate and encourage respect for campus governance.
- Provide learning experiences for students who participate in the operations of the student conduct system.

Philosophy:

The basic student conduct philosophy at the University of Dubuque is one of education and focuses on the growth and development of students. Individuals charged with violating the values, policies, and procedures of the University of Dubuque are educated to accept responsibility and consequences for those actions, respect the rights of others, and develop self-discipline.

It should be understood that there is a fundamental difference between the nature of student discipline and that of criminal law. Regardless of the type of proceeding used, the disciplining of students must be consistent with the educational mission of the University. For this reason, the procedures employed and types of sanctions used on campus seldom resemble those used in the criminal process. Although students’ rights to due process and fairness must be carefully protected, the rules of criminal law are neither required nor necessary to achieve the educational goals of University discipline. Therefore, legal counsel will only be allowed to participate or observe as an advisor in any student conduct proceeding at the University of Dubuque.

Responsibility:

The formal responsibility for student conduct has been delegated by the President of the University to the Dean of Student Formation. The Dean of Student Formation may delegate another representative from the Student Life Department authority for student conduct. Whether the discipline case is processed by the Dean of Student Formation or another designated hearing officer, the end goal remains the same—to redirect behavior into acceptable patterns and to protect the rights of all students.

➤ *Authority: Institutional*

The primary authority for campus student conduct programs is the responsibility of the Dean of Student Formation. Violations of University academic policies are under the primary authority of the Vice President for Academic Affairs. Please see the Values Violations section for possible sanctions regarding academic violations.

➤ *Authority: Civil/Criminal*

Activities of students may, on occasion, result in a violation of civil or criminal law. Although the University does not provide legal advice or retain counsel on the student's behalf, it may serve a supportive role to a student encountering legal difficulties. Students who violate the law may incur penalties prescribed by civil authorities. The student who violates University policies and/or respective state law in the course of his/her off-campus activities shall be subject to University disciplinary action. University action should be independent of community pressure.

The University reserves the right to enforce its own regulations against members of the University community when the action occurs on or off-campus. In the event a violation of a student's rights and/or University policy/Iowa state law occurs off campus, the Dean of Student Formation may conduct an investigation through any means he or she feels appropriate to determine if this off-campus behavior poses a threat to the peace, safety, or learning environment on campus. If the investigation reveals such a threat, the Dean of Student Formation shall refer the case to the appropriate student conduct body for a hearing and possible sanctions.

Students may be liable to penalties by both civil and University authority, as in the case of underage drinking or providing alcohol to minors. This does not constitute double jeopardy. Since the University does not function as a sanctuary from law enforcement agencies, the University will cooperate fully with these agencies when they are investigating alleged criminal activities. The University may, at any time it deems necessary, call upon civil law enforcement officials to assist in the confrontation of any student who violates institutional policies, rules, and regulations that may also be a violation of civil law.

➤ *Student Conduct Process*

Any member of the University community may file a complaint against any student for misconduct. Complaints shall be prepared in writing and directed to the Dean of Student Formation or their designee responsible for the administration of the University student conduct system. Any charge should be submitted as soon as possible after the event takes place. Any student and/or organization accused of violating a regulation has the right to due process as outlined on the following pages.

Organizations so accused will be represented in the hearing process by their president and vice president or their designee. The advisor may be present during each step of the process, but only in an advisory capacity. The advisor may not address any hearing official.

Due Process

Due process is a concept of fundamental fairness. It is not a fixed or inflexible concept unrelated to time and circumstances. The courts have preferred to define it as the "gradual process of judicial inclusion and exclusion." Generally, due process embodies the concepts of fair play and reasonableness. In a nutshell, this means that if you adhere to the written standards of the student conduct process set forth by the Student Handbook, and these guidelines are fundamentally fair, student's due process rights will be protected. When there are situations that are not clearly defined in a handbook, it is safest to have a higher authority clarify the issue (i.e., the Dean of Student Formation.) Students who believe their due process rights have been compromised are able to request a new hearing through the appeal process.

Record Keeping

Academic and disciplinary records will be kept in separate locations. This minimizes the risk of improper disclosure of disciplinary information. Other than University expulsion, disciplinary sanctions shall not be made part of a student's permanent academic record, but shall become part of the student's confidential record kept in the Student Life Office. Cases involving the imposition of sanctions other than residence hall expulsion, University suspension, or University expulsion may be expunged from the students' confidential record seven years after the student graduates.

➤ *Hearing Procedure*

If any student is accused of a violation of any of these rules and regulations and denies violating these rules, a timely and fair hearing is guaranteed. Appropriate safeguards of the due process have been built into the procedures so that no permanent or recorded penalty shall be given until the student accused shall have had a fair chance to be heard. Appropriate appeals are also permitted.

Hearing Guidelines/Student Rights

The following procedural guidelines are established for the direction of all persons or bodies conducting formal hearings in student conduct matters:

- An appropriate University official will notify the student, through the student's University of Dubuque email, that the student is accused of violating a policy/regulation.
- The Dean of Student Formation or their designee (usually a member of the Student Life staff,) will conduct all initial formal hearings on student conduct matters.
- The student is entitled to an expeditious hearing of the case.
- The student may admit the alleged violation and request that the official take whatever action seems appropriate.
- All hearings are private and confidential.
- In cases involving more than one student, any of the involved students may request that his or her case be heard separately.
- The hearing officer may choose to hear the cases separately.
- The student may examine written testimony of any witness (names may be withheld to protect witnesses).
- The complainant, the accused, or the hearing officer shall have the privilege of presenting witnesses.
- The student may be accompanied by an advisor of his or her choice at the hearing. The advisor is there only to advise the student who has been charged. The advisor may not speak on behalf of the charged student.
- The student may refuse to answer questions (without implication of admitting violation of University values, policy, or procedure).
- The student is entitled to an explanation of the reasons for any decision rendered against him or her.
- An appropriate sanction will be imposed as soon as possible. The student would retain the right of appeal if he or she felt the sanction imposed was not in keeping with the gravity of the violation.
- If the student wishes to appeal the decision, he or she may do so in writing within three (3) school days. The Appeal Letter must be delivered to the Dean of Student Formation who will either act on the appeal or forward to the appropriate party depending on the origination of the hearing decision. An appeal of a decision made by the Dean of Student Formation will be heard by the Dean of Student Engagement or another UD official, dependent upon the type of case.
- The student shall be notified of his or her right to appeal an initial decision. Should the student appeal, any judgment assessed shall be suspended until acted upon by a higher body, unless the person's actions are considered dangerous to others.

► *Student Conduct Structure*

The guidelines indicated above shall be implemented as follows:

The Dean of Student Formation is responsible for the student conduct structure at the University of Dubuque. Suspected violations occurring within the resident student housing or by a resident student will most often be initially the responsibility given to a designated University official by the Dean of Student Formation. The designated University official then becomes a hearing officer. Students found in violation of University values, policies, or procedures may appeal. The appeal must follow all established guidelines as outline in this Student Handbook.

Process

In cases of original jurisdiction or appeals, the alleged violator shall be accorded the full right of due process as outlined. Hearing proceedings shall be conducted as outlined in this Student Handbook. Suspected violations of University policies or regulations shall be reported in writing to the Dean of Student Formation. The Dean, or their designee who will serve as a hearing officer, will inform the alleged violator, in writing, of their rights of due process concerning the alleged violation and arrange for a hearing. Students found in violation of University values, policies, or procedures may appeal following the established guidelines.

Reasonable time extensions because of the alleged violator's inability to appear shall be granted, but normally limited to a single reschedule. A record of proceedings shall be kept including the name of the alleged violator, the complainant, the violation, the decision of the hearing officer, the reasons therefore, and the sanctions imposed. Pertinent records, exhibits, and written statements may be accepted as evidence for consideration by the hearing officer.

Rules of Evidence

There are varying standards of proof that are recognized in the various levels of civil proceedings. First, "substantive evidence" will most likely be required in the case before it reaches the board, meaning there must have been "enough" evidence as determined by University officials before the case would be adjudicated.

The three levels of evidence recognized in the civil courts are a “preponderance of evidence,” “clear and convincing evidence,” and “proof beyond a reasonable doubt.”

A preponderance of evidence is when the existence of fact is more probable than not. The University of Dubuque uses this degree of evidence in order to establish responsibility or in violation. In most criminal cases, proof beyond a reasonable doubt is required to hold individuals responsible for a certain behavior. The courts have consistently viewed this degree of evidence necessary only in instances when life or liberty is at stake, thus, not requiring colleges or universities to adhere to such a strict standard.

Decisions

After hearing a case (of original jurisdiction), the hearing officer shall decide whether the student was or was not responsible for any of the alleged violations of the values, policies, or procedures with which the student is charged.

Should the student be found responsible for violating any of the University values, policies, or procedures, sanctions shall be determined in accordance with the severity of the violation. The Dean of Student Formation, in consultation with other Student Life staff, may immediately suspend any student from the University and/or residence facilities when that student threatens or causes physical harm to another student, or if the behavior of that student threatens the safety of other members of the community.

Appeals

Decisions may be appealed by the alleged student or complainant within three (3) business days of the decision. Appeals must be in writing and delivered to the UD appeal official named in the sanction letter.

➤ *Grounds for Appeal*

All grounds for appeal shall be based on:

- The emergence of new evidence that was previously unavailable or unknown during the investigation or original hearing;
- The grounds that some aspect of this policy or procedure was not adequately followed that significantly impacted the outcome; or
- The sanctions imposed are substantially disproportionate to the severity of the violation or fall outside the range of sanctions the University has designated for the offense.

All appeals will be conducted in an impartial manner by either the Dean of Student Formation or another designated Appeal Official, neither whom conducted the initial investigation, or by the Student Conduct Board of Appeal that shall be convened for this express purpose. An appeal shall not be heard unless the student presents a written request for an appeal which touches on one or more of the three (3) Grounds for Appeal issues. The Appeal Official or the Student Conduct Board of Appeal shall limit its inquiry to the issue(s) put forward in that complaint as these issues relate to its charge. If, in the opinion of the Appeal Official or the Student Conduct Board of Appeal, the appeal lacks merit, they have the power to refuse to accept it. If the Appeal Official or the Student Conduct Board of Appeal does accept the appeal, it shall review the reports and documentation from the original hearing.

➤ *Final Decision*

After hearing an appeal, the Appeal Official or the Student Conduct Board of Appeal may decide as follows:

- Accept the original decision.
- Direct the case to be reheard if it is determined there was a failure to provide due process.
- Accept the original decision, but reduce the sanction imposed.

The decision of the designated Appeal Official or the Student Conduct Board of Appeal is final.

➤ *Sanctions Defined*

Action Plan: Utilizing the resources at its disposal, the University will encourage all students to examine the moral and theological components of one’s life. Sanctions for violation of University values, policies, or procedures are described in the following statements. Depending on the violation(s), a student may receive one or a combination of these sanctions.

Loss of Privilege: Removes from the student a privilege of use, access, or participation for a specified length of time to be determined with the violation and student in mind.

Loss of Representation: Removes from the student the ability to represent the University through participation on intercollegiate sports teams (this includes, suiting up with the team or sitting with the team during official games) and in any leadership roles on University committees and recognized student clubs or organizations for the duration of the time the sanction is in effect.

Responsibility Agreement: Defines the parameters of expected behavior for a given period of time. The agreement must be prepared by the student under the supervision of the designated hearing officer and be approved by the hearing officer before implementation.

A Responsibility Agreement should be designed with the specific violation and the student in mind and may include one or more of the following:

- A written apology to another person who has been offended or harmed through violation of an institutional policy, regulation, or requirement.
- Community service in which the student seeks to act in a positive manner and contribute to the community through a specific project or activity.
- A paper designed with the specific violation and student in mind in which the student is required to research a given topic and provide a written report on the nature of his or her research and findings. Specific paper proposals and deadlines will be agreed upon before implementation.
- Counseling in which the student and the Dean of Student Formation, or his or her designee, explore the nature of the issue and the reasons behind the specific violation in order to come to a resolution regarding future behavior. When extreme behavior indicates that professional counseling may be beneficial, the student may be referred.
- Participation in a co-curricular activity designed to help the person learn self-discipline and the value of being a part of a larger community.
- Any other creative educational or corrective experience designed specifically with the violation and the student in mind.

Restitution: Is the act of returning to another person something that has been stolen, or replacing that which has been lost, removed, damaged, or taken away. This includes reimbursement for repair or replacement costs of property (including clean-up costs) and, as it relates to persons, acknowledgment of intentional or unintentional wrong doing and compensation for that grievance in a way that restores and forgives all parties.

Reprimand: Is official notice, in writing, to a student reminding him or her that an institutional policy, regulation, or requirement has been violated and warns that person that a repeat of the offense will lead to disciplinary action.

Disciplinary Warning: Serves notice to a student that his/her behavior has not met University standards. The period of disciplinary warning will be defined.

Disciplinary Probation/Final Disciplinary Probation: Serves notice to a student that his/her behavior is in serious violation of University standards. The period of disciplinary probation will be defined. If another violation occurs during this period of disciplinary probation/final disciplinary probation, the question of rendering a more severe sanction (suspension or expulsion) will be raised. A sanction of final disciplinary probation automatically places the student not in good behavioral standing which invokes the loss of representation sanction.

Suspension from the University: Is separation of the student from the University for a designated period of time, after which the student may reapply for admission. Any student who is readmitted to the University will be required to design a Responsibility Agreement with the Dean of Student Formation outlining behavioral expectations for a specified period of time. Normally that period of time will be a minimum of one semester and a maximum of two semesters.

Expulsion from the University: Is a permanent separation of the student from the University of Dubuque with no opportunity for re-application.

Clear and Present Danger: If, in the opinion of the Dean of Student Formation, a student is a clear and present danger to the community, the Dean, in consultation with the President of the University, may suspend a student from the University pending a student conduct hearing (process described above) and an appeal process.

▪ Technology Acceptable Use Policy

The Communications section of this policy applies to the University telephone and Voice Messaging System, as well as the computer network system.

Access

1. Access to, and use of the computer systems and networks, is limited to the faculty, staff, and students of the University of Dubuque. Others may be granted access for good cause at the discretion of the University.
2. Acceptable use of hardware and software includes study, research, teaching, and administrative work. Incidental personal use is not permitted without express permission of a University Vice President or President.
3. All enrolled students will be granted full access to select software application, and the Internet. Enrolled students are provided with an e-mail account and remote access capabilities.
4. Attempts to gain access (log in) to another person's account, or attempts to read someone else's mail or files, unless the owner publishes the file on the Internet, is prohibited. Sharing an account with another person is prohibited. Passwords are to be confidential.
5. The University of Dubuque Computer System is capable of tracking "footprints" of all users. If a user disputes allegations of inappropriate use, the Office of Technology will make any relevant tracking documentation available as evidence to administrative and/or investigative authorities.
6. The University of Dubuque uses blocking and shaping software to control Internet usage. Various inappropriate sites will be blocked. Academic and Administrative use is given priority over social use. This may result in social Internet sites being unavailable during peak usage times.
7. **LIFE** students will be provided with an initial amount of 250 sheets of paper each semester for printing in the computer labs. Amounts used beyond that will be charged to the students at a rate that will cover the costs of paper and ink. Balance information is available anytime the student logs into the computer system.
8. Students living in University housing may connect to the University network. Prior to connecting to the network, students must install a Client Security Agent (CSA) which will scan their PC for the five basic requirements.
9. Network connections for students living in University housing will be deactivated if devices such as routers are plugged into data ports, or if any unusual traffic or security issues are detected. The student may need to bring in the desktop or laptop for recertification to the Office of Technology if a virus or other traffic generating activity is suspected

➤ *Data*

10. The University will take reasonable efforts to back up all data and files saved on the University servers. The University assumes no liability for data lost or destroyed.
11. The University of Dubuque does not guarantee computer systems to be safe from system errors or operator failures.
12. The Office of Technology will back up and protect all files and databases within the Administrative Software Application and Academic Servers. Files saved to the server by employees and students will also be backed up.
13. The Office of Technology may inspect or remove personal files only as needed to diagnose problems and maintain the system in good working order. Reasonable effort will be taken to notify the owner prior to their removal.
14. Unauthorized use, duplication, or transmission of copyrighted material (including software) is prohibited.

➤ *Communications*

15. The University computer and telephone system may not be used for illegal activities, nor may it be used to threaten or harass others. The system may not be used to send chain letters or to post solicitations or advertisements. The University is not liable for harassment, threats, or impositions resulting from unacceptable use of the computer network. Individuals who believe they are being harassed are to process the incident through the Human Resources Office or the Dean of Student Formation.
16. Email should be used with the understanding that electronic communication is never really private. It is recommended that persons not use e-mail for items they would not want the world to see.
17. Mass email, or voice mail (a.k.a. spamming), from any student or employee to the entire University of Dubuque community (students, employees, or both) must first be approved by the Vice President over the requesting Office. Periodic messages may arrive via mass email, or voice mail, from the Office of Technology that relates to the functionality of the network.
18. The University of Dubuque Computer System is not a public forum and cannot be used for indiscriminate use. Use of the campus network (and all electronic components under the auspice of the Office of Technology, including voice mail) must be consistent with the Mission, Values, and Vision of the University. Any activity that does not reflect the University mission will be considered a violation of the Acceptable Use Policy and can result in restricted or eliminated access to the computer system. Examples of activities that are not permitted are:

- A. Commercial Use - No student or employee can use the University of Dubuque Computer System or other equipment to offer or provide products or services unless approved by the University Administrative Cabinet. Purchasing products and services via the campus system is at risk of the user. The University of Dubuque is not responsible for financial obligations from unauthorized use of the system by anyone.
- B. Political Lobbying - Although everyone is allowed to express opinions and analyze measures regarding legislative matters, using the University of Dubuque Computer System or other equipment to engage in fundraising or other political lobbying is forbidden.
- C. Inappropriate Use
 - (1) Criminal speech and/or speech or use, in the course of committing a crime, threats to the President, threats to others, instructions on breaking into computer systems, child pornography, drug dealing, gang activity, etc.
 - (2) Speech, or use, that is inappropriate:
 - a. Inappropriate language, video, or graphics—obscene, profane, lewd, vulgar, disrespectful, threatening, or inflammatory language; harassment; personal attacks, including prejudicial or discriminatory attacks; or false or defamatory material about a person or organization.
 - b. Dangerous information—information, which if acted upon, could cause damage or present a danger of educational or business operation disruption.
 - c. Violations of privacy—revealing personal information about others.
 - d. Abuse of resources—chain letters, “spamming,” jokes, or other such mail. (Spamming is sending an annoying or unnecessary message to a large number of people.)
 - e. Sending messages for the purpose of selling goods or soliciting responses for goods or services. (This excludes sales announcements by administrative/ academic departments and University related groups.)
 - f. Copyright infringement or plagiarism.
 - g. Pornographic material—electronic and printer material which, by their design, are salacious, lascivious, lecherous, lustful, or demeaning to humans in their portrayal of aberrant sexual behavior.
 - h. It is unacceptable to distribute a computer virus or engage in any procedure that interferes with the normal operation and delivery of services over the network.

➤ ***Hardware and Software***

- 19. Users of the UD network should conserve network resources. Activities that result in excessive use of network bandwidth, server storage, or system time are restricted (this specifically includes the downloading and storing of video or music files).
- 20. Only legal, licensed software applications may reside on or be transferred over the UD network. Reproduction of such software or its related documentation is forbidden unless explicitly authorized by the software developer. All University faculty, students, and employees shall use computer software only in accordance with license agreements and Mission, regardless of the ownership of the license. All shareware programs must be registered in accordance with their license and use provision.
- 21. Hacking—unauthorized modification of operating systems, application software, or network software on any system attached to the UD network is strictly forbidden. This includes any activities that result in a denial of service.
- 22. Tampering with terminals, microcomputers, printers, or any other associated University- owned equipment is strictly forbidden. Removal of computer equipment, disks, paper or documentation from a computing facility is also unacceptable.

➤ ***Consequences***

- 23. Violation of the above policy and any other inappropriate use of the computer system, Internet, telephone system, or any systems under the purview of the Office of Technology will result in the suspension of the privilege of use. Suspension of use will be immediate, with the duration of the suspension then determined by the University judicial processes. The System Administrator may close a suspect account at any time, as required, and will, in the case of a University student, then notify the Vice President and Dean Student of Life and the Vice President of Academic Affairs, and in the case of a Seminary student, then notify the Dean of the Seminary. The administration, faculty, and staff

may request the Office of Technology to deny, revoke or suspend specific user accounts. Any person identified as a security risk may also be denied access. If an employee of the University is in violation of the policy as previously described, they will be subject to discipline in accordance with University Policy.

24. Any person, or persons, altering or attempting to alter without authorization, the cabling or component of any computer system, will be restricted from access and/or subject to criminal prosecution, if appropriate.
25. The Office of Technology will investigate complaints it receives from computer users at this and other institutions when those complaints pertain to inappropriate use, including messages that are sent by University of Dubuque students.
26. A student suspected of violating the Acceptable Use Policy will be notified via campus email, mail, telephone, or appointment with the Office of Technology. An office of a Vice President or the President will notify University employees suspected of violation. It should be understood that the above policies do not preclude prosecution in cases of criminal misconduct under current laws and regulations of the city, the state, and federal government.

Violation of University Policy

The University recognizes students' rights to respect and consideration and to the constitutionally guaranteed freedoms of speech, assembly, and association as long as they are consistent with the mission and stated policies of the institution. The University expects the same respect and consideration from students going through the student conduct process. The University further recognizes the students' rights within the institution to freedom of inquiry and to the reasonable use of the services and facilities of the University that are intended for his or her education.

In the interest of maintaining order on the campus and guaranteeing the broadest possible range of freedom to each member of the community, a list of Values and Value Violations has been developed and is listed in the Student Handbook. All students are responsible for knowing the policies, standards, and regulations that are printed in the Student Handbook and available to every student on the UD website at: <https://www.dbq.edu/media/CampusLife/VPofStudentLife/2020-2021-Student-Handbook.pdf>

The following forms of misconduct by a student, or student groups, or organizations and their officers are subject to disciplinary action when they occur on campus or off campus. Conduct that is displayed electronically may be subject to the student conduct process. Staff does not police online social networks for possible violations. However, if information concerning a potential violation is brought to the staff's attention, a hearing may be conducted to determine whether or not a violation has occurred.

Action Plan: A value-laden education, which focuses on justice, ethics, and responsible stewardship within a globally diverse community, is stressed. We are committed to the Christian faith, and our belief leads us to hold a basic set of beliefs and standards regarding personal and community behavior and the consequences that such behavior will attract. In light of our conviction, the following are examples of inappropriate behavior. This listing is not inclusive, but is intended to give you a good idea of the types of behavior that may result in disciplinary action and sanction(s). Some sanctions may also include police or community intervention as well as University sanctions. Seminary students – please see specific information in Seminary section.

▪ Academic Violations

Processes and Consequences of Academic Dishonesty: A determination of academic dishonesty will result in the imposition of the following sanctions, unless particularly severe or egregious cases result in the imposition of a higher level or other sanction(s).

➤ *Undergraduate*

First Offense: The student will be required to meet with the instructor to discuss the alleged Academic Dishonesty offense. The instructor will determine a finding in violation or not in violation. If the allegation is substantiated, a grade of zero will be recorded for the quiz, test, examination, or work in courses with a letter grade, and "No Credit" will be recorded for the quiz, test, examination, or work in Credit/No Credit grade courses. If the student fails to meet with the instructor, the matter will be resolved with the evidence presented and the student will lose the right to appeal the case any further.

After meeting with the instructor, the accused student may request an appeal of the unfavorable finding. An alleged first offense of academic dishonesty is appealable to the Director of **LIFE**. A student choosing to appeal will have 15 calendar days from the date on which the finding is made to schedule an appointment to meet with the appropriate office. The student should be prepared to provide evidence during the meeting to explain why the finding is false. Before making a decision on the appeal the Director of **LIFE** will discuss the student's appeal with the faculty member. The decision of the Director of **LIFE** is final.

Second Offense: After receiving notification of an allegation of a second offense of academic dishonesty, the student will be required to meet with the Director of **LIFE**. After examining the evidence provided by the instructor and discussing the matter with the student, the Director of **LIFE** will determine a finding of guilt or innocence. If the student fails to appear at the meeting, the matter will be resolved with the evidence presented, and the student will lose the right to appeal. If the allegation is founded, a grade of "F" will be recorded for the course in which the offense occurred for courses with a letter grade, and "No Credit" will be recorded for Credit/No Credit grade courses.

After meeting with the Director of **LIFE**, the accused student may request an appeal to an unfavorable finding. A second alleged offense of Academic Dishonesty is subject to appeal by the accused student to the Dean for Academic Affairs, Graduate and Adult Studies. An appeal must be submitted in writing to the Dean clearly explaining the reasons for and basis of the appeal along with evidence the appellant expects to submit at the hearing of the appeal. Students have 15 calendar days from the date on which the finding is made to submit an appeal. Once an appeal has been submitted, the instructor will be invited to respond to the appeal documents, and then a hearing will be scheduled with the Dean. The decision of the Dean is final.

Third Offense: After receiving notification of an allegation of a third offense of academic dishonesty, the student will be required to meet with the Adult Student Academic Standing Committee to discuss the alleged Academic Dishonesty offense. After consulting with the faculty member and meeting with the student, the Adult Student Academic Standing Committee will make a recommendation to the Vice President for Academic Affairs. If the student fails to appear at the meeting, the matter will be resolved with the evidence presented, and the student will lose the right to any further appeal regarding the matter. In addition to recording a grade of "F" for the course in which the offense occurred for courses with a letter grade or a "No Credit" for Credit/No Credit courses, the student is subject to dismissal from the University.

Academic Dishonesty Procedures			
Level	Action	Minimum Possible Consequence(s)	Appeal Process
First Offense	Meet with instructor	Grade of -0-; no credit for specific assignment Cannot withdraw from course	Director of LIFE
Second Offense	Meet with instructor Meet with Director of LIFE	Fails course May not be eligible to represent the University in public performances and/or participate in recognized University activities, such as intercollegiate sporting events, or other co-curricular programs	Director of LIFE in consultation with the Dean for Academic Affairs, Graduate and Adult Studies
Third Offense	Meet with instructor Meet with the Director of LIFE and the Adult Student Academic Standing Committee	Fails course up to dismissal from school If student fails course, he/she is not eligible to represent the University in public performances and/or participate in recognized University activities, such as intercollegiate sporting events, or other co-curricular programs.	Director of LIFE , Dean for Academic Affairs, Graduate and Adult Studies, and the Adult Student Academic Standing Committee Non-appealable (graduate student)

Should the Adult Student Academic Standing and Admission Committee recommend dismissal, the student may appeal the decision to the Vice President for Academic Affairs. After consulting with the instructor and meeting with the student, the Vice President for Academic Affairs will make the final determination whether to dismiss the student. If the student remains at the University, the student will not be eligible to represent the University in public performances and/or participate in recognized University activities, such as intercollegiate sports events, or other co-curricular programs for the remainder of the time he or she is enrolled at the University of Dubuque.

The decision of the Vice President for Academic Affairs (college and graduate students) is final and not subject to appeal by the student.

➤ **Graduate**

Consequences of academic dishonesty violations in the graduate program are defined below. A determination of academic dishonesty will result in the imposition of the following sanctions, unless particularly severe or egregious cases result in the imposition of a higher level or other sanction(s).

First Offense: The graduate student will be required to meet with the instructor to discuss the alleged Academic Dishonesty offense. The instructor will determine a finding *in violation* or *not in violation*. For findings of “in violation”, the graduate student will be required to meet with the Graduate Program Director. The student should be prepared to provide evidence during the meeting to explain his/her actions and whether disputing or affirming the instructor’s finding. Before making a decision regarding the finding and consequences of the action, the Graduate Program Director will discuss the incident with the faculty member and student. Depending on the egregiousness of the offense, the student may receive a grade of zero on the assignment, fail the course, or be dismissed from the program. The decision of the Graduate Program Director is appealable to the Dean for Academic Affairs, Graduate and Adult Studies (Dean). If the student fails to meet with the instructor or the Graduate Program Director, the matter will be resolved with the evidence presented and the student will lose the right to appeal the case any further.

To challenge an *in violation* finding by the Graduate Program Director, the student must submit their appeal in writing to the Dean. An appeal will only be considered if there is a clear demonstration of either an error in the original finding, the appeal process policy was not followed, or new evidence surfaced since the *in violation* finding was made that could possibly change the outcome of the prior decision. Additionally, the appeal letter should include any evidence the student expects to submit to the Dean. Students have 7 calendar days from the date on which the *in violation* finding by the Graduate Program Director was made to submit an appeal to the Dean. Once an appeal has been submitted, the faculty member will be invited to respond to the appeal documents, and then a meeting with the student, instructor, and Graduate Program Director will be scheduled with the Dean. The decision of the Dean is final.

Second Offense: The graduate student will be required to meet with the instructor, Director of LIFE, and Dean to discuss the student’s alleged violation of the Academic Integrity policy. After examining the evidence provided by the instructor and discussing the matter with the student, the Dean will determine whether or not the student was *in violation* of the Academic Integrity policy. If the student fails to appear at the meeting with the Dean, the matter will be resolved with the evidence presented, and the student will lose the right to appeal the case further. A decision in support of the *in violation* finding will result in a failure in the course and the student will be dismissed from the program. The decision of the Dean is appealable to the Graduate Curriculum and Academic Standing Committee. If the student fails to meet with the Dean, the matter will be resolved with the evidence presented and the student will lose the right to appeal the case any further.

To challenge an *in violation* finding by the Dean, the student must submit their appeal in writing to the Graduate Curriculum and Academic Standing Committee, clearly demonstrating that there was either an error in the original finding, the appeal process policy was not followed, or new evidence surfaced since the *in violation* finding was made that could possibly change the outcome of the prior decision. Additionally, the appeal letter should include any evidence the student expects to submit to the committee. Students have 7 calendar days from the date on which the *in violation* finding by the Dean was made to submit an appeal to the committee. Once an appeal has been submitted, the faculty member will be invited to respond to the appeal documents, and then a meeting with the student, instructor, Graduate Program Director, and Dean for Academic Affairs, Graduate and Adult Studies will be scheduled with the Graduate Curriculum and Academic Standing Committee. The decision of the committee is final.

▪ Identity Fraud

All forms of academic dishonesty are considered serious violations of the ethical standards of the University of Dubuque, but one that is considered particularly egregious is identity fraud. Any student who has another person impersonate him or her, or in any other way commits identity fraud in any course, exam, or other academic exercise, will be dismissed from the school. Whether a first, second, or third offense, the student should follow the appeal process identified under the Third Offense outlined above.

Non-Academic Violations

▪ Value: 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.

➤ *Violations:*

Physical Abuse/Assault

Physical abuse/assault is the physical abuse of any person, or other conduct which attempts or threatens to do harm to another person with force or violence including, but not limited to, striking, shoving, kicking, slapping, or otherwise forcefully touching a person.

Bullying

Bullying is defined as conduct of any sort directed at another that is severe, pervasive, or persistent, and is of a nature that would cause a reasonable person in the victim's position substantial emotional distress and undermine the person's ability to work, study, or participate in their regular life activities or participate in the activities of the University.

Cyber bullying (or any type of harassment) will not be tolerated via social media. Cyber bullying can and will lead to disciplinary and/or legal action with detrimental consequences by the University of Dubuque administration.

This policy is not intended to, and will not be applied in a way that would, violate rights to academic freedom and freedom of expression, nor will it be interpreted in a way that undermines a supervisor's authority to appropriately manage their work unit.

If a student feels they have been bullied, the student is encouraged to report the incident(s) to a member of the Student Life Department, Residence Life staff, faculty/staff member, or Security.

Hazing

Hazing is any action taken or situation created intentionally that produces mental or physical pain, discomfort, embarrassment, harassment, or ridicule for the purpose of initiation or admission into, or affiliation with an organization regardless of a student's willingness to participate in the activity. Hazing includes active or passive participation in such acts and occurs regardless of the willingness to participate in the activities. Hazing creates an environment/ climate in which dignity and respect are absent. (Reference Student Activities section for more details or contact Office of Student Activities at OSA@dbq.edu.)

Harassment

Harassment is any physical abuse or verbal abuse, threats of abuse, intimidation, harassment, coercion, character vilification, provocation, retaliation, stalking, and/or other conduct that threatens or endangers the health or safety of any person, including racial, sexist, or ethnic slurs or public displays of racist or sexist pictures, cartoons, jokes, written materials or internet (i.e. Facebook, Twitter, Instagram, etc.)

Speech or other expression constitutes harassment by personal vilification if it:

- Is intended to insult or stigmatize an individual or a small number of individuals on the basis of their sex, race, color, handicap, religion, sexual orientation, or national and ethnic origin;
- Is addressed directly to the individual or individuals whom it insults or stigmatizes; or
- Makes use of insulting or "fighting" words or nonverbal symbols.

Harassment: Sexual

Sexual harassment is unwanted/unwelcome, sexual, sex-based, and/or gender-based verbal, written, online and/or physical conduct. Sexual harassment may be disciplined when it takes the form of quid pro quo harassment or retaliatory harassment, and/or creates a hostile environment.

Hostile Environment: A hostile environment is created when sexual harassment is sufficiently severe, persistent or pervasive, and objectively offensive that it unreasonably interferes with, denies, or limits someone's ability to participate in or benefit from the university's educational (and/or employment), social, and/or residential program.

Quid Pro Quo Harassment: Unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, by a person having power or authority over another constitutes sexual harassment when, submission to such conduct is made either explicitly or implicitly a term or condition of rating or evaluating an individual's educational (or employment) progress, development, or performance. This includes when submission to such conduct would be a condition for access to receiving the benefits of any educational (or employment) program.

- Examples could include: an attempt to coerce an unwilling person into a sexual relationship; to repeatedly subject a person to egregious, unwelcome sexual attention; to punish a refusal to comply with a sexual-based request; to condition a benefit on submitting to sexual advances; sexual violence; intimate partner violence, stalking; and gender-based bullying.

Sexual Misconduct

It is our belief and experience that God's gift of sexuality is special and is best reserved for expression between two people who have committed themselves to each other in that lifelong union known in Christian tradition as marriage. This policy will also be used to address persons who spend extended hours of a night together and/or sleep together.

Sexual Misconduct is any sexual behaviors that violates the University of Dubuque's Code of Conduct and/or Title IX Policy. Prohibited conduct under this Sexual Misconduct Policy includes:

Non-Consensual Sexual Contact: any intentional sexual touching, however slight, with any object or body part, by a person upon another person, without consent and/or by force. Sexual Contact can include:

- Intentional contact with the breasts, buttock, groin, or genitals, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts; or
- Any other intentional bodily contact in a sexual manner.

Non-Consensual Sexual Intercourse: any sexual intercourse however slight, with any object or body part, by a person upon another person, without consent and/or by force. Intercourse includes: vaginal or anal penetration by a penis, object, tongue or digit penetration, and/or oral copulation (mouth to genital contact), no matter how slight the penetration or contact.

Sexual or Gender Discrimination: behaviors and actions that deny or limit a person's ability to benefit from, and/or fully participate in the educational programs or activities or employment opportunities because of a person's sex, sexual orientation, or gender.

- Examples of sexual discrimination under Title IX include, but are not limited to, sexual harassment, failure to provide equal opportunity in education programs and co-curricular programs including athletics, discrimination based on pregnancy, and employment discrimination.

Dating & Domestic Violence

A pattern of violence or abuse, power and control between those in an intimate relationship with each other. Some examples of dating or domestic violence include threatening a partner or their family, coercing them into doing something they don't want to do, constantly belittling them, controlling what they can and cannot do, or physically hitting, kicking, punching, slapping or scratching.

Retaliatory Harassment

Any harassing action, taken against a person participating in a protected activity, because of their participation in the protected activity. Subject to limitations imposed by the First Amendment and/or academic freedom. Retaliation against an individual for an allegation, for supporting a reporting party, or for assisting in providing information relevant to an allegation is a serious violation of university policy.

Sexual Exploitation

When a person takes non-consensual or abusive sexual advantage of another for self-serving advantage or benefit, or to benefit or advantage anyone other than the one being directly exploited, and that behavior does not otherwise constitute one of other sexual misconduct offenses.

- Examples of sexual exploitation include, but are not limited to: Invasion of sexual privacy; Prostituting another person; Non-consensual digital, video or audio recording of nudity or sexual activity; Unauthorized sharing or distribution of digital, video or audio recording of nudity or sexual activity; Engaging in voyeurism; Going beyond the boundaries of consent (such as letting your friend hide in the closet to watch you having consensual sex); Knowingly exposing someone to or transmitting an STI, STD, or HIV to another person; Intentionally or recklessly exposing one's genitals in non-consensual circumstances, or inducing another to expose their genitals; and Sexually-based stalking and/or bullying may also be forms of sexual exploitation.

Stalking

Stalking is a course of conduct, directed at a specific person, on the basis of actual or perceived membership in a protected class that is unwelcome, AND would cause a reasonable person to feel fear. Repetitive and menacing pursuit, following, harassing, and/or interfering with the peace and/or safety of another. Any other university policies may fall within this section when a violation is motivated by the actual or perceived membership of the reporting party's sex or gender.

▪ Value: 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 lifelong learners and of service to the community.

➤ *Safety Concerns: General*

Failure to observe all safety regulations applying to specific use of electrical appliances and/or cooking in the residence halls. Failure to clean up any accidents involving, but not limited to, tobacco chew, spit, vomit, urine, feces, hair, food, or other products. Any actions considered by state law, local ordinance, or University community standard to be a threat to the safety, health, and welfare of oneself or others.

➤ *Violations: Alcohol, Illegal Drugs, and Tobacco*

Alcoholic Beverages

Students are expected to abide by all Iowa state laws and statutes regarding the use, possession, distribution, and consumption of alcoholic beverages. In order to consume alcohol legally in the State of Iowa, you must be 21 years of age.

Furthermore, the use, possession, distribution, /or consumption of alcohol or possession of an alcohol container on the University campus or at any activity off-campus that is sponsored by any University organization, department, or group is strictly prohibited. The President, or appropriate designee, may approve exceptions to this prohibition to allow possession or consumption of alcoholic beverages by persons of legal drinking age at designated special events. For clarification regarding this policy, please contact the Dean of Student Formation. No alcoholic beverages may be present at any activity for the purpose of initiation, admission into, affiliation with, or as a condition of continued membership.

Students will be held responsible for the contents of their refrigerator, room, apartment, and/or house. If alcohol is found anywhere in a student's room or unit, that student may be found in violation of the alcohol policy. Regardless of a student's involvement in any event or activity, each student is responsible for the common living areas of his/her living space.

Illegal distribution of alcohol beverages is defined as providing anyone under 21 years of age with alcohol. Students under 21 years of age providing alcohol to other students under 21 years of age is also in violation of the illegal distribution policy.

Illegal Drugs: Use, Possession, or Distribution

Definition of Illegal Drugs: Illegal drugs constitute the illegal use, possession, or distribution of controlled substances, including, but not limited to, prescription drugs, amphetamines, barbiturates, hallucinogens, narcotics, marijuana, cocaine, anabolic steroids, or other intoxicants. Any paraphernalia related to the illegal use, possession, manufacturing, or distribution of such drugs fall into the University illegal drug policy. Any other evidence that strongly leads a reasonable

person to believe that such drugs or drug related activity is involved will be considered a violation of University policy and students may be subject to immediate suspension from the University.

Definition of Illegal Drug Use: Illegal drug use constitutes the use of drugs described in the above definition on-campus or off-campus in forms that include, but are not limited to, being smoked, ingested, inhaled, applied externally to the body, used through a syringe, or any other application device. Students can be found in violation of the illegal drug use policy with evidence of using drugs or being in the vicinity of illegal drug use whether the illegal drug use was on-campus or off-campus. Illegal drug use evidence includes, but is not limited to, odor, slurred speech, loss of coordination, hyperactivity, and bloodshot eyes.

Definition of Illegal Drug Possession and Paraphernalia: Illegal drug possession constitutes the possession of any drugs described in the above definition whether on a person, within personal effects or vicinity, or within any living area assigned to a student. Illegal drug possession on a person includes, but is not limited to, clothing pockets, personal items, or a body orifice. Personal area includes, but is not limited to, book bags, purses, wallets, motor vehicle, personal clothing, living quarters, and furniture, whether personally owned or University owned. Possession of drugs can be considered for items found on-campus and off-campus.

Illegal drug paraphernalia refers to, but is not limited to, bongos, hookahs, rolling papers, non-medically prescribed syringes, grinders, and pipes. Possession of paraphernalia in a personal area includes, but is not limited to, book bags, purses, wallets, motor vehicle, living quarters, and furniture, whether personally owned or University owned. Items found on-campus or off-campus can be considered possession of illegal drug paraphernalia.

Definition of Manufacturing and Distribution of Illegal Drugs: Illegal drug manufacturing constitutes any actions with the intent to manufacture illegal drugs on-campus or off-campus. Illegal drug manufacturing includes, but is not limited to, procuring ingredients specific for drug manufacturing, the direct manufacturing of an illegal drug, packaging of an illegal drug, or transporting an illegal drug.

Illegal drug distribution refers to any involvement in any transaction or attempted transaction of any illegal drug on-campus or off-campus. Students can be found in violation of the illegal drug distribution policy with any level of positive, affirmative, or conscious involvement in a chain of connecting any individual seeking the procurement of illegal drugs and a dealer of illegal drugs. Students can be found in violation of illegal drug distribution without having handled the illegal drug personally or without having been directly involved in the transaction.

Intoxication

Intoxication is defined as a person who, having consumed alcoholic beverages, experiences a loss of the normal use of his or her mental and/or physical faculties. This includes, but is not limited to, slurred speech, loss of motor coordination, aggression, loss of memory, or abusive behavior.

Smoking and/or Tobacco Use

All University of Dubuque facilities and grounds, including any University-owned, leased, or controlled buildings, athletic fields, or vehicles are off limits for tobacco use, including but not limited to, or within a 25-foot allowance from any building doorway or window is a smoking violation. Hookahs, e-cigarettes, and/or other similar devices or nicotine-related products are prohibited on campus. This policy applies at all times, including school-sponsored and non-school sponsored events. Persons failing to abide by this policy are subject to disciplinary consequences.

By directive of the City of Dubuque Fire Marshall, students found to be smoking on campus may be fined \$750 per incident.

The Iowa Clean Air Act that became effective on July 1, 2008 bans the use of tobacco-related products (encompassing cigarettes, chewing tobacco, snuff, snus, pipes, cigars, hookah, water pipes, vaporizers, etc.) in all indoor and outdoor spaces on the campus including: all University property, parking lots (including in one's own personal vehicle), athletic fields, stadiums, University vehicles, apartments, residence halls, and University sidewalks. The law does not prohibit smoking on public sidewalks around the University, but a 25-foot allowance from any building doorway or window must be adhered to. The law takes a firm position concerning the failure to maintain a smoke-free campus that will result in civil penalties for both the individual and the University.

➤ ***Dishonesty***

Dishonesty is knowingly or intentionally concealing requested information and being untruthful or deceptive, or knowingly or intentionally using, misusing, entering, opening, or possessing any University property, office, room, building, or equipment (including cable and phone lines, furniture, television, computers, computer files, keys) without authorization.

➤ ***Fraud***

Fraud is any action considered falsification, misrepresentation, or distortion of information or results (including tampering with the election of any University-recognized student organization); any forgery, alteration, misuse, or embezzlement of University or other documents, equipment (including computers and computer files), records, funds, property, or instrument of identification (including passwords).

➤ ***Theft***

Taking, selling, or possessing property without the consent of its owner or without proper remuneration.

➤ ***Gambling***

Gambling is defined as betting on or selling “pools” pertaining to athletic or other events, card playing either in person or in an online environment for money, rolling of dice for money, use of college property including phone and internet services for illegal gambling activities, involvement in bookmaking activities, or online gambling which the U.S. Government has determined to be illegal.

The University recognizes that, for some individuals gambling can become a destructive pattern of behavior. Resources are available to assist individuals who may be experiencing problems related to gambling.

The University President, or appropriate designee, may approve exceptions to this prohibition. Requests for an exemption to this prohibition are available in the Business Office.

➤ ***Lewd, Indecent, or Disorderly Conduct***

Conduct or speech that is disorderly, lewd, or indecent; breach of peace; or aiding, abetting, or procuring another person to breach the peace on University premises, at events sponsored by the University, or events that the University participates in either on or off-campus.

➤ ***Activities Obstruction***

Includes any participation in a demonstration that disrupts the normal operations of the University and infringes on the rights of other members of the University community; any obstruction or disruption of the free flow of pedestrian or vehicular traffic, or of teaching, research, administration, disciplinary proceedings; other University activities (including its public service functions on or off-campus); other authorized non-University activities when the act occurs on University premises; or leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area.

➤ ***Complicity***

Students associated with or present during the commission of an act(s) by another which constitutes a violation of University policy may also be charged if the student’s behavior constitutes permission, contributes to, or condones the violation.

➤ ***Computer Misuse***

All policies outlined in the Technology Acceptable Use policy which includes, but is not limited to, criminal speech and/or use in the course of committing a crime, inappropriate, obscene, profane, lewd, vulgar, pornographic, disrespectful, threatening, or inflammatory language, video, or graphics. It also includes harassment, personal attacks (including prejudicial or discriminatory attacks), false or defamatory material about a person or organization, dangerous information (information that, if acted upon, could cause damage, present a danger, or educational or business operation disruption), violations of privacy, abuse of resources (use of chain letters or “spamming”), and copyright infringement or plagiarism.

➤ ***Littering***

The deliberate act of leaving your garbage in a place other than within approved disposal containers including, but not limited to, cigarette butts left on the ground, garbage, food containers, beverage containers, or other debris left in hallways and on floors or near a garbage container.

➤ ***Noise***

Noise is defined as any talking, yelling, singing, playing a musical instrument, electronic device, etc. loudly enough to disturb members of the Community.

➤ ***Pets or other Animals***

A pet violation includes the presence or evidence of the presence of an animal in a residence unit as set forth under the Pet Policy outlined in the Student Handbook.

➤ ***Reckless Behavior***

Any behavior that creates risk of danger to others or the University community including, but not limited to, propping open exterior doors in residence halls, throwing objects from windows, climbing outside walls of buildings, climbing through windows, removing window screens, removing lounge furniture from designated locations.

➤ ***Refusal to Identify Oneself***

Refusal to identify oneself, failure to display a University identification card or other identification, or providing false identification to any appropriate University official or designee upon reasonable request.

➤ ***Student Conduct System Abuse***

Student conduct system abuse includes, but is not limited to, the following:

- Failure to obey the summons of a student conduct body or University official.
- Falsification, distortion, or misrepresentation of information before a student conduct body or a University official.
- Disruption or interference with the orderly conduct of a student conduct proceeding.
- Institution of a student conduct proceeding knowingly without cause.
- Attempting to discourage an individual's proper participation in, or use of, the student conduct system.
- Attempting to influence the impartiality of a member of a student conduct body prior to, and/or during the course of, the student conduct proceeding.
- Harassment (verbal or physical) and/or intimidation of a member of a student conduct body prior to, during, and/or after a student conduct proceeding.
- Failure to comply with the sanction(s) imposed under the Code of Conduct.
- Influencing or attempting to influence another person to commit an abuse of the student conduct system.

➤ ***Unauthorized Entry***

Students, guests and all other unauthorized persons are prohibited from entering any University building or room, including residence facilities, as well as University owned or individually owned vehicles without expressed permission from an authorized University official, faculty, or staff member or resident of such housing unit or vehicle.

➤ ***Vandalism***

Any deliberate act of destruction (removal, destroying, defacing, or damaging) to any part of the University of Dubuque or any items of personal property, including, but not limited to, any property (including buildings, grounds, or equipment) belonging to the University or to any students, faculty, staff, or guests of the University. Any destruction that remains unreported by those responsible for accidental damage to such items.

➤ ***Failure to Comply***

Failure to comply with University policy and community standards with the directives of University officials or law enforcement officers acting in performance of their duties and/or failure to honestly identify oneself to these persons when requested to do so. Failure to vacate a building after the fire alarm sounds or at the direction of a University official. Failure to appear when summoned for an official meeting. Failure to show respect for University faculty, staff, guests, or vendors, including, but not limited to, verbal offensive behavior or obscene gestures. Failure to complete community service hours and/or designated projects by the deadline stated with a sanction.

➤ ***Fire Setting and Arson***

The deliberate act of lighting a fire without authorization. This includes use of fireplaces, candles, incense, or any other flammable or smoldering device in a residence hall or campus building. Arson is the act of setting a fire with the intention of destroying property.

➤ ***Fireworks Possession or Use on Campus***

The possession, use, or distribution of fireworks, explosives, incendiaries, flammables, or mixing of dangerous chemicals to produce such reactions is prohibited.

➤ *Safety and Fire Prevention: Equipment Tampering*

Tampering with, damaging, destroying, or improperly using safety equipment or fire-prevention equipment such as exit lights, stair rails, fire exit doors, smoke detectors, fire alarms, fire escape stairs, or corridors. By directive of the City of Dubuque Fire Marshall, students found to have tampered with equipment will be fined \$750 per incident.

Setting off a false alarm is also a criminal offense under the City of Dubuque Fire Code, Section 10202, and is punishable by a court fine of \$100 and/or 30 days in jail. Students who do not leave during a fire alarm may be referred to the City of Dubuque and are subject to a fine of up to \$750 for a first offense and \$1,000 for any subsequent offense.

In addition to other sanctions, restitution charges for fire extinguishers are:

- Recharge Costs: ABC Dry-Chemical - \$55.00; Water Extinguisher - \$45.00
- Replacement Costs: ABC Dry-Chemical - \$105.00; Water Extinguisher - \$95.00

➤ *Weapons*

The University of Dubuque expressly prohibits the possession and/or use of weapons on campus, on properties or facilities owned or occupied by the University of Dubuque, and at activities or events sponsored by the University. Possession includes carrying weapons on or about your person (e.g. holster, pocket, backpack, etc.), or other area under your effective control (e.g. residence hall, campus housing, storage locker, etc.) including, but not limited to, any vehicle located on University of Dubuque property.

For purposes of this policy, the term “weapons” includes:

- Firearms or ammunition of any kind, whether loaded, unloaded, or antique;
- Air rifles and guns of any type, including but not limited to, pellet, flare, tranquilizer, Nerf, stun, spear, and dart;
- Swords, knives, daggers, switchblades, and other spring-operated knives or projectile knives, whether common, antique, novelty or specialty, but excluding pocket knives with blades of three inches or less, and knives designed exclusively as eating utensils;
- Martial Arts weapons including, but not limited to, nunchakus, staffs, and throwing stars;
- Bows and arrows, or slingshots;
- Explosive devices including hand grenades, bombs, black powder, smokeless powder, percussion caps, friction primers, and pyrotechnic fuses;
- Any other items or devices banned from open and concealed carry under federal or Iowa law, including those items or devices that in the reasonable discretion of Campus Security pose a risk to the University community similar to that posed by any of the items or devices mentioned above.

The University permits individuals to carry pepper spray or mace for the purpose of fending off a sexual assault or other unwanted attack.

This prohibition against weapons applies equally to those carried by persons with a government issued permit or license, with the exception of weapons carried by local, county, state, and federal law enforcement, correctional officers, and members of the United States armed forces or National Guard as required for the proper fulfillment of their official duties.

If you possess weapons in violation of this policy you will be required to remove the weapons or yourself from University property. You may also be subject to dismissal from the University and its residence facilities, events and activities, and debarment from University premises and business relationships. If the University finds you to be in violation of this policy, charges may be referred against you with local and state authorities for criminal prosecution in addition to the institution of University disciplinary proceedings and sanctions.

Violations or suspected violations of this policy should immediately be reported to Campus Security at 563-589-3333.

Campus Office Directory

Generally, 8 am – 5 pm CST | Please note hours will vary during holidays and summer months.

All phone numbers on campus begin with (563) 589-XXXX unless otherwise noted.

What	Department	Where	Extension
Academic Affairs	Academic Affairs – College	Severance Hall	3206
Academic Success	Academic Success Center	Library	3262
Address Change	Registrar	Myers T&AC	3178
Adult Evening Program	LIFE Office	Myers T&AC	3123
Advancement	Advancement - College	Van Vliet Hall	3158
Alumni	Alumni Relations - College	Van Vliet Hall	3158
Billing Questions	Student Accounts	Smith Hall	3710
Bookstore	Babka Bookstore	Peters Commons	3195
Campus Ministry	Campus Chaplain - College	Blades Hall	3582
Career Planning	Vocation Services	Peters Commons	3132
Child Care	Childcare Center	Marge Kremer Little Spartans	(563) 585-7461
Coffee House	Sylvia's Common Ground	Library	3274
Computer Issues	Technology	Van Vliet Hall	3737
Convenience Store	Convenience Store	Heritage Center	3393
Counseling	Student Health	Smeltzer-Kelly Student Health Center	3360
Cyber Café	AmeriServe	Heritage Center	3311
Disabilities	Academic Success Center	Library	3757
Email	Technology	Van Vliet Hall	3737
Emergencies	Campus Safety & Security	Smith Hall	3333
Financial Aid	Student Financial Planning	Myers T&AC	3170
Gift Shop	Bookstore	Peters Commons	3131
Graduation	Registrar	Myers T&AC	3178
Health Concerns	Student Health	Smeltzer-Kelly Student Health Center	3360
Heritage Center Tickets	Heritage Center Ticket Center	Heritage Center	(563) 585-7469
Housekeeping	Physical Plant	Maintenance	3136
Ice Cream Parlor	Ice Cream Parlor	Heritage Center	3393
ID Access Cards	Safety and Security	Smith Hall	3333
Internships	Vocation & Civic Engagement	Peters Commons	3132
Library Services	Circulation Desk	Library	3100
Librarian		Library	3689

What	Department	Where	Extension
LIFE Program	Dubuque LIFE Office	Myers TAC	3939
	Cedar Rapids, IA		(319) 775-0204
	Meridian, ID		(208) 609-4264
Lost and Found	Student Life	Peters Commons	3128
Maintenance	Physical Plant	Maintenance Office	3136
Nursing Department	Nursing Services	Science Center	3500
Parking Information	Campus Safety & Security	Smith Hall	3333
Post Office	Post Office	Heritage Center	3141
President's Office		Myers T&AC	3224
Print Room	Print Room	Heritage Center	3141
Registrar	Registrar	Myers T&AC	3178
Room Reservations	Special Events & Scheduling	Myers T&AC	3868
Scholarship/Grant Info	Financial Aid	Myers T&AC	3169
Security	Campus Safety & Security	Smith Hall	3333
Student Accounts	Student Accounts	Myers T&AC	3708
Student Life		Peters Commons	3270
Switchboard Operator		Myers T&AC	3000
Technology Questions	Technology	Van Vliet Hall	3737
Transcripts	Registrar	Myers T&AC	3178
Tuition and Fees	Student Accounts	Smith Hall	3710
Tutoring	Academic Success Center	Library	3262
University Marketing + PR	University Relations	Myers T&AC	3164
Wendt Center	Wendt Center	Myers T&AC	3440
Withdrawal from School		Myers T&AC	3172

The University of Dubuque reserves the right to make changes in policies, rules, and regulations published in this catalog without obligation or prior notice.

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