

UNIVERSITY of
DUBUQUE

Undergraduate Catalog

2012-2013

University of Dubuque

2012-2013 Academic Undergraduate Catalog

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

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

Accreditation

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

Our Mission

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

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

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

Our Vision

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

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

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2012-2013
UNIVERSITY OF DUBUQUE
COLLEGE ACADEMIC CALENDAR

FALL 2012

August 15 – 16	Wed – Thurs	New Faculty Orientation
August 20	Monday	Department Day
August 21 - 22	Tues - Wed	Faculty Days
August 23	Thursday	Academic Department Head meeting
August 26	Sunday	Move-In Day (Students)
August 27 - 29	Mon - Wed	New Student Orientation
August 30	Thursday	Classes begin
September 3	Monday	Labor Day - <i>no classes</i>
September 6	Thursday	Last day to register for Fall 2012 courses
		Last day to add a full-term class without instructor's consent
		Last day to add/drop a half-term Session I class
September 13	Thursday	Last day to drop a full-term class
September 18	Tuesday	OPENING CONVOCATION • (Westminster) 9:30 – 10:30 a.m.
September 28	Friday	Last day to withdraw from a half-term Session I class
October 8 - 14	Mon-Sun	Homecoming Week
October 19	Friday	Fall Break Day – <i>no classes</i> • University offices open
October 22	Monday	Mid-term for full-term classes
		End of half-term Session I classes
October 23	Wednesday	Half-term session II classes start
October 25	Thursday	Mid-term grades due in Registrar's Office
October 29	Monday	Last day to add/drop a half-term Session II class
November 2	Friday	Last day to withdraw from a full-term class with a "W" grade
November 5	Monday	Spring '13 Online Registration begins for Seniors
November 7	Wednesday	Spring '13 Online Registration begins for Juniors
November 12	Monday	Spring '13 Online Registration begins for Sophomores
November 14	Wednesday	Spring '13 Online Registration begins for First Years
November 17 - 25	Sat - Sun	Thanksgiving Recess
November 26	Monday	Classes resume
November 27	Tuesday	Last day to withdraw from a half-term Session II class
December 3	Monday	Graduation applications for May & Aug '13 due in Registrar's Office
December 14	Friday	Last day of full-term classes
		Final day of Spring' 13 Online Registration – all students
December 17 - 19	Mon – Wed	Final Examinations
December 19	Wednesday	End of half-term Session II classes
December 27	Thursday	Fall grades due in Registrar's Office

J-TERM 2013

JANUARY 8 - 24

January 8	Tuesday	J-Term classes begin
January 9	Wednesday	Last day to add/drop a J-Term course
January 17	Thursday	Last day to withdraw from a J-Term course
January 21	Monday	Martin Luther King Day – <i>Classes in session</i>
January 24	Thursday	Last day of J-Term classes
January 25	Friday	Department Day
February 1	Friday	J-Term grades due in Registrar's Office

SPRING 2013

January 25	Friday	Spring New Student Orientation Department Day
January 28	Monday	Classes begin
February 1	Friday	Last day to register Last day to add a class without instructor consent Last day to add/drop a Half-Term Session I class
February 8	Friday	Last day to add/drop a Full-Term class
February 18	Monday	President's Day – <i>no day or evening classes</i>
February 25	Friday	Last day to withdraw from a Half-Term Session I class with a "W" grade
March 16 - 24	Sat—Sun	Spring Break
March 25	Monday	Classes Resume
March 26	Tuesday	Mid-Term Half-Term, Session I classes end
March 27	Wednesday	Half-Term, Session II classes begin
March 29 - 31	Fri – Sun	Easter Break
April 1	Monday	Classes resume Mid-term grades due in Registrar's Office
April 3	Wednesday	Last day to add/drop a Half-Term Session II class
April 5	Friday	Last day to withdraw from a Full-Term class with a "W" grade
April 8	Monday	Fall '13 Online Registration begins for Seniors
April 10	Wednesday	Fall '13 Online Registration begins for Juniors
April 15	Monday	Fall '13 Online Registration begins for Sophomores
April 17	Wednesday	Fall '13 Online Registration begins for First Years
April 24	Wednesday	Last day to withdraw from a Half-Term Session II class with a "W" grade
April 25	Thursday	Honors Convocation 9 – 10:30 a.m.
May 10	Friday	Last day of classes Half-Term Session II classes end Last day of Fall '13 Online Registration—All students
May 13 - 15	Mon-Wed	Final examinations

May 17	Friday	College Baccalaureate
May 18	Saturday	Commencement
May 20	Monday	Spring grades due in Registrar's Office
May 20 – 21	Mon-Tues	Faculty Days
June 3	Monday	Graduation appl. for Dec '13 due in Registrar's Office

Academic Calendar subject to change

DEGREES & REQUIREMENTS

Undergraduate Degrees Offered:

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

All Bachelor Degrees Require:

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

SPECIFIC DEGREE REQUIREMENTS

Bachelor of Arts (BA)

- A major in a department that offers the BA.

Bachelor of Business Administration (BBA)

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

Bachelor of Science (BS)

- A major in a department that offers the BS.

Associate of Arts (AA)

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

Associate of Science (AS)

- A minimum of 64 credits.
- Core curriculum requirements.

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

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

CORE CURRICULUM

PILLARS OF THE UNIVERSITY OF DUBUQUE EDUCATION

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

1. SCHOLARSHIP

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

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

2. SPIRITUAL GROWTH

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

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

3. SOCIAL DEVELOPMENT

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

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

4. PROFESSIONAL PREPARATION

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

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

5. AESTHETIC APPRECIATION

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

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

6. GLOBAL AWARENESS

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

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

7. STEWARDSHIP

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

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

CORE REQUIREMENTS

I. WORLDVIEW SEMINARS

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

II. GENERAL COLLEGE REQUIREMENTS

Category One:

General Required Courses

- **Math or Logic Course:**
(3 or 4 credits, minimum grade of C):
Select one of the following:
 1. UDMA 111: Collegiate Mathematics
 2. UDMA 112: Algebra
 3. A higher-level math course
 4. PHL 114: Logical Reasoning
- **Science Lab Course (4 credits):**
Any 4-credit Science Lab Course
- **Speech Communication: COM 101 (3)**
(minimum grade of C)
- **Introduction to Computers: CIS 101 (3) or CIS 103 (3)**
(minimum grade of C)
- **Composition and Rhetoric: ENG 101 (3)**
(minimum grade of C)

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

(minimum grade of C)

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

Select one of the following:

1. REL 110: Judeo-Christian Journeys
2. REL 115: Christian Beliefs
3. REL 116: History of Christianity
4. REL 210: Judeo-Christian Themes
5. REL 220: Introduction to the Old Testament
6. REL 221: Introduction to the New Testament

- **Physical Education:**

Choose one of the following options:

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

Category Two: Pillar Courses

- **Social Development:**

1 course from among the following:

SOC 111 EDU 119
SOC 112 COM 210
PSY 110

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

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

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

ART 111 UDTH 105 UDMS 111
ART 112 UDTH 115 UDMS 211
ART 221 UDTH 220 UDMS 215
ART 367 UDTH 224 UDMS 236
ART 368

- **Stewardship:** 1 course from among the following:
 BIO 125 BIO/EVS 246 PHL 214
 BIO 221 BIO/EVS 368 REL 214
 BIO 223 EVS 256 UDCM 119
 BIO 264
- **Global Awareness:** 1 course from Area A and 1 selection from Area B

Area A: 1 course from among the following:

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

Area B: Select one of the following:

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

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

Category Three:

J-Term requirement

The College has revised its academic calendar to a 4-1-4 format made up of two 4-month terms and a three-week January term (J-term). The J-term provides opportunities for students to accelerate their academic progress by taking a class between the Fall and Spring terms. J-term also permits students to take advantage of special interdisciplinary and experiential courses, many of which include a component of off-campus study.

New students (0-23 credits) will be required to complete **two** J-term courses in order to earn a bachelor's degree from UD. One J-term course must be taken during the student's first year. Transfer students with 24 or more credits will be required to complete **one** J-term course.

ACADEMIC POLICIES

Academic Advising

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

Academic Major

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

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

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

UNIVERSITY OF DUBUQUE

Undergraduate Academic Majors

- Accounting
- Aviation Management
- Biology
- Business Administration
- Chemistry (*under development*)
- Communication
- Computer Graphics/Interactive Media
- Computer Information Systems
- Computer Information Technology
- Criminal Justice
- Economics (*under development*)
- Elementary Education
- English
- Environmental Science
- Fine and Performing Arts
- Flight Operations (Professional Aeronautics)
- Liberal Studies
- Mathematics (*under development*)
- Nursing
- Philosophy

- Physical Education Teaching, K-12
- Pre-Professional Health
- Psychology
- Public and Community Health (*under development*)
- Religion
- Secondary Education (Biology, English, Environmental Biology, Chemistry, Mathematics, General Science)
- Sports Marketing and Management
- Sociology
- Wellness and Exercise Science

Academic Minor

A minor consists of 20 to 27 credit hours in an area of study, as described in the departmental description. When selecting a minor, students may wish to choose one that permits an alternative to the major. If the major was chosen for its career application, then the minor may serve to expand one's perspective or to support a secondary interest. Students should declare their selection of a minor or minors with the Registrar's Office.

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Undergraduate Academic Minors

- Aviation Management
- Biology
- Business Administration
- Chemistry
- Communication
- Computer Information Systems
- Computer Information Technology
- Criminal Justice
- English
- Environmental Science
- Flight Operations
- Gender Studies
- Health, Wellness & Sport
- Marketing
- Mathematics
- Military Science
- Music
- Philosophy
- Psychology
- Religion
- Sociology
- Spanish
- Theatre

Multiple Academic Majors/Minors

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

Double Degree

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

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

Individually-Planned Major (IPM)

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

College/Seminary Cooperative Program

3/3 Program (BA/MDiv)

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

3/3 Program Information

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

- Persons admitted to the 3/3 program will be eligible for either College or Seminary housing, and will be welcomed in both communities.

3/2 Program (BA/MAMC Program)

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

Learning Institute for Fulfillment & Engagement (LIFE)

The University of Dubuque's LIFE program offers accelerated degree programs for adult learners. LIFE's programs and services are available to students who are at least 23 years old and who have a minimum of three years full-time work experience. For admission requirements, advising, current program listings, and schedule of classes, contact the UD LIFE office at (563) 589-3781.

CLASSIFICATION OF STUDENTS

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

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

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

Full-time Degree-seeking Students

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

Part-Time

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

Unclassified Students

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

REGISTRATION

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

Add/Drop Periods

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

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

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

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

Prerequisites

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

Academic Course Numbers

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

Hour Load

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

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

Cross-Registration

University of Dubuque students may take courses at Clarke College or Loras College on a space-available basis if they are not offered by the University of Dubuque. Core curriculum requirements in disciplines taught at UD may not be met through cross-registration. Courses in a student's major taken on another campus must meet the specifications of the major department at the University of Dubuque. A student must have a cross-registration form (available in the Registrar's Office) signed by the Registrar.

Audit of Courses

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

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

Enrollment Confirmation

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

Withdrawal from Courses

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

Independent Research Course

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

Tutorial Courses

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

Internships

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

Reserve Officers Training Corps

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

Post-Graduation Additional Majors

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

Withdrawal from School

Any student withdrawing from school, whether full-time or part-time, must secure permission from the Office of Student Life. In the case of official withdrawal from school, a grade of "W" will be recorded for each course in which the student is enrolled, provided the withdrawal takes place no later than the last day of classes. Students leaving the College before the end of the term without officially withdrawing will have their work evaluated on the same basis as other students, and

appropriate grades will be assigned by their instructors. Because withdrawal from courses may affect financial aid, a student should consult with the financial aid office prior to withdrawal from courses.

CREDIT FOR PRIOR LEARNING

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

Advanced Placement

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

College-Level Examination Testing (CLEP)

The College-Level Examination Program® (CLEP) offers you the opportunity to receive college credit for what you already know. Earn qualifying scores on any of the 33 introductory-level college subject examinations and accelerate your education. The 90-minute exams, which cost \$80 each, are administered at the University of Dubuque in the Academic Success Center (ASC).

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, a list of the colleges and universities that offer class equivalencies for CLEP exams, and exam preparation materials.

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

Credit by Examination

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

Credit for Non-Collegiate Educational Experiences (Armed Services)

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

Portfolio of Experiential Learning

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

To be eligible, candidates must be admitted students and have earned a minimum of 15 credits at an accredited college or university, at least six of which must have been taken as a UD student. The maximum number of credits able to be earned via portfolio is 20% of the total number of credits required for the departmental major. A fee equal to 20% of the current undergraduate per-credit-hour tuition will be charged. Students interested in this option should apply to the relevant department.

ATTENDANCE, COURSE PARTICIPATION, AND PERFORMANCE EXPECTATIONS

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

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

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

Administrative Withdrawal

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

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

Varsity Athletics Attendance Policy

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

GRADES

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

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

Other Grades

P	Pass (Credit)
I	Incomplete
W	Withdrawal
WP	Withdrawn Passing
WF	Withdrawn Failing
AU	Audit
CR/NC	Credit/No Credit
IP	In Progress

Credit Grade (CR)

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

Change of Grade

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

Final Grade Appeal

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

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

Students who wish to appeal a final grade should obtain a complete copy of the policy and procedures from the Office of Academic Affairs.

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

Incomplete Grades

A grade of incomplete (I) may be assigned in a course when a student, because of circumstances beyond his or her control, is unable to complete the required work by the end of the grading period. Prior to the end of the grading period, the instructor will fill out a Request for an Incomplete Grade (RIG) form, specifying the deadline for completion of the work. This form is forwarded to the Registrar's Office, and an "I" is recorded on the student's academic record. When the course work is completed, as outlined on the RIG form, the instructor will assign a final grade and report it to the Registrar by the conclusion of the following term (fall/spring). An extension for an Incomplete must be approved by the Associate Dean for Academic Affairs. The Registrar will monitor RIG forms on file each term and notify instructors on deadlines to submit final grades. If neither a grade (after deadline) nor an extension has been received, the default grade (from the RIG form) will be recorded

for the course. If no default grade is recorded on the RIG form, a grade of F will be recorded. Any additional expense incurred with an “I” is the student’s responsibility. Students may not graduate with incomplete grades on their academic transcript.

Repeating a Course

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

Grade Point Average

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

UD GPA

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

Scholastic Honors

Full-time students (registered for 12 or more credits) who earn a term GPA of 3.5 or above are named to the Dean’s List. Dean's List is awarded for the Fall and Spring terms only. As of Fall 2012, part-time students are not eligible for Dean's List honors.

Alpha Chi

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

Student Recognition

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

Academic Standing

Academic Alert, Probation, and Suspension

Graduation at the University of Dubuque requires a minimum grade point average (GPA) of 2.00 for 120 credit hours of course work. Any full-time student (registered for 12 credit hours or more) 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. Full-time students must also maintain progress toward completion of their degree by successfully completing a minimum of 12 credit hours each term.

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

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

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

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

The academic record of students who remain on academic alert for more than one term will be reviewed by the Academic Standing and Admission Committee for possible placement on academic probation.

Students who are placed on academic alert will be notified by the Assistant Dean for Academic Advising (ADAA). The ADAA will assign each student to a faculty or staff Ally who will contact the student and 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:

*Attempted Hours	Minimum Cumulative GPA
0-16	1.60
17-32	1.80
33-48	1.90
49+	2.00

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

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

Students who are placed on academic probation must meet with both their academic advisor and an advisor from the Academic Success Center (ASC) in order to develop an academic success plan. Students on academic probation are limited to 13 credit hours and will be required to participate in mandatory study tables. Probationary students' are expected to complete the ASC academic success plan and continue to participate in the mandatory ASC study tables if they wish to remain eligible for extracurricular activities.

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

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

Suspension Appeal Process

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

A student that does not appeal his/her suspension and sits out the required term and then wants to return to the University of Dubuque must request an application for re-admission from the Admission Office. Applications should be submitted one

month prior to the term for which the student wants to re-enroll, but the period between suspension and re-admission must include one Fall or Spring term.

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.

Athletic Eligibility

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

Academic Dishonesty Policy

Academic dishonesty is defined in the Values Violations (Integrity) section of the Student Handbook (see <http://www.dbq.edu/studentlife/pdf/UDStudentHandbook.pdf>). A determination of academic dishonesty typically results in the imposition of progressive sanctions; specifically:

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

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

Student's Right to Petition

In any disagreement over the interpretation of academic regulations or the existence of extenuating circumstances which might justify special consideration, the student may file a petition with the Associate Dean for Academic Affairs.

TRANSFER STUDENTS

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

Course Equivalency Approval for Current University of Dubuque Students

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

Transferring Credits

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

- CIS 101-Introduction to Computers **or** CIS 103-Computer Applications in Business
- COM 101-Speech Communication
- ENG 101-Composition and Rhetoric
- UDMA 111-Collegiate Math **or** UDMA 112-Algebra **or** UDMA 250-Calculus **or** PHL 114-Logical Reasoning
- RES 104 – Research Writing

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

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

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

Transfer students must earn at least 60 credits from an accredited bachelor's degree-granting institution. At least 30 of the last 36 credit hours earned must be earned in residence at the University of Dubuque. The only exception is if transferring to UD with an Associate's degree, then 56 credits are required.

Effective Fall 2011, 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 all components of the UD Core Curriculum, with the exception of the Judeo-Christian Tradition, World View III and World View IV components of the core. For most programs of study, World View III and World View IV will be covered by courses completed as a part of the major requirement.

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

Second Baccalaureate Degree

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

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

- A GPA of 2.00 for all credits applicable to the academic major is required unless the major selected requires a higher GPA for that program.
- The student must be in good academic standing at the University of Dubuque at the time of degree completion.
- A minimum of 150 undergraduate hours (from the University of Dubuque and other institutions) is required.

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

ACADEMIC TRANSCRIPTS

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

GRADUATION

Application for Degree

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

Application deadlines are as follows:

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

Graduation Application forms are available in the Registrar's Office. A commencement ceremony is held only in May.

May Commencement Participation Policy

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

- Students who, with the successful completion of the courses scheduled for Spring term, will have completed all degree requirements at the conclusion of the Spring term.
- Students who will graduate the following August and can document that they will be within eight credits of completing all degree requirements by the end of the Spring term.
- Students who completed all degree requirements in a previous August or December and did not previously participate in a commencement ceremony.

Change in Degree Requirements

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

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

Attendance at Commencement

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

Graduation Honors

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

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

Confidentiality of Student Records

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

Duplicate Diploma Policy

A duplicate diploma may be issued upon request. A written request must be made to the Registrar indicating the reason for a duplicate diploma. The duplicate diploma shall show the date of the original diploma and be marked duplicate. The duplicate will have the signatures of the current University officials and the current format and size. The fee will be one-half the current fee for graduation to be paid prior to the ordering of the duplicate.

Student Life

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

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

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

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

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

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

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

OFF-CAMPUS CO-CURRICULAR DISCLAIMER

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

ACADEMIC SERVICES

Charles C. Myers Library

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

Along with resources to help with student academic work, the library has an extensive leisure collection, which includes feature films, television series, magazines, and fiction. The A. Y. McDonald Curriculum Library, on the second floor, contains an extensive young adult and children’s literature collection.

Sylvia’s Common Ground Coffee Shop, located on the first floor, is a popular destination for study breaks, lunch, and fellowship. The library also co-sponsors cultural events and exhibits that celebrate UD’s heritage and broaden perspective.

During the academic year, the library is open 109 hours per week with extended hours at the end of the term. Reference help is available in person or online (reference@dbq.edu) Monday through Thursday from 8:00 am – 11:00 pm and Sunday from 6:00 pm to 11:00 pm.

Computers are available in a computer lab, in the reference area, and Curriculum Library. There are network drops throughout the building as well as wireless access.

The collection consists of over 185,000 volumes, with over 34,000 digital journals and an extensive DVD collection with a focus on popular and international films. Interlibrary loan service brings the resources of the world to students. Articles unavailable at the library are often emailed to students from other libraries within 24 hours.

Library Hours (Academic Year)

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

Academic Success Center

The Academic Success Center at the University of Dubuque is located on the second floor in the Charles C. Myers Library. The goal of the Academic Success Center is to empower students and to connect them with the resources necessary to achieve both academic and personal goals. Services include;

- Individual Tutoring
- Writing Center
- Disability Services
- Testing Services
- Academic Probation Support Services
- Bridge Learning Lab
- BESMART Lab
- Peer Assisted Learning Study Groups (PALS)
- Athletic Study Tables
- TRiO/Student Support Services

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

Tutors

The ASC provides tutoring services from 9:00 a.m. – 9:00 p.m. Monday through Thursday, and 9:00 a.m.-5:00 p.m. Friday.

All tutoring services are free to University of Dubuque students. Please call the center at 563-589-3262 for more information or to arrange for a tutoring session.

Writing Center

The mission of the Writing Center of the University of Dubuque is to assist students to become self-determined, motivated, and independent writers. The Writing Center aims to equip all writers with the confidence and strategies to engage successfully in the writing process. In doing this, the Writing Center encourages the development of writing, critical thinking, and communication skills necessary for students to succeed in both the academic and global world. Our goals are to create a collaborative environment that nurtures writing and fosters growth of writers of all levels through the process model of writing instruction and provide students with the tools, techniques, and confidence required to develop into successful writers across the disciplines. For more information or to schedule an appointment, contact the Writing Center at 563-589-3641.

Disability Services

The University of Dubuque provides accommodations to students with documented disabilities upon the request of the student. The accommodations the university can provide are based on the written recommendations of a licensed diagnosing professional. Please visit our webpage <http://www.dbq.edu/asc/ImplementationGuides.cfm> for detailed information.

Common accommodations coordinated for students include but are not limited to: extended time on exams, supplemental note-taking services, a reader or scribe for exams, alternative textbooks. For more information, contact the Disability Services Coordinator/Student Advisor: 563-589-3757 or visit the office in the Academic Success Center, second floor of Myers Library.

Testing Services

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

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

For any exams to be taken in the ASC:

Students must speak with instructors about each upcoming exam at least two days in advance. This is to allow time for instructors to arrange to provide accommodations necessary per VISA documentation. Students must schedule exams at the ASC a minimum of 24 hours in advance to ensure space is reserved for them. If this procedure is not followed, testing in the ASC is not guaranteed.

Testing hours are Monday – Friday, 9:00 AM – 5:00 PM. Testing will end promptly at 5:00 PM. Any unfinished exams will be collected at 5:00 PM and will be considered complete. Students who test in the ASC should plan accordingly. Students may call 563-589-3262 to schedule an exam.

TRiO/Student Support Services

TRiO/Student Support Services is a federally funded program that offers academic, personal, career, and financial support to students that are first generation, meet income guidelines, and/or have a documented disability. We provide one-on-one personalized support for students throughout their tenure at the University of Dubuque.

TRiO/Student Support Services offers a scholarship each term and the opportunity to participate in cultural activities (such as ice skating, skiing, conferences, etc.) The program also offers laptop and select textbook borrowing through the Lending Library and workshops on financial literacy, career and graduate school prep, study skills, etc.

All students involved in the TRiO/SSS program are required to make use of ASC resources a minimum of 2 hours each week during the academic year (tutoring, advising, reading, studying, using a computer, etc.) and to meet with their SSS Advisor at least 1-2 times each term.

Please contact the TRiO/SSS Director at 563-589-3732 or the TRiO/SSS Assistant Director/Academic Advisor at 563-589-3731 with any questions you may have.

BRIDGE PROGRAM

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

BRI 006-Reading and Study Skills (3)

Direction in reading and study skills which present the basic techniques for college-level reading comprehension, vocabulary development and study efficiency. Emphasis is placed on application of reading and study skills in concurrent course enrollment. Includes required study labs. Prerequisite: Admission to the Bridge Program

BRI 007-Advanced Reading and Study Skills (1)

Continuation of the application of reading and study skills in spring term classes. Includes required study labs. Prerequisite: Grade of C or higher in BRI 006.

Bridge Learning Lab

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

WENDT CHARACTER INITIATIVE

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

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

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

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

SCHOLAR-LEADER PROGRAM

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

AVIATION/FLIGHT DEPARTMENT (AVI/FLI)

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

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

Aviation Management

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

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

Professional Aeronautics

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

1. An understanding of the impact of aviation and technology in a global/societal context;
2. An ability to apply the techniques, skills, and modern aviation tools to identify and solve problems;
3. An ability to function on a multi-disciplinary team and operate as a crew member in an aircraft cockpit;
4. An ability to apply knowledge of mathematics, science and aerodynamic principles to ensure safe and efficient flight operations;
5. An ability to accurately analyze and interpret data from a variety of sources;
6. An understanding of professional and ethical responsibility;
7. An ability to communicate with agency representatives, superiors, subordinates, and peers with precision and clarity;
8. Recognition of the need for the ability to engage in lifelong learning;
9. Knowledge of contemporary aviation industry issues; and
10. Students will demonstrate knowledge of business applications relating to the management of flight operations.

Previous flight experience may be accepted. Experiential credits can be granted for specific flight operations courses on the basis of flight-related experience and training acquired prior to enrollment at the University of Dubuque. Students desiring credit must provide documentation to the Chair of the Aviation Department during the first week of the term upon enrollment. If the student

has attended a FAA approved flight school, a transcript of all flight training must be provided. Once a student has enrolled at the University of Dubuque, all subsequent flight training must be completed in residence at the University's Flight Operations Center. Only those FAA Flight Certificates and ratings awarded as the result of flight training received at the University of Dubuque will be recorded on the student's transcript. All flight training courses may begin and end at any time during the academic year and may not coincide with the beginning and ending dates of the published term schedule. Therefore, students who begin a flight course should consult with the Flight Operations Center for estimated completion date.

The **Aviation Management** major includes a core set of aviation and business courses, and a selection of a concentration in General Aviation Management or Airline Operations Management or Air Traffic Management.

The Aviation core courses include:

- AVI 131-Basic Ground School (6)
- AVI 145-Safety and Ethics in Aviation (1)
- AVI 233-Air Transportation (3)
- AVI 322-Aviation Human Capital & Employee Management (3)
- AVI 333-Aviation Security & Crisis management (3)
- AVI 337 Airport Management (3)
- AVI 341-Aviation Law (3)
- AVI 349-Aviation Safety Management (3)
- AVI 444-Air Transport Economics & Finance (3)
- Aviation Internship or AVI 496-Washington Aviation Seminar (3) or Independent Research (3)

The Business core courses include:

- BAC 120-Principles of Macroeconomics (3)
- BAC 201-Principles of Management (3)
- BAC 241-Principles of Financial Accounting (3)
- BAC 242-Principles of Managerial Accounting (3)
- BAC 280-Principles of Marketing (3)
- BAC 300-Principles of Finance (3)
- BAC 336-Business Statistics (3) or UDMA 150-Analysis of Functions and Trigonometry (4)

The Aviation and Business core courses result in a minimum of 50 credits. Additionally, students must also complete one of three areas of concentration. These concentrations are General Aviation Management, Airline Operations Management or Air Traffic Management.

The **General Aviation Management** concentration requires:

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

The core courses and this concentration result in a minimum of 56 credits hours.

The **Airline Operations Management** concentration requires:

- AVI 346-Airline Management (3)
- AVI 445-International Airline Management & Operation (3)

The core courses and this concentration result in a minimum of 56 credit hours.

The **Air Traffic Management** concentration requires:

- AVI 231-Ground School-Instrument (4)
- AVI 234-Procedures & National Airspace System (3)

- AVI 404-Air Traffic Operations & Management (3)

The core courses and this concentration result in a minimum of 60 credit hours.

The **Aviation Management** minor consists of a minimum of 25 credits, including:

- AVI 131-Basic Ground School (6)
- AVI 145-Safety and Ethics in Aviation (1)
- AVI 233-Air Transportation (3)
- AVI 322-Aviation Human Capital & Employee Management (3)
- AVI 337-Airport Management (3) **or** AVI 346-Airline Management (3), **or** AVI 344-Corporate Aviation (3) **or** AVI 348-Fixed Base Operations (3)
- AVI 349-Aviation Safety Management (3) **or** AVI 333 – Aviation Security & Crisis Management
- AVI 444-Air Transport Finance & Economics (3)
- BAC 241-Principles of Financial Accounting (3)

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

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

The core includes:

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

The core courses result in a minimum of 45 credits. Additionally, students must also complete one of three areas of concentration. These concentrations are Corporate Pilot or Airline Operations.

The **Corporate Pilot** concentration requires:

- AVI 332-Advanced Aircraft Systems/CRJ (3)
- AVI 344-Corporate Aviation (3)
- AVI 348-Fixed-Base Operations (3)
- AVI 435-Ground School – Multi-Engine (2)
- AVI 447-Crew Resource Management & Advanced Systems (3)
- FLI 435-Flight Training – Multi-Engine (2)

This concentration and the core courses result in a total of 61 credits.

The **Airline Operations** concentration requires:

- PHY 115-Conceptual Physics & Lab (4) **or** PHY 151-General Physics & Lab (4)
- AVI 332-Advanced Aircraft Systems/CRJ (3)
- AVI 346-Airline Management (3)
- AVI 435-Ground School – Multi-Engine (2)
- AVI 447-Crew Resource Management and Advanced Systems (3)
- FLI 435-Flight Training – Multi-Engine (2)

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

The **Flight Operations minor** will result in a private pilot certificate with instrument rating. These 20 credits include:

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

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

AVIATION COURSE DESCRIPTIONS

AVI 130-Aviation History (3)

Familiarization with the beginnings of aviation: the events, the aircraft, and the people that enabled the fledgling industry to develop into what it is today.

(Cross-listed with UDHS 130)

AVI 131-Basic Ground School (6)

An introduction to private pilot flight operations including basic aircraft control, flight theory, national airspace system, radio navigation, aircraft performance, meteorology, cross-country operations, and human physiology. At the successful completion of this course, the student will have gained the aeronautical knowledge to take the FAA Private Pilot written examination.

AVI 145-Safety and Ethics in Aviation (1)

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

AVI 201-Principles of Navigation (3)

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

Prerequisite: FLI 131

AVI 231-Ground School – Instrument (4)

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

AVI 232-Ground School – Advanced (3)

Theory of flight, advanced flight maneuvers, air navigation, systems, meteorology, and other subjects in preparation for the FAA Commercial Pilot written examination. Prerequisites: AVI 231, FLI 131, ESC 214

AVI 233-Air Transportation (3)

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

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

This course addresses the interaction of Air Traffic control procedures with other components (e.g., navigation systems, communication, regulations, and personnel) with emphasis on the national airspace system. A brief history and discussion of the current and future developments affecting ATC and NAS will also be a major part of this course. Prerequisite: AVI 231 and AVI 349

AVI 236-Introduction to Advanced Powerplants (3)

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

AVI 237-Helicopter Operations (3)

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

AVI 270-Upset/Basic Aerobatics Training (1)

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

AVI 301-Aviation Regulations (3)

A survey of actual case histories and FAA officials' opinions. Explains FARs part 1, 61, 91, 141, 121, 135, and NTSB 830. Past historical and legislation events, acts, and treaties will be examined. Prerequisites: AVI 231

AVI 305-Avionics Systems (3)

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

AVI 306-Aircraft Systems and Components (3)

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

AVI 322-Aviation Human Capital & Employee Management (3)

An overview of managerial practices with respect to the management of the human resource function and employee management within the aviation industry. A discussion on contemporary labor relations issues and managing within a unionized environment will also be addressed. Other areas of inquiry include selection and retention, training management, compensation and workforce integration. Upon successful completion of this course, students will have an enhanced understanding of human capital issues as well as how to manage a workforce that has unionized employees within the aviation industry. Prerequisite: AVI 233

AVI 332-Advanced Aircraft Systems/CRJ (3)

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

AVI 333-Aviation Security & Crisis Management (3)

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

AVI 337-Airport Management (3)

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

AVI 341-Aviation Law (3)

A study of laws, regulations, aviation activities, and the liability arising out of the operation and/or ownership of aircraft, airports, and repair stations. Basic principles of tort law and risk management as related to aviation operations/organizations are covered. Prerequisite: AVI 233 or consent of the instructor

AVI 344-Corporate Aviation (3)

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

AVI 346-Airline Management (3)

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

AVI 347-Aviation Logistics (3)

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

AVI 348-Fixed-Base Operations (3)

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

AVI 349-Aviation Safety Management (3)

An introduction to aviation safety and Safety Management Systems (SMS) through the study of aviation accidents. Designed to provide a basic understanding of the contemporary issues faced by the industry and risk mitigation strategies, including the implementation of an SMS program. Accident investigative techniques, reporting methods and lessons learned will also be addressed. Prerequisite AVI 131, Sophomore standing or consent of the instructor.

AVI 385/6/77, 485/6/7-Aviation Internship (Arranged)

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

AVI 391/2, 491/2-Independent Study (1-3)

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

AVI 401-Applied Aerodynamics (3)

Principles of aerodynamic forces, aircraft performance and limitations, and longitudinal, lateral and directional stability and control. Low speed and high-speed aerodynamics with related transport design characteristics. Prerequisite: UDMA 150, PHY 151, or instructor consent (Cross-listed with PHY 401)

AVI 404-Air Traffic Operations and Management (3)

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

AVI 430-CFI – Fundamentals of Instruction (2)

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

AVI 431-CFI – Aeronautical Knowledge (3)

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

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

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

AVI 433-Scheduling (3)

Introduces basic scheduling theory for aircraft, crews, and service support, as well as various techniques and concepts for use in the air transportation industry. Prerequisite: UDMA 150

AVI 434-Human Factors (3)

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

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

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

AVI 436-Maintenance Management (3)

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

AVI 439-Modeling and Simulation (3)

Introduces the concept of modeling and simulation as it relates to air transportation problems. Use of a basic simulation language with practical exercises. Prerequisite: UDMA 150

AVI 444-Air Transport Economics & Finance (3)

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

the unique aspects of air transportation and airline economics and financing. Prerequisites: AVI 233, BAC 120, and BAC 300 or consent of the instructor.

AVI 445-International Airline Management and Operation (3)

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

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

Provides the student with advanced crew procedures to include flight above 25,000 feet, advanced navigation, advanced systems, and advanced weather avoidance systems training. Designed to prepare the commercial pilot for corporate or regional airline environments. Prerequisite: AVI 332 and FLI 231

AVI 449-Aviation Safety Program Development (3)

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

AVI 495-Senior Seminar (3)

WorldView IV, Aviation Senior Seminar provides a structure that allows students to define themselves, their abilities, and their beliefs while addressing moral, ethical, and faith based questions particular to current issues in aviation. Students will survey regulatory, operational, financial, marketing, and labor relation issues in the aviation industry identifying ethical and moral dilemmas discovered through their research. Individual studies and presentations will afford each student the opportunity to discuss, debate, and defend their opinions on current issues in the aviation industry, based on religious, ethical, and moral beliefs and teachings. Prerequisite: Senior standing

AVI 496-Washington Seminar – Aviation Policy (3)

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

FLIGHT COURSE DESCRIPTIONS

FLI 131-Flight Training I (3)

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

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

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

FLI 231-Flight Training – Instrument (3)

Instruction in operation of aircraft solely by reference to instruments. Instrument pilot techniques and maneuvers in preparation for the FAA instrument examination. Prerequisite: AVI 131

FLI 232-Flight Training – Commercial Maneuvers (2)

Advanced maneuvers, power turns, spirals, chandelles, lazy eights, and other precision maneuvers in preparation for the FAA Commercial Pilot Flight examination. Prerequisites: AVI 231

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

Designed to permit military and commercial helicopter pilots to obtain an airplane (fixed-wing) category rating. The course is designed to allow maximum application of the student's powered flight experience and obtain the airplane category rating in the

minimum amount of time. The course consists of a minimum of 20 flight credit hours. Prerequisite: Must possess current Private Pilot Rotary-Wing rating or better

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

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

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

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

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

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

FLI 340-Currency and Refresher (1)

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

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

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

FLI 432-Flight Training – CFI Instrument (1)

Flight qualification for conducting instrument flight instruction. Preparation for FAA, CFI Instrument Flight examination. Prerequisite: AVI 430

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

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

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

Flight qualification in system and operation of multi-engine aircraft. Performance, flight techniques, systems management, night and emergency operation. Preparation for Multi-Engine Flight examination. Prerequisites: AVI 232 and FLI 231

BUSINESS ADMINISTRATION DEPARTMENT (BAC)

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

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

The Business Department offers a Bachelor of Business Administration degree with a major in Business Administration and a major in Accounting. A student must take 30 credits within the business core competencies, 18-24 credits in the major, and 6 internship credits. In some situations, upon approval of the Head of the Business Department and the Instructor of the research project, the internship requirement may be replaced by at least 3 credits of an undergraduate research project in business.

Specific requirements within the department core:

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

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

Business Core Competencies

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

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

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

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

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

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

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

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

For the **General Business** concentration, the following courses are required:

Business Core Competencies courses, 6 internship credits, plus 18 credits from the following course list, including 6 business elective credits of BAC 200 or higher courses approved by the Advisor.

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

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

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

For the **Marketing** concentration, the following courses are required: Business

Core Competencies courses, 6 internship credits, plus 18 credits from the following course list including 3 business elective credits of BAC 200 or higher courses approved by the Advisor.

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

Minor in Business

A minor in Business Administration requires 24 credits as follows:

6 required courses:

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

2 of the following courses:

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

Minor in Marketing

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

This minor, with its specific concentration, differs significantly from the Business minor in which students receive a broad overview of business. The minor offers the student an option to further optimize career opportunities. The Marketing minor's goals focus on technical competency and ethical professional behavior.

The minor in Marketing requires 21 credits from the following course list including 3 business elective credits of BAC 200 or higher courses approved by the Advisor.

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

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

BUSINESS COURSE DESCRIPTIONS

BAC 100-Introduction to Business (3)

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

BAC 120-Principles of Macroeconomics (3)

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

BAC 160-Principles of Microeconomics (3)

This is an introductory course in microeconomics which is the study of the behavior of individuals and organizations. This course will focus on the overall topic of market exchanges and why people, organizations, governments, and nations work the way they do. Prerequisite: none

BAC 201-Principles of Management (3)

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

BAC 205-Web Publishing (3)

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

BAC 220-Contemporary Economics (3)

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

BAC 241-Principles of Financial Accounting (3)

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

BAC 242-Principles of Managerial Accounting (3)

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

BAC 252-Students in Free Enterprise (1)

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

BAC 262-Personal Financial Stewardship (3)

This course is designed to make students better financial stewards in their personal and professional environments. The details of tax forms and exemptions, charitable donations, financial planning, and financial markets will be explored. Additionally issues regarding compensation, tax deferred accounts, and insurance options will be covered as well as credit options, how to finance major purchases and budgeting. Prerequisite: UDMA 111 or UDMA 112

BAC 280-Principles of Marketing (3)

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

BAC 300-Principles of Finance (3)

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

BAC 304-Human Capital (3)

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

BAC 308-Advertising (3)

A study of advertising and its use in marketing programs. Topics to be covered include advertising in the world of business, developing advertising strategy, selecting media, managing advertising activities and budgeting and profitability of those advertising activities. Emphasis is placed on the social and ethical aspects of advertising in society. Prerequisite: BAC 280

BAC 312-Customer Resource Management (3)

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

Prerequisite: BAC 280

BAC 316-E-Commerce (3)

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

BAC 320-Risk & Operations Management (3)

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

BAC 324-Leadership & Motivation (3)

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

BAC 328-Global Business Practices (3)

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

Prerequisites: BAC 201 and BAC 280

BAC 330-Financial Statement Analysis (3)

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

BAC 332-Negotiation & Conflict Management (3)

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

BAC 336-Business Statistics (3)

This course is designed to provide the student with an understanding of the use of quantitative information in the management of individuals and organizations. The objective is to expose the student to various data and statistical analysis and forecasting techniques currently used in business environments. Prerequisites: CIS 101 or CIS 103; and UDMA 111 or UDMA 112

BAC 338-Marketing Research (3)

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

BAC 339-Consumer Behavior (3)

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

BAC 340-Effective Communication in Business (3)

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

BAC 341-Intermediate Accounting I (3)

This course is the first in a two-course sequence and is the first course at the professional level for all students choosing any concentration in accounting. Emphasis is placed on the study of generally accepted accounting principles in the preparation of financial statements for external use. Students develop an increased understanding of the issues involved in correctly valuing and disclosing financial information that is useful for decision-making. The course builds on the basic accounting concepts introduced in BAC 241. Students use computer spreadsheet software to build sophisticated accounting models. Prerequisite: BAC 241

BAC 342-Intermediate Accounting II (3)

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

BAC 346-Accounting Information Systems (3)

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

BAC 351-Cost Accounting I (3)

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

BAC 352-Cost Accounting II (3)

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

BAC 350-Stewardship of Environmental Resources (3)

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

BAC 357/8/9 –Topics in Business

BAC 360-Social Behavior & Interpersonal Relations in Business (3)

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

behavior, job search and interviewing behavior, and preparation for eventual careers in the workplace and global community.

Prerequisite: BAC 201

BAC 370-Controllership (3)

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

Prerequisite: BAC 351

BAC 375-Modern Financial Institutions (3)

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

BAC 405-Applied Accounting Research (3)

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

BAC 415-Health Care Economics (3)

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

BAC 421-Business Law (3)

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

BAC 425-Information Systems Auditing (3)

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

BAC 430-Advanced Accounting (3)

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

BAC 441-Federal Taxation (3)

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

BAC 442-Advanced Federal Taxation (3)

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

BAC 446-Auditing (3)

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

BAC 465-Advanced Accounting Information Systems (3)

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

BAC 475-Administrative Policy Seminar (3)

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

BAC 485/6/7-Internship in Business (3-9)

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

BAC 491/2/3-Undergraduate Research in Business (3-6)

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

COMMUNICATION DEPARTMENT (COM)

Departmental Mission & Philosophy

Communication plays an increasingly important role in personal, family, and professional success. The mission of the Communication Department at the University of Dubuque is to develop students' theory-based insights and communication competencies necessary to think critically and communicate well. The department directly serves the University's mission to foster 1) excellence in academic inquiry and professional preparation; 2) relationships which encourage intellectual and spiritual and moral development; 3) a community where diversity is appreciated and Christian love is practiced; and 4) a zeal for life-long learning and service.

In addition to providing students with the opportunity to pursue a B.A. in Communication, the Communication Department serves the larger University of Dubuque community by supporting the core curriculum. The Speech Communication course, COM 101, prepares students to succeed in making oral presentations in courses throughout their time at the university. It provides them with necessary skills to succeed in whatever career they elect to pursue in the future.

The major and minor in Communication reflect these commitments to the mission of the university through a multi-faceted program of study that begins by developing theory-based interpersonal, intercultural, organizational, and public speaking communication. These competencies are linked to development of basic media literacy skills relevant to emerging communication technologies. Advanced coursework in the department permits students to develop competence in concentrated areas of Persuasion Studies, Organizational Communication, and Professional Communication Studies. Students who choose to major or minor in Communication will develop knowledge and skills vital to their success in a variety of personal and professional settings. Majors complete their course of study by exploring the history and practices of the discipline, by concentrating on career development, and exploring ethical and character issues as they relate to practices in communication related work.

Departmental Teaching Objectives

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

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

Major Requirements

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

Minor Requirements

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

Core Courses in Communication for Majors and Minors

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

Additional Core Course for Majors

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

Elective Courses in Communication include:

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

Internships

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

The Department of Communication offers the BA degree.

COMMUNICATION COURSE DESCRIPTIONS

COM 101-Speech Communication (3)

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

COM 104-Communication Studies and Careers (1)

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

COM 108-Managing Digital Identities (2)

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

COM 210-Interpersonal Communication (3)

Students learn about the processes of human communication through observing and understanding basic communication patterns. In active learning situations, students practice making communication choices that enrich personal and professional relationships. Through engagement with readings, lectures, class discussions, class exercises, tests, and presentations students discover ways to become more effective interpersonal communicators.

COM 250-Introduction to Mass Media (3)

A survey course examining the intersection between mass media and popular culture as found in books, newspapers, magazines, radio, film, television and other electronic media. The course examines professional careers in news, public relations and advertising.

Through engagement with readings, lectures, class discussions, class exercises, tests, and presentations of their ideas, students apply various theories of communication to evaluate products of mass media. Prerequisite: COM 101

COM 310-Organizational Communication (3)

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

Prerequisites: COM 101 and COM 104

COM 318-Public Relations (3)

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

COM 320-Intercultural Communication (3)

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

COM 325-Argument and Persuasion (3)

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

COM 335-Contemporary Public Address (3)

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

COM 345-Rhetorical Criticism (3)

Introduces students to a range of methods critics employ to determine how texts work rhetorically, such as: classical/rationalistic criticism (neo-Aristotelian, argument), dramatic/pentadic criticism, cluster criticism, generic criticism, metaphoric criticism, narrative criticism, and socio-political/psychosocial criticism (ideological criticism, feminist criticism, and post-modern criticism). Students explore how the practice of rhetorical criticism fosters understanding of how various public communications contribute to (or detract from) the good of their societies. Students will engage a critical analysis of one or more texts as a focus of the term's work. Prerequisites: COM 101 and COM 104

COM 354-Language and Social Identity (3)

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

COM 357/8/9-Special Topics (3)

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

COM 385/6/7, 485/6/7-Internship (CV)

COM 391/2/3, 491/2/3- Independent Reading/Research (CV)

COM 418-Advanced Public Relations (3)

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

COM 495-Communication Senior Seminar (3)

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

COMPUTER GRAPHICS/INTERACTIVE MEDIA (CGR)

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

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

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

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

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

While in the program, students:

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

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

The CGIM Department accomplishes its mission through a commitment to the highest possible standards of quality in teaching, production, advising and service to the students, the University and the community. The CGIM major blends liberal arts, technology and art.

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

Computer Graphics/Interactive Media major: 69 credits

Required Courses: 21 credits

- ART 111-Survey of Western Art I (3)
- ART 112-Survey of Western Art II (3) **or** ART 368-International Art and Culture (3)
- CGR 130-Computer Graphics Introduction (3)
- CGR 201-Graphic Design I (3)
- CGR 231-Web Design I (3)
- CGR 270-3D Animation I (3)
- CGR 495-Senior Seminar (3)

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

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

Non-CGR Electives (choose two): 6 credits

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

CGR Electives (choose 12): 36 credits

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

COMPUTER GRAPHICS/INTERACTIVE MEDIA COURSE DESCRIPTIONS

CGR 130-Computer Graphics Introduction (3)

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

CGR 135-Design Studies (3)

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

CGR 141-Multimedia Authoring (3)

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

CGR 201-Graphic Design I (3)

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

CGR 231-Web Design I (3)

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

CGR 240-Digital Illustration I (3)

This course explores the role of the designer as the graphic illustrator, with focus on the fundamentals of designing with imagery, the relationship between verbal and visual communication, and proficiency in illustration fundamentals and vocabulary. Students in this class will develop vector drawing abilities through a variety of skill based assignments and the execution of technical renderings, portraits, multiple-point perspective for architectural renderings, page-layout and typography. Prerequisite: CGR 130

CGR 241-2D Animation (3)

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

CGR 250-Digital Imaging I (3)

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

CGR 270-3D Animation I (3)

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

CGR 301-Graphic Design II (3)

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

CGR 302-Typography (3)

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

CGR 321-Character Drawing (3)

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

computer graphic software. Prerequisite: ART 221

CGR 325 – Mixed Media (3)

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

CGR 332-Web Design II (3)

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

CGR 333-Advanced 2D Animation (3)

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

CGR 334-Advanced 3D Animation (3)

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

CGR 335-Video Post Production (3)

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

CGR 340-Digital Illustration II (3)

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

CGR 345-Flash Gaming (3)

This course focuses on the development of interactive and media rich games for 2D projects. Students will augment their articulation of color theory, titling, time and sound sequencing, storyboarding, rendering files and documents for CD or the internet. Students may use emerging and ever changing scripting technologies that extend creative function of Flash based game interactions. Unique vector and raster images will be used while working with software such as Macromedia Flash. Students will develop their problem solving skills in finding programming solutions. Prerequisite: CGR 241

CGR 357/8/9-Special Topics in Computer Graphics/Interactive Media (3)

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

CGR 361-Motion Graphics (3)

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

CGR 365-Architectural Rendering (3)

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

CGR 370-Game Asset Creation (3)

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

CGR 385/6/7, 485/6/7-Internship (1-3)

Experience and training in field related to computer graphics/ interactive media under the supervision of a working professional. The course enables the student to integrate classroom preparation with workplace applications. The student must contribute a block of time each week of the term equal to twice the number of credit hours included in the internship. Maximum of 12 credit hours may be earned and applied to the Computer Graphics/Interactive Media major. Prerequisites: Junior or Senior standing and permission of the department.

CGR 391/2/3, 491/2/3-Independent Study (1-3)

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

CGR 401-Identity Design (3)

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

CGR 402-Packaging Design (3)

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

CGR 495-Senior Seminar (3)

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

CGR 497/8-Team Project in Computer Graphics/Interactive Media (3)

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

COMPUTER INFORMATION SYSTEMS DEPARTMENT (CIS)

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

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

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

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

Programs in CIS include:

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

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

BACHELOR OF BUSINESS ADMINISTRATION IN COMPUTER INFORMATION SYSTEMS

Minimum of 69 credit hours as follows:

Core Courses:

- BAC 120-Principles of Macroeconomics (3)
- BAC 201-Principles of Management (3)
- BAC 241-Principles of Financial Accounting (3)
- BAC 242-Principles of Managerial Accounting (3)
- BAC 280-Principles of Marketing (3)
- BAC 300-Principles of Finance (3)
- BAC 336-Business Statistics (3)
- BAC 340-Effective Communication in Business (3)
- CIS 103-Computer Applications in Business (3)
- CIS 202-Introduction to Computer Information Systems (3)
- CIS 205 Web Publishing (3)
- CIS 215 Programming I (3)
- CIS 303-Networking I (3)
- CIS 304-Operating Systems (3)
- CIS 315-Programming II (3)
- CIS 332-Database Systems I (3)
- CIS 338-Security I (3)
- CIS 404-Systems Analysis and Design (3)
- CIS 405-Project Management (3)
- CIS 495-Information Policy (3)

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

BACHELOR OF SCIENCE IN COMPUTER INFORMATION TECHNOLOGY

Minimum of 70 credit hours as follows:

Core Courses:

- BAC 201-Principles of Management (3)
- BAC 241-Principles of Financial Accounting (3)
- BAC 336-Business Statistics (3)
- BAC 340-Effective Communication in Business (3)
- CIS 103-Computer Applications in Business (3)
- CIS 202-Introduction to Computer Information Systems (3)
- CIS 205-Web Publishing (3)
- CIS 215-Programming I (3)
- CIS 315-Programming II (3) **OR** CIS 371-C++ Programming (3)
- CIS 303-Networking I (3)
- CIS 304-Operating Systems (3)
- CIS 332-Database Systems I (3)
- CIS 338-Security I (3)
- CIS 403-Networking II (3)
- CIS 404-Systems Analysis and Design (3)
- CIS 405-Project Management (3)
- CIS 438-Security II (3)
- CIS 495-Information Policy (3)
- UDMA 150-Analysis of Functions & Trigonometry (4)

plus 12 elective credits of CIS courses, numbered 200 and higher.

MINOR IN COMPUTER INFORMATION SYSTEMS

Minimum of 24 credit hours as follows:

Core Courses:

- CIS 202-Introduction to Computer Information Systems (3)
- CIS 205-Web Publishing (3)
- CIS 215-Programming I (3)
- CIS 303-Networking I (3) **OR** CIS 338-Security I (3)
- CIS 304-Operating Systems (3)
- CIS 332-Database Systems (3)
- CIS 404-Systems Analysis and Design (3)

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

MINOR IN COMPUTER INFORMATION TECHNOLOGY

Minimum of 24 credit hours as follows:

Core Courses:

- CIS 202-Intro to CIS (3)
- CIS 215-Programming I (3)
- CIS 303-Networking I (3)
- CIS 304-Operating Systems (3)

- CIS 332-Database Systems I (3)
- CIS 338-Security I (3)
- CIS 404-Systems Analysis and Design (3)

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

COMPUTER INFORMATION SYSTEMS COURSE DESCRIPTIONS

CIS 101-Introduction to Computers (3)

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

CIS 103-Computer Applications in Business (3)

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

CIS 202-Introduction to Computer Information Systems (3)

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

CIS 205-Web Publishing (3)

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

CIS 207-PC Internals (1)

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

CIS 209-Introduction to Programming (1)

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

Prerequisite: CIS 101 or CIS 103

CIS 215-Programming I (3)

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

CIS 303-Networking I (3)

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

are and why they are helpful. Basic network concepts in the following areas will be covered; installing network hardware and operating systems, communicating over networks, accessing networks, and basic troubleshooting. Prerequisite: CIS 202

CIS 304-Operating Systems (3)

This course introduces students to modern operating systems. Topics covered include: history, processes and threads, memory management, file systems, input/output, deadlocks, multimedia, multiprocessing, security, and operating systems design. The Linux operating system will be emphasized and used extensively throughout this course.

CIS 305-Web Programming (3)

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

CIS 315–Programming II (3)

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

CIS 332-Database Systems I (3)

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

CIS 338 Principles of Information Security (3)

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

CIS 346-Accounting Information Systems (3)

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

CIS 357/8/9- Topics in Computer Information Systems (1-3)

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

CIS 371-C++ Programming (3)

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

CIS 403-Networking II

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

CIS 404-Systems Analysis and Design (3)

Topics include problem and opportunity recognition, information requirements analysis, data gathering techniques, data and process modeling tools and techniques, the project life cycle, project management,

automated tools, and the future of systems analysis and design. Prerequisites: Junior or Senior standing and completion of at least 9 credit hours of CIS courses including CIS 103, CIS 215, and CIS 332 or departmental approval

CIS 405-Project Management (3)

The capstone course for the CIS major. Designed to prepare students for managing information systems projects in today's business world. Project adoption, planning, scheduling, implementation, and assessment are major topics. Laboratories emphasize real-life project management experience using various project management tools. Prerequisites: Senior standing and completion of at least 9 credit hours of CIS courses including CIS 215, CIS 332, and CIS 404 or departmental approval

CIS 434-Database Systems II (3)

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

CIS 438-Security II (3)

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

CIS 385/6/7, 485/6/7-Internship (3)

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

CIS 391/2/3, 491/2/3-Independent Study (3)

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

CIS 495-Information Policy (3)

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

EDUCATION (EDU)

The mission of the Teacher Education Program is to prepare qualified, caring, and effective teachers, with a foundation based on five components:

1. Professional Dispositions
2. Content Knowledge
3. Pedagogical Knowledge
4. Knowledge of Learners
5. Competency in Standards

These five 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. *Professional dispositions* are guided by the Iowa Code of Ethics to ensure that our teacher candidates are morally fit, ethically centered individuals who reflect upon and critically examine their teaching practices regularly. Adherence to certain professional and ethical standards is essential to maintaining the integrity of the education profession.
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 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.
3. *Pedagogical knowledge* 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 delivering meaningful lessons, providing feedback, gathering formative and summative assessment, and creating classroom environments that encourage students to learn.
4. *Knowledge of learners* means that the practitioner candidate understands theories of development and how students learn. This includes adapting teaching strategies to different learning styles and planning differentiated instruction for diverse learners with cultural or language differences and other exceptionalities.
5. UD's practitioner candidates must demonstrate *competency* in the program goals, which are aligned with INTASC standards, the Iowa state core, and Iowa licensing standards.

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.

Teaching endorsement program options include:

1. Elementary Education, K-6; (Endorsement 102)
2. Reading, K-8; (Endorsement 148)
3. Instructional Strategist I: Mild & Moderate, K-8; (Endorsement 260)
4. Early Childhood, Pre K-Kdg. (Endorsement 103)
5. Science, K-8; (Endorsement 150)
6. English/Language Arts, K-8; (Endorsement 119)
7. Social Sciences K-8; (Endorsement 164)
8. Math, K-8; (Endorsement 142)
9. English/Language Arts, 5-12; (Endorsement 120)
10. Biology, 5-12; (Endorsement 151)
11. General Science, 5-12; (Endorsement 154)
12. Chemistry, 5-12; (Endorsement 152)
13. Math, 5-12; (Endorsement 143)

14. Physical Education, K-12; (Endorsement 146 and 147)
15. Health Education, K-12; (Endorsement 137 and 138)
16. Instructional Strategist I: Mild & Moderate, 5-12; (Endorsement 261)
17. Middle School; and (Endorsement 1821-1824)
18. Coaching, K-12; (Endorsement 101)

Programs in elementary education require a major in elementary education and one teaching endorsement; secondary programs require a teaching major in a subject area. The Middle School endorsement may be added to another endorsement area.

All students who complete the University of Dubuque's Teacher Education Program are eligible to apply for an Iowa Initial Teacher License. Teaching Licensure is governed by 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.

Department Goals

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. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) Principles, The Iowa Standards for Teacher Preparation and *Professional Practice: A Framework for Teaching* (Danielson, 1996) the Teacher Education Program has established the following learning outcomes/goals, which are assessed throughout the Teacher Education Program.

Goal 1: The pre-service teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he/she teaches and can create learning experiences to make the subject meaningful to students.

Goal 2: The pre-service teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

Goal 3: The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Goal 4: The pre-service teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Goal 5: The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Goal 6: The pre-service teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Goal 7: The pre-service teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Goal 8: The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Goal 9: The pre-service teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Goal 10: The pre-service teacher fosters relationships with colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Goal 11: The pre-service teacher utilizes technology related to teaching.

Goal 12: The pre-service teacher displays professional dispositions and ethical behaviors of good character at all times; in the UD classroom, in the K-12 classroom, and within the community.

Demonstration of Competency in the Program Goals

Utilization of the INTASC Principles, the Iowa Standards and Danielson's Framework for Teaching (1996) 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 practicums 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. All application materials are available 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 and May 1. Students may be granted provisional admission on a limited basis, i.e. failure to pass the CAAP in one area or who have a limited time to apply due to transfer status. Students will be allowed a maximum of one term only of provisional admission into the Teacher Education program. At the end of the provisional term, the student will either be fully admitted or have the option to re-apply to Teacher Education at a later date.

ADMISSION CRITERIA

1. Pass the CAAP exam
2. Earn a GPA of 2.75 or higher
3. No grade below C
4. You may not have taken any course leading to graduation or licensure more than 2 times (*only 1 retake of a course*)
5. Submit application (yellow form)
6. Submit formal essay (see below)
7. Complete at least 10 hours of education related service (mandatory beginning in Fall 2011)
8. Complete at least 20 hours of school-based experience
9. Have an excellent disposition to teach. This includes an average of 2.0 or higher on the UD Disposition Evaluation Assessment (as recommended by the State of Iowa) as well as written evaluations from education course instructors. Students who display behaviors, including academic dishonesty, that are in opposition to the University of Dubuque Mission Statement or values associated with the UD Wendt Character Initiative may not be accepted into the Program.

CAAP Test

The Iowa Department of Education requires satisfactory completion of a basic skills test to be admitted to a teacher preparation program in Iowa. UD has selected the Collegiate Assessment of Academic Proficiency (CAAP) test for admission to our program. This test assesses the basic skills in mathematics, reading and writing (grammar and essay) through four individual tests. Students must pass all the tests and meet the cumulative score to be admitted to the program. Students may elect to take the test in two or more sessions by taking individual test(s) separately so they can concentrate on a particular area(s). This option will cost more in testing fees. The test and/or individual tests may be taken **a total of three times** until the student receives a passing score and meets the cumulative score. Failure to pass the CAAP tests in three tries makes the candidate ineligible for admission to Teacher Education. In this case the student should meet with their advisor for counseling into a new major.

CAAP at a Glance

1. The CAAP test is given on the campus of the University of Dubuque at least four times a year, twice in the fall term, twice in the spring term and once in the summer if a minimum number of students are registered.
2. Students sign up for the test in the Teacher Education office, Smith 307
3. The cost of the test is \$50.00. Retakes and individual tests are \$20.00 or two for \$30.00
4. University of Dubuque Passing scores: Students must attain **a cumulative score of 175** to pass the test which includes the following minimum scores for the subtests: **Reading-55; Math-55; Writing-60; and Essay-3.25**

The Praxis I test will be accepted for admission to the program for students who plan to teach in a state that requires the Praxis I for licensure or if a student has previously taken Praxis I and the scores meet the following criteria: a combined score of 522 with no single score lower than 170 on each test in reading, writing, and math.

Formal Essay

As a measure of the applicant's ability to express him/herself in writing, a formal essay will be required. Writing the formal essay is a course assignment in EDU 200, Foundations of Education. Essays will be evaluated using the Teacher Education Writing Assessment Rubric and for content in congruence with the UD Department of Education mission. This essay must:

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

- Include a paragraph stating your personal teaching philosophy

Action by Teacher Education Admissions Committee

The Teacher Education Admissions Committee reviews all admission applications. Students will be notified in writing regarding their admission status. If students have any questions or concerns about the status of the application or the admission process, they should contact their advisor or the Education Department Head, Debra Stork at 563 589-3453.

Readmission to the Teacher Education Program

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

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 Application to Obtain Approval for Student Teaching 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's 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

- Attend a minimum of 5 Professional Development Workshops including the required IEP Workshop

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:

- \$250 Cooperating Teacher fee
- \$65 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.

Elementary Majors:

Praxis II test- required for licensure (current testing fee 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 completed prior to graduation.

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 25-30 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. A student teacher candidate may suggest choices for grade-level and school settings but there is no guarantee that the request can be met.

The Field Placement Coordinator requests placements for student teachers in Dubuque and partner districts within 25-30 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 Student Teaching must approve all changes.

Aldine Setting

The University of Dubuque Teacher Education Program currently has one approved site for student teaching outside of the 25-30 mile policy: the Aldine School District in Houston, TX. We have established an alliance with that school district and have qualified University supervisors trained in the competencies required for our program. Students requesting placement in Aldine must meet the Criteria for Request to Student Teach Outside the 25-30 mile Radius of Dubuque as described below.

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

Out of Area Placements

Distant placements other than with the Aldine School District are an exception, not the rule! Exceptions to the current student teaching placement policy are granted on an individual basis. No more than 15% of the candidates approved for student teaching in any given 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 25-30 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 Student Teaching 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 Student Teaching 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 (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 including Biology, an additional physical science 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 fingerprint cards with the required fees to the Licensure Officer; 6) Baccalaureate degree; and 7) Recommendation of the Licensure Officer. Elementary education students must pass the Praxis II as described below.

Elementary Education Majors Licensure Requirement: Praxis II Subject Assessment Test

The state of Iowa requires that all elementary education majors completing a state approved preparation program must take a content test, Praxis II, to be recommended for licensure. This has been mandated by the U.S. Department of Education. This does not apply to secondary or K-12 programs.

All elementary education candidates must take one of the following Praxis II paper based two-hour tests and receive a passing score to successfully complete a teacher preparation program and be eligible for licensure in Iowa.

- Elementary Education: Curriculum, Instruction and Assessment (0011)
State of Iowa qualifying score is 151
- Elementary Education: Content Knowledge (0014)
State of Iowa qualifying score is 142.

In addition, students are now allowed to take the computer-based format of Praxis II. Testing sites, content and items are all the same. The computer-based code is listed as 5011 or 5014.

Cost of the Praxis II test is the responsibility of the student. The Department recommends that students take the 0011/5011 test unless they are planning on teaching in another state, such as Minnesota or Wisconsin which requires the 0014/5014.

Refer to the ETS website (www.ets.org/praxis) for test dates. Results from the Praxis II test 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.

Teacher Education Webpage

The Teacher Education Webpage includes valuable documents, curriculum program sheets, schedules of upcoming events, TESO announcements, etc. It is recommended that students visit this site often at <http://www.dbq.edu/education/index.cfm>.

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.

The State of Iowa requires a final transcript. Therefore, the one free transcript offered by the University of Dubuque Registrar will be used for licensure and sent to the state with your licensure paperwork.

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: Biology for the lab science requirement and an additional physical science 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. These courses are open to students while completing the application process to Teacher Education. Students must demonstrate competency of the specified core components designated within the course: student learning, diversity of learners, instructional

planning, instructional strategies, learning environments/classroom management, communication, assessment, reflection, foundation and professional development, collaboration, ethics and relationships, and technology for successful completion of the course.

3. **CONTENT CORE** - The content core courses contain crucial content for various endorsement areas. These courses are open only to students formally admitted to Teacher Education. These courses may be taken in any order unless prerequisites apply. Designated core competencies for each course must be successfully met before a student teaching assignment is given.
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 teaching must also be completed to participate in student teaching. Student teaching is a 16 week assignment for one endorsement and 2 eight-week assignments for two or more endorsements.

Elementary and Reading Major Curriculum Requirements

Elementary Education Major, K-6 (Endorsement 102) (Endorsement 148) - 70 hours

Pre-admission Elementary Core

- 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 Exceptional Children K-12 (3) - 10 hours of field exp.
- EDU 240 Learning and Teaching Processes (3)
- EDU 246 General Science for EDU Majors (3) or approved Physical Science
- EDU 249 General Math I for Elementary Education (3)
- EDU 269 General Math II for Elementary Education (3)
- EDU 302 Curriculum and Instruction in Reading (3)
- EDU 303 Reading & Writing in the Content Areas (3)
- EDU 306 Children’s Literature (3)
- EDU 308 Foundations of Literacy (3) - 10 hours of field exp.
- EDU 310 Assessment of Regular & Exceptional Learners, K-12 (2)
- EDU 318 Literacy & Language Diversity for Education (3)
- EDU 352 Technology in Education (2)
- EDU 343 Art/Music Curriculum for Elementary Teachers (2)
- EDU 344 PE/Health Curriculum for Elementary Teachers (2)

Content Core

- *EDU 307 Corrective & Remedial Reading, K-12 (3) (prerequisite EDU 302)
(School-based exp. 4 hrs)
- *EDU 311 Reading Assessment/Diagnosis (3) (prerequisite EDU 307)
(Tutoring Practicum 20 hours)
- *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)
- *EDU 401 Portfolios (no credit)

Professional Term

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

* Can only be taken after admission to Teacher Education

Students in the combined Elementary Education/Reading major receive two endorsements. Students may elect to receive additional endorsements. Professional Education Core courses in an endorsement may be taken while completing the admission requirements

to the Teacher Education Program. Content Core courses in an endorsement area may only be taken after admission to Teacher Education.

K-8 Endorsements

English/Language Arts, K-8 – 27 hours

Oral Communication (3 hours)

COM 101 Speech Communication

Written Communication (Choose 3 hours from the following courses)

RES 104 Introduction to Research Writing **OR**

ENG 350 Advanced Composition **OR**

ENG 352 Fiction Writing

Language Development (6 hours)

EDU 308 Foundations of Reading

ENG 230 Modern Grammar & Usage

Reading

EDU 302 Curriculum & Instruction in Reading

EDU 303 Reading & Writing in the Content Areas

EDU 306 Children's Literature

Communication

UDTH 224 Creative Drama **OR**

UDTH 220 Storytelling & Performing Literature

American Literature

ENG 321 American Literature Survey I **OR**

ENG 325 Selected American Writers

Reading, K-8 – 24 hours

EDU 302 Curriculum and Instruction in Reading

EDU 303 Reading & Writing in the Content Areas

EDU 306 Children's Literature

EDU 307 Corrective & Remedial Reading

EDU 308 Foundations of Reading and Literacy

EDU 311 Reading Assessment/Diagnosis

EDU 318 Literacy & Language Diversity for Education

RES 104 Research Writing

Middle School, 5-8 – 37 hours

PSY 223 Adolescent Development

EDU 303 Reading & Writing in the Content Areas

EDU 360 Middle School Methods

Completion of Coursework in TWO of the following content areas:

12 Hrs UDHS 211 U.S. History to 1865 **or** UDHS 212 U.S. History Since 1865

UDHS 121 World Civilization I **or** UDHS 122 World Civilization II

UDPO 120 American Government

UDIN 115 World Geography

12 Hrs UDMA 111 Collegiate Math

UDMA 112 Algebra

UDMA 150 Analysis of Functions and Trigonometry

12 Hrs

BIO 111 Biological Science
ESC 115 Basic Physical Geology
UDCM 111 Gen Chemistry I **or** PHY 151 Gen Physics I with Lab

15 Hrs

ENG 101 Composition & Rhetoric **or** RES 104 Research Writing
ENG 230 Modern Grammar
COM 101 Speech Communication
ENG 260 Literature & Culture
ENG 308 Adolescent Literature

Science-Basic, K-8 – 28 hours

UDCM 111 General Chemistry I
EDU 246 General Science for Education
UDCM 119 Chemistry & the Environment **or** UDCM 110 Chemistry & Society
PHY 151 General Physics I
Biology (7 Hours)
BIO 111 General Biology
PED 200 Human Anatomy & Kinesiology
Earth Science (7 Hours)
ESC 115 Basic Physical Geology
ESC 214 Meteorology

Social Sciences-Social Studies, K-8 – 24 hours

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

Math, K-8 – 25 hours

UDMA 111 Collegiate Math
UDMA 112 Collegiate Algebra
EDU 249 General Math I for Education
EDU 269 General Math 2 for Education
CIS 209 Intro to Programming
UDMA 230 Introduction to Statistics

One of the following:

UDMA 270 Discrete Math
UDMA 150 Analysis of Functions & Trigonometry
UDMA 250 Calculus with Analytic Geometry

Early Childhood Endorsement, PK-K – 23 hours

EDU 220 Foundations of Early Childhood Education
EDU 225 Early Childhood Development
EDU 232 Curriculum and Activities I
EDU 233 Early Childhood Practicum I
EDU 323 Child Health and Nutrition
EDU 332 Curriculum and Activities II
EDU 334 Early Childhood Practicum II
EDU 306 Children's Literature
EDU 308 Foundations of Literacy
EDU 422 Student Teaching Pre-K/Kdg

Physical Education, K-12 – 36 hours

Pre-admission Physical Education Core

- EDU 100 Introduction to Education
- EDU 119 Human Relations
- EDU 200 Foundations of Education
- EDU 202 Introduction to Exceptional Children, K-12
- EDU 240 Learning and Teaching Processes
- EDU 303 Reading & Writing in the Content Areas
- EDU 310 Assessment Regular/Exceptional Learners
- EDU 318 Literacy & Language Diversity for Education
- EDU 352 Technology in Education
- HEA 100 Community First Aid & CPR
- HEA 200 Advanced Community First Aid & CPR
- PED 100 Introduction, History & Principles of HPER
- HWS 241 Anatomy & Kinesiology (pre-req BIO 145)
- HWS 301 Biomechanics
- HWS 401 Exercise Physiology
- HWS 110 Activity Class
- PED 231 Human Development & Motor Learning
- PED 232 Introduction to Physical Education Skills
- HWS 341 Prevention & Care of Athletic Injuries
- PED 342 Org/Adm of P.E./Athletics/Rec
- PED 432 Adapted P.E. & Recreation

Content Core

- *EDU 360 Middle School Methods
- *PED 330 Methods of Elementary Physical Education
- *PED 331 Movement Education
- *PED 332 Performance Evaluation
- *PED 350 Methods of Secondary Physical Education
- *EDU 401 Portfolios

Professional Term

- *EDU 465 Student Teaching Physical Education, 5-12
- *EDU 466 Student Teaching Physical Education, K-8
- *EDU 495 Educational Leadership Seminar

* Can only be taken after admission to Teacher Education

Health Endorsement, K-12 – 30 hours

Pre-admission Health Education Core

- EDU 100 Introduction to Education
- EDU 119 Human Relations
- EDU 200 Foundations of Education
- EDU 202 Introduction to Exceptional Children, K-12
- EDU 240 Learning and Teaching Processes
- EDU 303 Reading & Writing in the Content Areas
- EDU 310 Assessment Regular/Exceptional Learners
- EDU 318 Literacy & Language Diversity for Education
- EDU 352 Technology in Education
- HEA 100 Community First Aid & CPR
- HEA 200 Advanced Community First Aid & CPR
- HEA 301 Content for Health Teachers
- PED 100 Introduction, History & Principles of HPER
- HWS 241 Anatomy & Kinesiology (pre-req BIO 145)

- HWS 301 Biomechanics
- HWS 401 Exercise Physiology
- HWS 110 Activity Class
- HWS 221 Family & Community Health
- HWS 244 Wellness Lifestyles
- HWS 246 Human Nutrition
- SOC 112 Social Problems

Content Core

- *EDU 360 Middle School Methods
- *HEA 330 Methods of Elementary Health
- *HEA 350 Methods of Secondary Health
- *EDU 401 Portfolios

Professional Term

- *EDU 470 Student Teaching Health, 5-12
- *EDU 466 Student Teaching P.E., K-8
- *EDU 495 Educational Leadership Seminar

* Can only be taken after admission to Teacher Education

Coaching, K-12 – 10 hours

Education students may complete a teaching endorsement in coaching. Other students may apply to the State of Iowa for an authorization. Non-Education students interested in obtaining a Coaching Authorization (K-12), must complete the required courses listed. Once students complete the requirements, the appropriate paperwork may be obtained in the Teacher Education Office, Smith 307. *Please note:* There is a fee associated with this authorization.

PED 231 Human Development & Motor Learning (3)
 HWS 341 Prevention & Care of Athletic Injuries (3)
 HWS 210 Coaching Theory Course - (choose one) (2)
 PED 210 Coaching Decisions & Ethics (2)

Instructional Strategist I: Mild and Moderate, K-8 – 27 hours

EDU 202 Introduction to Exceptional Children/Youth
 EDU 204 Characteristics of Learners With Disabilities
 EDU 206 Assessment, Diagnosis & Evaluation of Mild/Moderate Disabilities
 EDU 207 Methods & Strategies for Mild/Moderate Disabilities K-8 (Prerequisite EDU 206)
 EDU 307 Corrective & Remedial Reading (Prerequisite EDU 302)
 EDU 363 Managing Behavior & Social Skills
 EDU 365 Communication & Collaborative Partnerships
 EDU 490 Student Teaching in Special Education

Secondary Education Major - 42 hours

Pre-admission Education Professional Core

EDU 100 Introduction to Education
 EDU 119 Human Relations Skills for Teachers
 EDU 200 Foundations of Education (School-based exp. 20 hours)
 EDU 202 Introduction to Exceptional Children/Youth, K-12 (School-based exp. 10 hours)
 EDU 240 Learning and Teaching Processes
 EDU 303 Reading and Writing in the Content Areas
 EDU 310 Assessment of Regular/Exceptional Learners, K-12
 EDU 318 Literacy & Language Diversity for Education
 EDU 352 Technology in Education (Prerequisite CIS 101)

Secondary Content Core

*EDU 360 Middle School Methods and Materials (School-based exp. 30 hours)
 *EDU 351 Special Secondary Methods and Materials (School-based exp. 30 hours)
 *EDU 401 Portfolios

Professional Term

*EDU 452 Student Teaching in the Secondary School

*EDU 495 Leadership Seminar

* Can only be taken after admission to Teacher Education

Secondary Education students must also complete a content major to fulfill the requirement for a teaching endorsement. All secondary education students are required to complete all content major courses prior to student teaching.

General Science, 5-12 – 31 hours

BIO 135 General Zoology

BIO 136 General Botany **or** BIO 247 Plant Physiology

UDCM 111 General Chemistry I

UDCM 112 General Chemistry II

PHY 151 General Physics I

PHY 152 General Physics II

EVS 105 Intro to Environmental Science

ESC 115 Basic Physical Geology

Biology, 5-12

Option 1 – 36 hours

BIO 135 General Zoology

BIO 136 General Botany

BIO 246 Ecology

BIO 211 Anatomy and Physiology **or** BIO 331 Comp. Anatomy/Embryology

UDCM 111 General Chemistry I

UDCM 112 General Chemistry II

UDCM 231 Organic Chemistry

BIO 235 Cell Biology

BIO 236 Genetics

OR

Biology, 5-12

Option 2 – 30 hours

BIO 135 General Zoology

BIO 136 General Botany

BIO 236 Genetics

BIO 246 Ecology

UDCM 111 General Chemistry I

And Choose either Block A or B

Block A

EVS 105 Intro to Environmental Science

ESC 115 Basic Physical Geology

EVS 333 Geographical Information Systems Applications **or** EVS 248 Environmental Geology

OR

Block B

EVS 365 Ecosystem Interpretation*

EVS 371 Outdoor Education Practicum*

EDU 384 Environmental Education Teaching Strategies*

* Taught at Audubon Center for the North Woods in the Fall term only

Chemistry, 5-12 – 35 hours

Option 1 – 27 Hours

UDCM 111 General Chemistry I
UDCM 112 General Chemistry II
UDCM 231 Organic Chemistry I
UDCM 232 Organic Chemistry II

AND an Additional 8 hours from:
UDCM 333 Biochemistry
UDCM238 Analytical Chemistry
UDCM 338 Instrumental Analysis
EVS 247 Environmental Chemistry

Option 2 – 36 hours

BIO 135 General Zoology or BIO 136 General Botany
PHY 151 Physics I
PHY 152 Physics II
ESC 115 Basic Physical Geology
UDCM 111 General Chemistry I
UDCM 112 General Chemistry II
UDCM 231 Organic Chemistry I
UDCM 232 Organic Chemistry II
AND one course from
UDCM 333 Biochemistry
EVS 247 Environmental Chemistry

English/Language Arts, 5-12 – 33 hours

UDTH 220 Storytelling & Performing Literature
ENG 201 Foundations of Literary Studies
ENG 350 Advanced Composition
ENG 230 Modern Grammar

American Literature

Two courses including at least one survey:

ENG 321 American Literature Survey I **or** ENG 323 American Literature Survey II

And choice of one

ENG 325 Selected U.S. Writers
ENG 260 Literature & Culture (if taught with a focus on American Lit.)
ENG 358 Topics (if taught with a focus on American Lit.)

British Literature

One survey and Shakespeare

ENG 311 English Literature Survey I **or** ENG 313 English Literature Survey II

AND

ENG 312 Shakespeare
ENG 308 Adolescent Literature
ENG 331 Studies in Global Literature
ENG 495 English Seminar

Math, 5-12 – 24 hours

UDMA 345 Linear Algebra
UDMA 330 Modern Geometry
UDMA 250 Calculus with Analytic Geometry I
UDMA 260 Calculus with Analytic Geometry II
CIS 215 Programming I
UDMA 230 Elementary Statistics
UDMA 270 Discrete Mathematics

Instructional Strategist I – Mild & Moderate, 5-12 – 27 hours

EDU 202 Introduction to Exceptional Learners, K-12
EDU 204 Characteristics of Learners with Disabilities, K-12
EDU 206 Assessment, Diagnosis & Evaluation of MMD, K-12
EDU 348 Transition for MMD, 5-12
EDU 349 Curriculum, Methods & Strategies for Teaching MMD, 5-12
EDU 363 Managing Behavior & Social Skills, K-12
EDU 365 Communication & Collaborative Partnerships, K-12
EDU 488 Student Teaching in Secondary Special Education

EDUCATION COURSE DESCRIPTIONS

EDU 100-Introduction to Education (2)

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

EDU 119-Human Relations Skills for Teachers (3)

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

EDU 200-Foundations of Education (3)

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

EDU 202-Introduction to Exceptional Learners, K-12 (3)

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

EDU 204-Characteristics of Learners With Disabilities (3)

This course focuses on the developmental, academic, social, career and functional characteristics of students with mild and moderate disabilities including mental, learning, and behavioral disorders, as well as Attention Deficit/Hyperactivity disorders. Historical, etiological and legal perspectives are examined. Emphasis includes current trends in programming, related services and levels of support as they relate to the multi-disciplinary team. Prerequisite: EDU 202 (Offered Fall and/or Spring)

EDU 206-Assessment, Diagnosis & Evaluation of Mild/Moderate Disabilities (3)

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

EDU 207-Methods & Strategies of Mild/Moderate Disabilities 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, EDU 204 (Offered Fall)

EDU 220-Foundations of Early Childhood (3)

This course provides an overview of the philosophies and history of early childhood education and the impact on the curricula. The course defines childcare settings and terminology in the field (ie: day care, preschool, family day care home), and goals associated with each. Students in this course will examine the role of early childhood educators, related career fields, career ladders, and professional ethics. This course also provides an introduction to alternative assessment techniques, specifically observation strategies.

EDU 225-Early Childhood Development (3)

This course examines genetic and environmental influences on behavior change during periods of prenatal development through middle childhood. Comprehensive coverage of physical, social, emotional, cognitive, and language development is provided. The course emphasizes theory and research, but the practical components of child rearing behavior management, and learning are also explored. 20 hours school-based field experience required.

EDU 232-Early Childhood Curriculum and Activities I (3)

Students in this course study the development and implementation of appropriate environments and curricula for young children. At the end of this course, students will be prepared to utilize developmentally appropriate practices in a context of culturally sensitive care. The focus of this course is on understanding children's developmental stages and the creation of appropriate activities, interactions, and environments in the following areas: play, dramatic play, art, literature/story-telling, music/movement, and physical motor play.

EDU 233-Early Childhood Practicum I (1)

30 hour field-experience which includes observation and participation in a daycare and pre-kindergarten setting. The experience is designed to apply early childhood learning theory and development to practice. Co-requisite: EDU 232

EDU 240-Learning & Teaching Processes (3)

Examines the nature of learning and the learner from a research-based perspective. Concentrates on the inter-relationship of motivation, classroom management and assessment in the context of understanding and the learning process. Explores the social context of learning and teaching, pedagogy assessments, problem solving, and teaching effects. Application of learning principles to education. Examines critical decisions teachers make, provides theoretical perspective to inform this decision-making. Lesson plan introduced. Writing intensive. (Offered Fall and Spring)

EDU 246-General Science for Education (3)

This course focuses on general science (Physics and Chemistry) concepts. It integrates lab, class discussion and demonstrations briefly covering metrics, inorganic chemistry basics, waves, sound, light, motion, and two other topics of students' choice. Course is offered every term and is required for Elementary majors. (Offered Fall and/or Spring)

EDU 249-General Math I for Elementary 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. This course is required in the elementary education endorsement beginning Fall of 2010 (licensure 2015). Prerequisite: C or better in UDMA111 or 112. (Education majors only)

EDU 269-General Math II for Elementary 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. This course is required in the elementary education endorsement beginning Fall of 2010 (licensure 2015). Prerequisite: C or better in Math I or department head approval (Education majors only).

EDU 302-Curriculum & Instruction in Reading (3)

Examines a range of research pertaining to reading, writing, and learning, including scientifically-based reading research, and knowledge of histories of reading. Focuses on major components of reading (phonetic awareness, word identification, phonics, vocabulary, fluency, and comprehension), and integrating curricular standards with student interests, motivation and background knowledge. Includes psychological, socio-cultural, and linguistic foundations of reading and writing processes and instruction. Fulfills the Iowa state requirement for foundations of reading for the K-8 reading endorsement. (Offered Fall and Spring)

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

Provides content area instruction in reading and writing that effectively uses a variety of research-based strategies and practices. Focuses on knowledge of text structure and the dimensions of content area vocabulary and comprehension such as literal, interpretive, critical, and evaluative. Fulfills the Iowa state requirement for reading in the content areas for the K-8 reading endorsement. (Offered Fall and Spring online)

EDU 306-Children's Literature (3)

Focuses on knowledge of children's literature for modeling the reading and writing of varied genres, fiction and nonfiction, technology-and media-based information, and non-print materials; for motivating through the use of texts at multiple levels, representing broad interests, and reflecting varied cultures, linguistic backgrounds, and perspectives; and for matching text complexities to the proficiencies and needs of readers. Fulfills the Iowa state requirement for children's nonfiction and fiction for the K-8 reading endorsement. Non-education majors require approval from the Chair of the Education Department. (Offered Fall and/or Spring)

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

Focuses on knowledge of a variety of instruments, procedures, and practices that range from individual to group and from formal to informal to alternative for identification of students' reading proficiencies and needs, for planning and revising instruction for all students, and for communicating results of ongoing assessment to all stakeholders. Examines policies and procedures related to special programs, including Title I and Reading Recovery. Fulfills the Iowa state requirement for reading, reading assessment, diagnosis and evaluation for the K-8 reading endorsement. Prerequisites: EDU 302, and Admission to Teacher Education. (Offered Fall and Spring)

EDU 308-Foundations of Reading & Literacy (3)

Focuses on language development, reading acquisition (birth through sixth grade), and the variations related to culture and linguistic diversity to provide effective instruction in reading and writing. Fulfills the Iowa state requirement for language development for the K-8 reading endorsement. 10 hours school-based experience required. (Offered Fall and Spring)

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

Focuses on formal and informal assessment strategies and instruments and their appropriateness for assessing regular and special needs students. Integrates how to use assessment to guide instruction with development of assessment instruments. Interpretation of standardized test data and evaluation issues are explored. Competence is determined through exams, projects, and presentations. (Offered Fall and Spring)

EDU 311-Reading Assessment/Diagnosis (3)

Focuses on using reading and writing strategies, materials, and assessments based upon appropriate reading and writing research to tutor a child in reading. Includes working with licensed professionals who observe, evaluate, and provide feedback on the knowledge, dispositions, and performance of the teaching of reading and writing development. Fulfills the Iowa state requirement for a reading practicum for the K-8 reading endorsement. 20 hour tutoring experience required. Prerequisites: EDU 307, and Admission to Teacher Education. (Offered Fall and Spring)

EDU 318 Literacy & Language Diversity for Education (3)

This course addresses the importance of language in culture, learning, and identity. Students will explore how the brain learns and processes language; how to modify curriculum for ELL students in the classroom; and ways to respect and maintain the cultural identity of all students in the classroom. New theories and approaches to language and literacy instruction will be explored. This course offers opportunities for pre-service teachers to interact with ELL students in an educational setting.

EDU 323-Child Health and Nutrition (3)

This course blends current theory with practical application on health, safety, and nutrition in group child care settings. Topics include: safety, childhood communicable diseases, nutrition and menu planning, health and hygiene practices, care of the ill or injured child, child abuse, and sound mental and physical health education practices.

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

Develops knowledge, methodologies, and competencies for the teaching of an integrated Language Arts and Social Studies curriculum. Focuses on knowledge of a range of research-based strategies and instructional technology for designing and delivering effective instruction across the curriculum, for grouping students, and for selecting materials appropriate for learners at various stages of reading and writing development and from varied cultural and linguistic backgrounds. Students experience teaching Language Arts and Social Studies lessons to both large and small groups in elementary classrooms during a 40 hour practicum experience. Fulfills the Iowa state requirement for reading instructional strategies for the K-8 reading endorsement. Prerequisites: EDU 302, and Admission to Teacher Education. (Offered Fall and Spring)

EDU 332-Early Childhood Curriculum and Activities II (3)

Students in this course study the development and implementation of appropriate environments and curricula for young children. Students are prepared to utilize developmentally appropriate practices in a context of culturally sensitive care. The focus of this course is on understanding children's developmental stages and developing appropriate activities, interactions, and environments in the following areas: cognition, emergent literacy, math, science, technology, and social studies in an antibiased curriculum. The course is a continuation of Curriculum and Activities I. Prerequisite: Admission to Teacher Education

EDU 334-Early Childhood Practicum II (1)

30 hour field experience participating and teaching lessons in a pre-kindergarten and kindergarten setting. Co-requisite: EDU 332. Prerequisite: Admission to Teacher Education

EDU 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.

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.

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: UDMA 111, and Admission to Teacher Education. (Offered Fall and Spring)

EDU 348-Transition for Special Needs, 5-12 (3)

This transition course will explore the career, vocational and transitional support for students with Mild/Moderate (M/MD) disabilities to post-school settings. It focuses on the decision making and job related skills and services needed for M/MD students to succeed in the first years out of high school. The course includes planning for different types of transition services: employment,

community living, opportunities, and post-secondary education. 10 hours of school-based experience. (Offered Fall and/or Spring)

EDU 349-Curriculum, Methods and Strategies for Teaching, 5-12 MMD (3)

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

EDU 351-Special Secondary Methods & Materials (3)

Introduces specific content area curriculum, methods, content, media, and teaching strategies pertinent to specific subject areas of the secondary schools. Students work in their subject specialization to develop the methods and materials best suited to their content area. 40 hours school-based experience required. Prerequisite: Admission to Teacher Education. (Offered Fall and/or Spring)

EDU 352-Technology in Education (2)

Technologies used for learning and instruction in a variety of educational settings. Emphasis on using the broad technological environment, current trends and issues, evaluation and effectively integrating technology into instruction. Prerequisite: CIS 101 or 103 (Offered Fall and Spring)

EDU 360-Middle School Methods and Materials (3)

Develops awareness of the diverse characteristics of the middle school learners and the environment that should exist to respond to their needs. Examines the curriculum organization patterns, instructional strategies used in middle schools. Integrates classroom instruction with a 40 hour school-based experience in a middle school. Prerequisite: Admission to Teacher Education. (Offered Spring)

EDU 363-Managing Behavior & Social Skills (3)

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

EDU 365-Communication & Collaborative Partnerships (3)

This course develops competency in understanding and communicating with families of students with disabilities and collaborating with school and agency professionals. Emphases are on the structure, needs and dynamics of families, types of communication, fundamentals and strategies for consultation and collaboration. Prerequisite: EDU 202, EDU 204, and EDU 206 (Offered Fall and/or Spring)

EDU 370-Special Education Practicum (2)

This practicum provides the student with an in-depth opportunity to apply the pedagogical techniques and knowledge of M/MD students acquired in their coursework in a classroom setting for a minimum of 60 hours. Required for all students completing an endorsement in Instructional Strategist I who have not done student teaching in a special education classroom.

EDU 384-Outdoor Education Teaching Techniques (4)

Students will develop a knowledge base of how the brain influences learning, the stages of cognitive development and apply this information in developing age-appropriate environmental educational activities. Teaching techniques, lesson planning, and instructional materials for classroom and outdoor teaching will be developed and field tested in outdoor and classroom settings. A teaching portfolio of lesson plans, reflection of teaching and evaluations will be developed.

EDU-Student Teaching (12)

The capstone experience of the Teacher Education Program. Extended supervised experience to develop proficiency in teaching: learning to plan and prepare, learning to manage the classroom environment, understanding the nature of teaching practice and developing attitudes and behaviors of an emerging professional. Minimum of 16 weeks in the classroom. Prerequisites: Admission to

Teacher Education; Approval to Student Teach; grade of C or higher in all Education courses and in all content major or specialization courses; an overall cumulative grade point average of 2.75 or better

EDU 422-Student Teaching in Pre-K/Kdg. (6)

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

EDU 452-Student Teaching in the Secondary School (12)

EDU 490-Student Teaching in Special Education, K-6 (6)

EDU 488-Student Teaching in Special Education, 5-12 (6)

EDU 465-Student Teaching in Secondary Physical Education (6)

EDU 466-Student Teaching in Elementary Physical Education (6)

EDU 470-Student Teaching in Health, 5-12 (6)

EDU 495-Education Leadership Seminar (3)

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

HEALTH EDUCATION COURSE DESCRIPTIONS

HEA 100-Community First Aid & CPR (1)

Course content leads to American Red Cross (ARC) certification. Competencies acquired enable students to administer First Aid/CPR.

HEA 200-Advanced Community First Aid & CPR (1)

Course content leads to certification as Instructor of American Red Cross (ARC) course in Community First Aid & CPR. Prerequisite: HEA 100

HEA 301-Content for Health Teachers (3)

Students in HEA 301 will have two main focal points, learning health content and teaching health content. The course will follow UD Teacher Education Program Goals, and include specific aspects of state and national standards for health education. Students will research current health information and create lesson plans and assessment methods to be used in several peer-teaching assignments.

HEA 330-Methods of Teaching Elementary Health (2)

Goals, content, materials and teaching strategies for planning and implementing a health education program in the elementary classroom.

HEA 350-Methods of Teaching Secondary Health (2)

Goals, content, materials and teaching strategies for planning and implementing a health education program in the secondary classroom. (Offered On Demand)

HEA 357/8/9-Topics (1-3)

Specialized in-depth study of various selected subjects and issues. May be used for workshop credit and preparation for nationally recognized certification/s. May be repeated for credit at department discretion. (Offered On Demand)

PHYSICAL EDUCATION COURSE DESCRIPTIONS

PED 100-Introduction, History & Principles of Health, Physical Education & Recreation (2)

A history and introduction to the profession to include current trends and issues, professional preparation and career opportunities, the responsibilities of, and the characteristics associated with, the effective professional. Guiding scientific principles highlighted.

PED 210-Coaching Decisions & Ethics (2)

Students will learn a variety of concepts needed to become an effective youth, middle, high school or college coach. The course will

cover sportsmanship, budgeting, fundraising and administration/parent/media communication, all grounded in ethics. At the end of this course, students will be prepared to serve as effective coaches at a variety of levels. Concepts learned in this course will meet or exceed state requirements for coaching certification.

PED 231-Human Development & Motor Learning (2)

Principles and components basic to gross motor skill performance. Emphasis given to sequential development, motor skill classification, terminology, task analyses and life-span development.

PED 232-Introduction to Physical Education Skills (2)

Instructional experiences in a variety of individual, dual and team sports related to skill acquisition and the teaching of those skills. Knowledge and skill competencies evaluated.

PED 330-Methods of Teaching Elementary Physical Education (2)

Goals, content, materials and teaching strategies for planning and implementing a physical education program. Curriculum issues, unit plan construction and lesson plan development are addressed.

PED 331-Movement Education (2)

Content includes a) body awareness and management, b) spatial awareness, c) balance and d) eye-hand/eye-foot coordination. Fitness level and motor performance are addressed. Analyses, design and application experiences with elementary children are provided.

PED 332-Performance Evaluation (3)

Assessment and evaluation specific to motor performance and fitness level/s. Assessment techniques, analyses of results, instrument development/selection and test implementation are addressed.

PED 342-Organization & Administration of Physical Education, Athletics & Recreation (3)

Techniques and procedures for program management to include standards, policies, programs, budgeting, supervision and problems unique to physical education, athletics and recreation settings.

PED 350-Methods of Teaching Secondary Physical Education (2)

Instructional strategies, teaching methodology, curriculum development, liability and safety and classroom management specific to the secondary physical education school environment.

PED 357/8/9-Topics (1-3)

Specialized in-depth study of various selected subjects and issues. May be used for workshop credit and preparation for nationally recognized certification/s. May be repeated for credit at department discretion. (Offered On Demand)

PED 432-Adapted Physical Education & Recreation (3)

Programs for school and recreation settings as applied to individuals with physical or other handicapping conditions. Assessment, teaching considerations and modifications, legal issues and current trends are addressed. Field experiences provided.

PED 485/6/7-Internship (6)

Supervised on-site practical experience in Health, Wellness & Recreation. Prerequisite: Senior Status (Offered On Demand).

ENGLISH (ENG)

The English Department helps students become skilled and perceptive thinkers, readers, writers, and communicators by developing a mastery of the English language and an understanding of the aesthetic and moral value of literature. Graduates with an English major may find careers in education (certification required), technical writing, publishing, or journalism; continue their study at the graduate level in English, communication specialties, library or information science, or law; or seek out positions not directly related to the field of English, but which utilize many of the skills fostered by the English curriculum.

For students who intend careers in administration, government, law, education and consumer public-contact roles, a background in English is particularly helpful. For all students, the study of communication and literature provides insights into the human condition – past, present, and future. Furthermore, such study develops analytical thinking and writing skills along with creativity and aesthetic sensibility, all of which are necessary in professional and personal life. Many students choose to combine an English major with another major.

Mission:

The mission of the English Department is to provide students at the University of Dubuque writing and reading competencies, critical and analytical thinking skills, and literature-based insights and examination of values.

Objectives:

The English Department's objectives are that students will:

- Write prose that is structurally and logically coherent;
- Communicate in a rhetorically effective manner;
- Read varied texts with a high level of comprehension;
- Develop and demonstrate skills in critical and analytical thinking;
- Develop and demonstrate an understanding of literature's aesthetic value;
- Use literature to gain insight into the human condition;
- Understand the conventions of English grammar and use it effectively.

Service to University Mission:

The English Department serves the University's Mission by:

- Offering courses all students take to lay the foundation for excellence in academic inquiry and professional preparation;
- Providing opportunities for students to study language and literature, an endeavor essential to students' intellectual, spiritual, and moral development;
- Offering students the opportunity to reflect upon diverse viewpoints, life experiences, and religious and moral values through the study of literature;
- Enhancing students' understanding of stewardship;
- Promoting zeal for life-long learning and service through course work and co-curricular opportunities.

English Major

A major consists of 33 credit hours, and may be completed with an emphasis on either literature or writing. Students may also choose to complete both concentrations.

Literature Concentration

Required Courses: (21 hours)

- ENG 201-Foundations of Literary Studies (3)
- ENG 260-Literature and Culture (3)
- ENG 312-Shakespeare (3)
- A Survey in British Literature (3)
 - ENG 311-English Literature Survey I **or**
 - ENG 313-English Literature Survey II

- A Survey in American Literature (3)
 - ENG 321-American Literature Survey I **or**
 - ENG 323-American Literature Survey II
- ENG 331-Studies in Global Literature (3)
- ENG 495-Seminar (3)

Distribution Requirements: (12 hours)

- A Focused Course in American Literature (3)
 - ENG 325-Selected U.S. Writers;
 - ENG 260-Literature and Culture, when it is taught with an American literature focus. (May satisfy WVS 3 requirement)
 - A topics course with an American literature focus.
- A Focused Course in British Literature (3)
 - ENG 315-Selected British Writers;
 - ENG 260-Literature and Culture, when it is taught with a British literature focus. (May satisfy WVS 3 requirement)
 - A topics course with a British literature focus.
- Writing (3)
 - ENG 340-Effective Communication in Business
 - ENG 341-Scientific & Technical Writing
 - ENG 350-Advanced Composition
 - ENG 351-Poetry Writing
 - ENG 352-Fiction Writing
 - Internship
- A Contemporary Course (3)
 - ENG 301-20th/21st Century Drama
 - ENG 302-20th/21st Century Poetry
 - ENG 303-20th/21st Century Fiction

Electives: Any other 200 or 300 level English course (0-6 hours)

Writing Concentration

Required Courses (21 hours)

- ENG 201-Foundations of Literary Studies (3)
- ENG 230-Modern Grammar (3)
- ENG 312-Shakespeare (3)
- ENG 350-Advanced Composition (3)
- ENG 495-Seminar (3)
- Internship (3)
- ENG 354-Language and Social Identity (3)

Survey Courses

(6 hours – courses from 2 different areas)

- ENG 311-English Literature Survey I (3)

- ENG 313-English Literature Survey II (3)
- ENG 321-American Literature Survey I (3)
- ENG 323-American Literature Survey II (3)
- ENG 331-Studies in Global Literature (3)

Writing Electives (6 hours)

- ENG 340-Effective Communication in Business (3)
- ENG 341-Scientific and Technical Writing (3)
- ENG 351-Poetry Writing (3)
- ENG 352-Fiction Writing (3)

Students choosing an English minor may select from two options.

A minor consists of 24 credit hours:

English Minor – Literature Concentration

Required Courses (15 hours)

- ENG 201-Foundations of Literary Studies (3)
- ENG 312-Shakespeare (3)
- ENG 331-Studies in Global Literature (3)
- An American Literature Course
- A British Literature Course

A Writing Course (3 hours)

- ENG 340-Effective Communication in Business (3)
- ENG 341-Scientific and Technical Writing (3)
- ENG 350-Advanced Composition (3)
- ENG 351-Poetry Writing (3)
- ENG 352-Fiction Writing (3)
- Internship (3)

A course from two of the following areas
(6 hours)

- An American Literature Course:
 - ENG 321-American Literature Survey I (3)
 - ENG 323-American Literature Survey II (3)
 - ENG 325-Selected American Writers (3)
 - or another course with an American literature focus
- A British Literature Course:
 - ENG 311-British Literature Survey I (3)
 - ENG 313-British Literature Survey II (3)
 - ENG 315-Selected British Writers (3)
 - or another course with a British focus.
- ENG 260-Literature and Culture (3)
- A Contemporary Course:
 - ENG 301-20th/21st Century Drama (3)
 - ENG 302-20th/21st Century Poetry (3)
 - ENG 303-20th/21st Century Fiction (3)

English Minor – Writing Concentration

Required Courses (12 hours):

- ENG 201-Foundations of Literary Studies (3)
- ENG 230-Modern Grammar (3)
- ENG 350-Advanced Composition (3)

- ENG 354-Language and Social Identity (3)

Survey Courses

(6 hours – courses from 2 different areas)

- ENG 311-English Literature Survey I (3) **or**
ENG 313-English Literature Survey II (3)
- ENG 321-American Literature Survey I (3) **or**
ENG 323-American Literature Survey II (3)
- ENG 331-Studies in Global Literature

Writing Electives (6 hours)

- ENG 340-Effective Communication in Business (3)
- ENG 341-Scientific and Technical Writing (3)
- ENG 351-Poetry Writing (3)
- ENG 352-Fiction Writing (3)
- Internship (3)

The Department of English offers the BA degree.

ENGLISH COURSE DESCRIPTIONS

ENG 090- Introduction to College Writing (3)

A course designed to assist students in developing the language and writing skills necessary for successful performance in college. Students earning a grade of C or better are eligible to enroll in ENG 101-Composition and Rhetoric. Students receiving a grade of C- or below in ENG 090 must repeat the course the next term the course is offered and prior to taking ENG 101

ENG 101-Composition and Rhetoric (3)

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

RES 104-Introduction to Research Writing (3)

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

ENG 112-Introduction to Literature (3)

An introduction to the literary genres of fiction, poetry, and drama. Appreciation and understanding of literature are primary, but with continued emphasis on the skills of close, critical reading and writing that were developed in ENG 101. Prerequisite: Grade of C or higher in ENG 101

ENG 201-Foundations of Literary Studies (3)

An introduction to various contemporary critical approaches to the study of literature and to research tools and methods used in literary studies. Unlike ENG 112: Introduction to Literature, a general education course which provides a more general experience with literature for nonspecialists, this course prepares students for an English major or minor by laying a foundation of knowledge and skills in literary studies which they will apply in upper division literature courses. Through the reading of literary texts and critical essays, students will explore issues involved in the interpretation of literary works and become familiar with a range of critical theories and practices. Students will also develop skills in the research procedures and written conventions of the literary essay. Offered fall term annually. Required of English majors and minors. Prerequisite: ENG 112

ENG 230-Modern Grammar (3)

An examination of language structure and usage from the perspective of traditional grammar and modern linguistics. This course is primarily designed to allow students to gain a conscious knowledge of English grammar and to provide students with the tools necessary for understanding language structure in order to analyze their own and others' use of the language. Offered in spring term

of odd-numbered years. Prerequisite: ENG 101

ENG 260-Literature and Culture (3)

Examines some intersection between literature and a specific element of culture. Students will discuss how various texts respond to a particular area of culture, both reflecting and shaping specific aspects of the culture. Topics will vary; past topics have included literature of the American West, sport and literature, American film, religious themes in literature, and mysteries. Offered spring term annually. Repeatable with various topics. Prerequisite: ENG 101

ENG 301-20th/21st Century Drama (3)

A survey of drama written during the 20th and 21st centuries, this course will expose students to important innovations in the development of drama over the past century, to major dramatic forms, and to significant playwrights. Offered in fall of even-numbered years. Prerequisite: ENG 201 or permission of instructor

ENG 302-20th/21st Century Poetry (3)

A survey of poetry written in English during the 20th and 21st centuries, this course will expose students to important developments and innovations in poetry over the past century, to major poetic forms, and to significant poets. Students will read both widely and closely, examining stylistic devices used by poets and how those stylistic devices are connected to a poem's meanings. Offered spring of odd-numbered years. Prerequisite: ENG 201 or permission of instructor

ENG 303-20th/21st Century Fiction (3)

A survey of fiction written during the 20th and 21st centuries, this course will expose students to such developments over the past century as the movements from realist to modernist to postmodern fiction, to major styles or forms of fiction, and to significant fiction writers. Offered in spring of even-numbered years. Prerequisite: ENG 201 or permission of instructor

ENG 308-Adolescent Literature (3)

Students will read widely in the field of adolescent literature (literature for and about the young adult), working towards a definition of the genre, critical standards for considering young adult texts, knowledge of modes and themes found in the literature, and an understanding of the place of this literature in middle and secondary school English programs. This course meets the requirement for a course in adolescent literature for secondary English education majors. Prerequisites: ENG 101 and ENG 112 or 260.

ENG 311-Survey of British Literature I (3)

Surveys the development of the major themes and genres of British literature from Beowulf through Chaucer and the Renaissance to the Enlightenment and the beginnings of Romanticism (c. 1789). In addition to close reading of the literature, students will pay attention to the cultural forces shaping the development of British literature and will analyze the role of literature in constructing British identity. Offered fall term of odd-numbered years. Prerequisite: ENG 201 or permission of instructor

ENG 312-Shakespeare (3)

Surveys the comedies, tragedies, histories, and poetry of William Shakespeare. Students will develop skills in literary analysis and interpretation through the study of one of the acknowledged masters of English literature. Required of all English majors and of minors with a literature concentration. Offered every third term. Prerequisite: ENG 112

ENG 313-Survey of British Literature II (3)

Surveys the development of the major themes and genres of British literature from the beginnings of Romanticism (c. 1789) through Victorian and Modernist literature to the present. Offered spring term in even-numbered years. Prerequisite: ENG 201 or permission of the instructor

ENG 315-Selected British Writers (3)

A focused study of selected writers in British literature, this course offers students an intensive study of specific authors and/or particular issues, literary forms, and historical trends in British literature. This course limits itself to a narrow range of literature (generally two to five writers) in order to add depth of learning to the breadth of knowledge developed in the survey courses. The writers explored will vary from term to term. Repeatable with various topics. Offered fall term of even-numbered years. Prerequisite: ENG 201 or permission of instructor

ENG 321-American Literature Survey I (3)

A survey of literature of the United States from its beginnings to the Civil War. This course is designed to expose students to the broad tradition of U.S. literature to lay a foundation for other, more specific courses in the field. Students will consider the cultural forces — religious, historical, social, and racial — shaping the early literature in the United States and the role of literature in constructing identity in the United States. Offered fall term of even-numbered years. Prerequisite: ENG 201 or permission of instructor

ENG 323-American Literature Survey II (3)

A survey of literature of the United States from the Civil War to the present. This course is designed to expose students to the broad tradition of U.S. literature to lay a foundation for other, more specific courses in the field. Includes study of the rise of realism and naturalism, modernist movements, the Harlem Renaissance, and post-modern and contemporary literature. Offered spring term of odd-numbered years. Prerequisite: ENG 201 or permission of instructor

ENG 325-Selected U.S. Writers (3)

A focused study of selected writers in the literature of the United States, this course offers students an intensive study of specific authors and/or particular issues, literary forms, and historical trends in U.S. literature. This course limits itself to a narrow range of literature (generally two to five writers) in order to add depth of learning to the breadth of knowledge developed in the survey courses. The writers explored will vary from term to term. Repeatable with various topics. Offered spring term of odd-numbered years. Prerequisite: ENG 201 or permission of instructor

ENG 328-Environmental Literature (3)

Students read literature focused on nature and environmental issues; field experiences create direct contact with the ecological subjects of the literature. Through field work in the natural environment, students participate in active experiences to test their reactions to the issues presented by important nature writers and environmentalists such as Thoreau, Muir, and Leopold. Satisfies World View 3 requirement. Prerequisite: ENG 112. (Cross-listed with EVS 328)

ENG 331-Studies in Global Literature (3)

An examination of literature from around the world. Students will be asked to do intensive reading and writing as well as participate in discussions in order to explore literatures from various geographic regions and/or cultural perspectives. Offered every third term. Prerequisite: ENG 201 or permission of instructor

ENG 340-Effective Communication in Business (3)

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

ENG 341-Scientific and Technical Writing (3)

Students develop the written and verbal skills needed to create clear, concise, user-centered communication. Special focus is placed on composing, editing, and formatting various technical and scientific documents. Possible documents covered include manuals, instructions, reports and professional correspondences. Compared to ENG 340 (Effective Communication in Business), this course places more emphasis on document design and technical editing. Prerequisites: ENG 101 and RES 104

ENG 350-Advanced Composition (3)

Focuses on the planning, writing, and effectiveness of written arguments, with special emphasis given to exposition and persuasion. Students will learn to identify and apply a wide range of stylistic devices to enhance the effectiveness of their writing. Required for secondary English majors. Offered spring term of even-numbered years. Prerequisites: ENG 101 and RES 104

ENG 351-Poetry Writing (3)

The study and practice of writing poetry with readings and discussion on poets from a range of eras and backgrounds. This course will allow them the time and space to workshop their own writing while also exposing them to various techniques and styles. Students will be immersed in poetry and will be encouraged to explore their own voices and to use poetry as an art with which to explore emotion and thought. Offered spring term of odd-numbered years. Prerequisites: ENG 112 and Junior standing or instructor's approval

ENG 352-Fiction Writing (3)

The study and practice of writing fiction with readings and discussions on writers from a range of eras and backgrounds. Students will study and write fiction in various forms including narrative and descriptive genres while also examining theory and techniques of fiction writing. Students will be encouraged to explore their own voice and to use their writing as an art with which to explore emotion, thought, and style. The course will include classroom analysis and discussion of student fiction. Offered spring term of even-numbered years. Prerequisites: ENG 112 and Junior standing or instructor's approval

ENG 354-Language and Social Identity (3)

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

ENG 357/8/9-Topics in English

Examination through intensive reading, writing, and discussions of a selected topic in English

ENG 385/6/7, 485/6/7- Internship**ENG 391/2/3, 491/2/3- Independent Study****ENG 495-Seminar in English (3)**

As the capstone course for English majors, Seminar in English offers the opportunity for intensive study of a defined literary problem, period, genre, or author (to be determined by the instructor) and asks students to consider moral, ethical, and faith-based questions related to the discipline of English. Offered in spring term annually. Satisfies the World View 4 core requirement. Prerequisite: Senior standing or consent of the instructor

FINE AND PERFORMING ARTS (FPA)

The Department of Fine and Performing Arts offers the major in Fine and Performing Arts with concentrations in Music, Theatre Arts and Dance, as well as minors in Music and Theatre Arts.

Mission:

The mission of the FPA Department is to provide students at the University of Dubuque opportunities for participation and study in music, theatre, dance and art as distinct yet interdisciplinary areas of the Fine & Performing Arts. Through participation in FPA classes, events, and performances, UD students engage the community within and beyond the university. Students in the Fine & Performing Arts at UD demonstrate a passion for the arts and connect theory to practice through the creation of socially conscious and intellectually adventurous works of art, theatre, dance and music.

Objectives:

Students in the Department of Fine & Performing Arts will:

- Understand theoretical principles of the arts and use them effectively;
- Create, perform and experience work in a variety of art forms with a high level of comprehension and appreciation;
- Develop and demonstrate skills in critical and analytical thinking through effective speaking, writing and performing on topics in the arts;
- Develop and demonstrate an understanding of the aesthetic value of the arts;
- Demonstrate the practical application of ethics by outreach to the community through the fine and performing arts disciplines;
- Use the arts to gain insight into historical eras and the human condition;
- Develop and demonstrate skills in effective project planning, event management, interpersonal communication, marketing, and audience development.

Service to University Mission:

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

- Offering performances of sacred music on campus at worship and other religious events;
- Offering courses and performance opportunities open to all students which lay a foundation for academic inquiry that emphasizes the arts as part of the larger world;
- Offering performance and travel opportunities which encourage intellectual, spiritual, and moral development;
- Offering opportunities for performance and study in the arts which are ethnically diverse;
- Promoting a life-long interest in learning about, experiencing, and performing music, theatre, art and dance in church and community.

Fine & Performing Arts Major

The department of Fine & Performing Arts offers an interdisciplinary major in the Fine & Performing Arts. Each major takes foundation coursework (12 credits total) in each of the four disciplines of Music, Theatre, Art and Dance. The student majoring in FPA will also select an area of concentration from the four disciplines for in-depth study. The concentration coursework, amounting to 24 hours in one discipline, is augmented by a once-weekly FPA Convocation workshop in which FPA majors from all concentrations gather for a master class conducted by the FPA faculty and/or invited guests artists. In addition to required coursework, students majoring in Fine & Performing Arts will complete:

- a First Year Community Arts Project and Reflection,
- a Second Year Portfolio,
- a Third Year Recital or Show,
- an Internship in the Fine Arts, and
- a Senior Capstone project demonstrating the successful integration of academic study, skill development, and understanding of / preparation for professional work or advanced study in the arts.

Foundational coursework	12 credits
Area of concentration	24 credits
Electronic media in the FPA	3 credits
Interdisciplinary workshops I, II, III	7 credits

Senior Seminar	3 credits
Internship	3 credits

TOTAL HOURS FOR MAJOR **52 credits**

In addition to being prepared for advanced study in Interdisciplinary Arts or to work in nearly every arts-related field, students who complete the major in Fine & Performing Arts will be uniquely prepared to meet the challenges of the quickly changing working world by having garnered experience in the top skills that employers seek: teamwork, problem-solving & creativity, critical thinking, practical research, intellectual flexibility, analytical thinking, planning and project management, multicultural sensitivity/awareness, and interpersonal communication. Students will enhance their skills within their own discipline while learning how to integrate those skills with other disciplines of the arts. FPA studies will encourage and facilitate collaboration between the various disciplines. Additionally, FPA graduates will be prepared to meet the challenges of the working world with a socially conscious foundation for ethical action and civil discourse.

MAJOR REQUIREMENTS

A major in Fine & Performing Arts consists of 52 credit hours. Students must attain and maintain a 2.5 cumulative grade point average in all course work and a 2.5 grade point average in Fine & Performing Arts courses in order to pursue or continue to pursue a major in Fine & Performing Arts.

- Foundational Coursework (12 credits): four courses selected from the following list:

UDMS 111 – Music Appreciation (3)
 UDMS 215 – Introduction to World Music (3)
 UDTH 105 – Theatre Appreciation (3)
 UDTH 228 – Great Plays Analysis (3)
 ART 111 – Survey of Western Art I (3)
 ART 221 – Drawing Fundamentals (3)
 UDTH 130 – Introduction to World Dance (3)
 UDTH 238 – Contemporary Dance (3)

Students must select Foundational Coursework from areas OTHER THAN their declared area of concentration. *For example, a student who has declared Theatre as the area of concentration may not select UDTH105 or UDTH228 as courses to fulfill the Foundational Coursework requirement.*

- Interdisciplinary Arts Coursework (16 credits)

Students will also complete the following:

FPA 101, 201, 301 Interdisciplinary Arts I, II, III (7)
 FPA 350 Electronic Media in the Fine & Performing Arts (3)
 FPA 385/386 Internship in the Fine & Performing Arts (3)
 FPA 495 Senior Seminar in the Arts (3)

- Concentration Coursework (24 credits)

Students will select one area of concentration from the following: Music, Theatre, Dance, Art and complete a minimum of 24 credit hours as outlined in the concentration descriptions below.

THEATRE concentration:

Entrance Requirements: An acting audition or theatrical design interview is expected before official admittance into the program.

The Theatre program of study is divided into three areas of requisite skill development.

These areas are:

1. Literature, History & Theory
2. Performance Skill
3. Production Tech and Design

A Theatre concentration in Fine & Performing Arts requires 24 credits as follows:

Area I. Literature, History & Theory (6)

UDTH 228 Great Plays Analysis (3)

PLUS at least one additional course from the following:

ENG 301 20th and 21st Century Drama (3)

UDTH 232 Playwriting and Adaptation for Stage (3)

UDTH 250 Theatre History & Literature I (3)

UDTH 310 Directing for the Stage (3)

UDTH 340 Theatre in Ministry (3)

UDTH 343 Theatre for Young Audiences (3)

UDTH 345 Minority Theatre (3)

UDTH 347 Women in Theatre (3)

UDTH 350 Theatre History & Literature II (3)

UDTH 358 Special Topics in Theatre (3)

UDTH 406 Dramatic Theory & Criticism (3)

Area II. Performance Skill (6)

UDTH 115 Acting Methods (3)

PLUS at least one additional course from the following:

UDTH 217 Movement for the Stage (3)

UDTH 220 Storytelling & Performing Literature (3)

UDTH 224 Creative Drama & Improvisation (3)

UDTH 235 Stage Combat I (3)

UDTH 313 Viewpoints Physical Theatre (3)

UDTH 315 Styles of Acting (3)

UDTH 317 Dance for Musical Theatre (3)

UDTH 330 Voice & Diction (3)

Area III. Production Technique & Design (6)

UDTH 306 Scene Design & Stage Lighting (3)

PLUS at least one additional course from the following:

UDTH 203 Sound Design (3)

UDTH 204 Stagecraft (3)

UDTH 206 Costume Design & Makeup for the Stage (3)

UDTH 212 Touring Theatre Production (3)

UDTH 222 Art of Puppetry (3)

UDTH 304 Advanced Stagecraft (3)

PLUS an additional **SIX** credits from any of the courses listed in Theatre Areas I, II and III, for a total of 24 theatre credits.

MUSIC concentration:

Entrance Requirements: All students must demonstrate a basic level of performance ability and theory knowledge as determined by the music faculty. Probationary status may be given to a student who needs to improve, but shows early potential. Remedial instruction may be offered to the student as a prerequisite for official acceptance into the program. A performance audition on the

student's instrument of choice (including voice) is expected before admittance into the program.

A Music concentration in Fine & Performing Arts requires 24 credits as follows:

Required courses (14):

UDMS 126 Music Theory I (3)
UDMS 126L Music Theory I Lab (1)
UDMS 127 Music Theory II (3)
UDMS 127L Music Theory II Lab (1)
UDMS 301 Music's Impact in History (3)
UDMS 321 Musical Theatre Production (3)

One of the following courses (3):

UDMS 211 Broadway: A History of the Musical (3)
UDMS 215 Introduction to World Music (3)
UDMS 236 Jazz History (3)
UDMS 368/368L – International Music and Culture/Trip (3)

At least **3 credits** of the following (each may be repeated for credit with no limit):

UDMS 134 Instrumental Ensemble (1)
UDMS 136 Jazz Ensemble (1)
UDMS 313 University Concert Choir (1)
UDMS 316 Chamber Singers (1)

At least **4 credits** of the following (each may be repeated for credit with no limit):

UDMS 133 Piano Class (1)
UDMS 142 Voice Lessons (1)
UDMS 144 Piano Lessons (1)
UDMS 146 Organ Lessons (1)
UDMS 148 Brass Lessons (1)
UDMS 150 Guitar Lessons (1)

DANCE concentration:

A total of **24 credits** from the following courses:

UDTH 130 Intro to World Dance (3)
UDTH 131 Praise Dance and Dance Ministry (1)
UDTH 133 Hip Hop and Street Dance (1)
UDTH 230 Jazz Dance I (3)
UDTH 238 Contemporary Dance (3)
UDTH 240 Ballet I (3)
UDTH 313 Viewpoints Physical Theater (3)
UDTH 317 Dance for Musical Theater (3)
UDTH 330 Jazz Dance II (3)
UDTH 340 Ballet II (3)
UDTH 357, 358, 359 Special Topics in World Dance (3)

ART concentration: *program still in development*

Entrance Requirements (for the Music Minor or the FPA Major, concentration in Music)

All students must demonstrate a basic level of performance ability and theory knowledge as determined by the music faculty. Probationary status may be given to a student who needs to improve, but shows early potential. Remedial instruction may be offered to the student as a prerequisite for official acceptance into the program. A performance audition on the student's instrument of choice (including voice) is expected before admittance into the program. Students must attain and maintain a 2.5 cumulative grade point average in all course work and a 2.5 grade point average in music courses in order to pursue or continue to pursue a minor in Music.

Minor in Music

Students who earn a minor in Music at the University of Dubuque will enhance their overall college education and potentially will be able to tie this component directly to their major(s). Each student in this program will develop knowledge and skills that will serve his/her enjoyment of music as an art to be appreciated and an activity to be enjoyed throughout life. In addition to the objectives already listed in the undergraduate catalog, a student who earns a minor in Music will:

1. Improve their understanding of and performance ability on a particular instrument of their choosing.
2. Have earned a basic level of academic and performance training allowing them to confidently teach in a private studio setting or to serve the church as a musician.

A minor in Music requires 21 credits as follows:

Required courses (11 credits):

- UDMS 111 Music Appreciation (3)
- UDMS 126 Music Theory I (3)
- UDMS 126L Music Theory I Lab (1)
- UDMS 127 Music Theory II (3)
- UDMS 127L Music Theory II Lab (1)

One of the following courses (3 credits):

- UDMS 211 Broadway: A History of the Musical (3)
- UDMS 215 World Music (3)
- UDMS 236 Jazz History (3)
- UDMS 301 Music's Impact in History (3)

At least 3 credits of the following (each may be repeated for credit with no limit):

- UDMS 134 Instrumental Ensemble (1)
- UDMS 136 Jazz Ensemble (1)
- UDMS 313 University Concert Choir (1)
- UDMS 316 Chamber Singers (1)

At least 4 credits of the following (each may be repeated for credit with no limit):

- UDMS 133-Piano Class (1)
- UDMS 142-Voice Lessons (1)
- UDMS 144-Piano Lessons (1)
- UDMS 146-Organ Lessons (1)
- UDMS 148-Brass Lessons (1)
- UDMS 150-Guitar Lessons (1)

Minor in Theatre

The Theatre Arts minor offers students in other majors the opportunity to expand their understanding of and abilities in theatre. In addition to greater enjoyment of the art form of theatre, students in this program will develop knowledge and skills that will serve them well in many other areas. Students in the minor program will learn how to contribute to the collaborative art form of theatre through performance, design or technical support, and front of house service. Students in this minor program may write or create and analyze performance texts, solve problems creatively, speak effectively to audiences of various kinds and sizes, and contribute significantly to any group or team.

Students minoring in Theatre Arts take one specified course and one elective course in *each* of the three areas of theatre studies. In addition, students must take at least FOUR term hours of UDTH 210 Production Techniques or UDMS 321 Musical Theatre Production (practicum in four different productions) for a minimum total of 22 theatre credits.

Area I. Literature, History & Theory (6 credits)

UDTH 228 Great Plays Analysis (3)

PLUS at least one additional course from the following:

ENG 301 20th/21st Century Drama (3)

ENG 312 Shakespeare (3)

UDMS 211 Broadway: A History of the Musical (3)

UDTH 232 Playwriting and Adaptation for Stage (3)

UDTH 250 Theatre History & Literature I (3)

UDTH 340 Theatre in Ministry (3)

UDTH 343 Theatre for Young Audiences (3)

UDTH 345 Minority Theatre (3)

UDTH 347 Women in Theatre (3)

UDTH 350 Theatre History & Literature II (3)

UDTH 358 Special Topics in Theatre (3)

UDTH 406 Dramatic Theory & Criticism (3)

Area II. Performance Skill (6 credits)

UDTH 115 Acting Methods (3)

PLUS at least one additional course from the following:

UDTH 217 Movement for the Stage (3)

UDTH 220 Storytelling and Performing Literature (3)

UDTH 224 Creative Drama & Improvisation (3)

UDTH 225 Acting for Singers /Singing for Actors/ (3)

UDTH 235 Stage Combat I (3)

UDTH 281 Murder Mystery Dinner Theatre (3)

UDTH 310 Directing for the Stage (3)

UDTH 313 Viewpoints Physical Theatre (3)

UDTH 315 Styles of Acting (3)

UDTH 317 Dance for Musical Theatre (3)

UDTH 330 Voice & Diction (3)

Area III. Production Technique & Design (6 credits)

UDTH 204 Stagecraft (3)

PLUS at least one additional course from the following:

UDTH 203 Sound Design (3)
UDTH 206 Costume Design & Makeup for the Stage (3)
UDTH 212 Touring Theatre Production (3)
UDTH 222 Art of Puppetry (3)
UDTH 304 Advanced Stagecraft (3)
UDTH 306 Scene Design & Stage Lighting (3)
UDTH 308 Stage Management (3)

And 4 different productions (4 credit minimum)

UDTH 210 Production Techniques **and(or)**
UDMS 321 Musical Theatre Production

ART COURSE DESCRIPTIONS

ART 111-Survey of Western Art I (3)

Investigates key images in the history of art and architecture from the Ancient to the early Renaissance period (30,000 BCE-1300) via slides, lectures, discussions, and readings. As an historical course, ART 111 not only considers the formal development of art but also presents each monument in the context of the society that created it. This course will focus on how a work of art reflects and is affected by the major cultural, political, and religious developments of its era.

ART 112-Survey of Western Art II (3)

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

ART 221-Drawing Fundamentals (3)

An introduction to the structure of forms in two dimensions, figure/ground relationships, line, value, shape, and texture. Emphasis is on still life, perspective, and architecture using pencil, charcoal and conte crayon.

ART 367-Digital Photography (3)

This course is designed for the individual interested in improving his/her artistic abilities/vision in photography. A basic understanding of the darkroom and film development is required. Each student will need to have a digital camera. This course requires a lab fee.

ART 368/368L-International Art and Culture/International Art Trip (1 + 2)

This is an international study travel course. In classroom lectures and discussion, we review the art, culture, language, theatre, literature, geography, politics, and technology of the countries we visit. Must travel/study in the country(ies) to take this course for credit. May be taken twice.

DANCE COURSE DESCRIPTIONS

UDTH 130-Introduction to World Dance

UDTH 131-Praise Dance & Dance Ministry

UDTH 133-Hip Hop and Street Dance

UDTH 230-Jazz Dance I

UDTH 238-Contemporary Dance

UDTH 240-Ballet I

UDTH 317-Dance for Musical Theatre

UDTH 332-Jazz Dance II

UDTH 342-Ballet II

UDTH 357/8/9 – Special Topics in Dance

FINE & PERFORMING ARTS COURSE DESCRIPTIONS

FPA 101-Interdisciplinary Arts I (1)

Students majoring in Fine & Performing Arts perform or present prepared works in progress to be analyzed, critiqued and coached by the faculty and guest artists in the format of a Master Class. Analysis of the creation and working process is the focus of the workshop. Students will learn from all areas of the arts essential skills in aesthetic development, approaches to creation and performance preparation, and how an artist works and grows as a life-long learner/artist. Students complete a community arts service project as part of this course. Prerequisite: *none*

FPA 201-Interdisciplinary Arts II (1)

Students majoring in Fine & Performing Arts perform or present prepared works in progress to be analyzed, critiqued and coached by the faculty and guest artists in the format of a Master Class. Analysis of the creation and working process is the focus of the workshop. Students will learn from all areas of the arts essential skills in aesthetic development, approaches to creation and performance preparation, and how an artist works and grows as a life-long learner/artist. Students complete a community arts service project as part of this course. Prerequisite: FPA 101

FPA 301-Interdisciplinary Arts III (1)

Students majoring in Fine & Performing Arts perform or present prepared works in progress to be analyzed, critiqued and coached by the faculty and guest artists in the format of a Master Class. Analysis of the creation and working process is the focus of the workshop. Students will learn from all areas of the arts essential skills in aesthetic development, approaches to creation and performance preparation, and how an artist works and grows as a life-long learner/artist. Students complete a community arts service project as part of this course. Prerequisite: FPA 201

FPA 350-Electronic Media in the Fine & Performing Arts (3)

In this course, students will use various electronic and digital media in live performance, including sound design, recording and editing, video recording and editing, simple graphics design tools, front and rear projections and other digital media as appropriate. Students will be able to create performance work that combines live performers and recorded media. Prerequisite: FPA 101

FPA 385/6/7-Internship (3)

FPA 495-Senior Seminar in the Arts (3)

Students will discuss issues in the Fine & Performing Arts: the marketplace, job strategies, resume and audition preparation, headshots, e-portfolios, agent representation, union membership requirements and representation. Students will organize a Capstone project that synthesizes the most significant work that he or she has undertaken in the Fine & Performing Arts. This course gives the student the opportunity to focus on a particular area of the Fine & Performing Arts with particular attention to his or her next steps in career development: graduate school, education, ministry, or professional work. Prerequisite: Senior academic standing

MUSIC COURSE DESCRIPTIONS

UDMS 111-Music Appreciation (3)

A survey of musical styles and trends in Western art music from the Middle Ages to the present. Designed to encourage and aid the general student in music listening.

UDMS 126-Music Theory I (3)

This course provides students with a review of music reading skills and introduces the concepts of harmony, melody and form.

UDMS 126L-Music Theory I Lab (1)

A companion lab to UDMS 126, designed to build music listening skills through various aural exercises. Co-requisite: UDMS 126 or consent of instructor

UDMS 127-Music Theory II (3)

A continuation of the study of harmony, melody, and form including an introduction to chromatic harmony and macro forms.

Prerequisite: UDMS 126 or consent of instructor

UDMS 127L-Music Theory II Lab (1)

A companion lab to UDMS 127, designed to develop music listening skills through various aural exercises. Co-requisite: UDMS 127 or consent of instructor

UDMS 133-Piano Class (1)

A study of basic piano technique and technique repertoire. May be repeated for credit.

UDMS 134-Instrumental Ensemble (1)

This ensemble performs at athletic events and in concert performances. May be repeated for credit.

UDMS 136-Jazz Ensemble (1)

An ensemble devoted to the performance and study of jazz music. The group performs for public events several times per year. May be repeated for credit.

UDMS 142-Voice Lessons (1)

Individual instruction is provided for students each week. Vocal techniques and repertoire are emphasized. May be repeated for credit.

UDMS 144-Piano Lessons (1)

Individual instruction is provided for students each week. Keyboard technique and repertoire are emphasized. May be repeated for credit.

UDMS 146-Organ Lessons (1)

Individual instruction is provided for students each week. Organ technique, repertoire, and hymn playing are emphasized. May be repeated for credit.

UDMS 148-Brass Lessons (1)

Individual instruction is provided for students each week. Performance technique and repertoire are emphasized. May be repeated for credit.

UDMS 150-Guitar Lessons (1)

Individual instruction is provided for students each week. Performance technique, repertoire, and theory are emphasized. May be repeated for credit.

UDMS 211-Broadway: A History of the Musical (3)

This course is a survey of the history and development of the Broadway musical from the 18th century to the present. The European roots of this American art form are studied. Asian and other ethnic influences are also discussed.

UDMS 215-Introduction to World Music (3)

A general survey of the world's music. The course will examine music in: the Middle East, the Far East, the Indian Subcontinent, Africa, Latin America, North America, and Europe.

UDMS 236-Jazz History (3)

This course is a survey of the history of jazz music. Students will be introduced to the major innovators and various styles of jazz. Discussion and assignments will include the relationship of jazz to social, political, and racial issues of the 20th century.

UDMS 301-Music's Impact in History (3)

Each year a topic is selected to explore how music has impacted an historical period and how culture impacts music. Traditionally team taught by faculty from music and history, topics have included the Civil War Era and the Counterculture of the 1960s. Course content is heavily weighted on reading and discussion of scholarly articles and writing research papers as well as listening to and discussing music of the period. (Cross-listed with UDHS 301)

UDMS 313-University Choir (1)

A choral group that studies and performs a wide variety of choral literature ranging from sacred to popular styles. This group performs numerous times each year on campus, in the Dubuque area, and on tour. Audition, instructor's permission, and a minimum 2.5 GPA required. May be repeated for credit.

UDMS 316-Chamber Singers (1)

A choral group devoted to performance and study of works for smaller vocal ensembles. The group performs for public events several times per year. Admittance is by audition only. May be repeated for credit. Co-requisite UDMS 313 and consent of instructor

UDMS 321-Musical Theatre Production (1-3)

A course designed for those students involved in the Spring musical: singers, actors, dancers, and technicians. Many aspects of musical theatre will be addressed, including auditions, rehearsal techniques, choreography, costuming, props, makeup, set construction, lighting, publicity, etc. May be repeated for credit. Consent of instructor and contract required.

THEATRE COURSE DESCRIPTIONS

UDTH 105-Theatre Appreciation (3)

A basic survey course in the art form of theatre which includes an overview of theatre history, background of the contributions of important playwrights and plays, historical styles of performance, and theatre technical developments. The positions and responsibilities of collaborative theatre artists will be explored, and students will gain practical experience in theatre production. Attendance of live theatre performances will be arranged as appropriate.

UDTH 115-Acting Methods (CV)

Introduction to a variety of methods and techniques of acting. Approaches to character analysis, actor preparation, and basic acting vocabulary will be introduced and explored. In addition to improvisation work, ensemble preparation and scene study, students will prepare monologues for audition and performance.

UDTH 203-Sound Design (3)

UDTH 204-Stagecraft (3)

An introduction to the technical knowledge and skills of theatrical production with an emphasis on stage scenery. Concepts of building flats, platforms, etc. and the use of tools and materials. Basic introduction to stage lighting. Students will build sets and hang lights for theatre productions. Laboratory required.

UDTH 206-Costume Design and Makeup for the Stage (3)

A study of the elements and principles of costume and makeup design for the theatre. Students will develop skills in play analysis for costuming, basic rendering skills, and period research. The class will include an introduction to the various media used in communicating a costume and makeup design concepts. Lectures and workshops will include analysis of the diverse materials available to the designer and the skills involved in mastering them. Practical application through work on productions, both theoretical and literal, is included. Students will help create costumes for university theatre productions. Prerequisites: UDTH 105 or UDTH 228

UDTH 210-Production Techniques (1-3)

Offers students the opportunity to experience various organizational or technical skills necessary for staging a theatrical production, with a chance to explore practical work in acting, lighting, sound, costume design, make-up properties, scene construction, as appropriate and assigned by instructor. May be repeated.

UDTH 212-Touring Theatre Production (3)**UDTH 215-Ensemble Acting (3)****UDTH 217-Movement for the Stage (3)****UDTH 220-Storytelling & Performing Literature (3)**

A performance skill development course in which students will become aware of their own potential as storytellers and the power of storytelling in their lives and professions. Course will include an exploration of materials, techniques, philosophies, traditions, and audiences for storytelling. While literature appropriate for telling will be surveyed and discussed, it is the performance aspects of storytelling that will receive the major emphasis. Students will begin the development of a personal style and repertoire of stories.

UDTH 222-Art of Puppetry (3)**UDTH 224-Creative Drama & Improvisation (3)**

Exploration and development of theories and concepts of improvisation and creative drama. Students will become familiar with the elements of drama through participation in informal improvisation and role-play for specific pedagogical goals. Formal theatre and informal drama will be defined, explored and experienced.

UDTH 225-Singing for Actors/Acting for Singers (3)**UDTH 228-Great Plays Analysis (3)**

The ability to read, interpret and analyze dramatic script texts is an essential basis for all theatrical production work. In this course, students will learn various critical approaches to dramatic literature. A play is a process rather than a thing. It takes many steps for a dramatic idea to travel a path from the mind of the playwright, through conceptualization by the director through the collective imagination of the production team, all the way to the experience of the audience. Students will read, analyze and understand dramatic literature and imagine its production in time and space.

UDTH 232-Playwriting and Adaptation for the Stage (3)**UDTH 235-Stage Combat (3)****UDTH 250-Theatre History & Literature I (3)****UDTH 281-Murder Mystery Dinner Theatre (3)****UDTH 304-Advanced Stagecraft (3)****UDTH 306-Scene Design and Stage Lighting (3)**

This course introduces the fundamentals of scene design and lighting design for the stage and includes study of the concepts, principles, and techniques of scene design in the modern theater. The emphasis is on developing an understanding of what a design concept involves, from script or theme analysis and how to put ideas into spaces, colors, and forms. Students will learn how to handle theater space and how designers and periods in history have solved these problems. Students will analyze the diverse materials available to the designer and the skills involved in mastering them. Practical application through work on productions, both theoretical and literal, is included. Prerequisite: UDTH 204

UDTH 308-Stage Management (3)**UDTH 310-Directing for the Stage (3)**

UDTH 313-Viewpoints Physical Theatre (3)

UDTH 315-Styles of Acting (3)

UDTH 330-Voice and Diction (3)

UDTH 340-Theatre in Ministry (3)

UDTH 343-Theatre for Young Audiences (3)

UDTH 345-Minority Theatre (3)

UDTH 347-Women in Theatre (3)

UDTH 350-Theatre History & Literature II (3)

UDTH 357/8/9 – Special Topics in Theatre (CV)

UDTH 406-Dramatic Theory & Criticism (3)

FOREIGN LANGUAGES

ENGLISH LANGUAGE PROGRAM FOR INTERNATIONAL STUDENTS (LNG)

An intensive English Language Program is available to meet the needs of International students who wish or need to improve their English skills in order to study more competently at the University of Dubuque.

Note: Students not satisfactorily completing any LNG course must repeat the course the next term in which they are enrolled when the course is offered.

ENGLISH LANGUAGE PROGRAM FOR INTERNATIONAL STUDENTS COURSE DESCRIPTIONS

LNG 102-Composition and Rhetoric (3)

This is a practical composition course in which emphasis is placed on clear, readable prose that is grammatically correct. The writing assignments involve different types of themes. The entire process of writing and revising a composition is covered in detail to help prepare some foreign students to express themselves in future college work. This course should be taken in lieu of ENG 101 and as a prerequisite for ENG 112. The course meets the writing skill requirement when a minimum grade of B- is obtained.

LNG 103-Reading and Study Skills (3)

The reading and study skills class provides the International student the opportunity to increase reading speed, develop vocabulary for college-level communication, and learn study skills necessary for success in an American educational institution. These skills are developed through readings and discussions designed to improve the international student's understanding of American culture and society. With a minimum grade of C, this course can satisfy the reading skills requirement.

LNG 104-Conversation (4)

This course helps the International student express himself or herself effectively and clearly in American Standard English. Everyday usage and idiomatic expressions are practiced in class and in a laboratory situation. This course does not count toward meeting Core curriculum requirements. (Minimum passing grade is C)

LNG 105-Grammar (4)

Develops fundamental linguistic skills for International students, emphasizing intensive drilling in proper grammar, punctuation, and intonation of the English language. This course does not count toward meeting Core curriculum requirements. (Minimum passing grade is C)

MANDARIN

UDLM 111-Conversational Mandarin (3)

An introduction to oral Mandarin Chinese with secondary emphasis on recognizing written characters and understanding Chinese culture.

SPANISH

Mission:

The Spanish Program is committed to providing excellent instruction and learning opportunities that challenge students to develop to the maximum their language proficiency in Spanish as well as to know and understand the literature and cultures of the Spanish-speaking peoples of the world. We encourage our students to think critically, to question their cultural assumptions about the Hispanic world, and to seek to immerse themselves, as much as possible, in a Spanish-speaking community.

The University of Dubuque's mission calls for UD to be a community where diversity is appreciated. The Spanish Program supports the mission of the University by providing students the opportunity to learn about and be engaged in a culture significantly different than their own.

Program Goals

1. Language Proficiency — Help students develop Spanish language competency in speaking, understanding, reading, and writing
2. Cultural Competence — Help students develop cultural competency with regard to Spanish-speaking communities throughout the world
3. Intellectual integration — Help students develop an occupational competency in Spanish within their major field of study (e.g., business, nursing, law, teacher education)

Minor in Spanish (25-27 credits)

Language & Writing core (15 credits)

- UDLS 111 Elementary Spanish I (or exam or other equivalent) (3)
- UDLS 112 Elementary Spanish II (or exam or other equivalent) (3)
- UDLS 211 Intermediate Spanish I (or exam or other equivalent) (3)
- UDLS 212 Intermediate Spanish II (or exam or other equivalent) (3)
(Courses covered by placement exam will not automatically appear on a student's transcript. Those credits (and their notation on the student's transcript) may be purchased from the university at a nominal rate.)
- UDLS 311 Advanced Spanish Proficiency (3) **-or-** UDLS 312 Advanced Spanish Writing Workshop (3)
(UDLS 311 and UDLS 312 can be covered through transfer credits, but not by placement exam—students need to take one of these classes at the college level; students who arrive at UD with strong oral proficiency will be directed toward UDLS 312)

Cultural core (10-12 credits)

- UDLS 350 Occupational Spanish (taken through the major) (3)
- UDLS 368 Travel course to Hispanic country OR appropriate substitute (1-3)
- UDLS 411 History and Culture of the Hispanic World (3)
- UDLS 412 Literature of the Hispanic World (3)

UDLS 111-Elementary Spanish I (3)

The course is designed for students with no previous training in the language. It deals with fundamental principles of grammar, vocabulary, writing, and cultural awareness.

UDLS 112-Elementary Spanish II (3)

A continuation of UDLS 111. Designed to increase the student's knowledge of grammar, vocabulary, and writing skills. All lectures emphasize Hispanic cultural awareness.

UDLS 211-Intermediate Spanish I (3)

Continues the student's awareness of Hispanic culture and language. More emphasis is placed on reading, oral, and written skills. Prerequisite: UDLS 112 or consent of instructor

UDLS 212-Intermediate Spanish II (3)

The course develops a further understanding of Spanish life and culture. Emphasis is placed on enhancing oral and written skills. Prerequisite: UDLS 211 or consent of instructor

UDLS 311 –Advanced Spanish Proficiency (3)

Focus is on increasing proficiency in Spanish using the skills of listening, speaking, reading, writing, viewing, and showing in the interpersonal, interpretive and presentational modes and on developing cultural knowledge. Students increase their expertise in the analysis and interpretation of the literature of Spain and the Spanish speaking world.

UDLS 312-Advanced Spanish Workshop (3)

This course is to be taken after successful completion of Intermediate Spanish I and II series at the University of Dubuque or equivalent. In this class, students are introduced to the writing of a research project in the Spanish language. Students will produce a sizable written artifact on either personal histories through memories elicited by things they see, songs, dreams, overheard conversations, collections, books, quotes, as well as reflections, or on a cultural research project, such as civil rights movement,

leadership, major author, artist, etc. The student project will involve a compilation of entries with a focus on composing, revising, editing, and publishing their work in an artifact such as a “memoir book” or report.

UDLS 350-Occupational Spanish (3)

This course is designed to allow the Spanish minor to develop and display proficiency in written and verbal Spanish as it is used in his/her undergraduate major. The student will develop a course of study in collaboration with his/her Advisor that allows the student to become competent in understanding the technical lexicon of the profession/field he/she is entering. This is a culminating experience course and as such a student would take this course near the end of their academic programming in Spanish.

Prerequisites: Completion of Spanish Language & Writing Core

UDLS 357/8/9-Topics in Spanish (CV)

Offers the student an opportunity to study, for variable credit, certain aspects of Spanish and Ibero-American literature, language, fine arts, and civilization for which there are no special course offerings. May be repeated for different topics. Prerequisites: UDLS 212 or equivalent and consent of instructor

UDLS 368-Travel Course (Hispanic Country) (3)

Living within a language is generally when that language gains real meaning for students of any language. The travel course will give students an ability to use Spanish in a daily living context and require them to listen to, speak, read, and write Spanish as it is used in a daily context. Two weeks or more travel to a Spanish speaking region. Students with previous extensive immersion in a Spanish speaking context outside of a classroom setting will be waived from this course. Prerequisite: UDLS 112

UDLS 411-History and Culture of the Hispanic World (3)

This course will explore the rich linguistic, artistic, musical, historical and cultural patterns of the Hispanic world, from the Spanish Empire to modern day. Students will learn about the different Hispanic cultures by learning about the many countries and regions that define Hispanics today. The course will seek to provide the knowledge and information about Hispanic culture and history so that students may develop an understanding, appreciation and enjoyment of this diverse and colorful culture, its beauty, challenges and its “extraordinary paradoxes”. Prerequisites: UDLS 211 and UDLS 212

UDLS 412-Literature of the Hispanic World (3)

A survey of Spanish-language literature from the Americas and around the world with a focus on comprehension, appreciation, and cultural and literary analysis. Prerequisites: UDLS 211 and UDLS 212

HEALTH, WELLNESS AND SPORT (HWS)

The mission of the Department of Health, Wellness, and Sport (HWS) is to prepare students for careers in a variety of health, wellness & fitness programs, sport marketing & management, as well as graduate studies. The HWS Department plans to offer four distinct programs of study: Bachelor of Science in both Wellness & Exercise Science (WES) and Pre-Professional Health Science (PPH); a Bachelor of Arts in both Sport Marketing & Management (SM&M) and Public & Community Health (PCH).

The HWS Department is committed to providing students with an instructional program of high quality that involves the discovery, interpretation and application of knowledge related to the disciplines within the department. HWS is dedicated to providing an education that brings discipline to mind and body in the pursuit of knowledge and in the development of a healthy lifestyle. A central and unifying mission for the department is to promote the value of multidimensional wellness as a means of enhancing quality of life. In HWS we provide experiences for students that will help them develop as whole persons who emerge as champions of wellness and embrace lifelong learning in a changing society.

Program Goals:

1. To prepare students to become quality health, wellness and fitness professionals through the acquisition of knowledge pertaining to the general functioning of the human body and fitness assessment.
2. To develop an appreciation of the role of multidimensional wellness in the balance of life through fitness and wellness programs.
3. To expose students to health and wellness topics among diverse populations across the lifespan
4. To prepare students with a solid foundation in the principles of business, communication, economics, and legal knowledge as they relate to the discipline of sport marketing and management.
5. To prepare students to become quality public and community health professionals through the acquisition of knowledge pertaining to the ecology and issues in public and community health.
6. To provide students with experiences that prepare them for various careers in health, wellness and sport professions, graduate/professional schools and lifelong learning where they incorporate the values and ethics of their profession and in turn provide leadership and service to their communities.

BS in Wellness and Exercise Science (55 credits)

- HWS 100 Introduction to Health, Wellness & Sport (2)
- HWS 110 Activity Class (1 cr x 6 courses)
- HWS 220 Sports Psychology (3)
- HWS 241 Human Anatomy & Kinesiology (3)
- HWS 246 Human Nutrition (3)
- HWS 301 Biomechanics (3)
- HWS 311 Geriatrics (3)
- HWS 333 Fitness Assessment (3)
- HWS 341 Prevention & Care of Athletic Injuries (3)
- HWS 401 Exercise Physiology (3)
- HWS 485/6/7 HWS Internship (3)
- HWS 495 Senior Seminar (WVS 4) (2)
- BIO 145 Introduction to Human Anatomy & Physiology I (4)
- BIO 146 Introduction to Human Anatomy & Physiology II (4)
- PED 231 Fundamentals of Motor Performance (3)
- PRF 201 Career Development Strategies (1)

One from the following is required:

- HWS 221 Family & Community Health (3)
- HWS 244 Wellness Lifestyles (3)

One from the following is required:

- HWS 370 Theory/Principles of Personal Training (3)
- HWS 470 Theory/Principles of Strength & Conditioning (3)

BS Pre-Professional Health Science (73 credits)

- HWS 100 Introduction to Health, Wellness & Sport (2)
- HWS 221 Family & Community Health (3)
- HWS 241 Human Anatomy & Kinesiology (3)
- HWS 246 Human Nutrition (3)
- HWS 301 Biomechanics (3)
- HWS 311 Geriatrics (3)
- HWS 341 Prevention & Care of Athletic Injuries (3)
- HWS 401 Exercise Physiology (3)
- HWS 485/6/7 Internship (3)
- HWS 495 Senior Seminar (2)
- *BIO 145 Introduction to Human Anatomy & Physiology I (4)
- *BIO 146 Introduction to Human Anatomy & Physiology II (4)
- BIO 211 Anatomy & Physiology I (4)
- BIO 212 Anatomy & Physiology II (4)
- PHY 151 Physics I (4)
- PHY 152 Physics II (4)
- UDMA/NRS 230 Statistics or EVS 230 or PSY 230 (3)
- UDCM 111 General Chemistry I (4)
- UDCM 112 General Chemistry II (4)
- PSY 110 Introduction to Psychology (3)
- PSY 227 Adult Development and Aging (3)
- SOC 111 Introduction to Sociology **or** SOC 112 Contemporary Social Problems (3)
- PRF 201 Career Development Strategies (1)

* Not needed if students have successfully passed BIO 211/212. However, student will need to take 8 additional credits of BIO courses as substitutes for BIO 145/146.

BA in Sport Marketing and Management (56 credits)

- HWS 100 Introduction to Health, Wellness & Sport (2)
- HWS 105 Socio-Historical Foundations of American Sport (3)
- HWS 202 Sports Facility and Event Management (3)
- HWS 280 Sports Marketing (3)
- HWS 320 Sports Promotion and Sales Management (3)
- HWS 340 Media Relations in Sport (3)
- HWS 342 Management and Leadership in Sports Organizations (3)
- HWS 421 Sports Law and Ethics (3)
- HWS 471: Sports Administration, Governance, and Compliance (3)
- HWS 495 Senior Seminar (2)
- HWS 485/6/7 Internship (3)
- BAC 120 Principles of Macroeconomics (3)
- BAC 160: Principles of Microeconomics (3)
- BAC 201 Principles of Management (3)
- BAC 241 Financial Accounting (3)
- BAC 242 Managerial Accounting (3)
- BAC 280 Principles of Marketing (3)
- BAC 300 Principles of Finance (3)
- BAC 340 Effective Communication in Business (3)
- PRF 201 Career Development Strategies (1)

BA in Public and Community Health (coming Fall 2013)

Minor in HWS (23 credits)

Required Classes (14 credits)

- HWS 100 Introduction to Health, Wellness & Sport (2)

- HWS 110 Activity Class (1 cr x 3 courses)
- HWS 241 Human Anatomy & Kinesiology (3)
- HWS 221 Family & Community Health (3) **or** HWS 244 Wellness Lifestyles (3)
- HWS 246 Human Nutrition (3)

Elective Classes (and 9 credits from the following list)

- HWS 105 Socio-Historical Foundations of American Sport (3)
- HWS 220 Sports Psychology (3)
- HWS 301 Biomechanics (3)
- HWS 333 Fitness Assessment (3)
- HWS 341 Prevention & Care of Athletic Injuries (3)
- HWS 342 Management & Leadership in Sports Organizations (3)
- HWS 221 Family & Community Health (3) **or**
- HWS 244 Wellness Lifestyles (3)

HEALTH, WELLNESS & SPORT COURSE DESCRIPTIONS

HWS 100-Introduction to Health, Wellness & Sport (2)

This course provides a history and introduction to the profession, placing emphasis on health, wellness and sport. Topics covered in this course include: current trends and issues; professional preparation and career opportunities; and the responsibilities and characteristics associated with the effective health, wellness and sport professionals. Students will be able to identify guiding scientific principles of the discipline, differentiate between the various career paths, as well as identify current trends and issues of the profession.

HWS 105-Social-Historical Foundations of American Sport (3)

The foundation course for the Sports Marketing and Management concentration is designed to give the students an understanding of the internal and external factors that shape sport in American culture. This course includes a chronological and topical examination of the history of American sport, beginning in the colonial era and ending in the present. The major events and trends in sports history are analyzed and placed within the broader context of American history, considering how historical processes influenced the rise of sport, and how sport influenced major social and cultural developments. Particular emphasis is given to the commercialization of sport. Throughout, students read seminal works on the history of sports. Through analysis of the historical, social, commercial, and economic context of American sport, the course teaches students to understand and manage contemporary issues in the business of sport.

HWS 110-Activity : _____ (1)

Students will engage in learning fundamental skills, techniques, rules, safe practices, and etiquette of the given sporting activity. Upon successful completion of the course students will be able to perform the activity at least at a recreation level and demonstrate competencies in rules and regulations.

HWS 202-Sports Facility and Event Management (3)

This course provides students with an understanding of the complexity involved in sport facility and event management for both the private and public sector. Sport facility management includes a variety of activities such as planning and designing a sports facility, staff management, facility marketing, developing revenue streams, and facility scheduling and operating. Sport event management consists of identifying goals of the event and coordinating people in the organizations involved to achieve those goals with the resources available.

HWS 220-Sports Psychology (3)

This course examines human behavior in sport. Topics include human motivation, anger and fear; regulation of human thoughts, feelings and emotions; and how human behaviors can become more effective within the context of sport and competition. Successful completion of this course delivers first-hand experience with coaches and athletes, strategies for enhancing performance, and a broad understanding of group dynamics. Prerequisite: HWS 100

HWS 221-Family & Community Health (3)

This is a foundation course that introduces students to a variety of health topics within the framework of family health and community health. Emphasis is placed on savvy consumerism, information literacy, and service within a vast array of health-related community organizations. Successful completion of this course includes a service-learning project consisting of reciprocal service and learning through work at a non-profit organization affiliated with health, wellness, or sport subdisciplines. Additionally, students will conduct secondary research on a health topic that relates to their service-learning site, which will conclude with a formal presentation of information from both secondary research and service-learning.

HWS 241-Human Anatomy & Kinesiology (3)

This course provides instruction on the basic structure of the human body. Emphasis is placed on the attachments of the muscles and the corresponding actions as well as basic physics and physiology. Upon successful completion of this course, students will understand terminology, and application of the human body in relation to movement. Prerequisite: BIO 145, grade of C or better

HWS 244-Wellness Lifestyles (3)

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

HWS 246-Human Nutrition (3)

This course provides an introduction to fundamentals of diet, exercise, metabolism, weight control and maturational development. Basic scientific principles as they apply to human nutrition maintaining health and preventing disease are discussed. Concentration is on the nutrient requirements of the human body throughout life. Biochemical functions and interrelationships of nutrients are examined. Current nutritional controversies are evaluated. Students gain practical experience in evaluation nutritional data by completing a self-study project.

HWS 280-Sports Marketing (3)

This course will explore the concepts of marketing, promotions, and public relations for various components of the sports industry. At the foundation of marketing and promotion are strategic planning and coordination of efforts. This course will take an in-depth look at the marketing practices, procedures and operations of professional, college and recreational sport organizations and enterprises. Marketing strategies and varying consumer behaviors in different sports venues will be analyzed as social and economic issues related to buying and selling of sports. Students refine their marketing skills by examining the ways in which sport marketing organizations exercise promotions, marketing research, sponsorships and fund raising in the sport industry. Prerequisite: BAC 280

HWS 301-Biomechanics (3)

This course focuses on the mechanical components of human structural movement, with emphasis placed on internal and external forces related to human movement. Upon successful completion of this course students will be able to qualitatively analyze and apply, both instructionally and correctively, the concepts of human movement in relation to forces that act on the body. Prerequisite: HWS 241, grade of C or better

HWS 311-Geriatrics (3)

This course examines the relationship between physical activity and the aging process. The focus is on appropriate activities specific to social, physiological and psychological changes throughout the lifespan. Successful completion of this course will include a service-learning project consisting of first-hand experience mentoring, guiding, and leading physical activities for geriatric populations. Prerequisites: HWS 100 and current CPR/AED certification

HWS 320-Sports Promotion and Sales Management (3)

This course provides a wide-range of views of what it takes to be successful in the field of Sports Marketing and Management. This course covers the theoretical foundations of sport promotion and sales to fundamental roles of sport sponsorship. Students will examine incentives for sport consumers, licensing issues, sales management and servicing, and the role of technology in sport promotion and sales, customer retention, branding, and risk management. Upon successful completion of the course students will develop skills in sales promotion, selling strategies and the art of ticket sales. Prerequisite: HWS 280

HWS 333-Fitness Assessment (3)

This course provides instruction on health-related fitness assessment. Topics include both field and laboratory assessments of each of the following: cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition. Upon successful completion of the course, students will understand and perform equipment calibration, proper risk stratification and implications based on risk category, and administer and direct both field and laboratory tests for each of the five health-related components of fitness (listed above). Prerequisite: BIO 145 and HWS 241, grades of C or better

HWS 340-Media Relations in Sport (3)

Billions of dollars are spent annually by the sports industry in an attempt to generate awareness, establish images, and attract visitors. Such persuasion activities are the focus of advertising and public relations which seek to influence consumers' choices to participate in and/or attend sports or sporting events. This course delves deeply into this aspect of marketing through exploration of the techniques and activities used to advertise and promote sports events. Specific topics include: the marketing mix, the evolution of media in the 21st century, advertising awareness, brand awareness, critical and frequently used brand metrics, message recall, consumer motivation and attitudes, behavior, endorsements, promotions, naming rights, licensing, sponsorship, media management, constructing the advertising message, as well as designing advertising and, more broadly, sports marketing campaigns. Prerequisites of HWS 280 and COM 101, grade of C or better

HWS 341-Prevention and Care of Athletic Injuries (3)

This course is designed to provide students with basic knowledge of the prevention and care of athletic injuries. The etiology, pathology, signs & symptoms, treatment, and rehabilitation of athletic injuries are covered. Also, lab work will emphasize techniques in preventive taping and conditioning, budgeting, record keeping, and equipment selection specific to athletic training. Upon successful completion of this course students will be able to apply proper methods of prevention, recognition, and immediate care of common sports-related injuries and illnesses. (Prerequisite: BIO 145 or HWS 241, grade of C or better or instructor permission)

HWS 342-Management and Leadership in Sports Organizations (3)

This course provides an in-depth look at management and leadership theories and practices, both domestic and international, as they relate to sport organizations. This course provides students with a solid foundation in research and application of human resource management and leadership principles for success in the sport industry. Prerequisite: BAC 201

HWS 370-Theory & Principles of Personal Training (3)

This course is designed as a preparatory course for the National Strength and Conditioning Association Certified Personal Trainer (NSCA-CPT) exam. Topics pertaining to personal training, including principles of personal training, physiological training adaptations, training methods, and program design are covered. A significant portion of this course will include working with a client. Successful completion of this course requires students to sit for the nationally-recognized NSCA-CPT exam. Prerequisites: HWS 333 and current CPR/AED certification

HWS 401-Exercise Physiology (3)

Exercise physiology is a field of study that investigates the acute responses and chronic adaptations of physiological functions to a wide-range of physical exercise conditions, involving people of all ages and abilities. Upon successful completion of this course students will have an understanding of the physiological basis of physical activity with emphasis given to the special effects of exercise on body function, health-related fitness, nutrition and sports performance. Prerequisite: HWS 241, grade of C or better

HWS 421-Sports Law and Ethics (3)

With specific reference to the role of the sports manager, this course provides an extensive overview of legal principles and ethical issues in domestic and international sports. The course reviews the legal and regularity aspects, elements, and relationships for all constituents participating in sports: administrators, coaches, athletes, agents, vendors, sponsors, facility managers and owners, and spectators. The course identifies the different fields of law and a survey of the broader issues related to sports law (such as antitrust exemption, labor law, and the athlete/agent relationship), before turning to consider the legal issues routinely faced by sports managers (such as the legal aspects of risk management). Seminal court cases are discussed. Students will examine the inextricable links between the law and business ethics and the application of ethics in the decision-making process. (Junior or Senior Standing)

HWS 470-Theory & Principles of Strength & Conditioning (3)

This course is designed as a preparatory course for the National Strength and Conditioning Association Certified Strength and Conditioning Specialist (NSCA-CSCS) exam. Topics pertaining to strength and conditioning, including principles and theory of

strength and conditioning, physiological training adaptations, training methods, exercise prescription, program design, organization and administration as well as policy and procedures of the profession are covered. Successful completion of this course requires students to sit for the nationally-recognized NSCA-CSCS exam. Prerequisite: HWS 333 and current CPR/AED certification. Must be of senior status or within 365 days of graduation to sit for exam

HWS 471-Sports Administration, Governance, and Compliance (3)

Sports create governance structures, policies, and procedures, even at the most rudimentary level. This course examines the purpose and practice of sports governance and how it relates to sports administration from little league, to the Olympic Games, to international federations, to professional sports. This course, normally taken in the last year, will build upon prior coursework (particularly finance, marketing, management, and facility/event superintendence) and apply the knowledge learned therein to the particular demands of the college setting. Through identification and analysis of the unique aspects of college sports administration, the course permits students to transfer the professional skills acquired in the program to the collegiate sector. Topics such as Title IX compliance, fundraising, and university communications are explored. Additionally, this course will cover basic regulatory, legal and due process rules that govern NCAA competition. This course will cover elements of NCAA regulations, rules interpretations, enforcement decisions and sanctions. An understanding of NCAA rules compliance will be gained through legal cases and actual NCAA enforcement proceedings. (Senior year)

HWS 485/86/87: Internship (3)

The Internship in HWS provides students not currently working in the industry with hands-on experience in a wellness, health, or sports organization of their choice. Students will be required to successfully undertake, implement, and complete a timely, industry-specific project under the supervision of an internship instructor. Students completing internships meet with their instructor at least one time per credit to discuss the progress of their projects. At the end of the internship, students submit a written summary of their experience to the internship instructor. Although students have broad flexibility in the types of organizations at which they might intern, the internship and terms of service must be approved, in advance, by the internship instructor. Prerequisite: Junior or Senior year standing and PRF 201, grade of C or better

HWS 495: Senior Seminar (2)

Students examine their faith, ethics, and vocation in relation to the theory and applied practices of their profession. Students develop an individual service learning project and give a presentation to an audience of mentors and peers at the end of the term. This is a required course for all HWS majors and is taken during the Senior year. Satisfies World View 4 requirement.

PRF 201 – Career Development Strategies: Thinking Beyond College (1)

This course will explore professional competencies and dispositions that are relevant in today's work environments, in an effort to enhance student self-awareness and exploratory learning options in conjunction to career plans. Students will apply theories, skills and techniques in preparation for job shadow or internship placement opportunities, as well as, review graduate/professional school application requirements and employment search resources and strategies. (Not open to First Year students)

INTERNATIONAL STUDIES

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

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

UDIN 115-World Geography (3)

Helps students develop their knowledge of place-name geography. Students deal with the basic questions of geography – where is it, what is it like, and why there? Students also are asked to study the relevance of certain locations and examine the linkages that may exist. The course material deals tangentially with numerous other disciplines as it describes, analyzes, and explains the places and patterns of the world.

UDIN 215-Global Perspectives (3)

An introductory course in human and cultural geography. Provides a background for an understanding of contemporary conditions in the world and a basis for predicting future world patterns. The purpose of the course is to enable the student to understand geographic relationships by learning about cultures and human activities in many environments. Spatial and ecological components of geography are emphasized.

UDIN 315-Developing Nations of the World (3)

An introductory survey of the institutions, cultures, political, social, and economic features of developing nations. The course is designed to encourage cross-cultural sensitivity and awareness of the contemporary world situation.

UDIN 357/8/9-Topics (1-4)

Offers the participant an opportunity to study in depth specialized areas and/or advanced topics in international studies. The topics to be studied will be announced each time the course is offered. The course may be repeated when the topic and content change. Prerequisite: consent of the instructor; additional prerequisites depend on the content of the course and are established by the department and announced at the time the course is offered.

LIBERAL STUDIES (LST)

Program Description (36+ credits)

The Liberal Studies Bachelor of Arts (BA) major is designed to give students the opportunity to pursue a broad-based education in liberal arts and sciences. Students are offered the flexibility to develop individualized programs of study with an interdisciplinary focus. Unlike other majors, the Liberal Studies major emphasizes breadth of study rather than focus on a single discipline. The program is designed to meet the needs of students whose interests may not be fully met with specific curricula and those who have integrative abilities to plan and develop a program appropriate to their interests. In addition, students planning to attend graduate school can use this major to develop a wide knowledge base upon which to build their specialized graduate training. Employers often welcome students with broad liberal arts background. Students can tailor their choice of courses and projects to their career interests. "Undecided" students may elect to major in Liberal Studies, allowing them to explore major or minor options prior to committing to one.

In order to declare the Liberal Studies (LST) major, the student collaborates with his or her advisor to develop a proposal for 120-126 credits of coursework combining UD Core requirements, a minimum of 36 credit hours in two "concentrations," an internship or research project, a 3-credit service learning project, a 3-6 credit Senior Capstone Project, and approximately 30 credits of electives.

The Core requirements consist of 42-45 credits of General Education, Pillar, and World View courses. The Senior Project (see below) will function as World View Seminar 4 for the LST major.

In order to encourage interdisciplinarity, breadth of study, and some depth, the two Liberal Studies Concentrations consist of:

Concentration 1: English, Communication, Philosophy-Religion, Fine and Performing Arts, Education, History, Psychology, Sociology-Criminal Justice, and Military Science

Concentration 2: Natural and Applied Sciences, Health-Wellness-Sport, Nursing, Aviation, Business-Accounting, Computer Information Systems, Computer Graphics & Interactive Media

Each student majoring in Liberal Studies will be required to complete, in addition to the Core Curriculum, a minimum of 36 credit hours in these two concentrations that include at least 12 credits in each concentration and 15 credit hours of 300-level and above courses. The upper level course requirement may be met with any approved courses, regardless of concentration distribution. No more than 12 credits of independent study may be taken as part of the Liberal Studies major.

In addition, the LST major has three special requirements already noted: A service learning project, an internship or research component, and a senior project, at least one of which requires significant involvement with an identifiable cultural group different from the student's cultural identity.

(1)**The service learning requirement** engages students to learn and develop experientially derived knowledge through active participation in organized service. Students do meaningful service that meets community-defined needs and is linked to academically defined learning objectives. In cooperation with a public benefit or community organization, students develop and carry out a social action or service project and reflect upon its implications.

Upon completion of this component of the major, students are able to

- Demonstrate comprehension of discipline-specific content informed by their experiences of serving in the community;
- Recognize and reflect critically on the connections between discipline-specific theory and practice.
- Ideally, the service project should involve reciprocity, which means that both the student and community partner benefit from the service;

(2)**The internship requirement** is for 3-6 credits designed to fit the student's interests and needs. Internship(s) will be conducted and monitored according to the internship guidelines published by the Department of Career Services and the hosting department. An internship may, if desired, be coupled with the 3-credit Senior Project. As noted, the student may include up to 6 credits of internship as part of the Liberal Studies major.

(3) **The Senior Project** is a 3-6 credit study of a particular issue or problem that combines research, application, and reflection on the student's vocation in relation to this problem, and that functions in the student's program as World View Seminar 4. This Senior Project can be either a quantitative analysis of scientific data using current technology or a student conceived experimental design, collection, and analysis of local data. This project will be done under the direction of the student's advisor. Research requirements will follow guidelines for an Independent Research Course. To ensure consistency across departments, Liberal Studies advisors will be provided with guidelines for the planning, implementation, and evaluation of the Senior Project.

As noted, at least one of these three components must include significant involvement with an identifiable cultural group different from the student's primary cultural identity.

Program Goals:

1. **Spiritual growth**—to develop knowledge of the Judeo-Christian tradition and increasingly mature spiritual and theological awareness.
2. **Communication proficiency**—to develop the essential skills of effective written and oral communication
3. **Broad-based content exposure**—to ensure that students are conversant with the essential constructs and skills that comprise at least several of the disciplines of the Liberal Arts & Sciences.
4. **Intellectual integration**—to develop in students the capacity to synthesize and integrate methods and insights from a variety of intellectual disciplines.
5. **Practical application**—to develop in students the abilities to apply discipline-specific and integrated content in contexts outside the classroom.
6. **Technological competence**—to develop students' technological literacy, information literacy, and computer literacy.
7. **Character and ethics development**—to challenge and assist students to reflect effectively on their own character and ethics and to understand, practice and be able to articulate the importance of at least three civic, moral, and/or religious virtues. (A list of the classic virtues will be compiled by the Liberal Studies Major coordinator and provided to each advisor.)

The Liberal Studies Major consists of (36+ credits):

- Core Curriculum courses 42-45 credits
- Total coursework in 2 concentrations 36+ credits
 - Concentration #1 minimum of 12+ credits
 - Concentration #2 minimum of 12+ credits
 - 300 or above courses minimum of 15+ credits
- Electives Approx. 30 credits
- Internship/Research 3-6 credits
- Service/Cultural Learning 3 credits
- Senior Project 3-6 credits

LST 455 Service Learning (3)

Students will learn and develop experientially derived knowledge through active participation in organized service. Students will be engaged in meaningful service that meets community-defined needs and is linked to academically defined learning objectives. In cooperation with a public benefit or community organization, students will develop and carry out a social action or service project and reflect upon its implications.

LST 486/7, 386/7 Internship (3-6)

The Internship course enables students to obtain hands-on work experience in their vocation. Students will learn firsthand the application and integration of topics studied in their career field. Students will apply theoretical concepts and skills learned in the LST program to their worksite placement. Additional academic requirements will be assigned that compliment the nature of the placement, such as journaling, research, reading pertinent articles in trade magazines, experiential paper, or other. Prerequisites: Approval of a learning contract by the advisor and acceptance at an appropriate location. An internship is recommended in the third or fourth year of study.

LST 491/2, 391/2 Independent Research (3-6)

The Independent Research course enables students to examine a select topic through intensive study (reading/research), and/or participation in an activity outside the classroom 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. Students are encouraged to investigate a topic where they have significant involvement with an identifiable cultural group different from their own cultural identity. Prerequisites: Approval of a learning contract by the sponsoring faculty member, Associate Dean, and acceptance at an appropriate research topic. An independent research is recommended in the third or fourth year of study.

LST 495 Senior Project (3-6)

Students will study of a particular issue or problem that combines research, application, and reflection on the student's vocation in relation to this problem, and that functions in the student's program as World View Seminar 4. This Senior Project can be either a quantitative analysis of scientific data using current technology or a student conceived experimental design, collection, and analysis of local data. This project will be done under the direction of the student's advisor. Research requirements will follow guidelines for an Independent Research Course.

MATHEMATICS (UDMA)

A student pursuing a minor in mathematical sciences will receive an overview of the basic subfields of mathematics which are used to help humans understand the world, namely calculus, discrete mathematics, modern geometry and linear algebra. The mathematical sciences program will emphasize applications in a variety of disciplines and the structure and logical patterns of thinking which a background in mathematics provides will greatly enhance the marketability of all students interested in a liberal arts degree, no matter what major or career goal is being pursued.

All of the courses taught for the minor incorporate the historical development of the field, focus on applications and help students develop stellar communication and teamwork skills. The relationship of mathematics to other fields of interest will also be stressed, appropriate technology will be applied, and a desire for lifelong learning of mathematics will be cultivated.

Upon completion of this program, students will

1. master basic mathematical concepts,
2. develop their ability to reason mathematically,
3. effectively communicate their understanding of mathematics,
4. solve applied problems using their knowledge of mathematics,
5. use technology appropriately and effectively,
6. develop a sense of history as related to the field of mathematics,
7. cultivate a desire for lifelong learning of mathematics,
8. develop an awareness of ethical issues related to the use of mathematics.

The **Mathematical Sciences** minor consists of 24 credits. All students will take the following courses:

- UDMA 230 Introduction to Statistics (3)
- UDMA 250 Calculus with Analytic Geometry I (4)
- UDMA 260 Calculus with Analytic Geometry II (4)
- UDMA 270 Discrete Mathematics (4)
- UDMA 330 Modern Geometry (3)
- UDMA 345 Linear Algebra (3)
- CIS 215 Programming I (3)

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

MATHEMATICS COURSE DESCRIPTIONS

UDMA 030-Introduction to Algebra (2)

This course is designed to develop basic skills in mathematical operations. It begins at the most elementary level with a review of computations involving whole numbers, integers, fractions, and decimals. These same topics are incorporated in units on linear equations and inequalities, linear applications and ratio/proportion/percent applications. This course does not count for Core curriculum credit in the natural sciences and does not satisfy the mathematics literacy requirement.

UDMA 040-Intermediate Algebra (3)

This course is designed to build further skills in mathematics. Course topics include basic properties and definitions of real numbers, linear equations and inequalities in one variable, exponents and polynomials, factoring, rational expressions and equations, rational exponents and roots, quadratic equations and inequalities, absolute value equations and inequalities. This course does not count for Core curriculum credit in the natural sciences and does not satisfy the mathematics literacy requirement. Prerequisite: A grade of C or better in UDMA 030 or consent of instructor

UDMA 111-Collegiate Mathematics (4)

This course is designed to provide all students with the mathematical skills necessary to function in today's ever-changing society. To develop mathematical literacy, the course will cover a breadth of topics. These will include a review of basic algebra, solving linear equations/inequalities of one or two variables, solving quadratic equations, probability and statistics, sets and logic, number theory, geometry, problem solving, and logical thinking. Prerequisite: A minimum of one year of high school algebra or consent of the instructor

UDMA 112-Algebra (4)

This course develops skills in algebra. Topics include linear equations and inequalities in one and two variables, absolute value equations and inequalities, rational expressions and equations, radical expressions and equations, factoring, quadratic equations and inequalities, functions, conic sections, polynomial functions, exponential and logarithmic equations and systems of equations. Prerequisite: UDMA 040 or UDMA 111, with a grade of C or better **or** consent of instructor

UDMA 150-Analysis of Functions and Trigonometry (4)

This course is intended to form a bridge between the static concepts of algebra and geometry and the dynamic concepts of calculus. Upon successful completion, students will be ready to further their study in calculus. Topics include basic concepts and theories in algebraic, trigonometric, exponential, and logarithmic functions as well as functional inverses, inequalities, graphs, complex numbers, systems of equations, an introduction to matrix algebra, binomial theorem and a general introduction to limits. Prerequisite: Three years of high school mathematics or consent of instructor

UDMA 230-Introduction to Statistics (3)

This course will provide students an introduction to elementary statistical methods and experimental design prerequisite to the consumption and utilization of research. Emphasis is on the comprehension, interpretation, and utilization of inferential statistical concepts. Concepts include: experimental design, descriptive statistics; random sampling and statistical inference, estimation and testing hypotheses of means and variances; analysis of variance; parametric and non-parametric tests: correlation and regression analysis; and Chi-square. This course is a required prerequisite to the nursing program and is a required course for environmental science majors. Prerequisites: UDMA 112, its equivalent, or exemption (Cross-listed with NRS 230)

UDMA 250-Calculus with Analytic Geometry I (4)

Calculus is the mathematical study of change. Students in this course will develop the reasoning and technical skills necessary to study situations involving change. The focus of this course is on applying the calculus concepts of limits and derivatives to a variety of functions of one variable. Integral calculus is introduced. Upon completion of this course, students will be able to interpret the derivative and integral within a given context, as well as describe the connection between differentiation and integration (the Fundamental Theorem of Calculus). In addition, students will be able to use their knowledge of calculus to solve application problems involving derivatives and integrals. Prerequisite: A grade of C or better in UDMA 150, or departmental approval

UDMA 260-Calculus with Analytic Geometry II (4)

This course is a continuation of UDMA 250, which primarily focused on the study of derivatives. Students in UDMA 260 will now use the integral to study the behavior of continuous functions and processes. Topics covered include advanced techniques of integration, applications of the integral, sequences, infinite series, and an introduction to differential equations. As a result of this course, students will be able to demonstrate a fundamental understanding of the definite integral via Riemann sums, compute definite and indefinite integrals for a variety of functions, use Taylor series to approximate functions, interpret differential equations qualitatively, and solve differential equations. Prerequisite: A grade of C or better in UDMA 250, or departmental approval

UDMA 270-Discrete Mathematics (4)

As a supplement to calculus, which is the study of continuous functions and processes, the focus of this course is on discrete mathematical structures, their properties and applications. Students will study symbolic logic, mathematical induction and other methods of proof, basic set theory, combinatorics, recursion, probability, graphs, and trees. Computer implementations and applications will be integrated throughout. After completing this course, students will be able to correctly employ the rules of symbolic logic, recognize and present valid logical arguments, and correctly use a variety of methods of proof. Prerequisite: A grade of C or better in UDMA 150, or departmental approval

UDMA 330-Modern Geometry (3)

This survey course focuses on advanced topics in geometry, methods of proof, and the historical background of geometry. Students will explore the structures of both Euclidean and non-Euclidean geometries by comparing and contrasting various axioms of each. Upon completion of this course, students will be able to investigate geometric constructions with dynamic software and present logical axiomatic arguments. Prerequisite: A grade of C or better in UDMA 250 or UDMA 270, or departmental approval

UDMA 345-Linear Algebra (3)

Linear algebra provides a prime example of a common phenomenon in mathematics, namely, a method for solving a particular type of problem blossoming into a large and fruitful theory with many powerful applications. Students will study linear systems of equations, linear transformations, linear independence and bases, matrix theory, determinants, vector spaces, eigenvectors and inner product spaces. As a result of completing this course, students will be able to determine if a (unique) solution to a system of linear equations exists, solve applied problems involving systems of linear equations using a variety of methods, and give a geometric interpretation for every major concept in the course. Prerequisite: A grade of C or better in UDMA 250, or departmental approval

MILITARY SCIENCE DEPARTMENT (MIL)

The Department of Military Science administers the Army Reserve Officers' Training Corps (ROTC) program at the University of Dubuque. Credits earned in the Department count as general elective credits toward baccalaureate degree requirements or a minor in Military Science. All instructors in the Department are career U.S. Army Officers or NCOs. The course of instruction is designed to be a four-year program. Students with prior military experience or who attend the Leader Training Course (LTC) may be allowed to complete the program in two years. Students who desire to receive a commission as an officer in the U.S. Army will be required to contract with the Department of the Army during the final two years of the course.

The mission of the University of Northern Iowa Army ROTC Dubuque Detachment is to produce broadly educated Junior officers who;

- Understand the customs, traditions and ethos of the military profession;
- As officers and citizens, are fully prepared to serve both country and community;
- Will become leaders of tomorrow;
- Will meet the needs of the U.S. Army.

A minor in Military Science requires 27 credits as follows:

Basic courses (6):

- MIL 103-Leadership & Personal Development (1)
- MIL 105-Foundations in Leadership (1)
- MIL 115-Innovative Leadership (2)
- MIL 117-Leadership in a Changing Environment (2) **OR**
MIL 181-Military Science Leadership Practicum (6)
(taken after Sophomore year) or Basic Training

Advanced courses (18):

- MIL 332-Adaptive Team Leadership (3)
- MIL 340-Leadership Under Fire (3)
- MIL 494-Leadership Practicum (Ft. Lewis) (6)
- MIL 345-Developing Adaptive Leaders (3)
- MIL 350-Leadership in a Complex World (3)

Plus one elective course from the following list (3):

- UDHS 122 World Civilization II (3)
- UDHS 211-U.S. History to 1865 (3)
- UDHS 212-U.S. History Since 1865 (3)
- UDIN 215-Global Perspectives (3)
- UDIN 315-Developing Nations of the World (3)

ROTC cadets who complete the program are fully-qualified commissioned officers in the U.S. Army.

The student with a minor in Military Science is prepared for a career in management. Within 6 months of completion, graduates of this program will be entrusted with the leadership and management of 30-40 personnel as well as government equipment valued at several million dollars. After serving their military commitment, some choose to leave the military for a career in the private sector. Junior officers are one of the top-recruited talent pools in the U.S. General management experience under stressful conditions, with limited resources, is invaluable for a career in the private sector.

The Simultaneous Membership Program

The Simultaneous Membership Program (SMP) allows contracted cadets to be members of the Army National Guard or the Army Reserve and Army ROTC simultaneously. ROTC SMP cadets are paid at the rate of a Sergeant (E-5) for their one weekend a month

training assemblies, plus up to \$350 a month for 36 months in New G.I. Bill educational assistance benefits. Many ROTC SMP cadets also qualify for the Student Loan Repayment Program or tuition assistance or two and three year Guaranteed Reserve Force Duty Scholarships (GRFD).

ROTC Scholarships

U.S. Army ROTC two-, three-, and four-year scholarships are available. They cover all tuition and required educational fees at UD, and provide \$600 per term for textbooks, supplies, and equipment.

Army ROTC scholarships also provide a subsistence allowance of \$300 for First year; \$350 for SO; \$450 for JR; and \$500 for SR per month for ten months of each school year that the scholarship is in effect. Winning and accepting an ROTC scholarship does not preclude accepting other scholarships.

G.I. Bill

Students participating in the Simultaneous Membership Program are entitled to the New G.I. Bill Educational Assistance Benefits. Receiving the New G.I. Bill Educational Assistance Benefits does not preclude a student from accepting an ROTC Scholarship for the same period. Many students receiving the New G.I. Bill also qualify for the Student Loan Repayment Program.

Veterans

Veterans receive advanced placement credit for the entire Basic Course. Veterans receive an ROTC allowance in addition to their G.I. Bill benefits.

Special Schools

Both Basic and Advanced Course students can volunteer to attend special military schools such as Airborne School, Northern Warfare Training, or Air Assault Training.

Financial Assistance

Students on scholarship, participating in the Simultaneous Membership Program, and veterans, will earn additional compensation as enumerated above. Students attending special training, such as the Military Leadership Practicum, receive a travel allowance and are paid while receiving the training. Uniforms and books for all classes taught by the Military Science Department are furnished, and a tax-free uniform allowance is provided to all students who complete the Advanced Course.

Additional Information

For additional information, write to the University of Dubuque, Department of Military Science, Dubuque, IA 52001; or come in person to the ROTC office in the Mercer- Birmingham Hall, room 212. The previous background and facility in acquiring basic skills of the individual student may necessitate taking additional work in lower division courses which are not specified in the minor.

MILITARY SCIENCE COURSE DESCRIPTIONS

MIL 103-Leadership and Personal Development (1)

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

MIL 105-Foundations in Leadership (1)

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

MIL 115-Innovative Leadership (2)

Explores the dimensions of creative and innovative leadership strategies and styles by studying historical case studies and engaging in interactive student exercises. Students practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises. 2 hr./wk.; lab, varies. plus 1 field trip. (Offered Fall)

MIL 117-Leadership in a Changing Environment (2)

Examines the challenges of leading in complex contemporary operational environments. Dimensions of the cross-cultural challenges of leadership in a constantly changing world are highlighted and applied to practical leadership tasks and situations. 2 hr.wk, lab arranged, plus 1 field trip (Offered Spring)

MIL 145-Basic Survival Skills (2)

Basic survival principles are discussed in class and demonstrated during a Survival Weekend. Concepts taught include: shelter building, water and food gathering, land navigation, first aid, and rescue signaling, plant and insect identification. Course will provide students with the basic understanding of skills needed to increase survival chances in adverse conditions. Discussion, 1 hr/wk.; lab, varies, plus 1 field trip

MIL 181-Military Science Leadership Practicum (6)

A six-week summer program at Fort Knox, Kentucky, designed to provide leadership experiences to sophomores. Successful completion will qualify students to enroll into the MIL Advanced Courses. Prerequisite: departmental approval

MIL 332-Adaptive Team Leadership (3)

Challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with the demands of the ROTC Leader Development Assessment Course (LDAC). Challenging scenarios related to small unit tactical operations are used to develop self awareness and critical thinking skills. Cadets receive systematic and specific feedback on their leadership abilities. Discussion, 3 hrs/wk.; lab, 1 hr./wk. Prerequisite: departmental approval (Offered Fall)

MIL 340-Leadership Under Fire (3)

Use of increasingly intense situational leadership challenges to build cadet awareness and skills in leading small units. Skills in decision-making, persuading, and motivating team members when “under fire” are explored, evaluated, and developed. Aspects of military operations are reviewed as a means of preparing for the Leader Development Assessment Course (LDAC). Discussion 3 hrs/wk.; lab, 1 hr/wk. Prerequisite: departmental approval (Offered Spring)

MIL 345-Developing Adaptive Leaders (3)

Develops cadets’ proficiency in planning, executing and assessing complex operations, functioning as a member of a staff, and providing leadership performance feedback to subordinates. Cadets are given situational opportunities to assess risk, make ethical decisions, and provide coaching to fellow ROTC cadets. Discussion, 3 hrs/wk.; lab, 1 hr/wk. Prerequisite: departmental approval (Offered Fall)

MIL 350-Leadership in a Complex World (3)

Explores the dynamics of leading in the complex situations of current military operations. Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. Aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support are examined and evaluated. Discussion 3 hrs/wk.; lab, 1 hr/wk. Prerequisite: departmental approval (Offered Spring)

MIL 494-Leadership Practicum (6)

A six-week summer program at Fort Lewis, Washington, designed to provide leadership development and opportunities for students participating in the Advanced courses. Prerequisite: departmental approval

NATURAL AND APPLIED SCIENCES (DNAS)

BIOLOGY

The Biology degree program is designed to prepare students for service and leadership through integrative course work, including interactive laboratory sessions, and experiential learning opportunities centered on the principle of life. Biological phenomena are stressed at all levels of life from the simple organism to the complex ecosphere with evolution serving as the unifying theory. The Biology degree program attempts to directly involve each student in the study of living organisms. A major theme is environmental stewardship.

Careers in Biology include health services, teaching, research, quality testing, technical sales, environmental technology, public service, and laboratory work. Biology courses, combined with those in related sciences, furnish preparation for studies in nursing, medicine, dentistry, other health-related fields, and graduate schools. To meet these related but different needs, the biology curriculum has two tracks, 1) Organismal & Ecological Biology and 2) Pre-Health Professions/Microbiology/Cell Biology.

Biology Program Mission

The mission of the Department of Natural and Applied Sciences is 1) to provide students with a broad-based contemporary program of study, which will provide them with the necessary technical and intellectual skill sets needed to work as a scientific professional in the 21st century, 2) to develop scientific and mathematical competency for students pursuing science education, and 3) to meet the needs of all students at the University of Dubuque for quantitative skills, scientific literacy, and an understanding of scientific processes.

Biology Program Goals

- To prepare graduates who are well-versed in biology knowledge and skills and well qualified for employment in natural resources and conservation, biological/environmental education, biomedically allied fields, and biological/environmental consulting;
- To prepare students to pursue further education in graduate or professional schools in natural resources and conservation, medicine, veterinary medicine, dentistry, education, and biological sciences;
- To provide biology students with opportunities to conduct research in a laboratory or field setting;
- To provide all students with appreciation of the breadth of the field of biology and its importance in their daily lives.

A **Biology major** consists of the following **basic core of 19 credits** plus electives and allied courses:

- BIO 135-General Zoology (4)
- BIO 136-General Botany (4)
- BIO 140-Evolution (3)
- BIO 235-Cell Biology (4)
- BIO 236-Genetics (4)

Allied Sciences and Mathematics courses required of all Biology majors (23-24 cr.);

- UDCM 111-General Chemistry I (4)
- UDCM 112-General Chemistry II (4)
- UDCM 231-Organic Chemistry I (4)
- UDCM 232-Organic Chemistry II (4)
- PHY 151-General Physics I (4)
- UDMA 150-Analysis of Functions & Trigonometry (4) **or** EVS 230-Statistics (3)

In addition, after completing the courses listed above, students are encouraged to choose between two tracks:

Organismal and Ecological Biology Track (16 cr.)

Required: BIO/EVS 246-Ecology (4)

Organismal Course Electives (4 cr.)

- BIO 218-Invertebrate Zoology (4)
- BIO 220-Vertebrate Field Zoology (4)
- BIO 221-Ornithology (3)
- BIO 223-Biology of Local Flora (3)
- BIO 247-Plant Physiology (4)
- BIO 318-Ichthyology (4)
- BIO 320-Mammalogy (4)

Ecological Course Electives (4 cr.)

- EVS 256-Environmental Field Studies (3) *Options to include: Boundary Waters, Wyoming, etc...*
- BIO 264-Ecology of the Mississippi (4)
- BIO 368-Field Studies (3) *Options to include: Paraguay, Australia, Alaska, Hawaii, etc....*
- EVS 333-Geographical Information Systems (4)
- EVS 365-Ecosystem Interpretation in Natural Science* (8)
- EVS 370-Winter Wildlife Research* (4)
- EVS 414-Wetland Science (3)
- EVS 476-Fisheries & Wildlife Management and Conservation (4)

*courses held at Audubon Center of the Northwoods

Pre-Health Professions/Microbiology/Cell Biology Track (16 cr.)

Course Electives

- BIO 211-Anatomy & Physiology I (4)
- BIO 212-Anatomy & Physiology II (4)
- BIO 314-Microbiology (4)
- BIO 347-Molecular Biology (4)
- UDCM 333-Biochemistry (4)
- BIO 422-Advanced Techniques in Cellular and Molecular Biology (4)

Accepted Electives in both Tracks are BIO or EVS Special Topics and Independent Research credits, dependent on approval by the student's advisor.

A **Biology minor** consists of 20 credits hours, including:

- BIO 135-General Zoology (4)
- BIO 136-General Botany (4)
- BIO 235-Cell Biology (4)
- BIO 236-Genetics (4)

Endorsements for teaching Science are described in the Education Department section.

The Biology program offers the BS degree.

BIOLOGY COURSE DESCRIPTIONS

BIO 110-Human Biology and Lab (4)

A study of human structure and function, emphasizing an organ systems overview with application to lifestyle, nutrition, infectious diseases, and other common diseases such as cancer and cardiovascular disease.

BIO 111-Biological Science and Lab (4)

A consideration of biology as a dynamic, unified science of life, emphasizing general principles.

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

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

BIO 132-Health Science Careers Orientation (1)

Explores the opportunities and requirements for entrance into a variety of health science, medically-related careers. Graded pass/fail.

BIO 135-General Zoology and Lab (4)

A study of fundamental biological principles as expressed in the structure and activities of animals. The major groups of the animal world are surveyed with reference to morphology, physiology, reproduction, evolution and ecology.

BIO 136-General Botany and Lab (4)

A study of the major groups of the plant world with an emphasis on plant origins, evolution, diversity, structure, biochemistry, and genetics. Phylogenetic systematics and classification will be introduced. Microscopic, physiological, biochemical, genetic, and molecular techniques will be used in the study of the morphology, physiology, reproduction, ecology, and biochemistry of plants, plant tissues, and seeds.

BIO 140-Evolution (3)

Evolution is the central organizing theory of biology. This course will expose students to the historical development of evolutionary theory, foundational data, its genetic basis, and current research. Upon completion of this course, students will be able to interpret scientific data and writings in light of a deeper understanding of evolution. Prerequisite: BIO 135 or similar introductory lab-based biology course.

BIO 145-Introduction to Human Anatomy and Physiology I (4)

This is the first part of a two-term course which examines the structure and function of the human body and mechanisms for maintaining homeostasis within. Course topics include the study of cells, tissues, and integumentary, skeletal, muscular, and nervous system. After successful completion of the course students will understand the human body systems and develop and use a working vocabulary in anatomy and physiology, relate anatomical structures to unique and specialized functions in maintaining homeostasis, and be able to compare/contrast both structure and function using different organs from different animals to compare human anatomy and physiology through dissection. Course is intended to be a prerequisite for majors in HWS. This course does not count towards a Biology degree.

BIO 146-Introduction to Human Anatomy and Physiology II (4)

This is the second part of a two-term course which examines the structure and function of the human body and the mechanisms for maintaining homeostasis within. Course topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems, as well as the concepts of development, metabolism, fluid and electrolyte balance, and acid-base balance. After successful completion of the course students will understand the human body systems and develop and use a working vocabulary in anatomy and physiology, relate anatomical structures to unique and specialized functions in maintaining homeostasis, and be able to compare/contrast both structure and function using different organs from different animals to compare human anatomy and physiology through dissection. Course is intended to be a prerequisite for majors in HWS. This course does not count towards a Biology degree. (Prerequisite: BIO 145 with grade of C or better)

BIO 195-Freshman Seminar (1)

The purpose of this course is to expose students to the wide range of career opportunities in the sciences and begin the process of professional preparation. In order to achieve these objectives, the course will have multiple guest speakers and several assignments. The assignments will include preparing a resume, conducting a job search, and writing a cover letter. Upon completion of this course, students will be able to more clearly identify career alternatives and articulate their personal career objectives. (Cross-listed with EVS 195)

BIO 211-Anatomy and Physiology I and Lab (4)

The study of the structure of the body and the functions of its parts. Lectures cover the structure of the human body systems and are integrated with corresponding physiological principles. Studies of the muscular system and human skeleton are emphasized in the laboratory. Prerequisite: UDCM 105 or equivalent

BIO 212-Anatomy and Physiology II and Lab (4)

A continuation of Anatomy and Physiology 211. Major laboratory emphasis is placed on physiological principles that contribute to homeostasis in the human organism. Prerequisite: BIO 211

BIO 218-Invertebrate Zoology and Lab (4)

A survey of invertebrate animal phyla from the Protozoa to Echinodermata. Representative organisms are studied from the various phyla in terms of their structure, function, mode of existence, and ecological requirements. Prerequisite: BIO 135

BIO 220-Vertebrate Field Zoology and Lab (4)

A study of the biology, ecology, and life history of fishes, amphibians, reptiles, birds, and mammals. Field studies emphasize the capture, observation, and identification of local species in prairie, forest, and riverine habitats. Habitat associations and demographic parameter estimation are also studied. Prerequisite: BIO 135

BIO 221-Ornithology and Lab (3)

A survey of the orders of the birds. Classroom studies include general bird anatomy and the description of bird groups, habitats, and interactions with the environment. Field studies emphasize the identification of local species by sight, song and habitat.

BIO 223-Biology of Local Flora (3)

Emphasis is placed upon recognition and identification of plants in the living condition. Selected aspects of reproduction and ecology also will be stressed. Field trips are an important part of the course. Two three hour blocks of time per week during Fall term with the course ending the last week in October.

BIO 235-Cell Biology and Lab (4)

A study of the structural and functional aspects of cells representative of the various kingdoms. Emphasis will be placed on cellular biochemistry, enzymology, both catabolic and anabolic pathways and their regulatory mechanisms, and the structure of cellular organelles and their relationship to the functions they provide the cell. Prerequisite: BIO 135 or BIO 136

BIO 236-Genetics and Lab (4)

A study of the mechanics of heredity. Emphasis given to the approach of physiology and biochemistry that can be made through genetics. Prerequisite: BIO 135 or BIO 136

BIO 246-Ecology and Lab (4)

(See EVS 246)

BIO 247-Plant Physiology and Lab (4)

This course is proposed as an interdisciplinary course for both biology and environmental science curriculum. Students will strengthen their knowledge of plant form and function by studying plant cell structure and function, plant water relations, mineral nutrition of plants, solute transport of plants, photosynthesis and adaptations of photosynthetic mechanism to different environments, photorespiration, plant hormones and their role in plant growth & development, and physiological adaptation of plants to different environmental stresses. Laboratory component of this course will give students hands on experience with horticultural and environmental aspects of plant growth, how to identify nutritional deficiencies of plants, and selecting the appropriate crops for different seasons.

BIO 264-Ecology of the Mississippi (4)

An overview of the present state of the Upper Mississippi River and its environments. The bulk of the course consists of habitat study through field and laboratory work. Ecological impacts on these habitats are examined, with emphasis on present development and future management of the river system. A fee is charged to cover the cost of transportation.

BIO 295-Sophomore Seminar (1)

The purpose of this course is to refine the quantitative and analytical skills needed by science students for successful careers and advanced study. Upon completion of this course, students will be able to better graph and interpret graphs of data, use mathematical skills in the solution of scientific problems, and read and discuss scientific literature with quantitative content. Prerequisite: Sophomore standing.

BIO 314-Microbiology and Lab (4)

A study of morphology, cell biology, genetics, physiology, diversity, and ecology of prokaryotic microorganisms. Viruses, and some eukaryotic microorganisms will be introduced. Selected topics on pathogenesis, industrial and environmental microbiology, and immunology will also be included. Laboratory exercises suitable for a general microbiology course will be covered. Prerequisites: BIO 111 or equivalent; UDCM 105 or UDCM 112

BIO 318-Ichthyology and Lab (4)

A study of the biology and ecology of fishes. Field studies emphasize the collection and identification of local species and also give the student a chance to observe different habitat and species associations in nature. Prerequisite: BIO 135

BIO 320-Mammalogy and Lab (4)

This is a course on the biology of mammals of the world. It will combine experience from laboratories, lectures, fieldwork, and independent research. A major goal is to have students become familiar with the evolutionary diversification of mammals of the world and also with the ecology and evolution of the local mammalian fauna. Students will be expected to learn the defining characteristics of mammalian families worldwide, selected North American genera, and many Iowa species. Prerequisite: BIO 135 and Junior standing.

BIO 331-Comparative Vertebrate Anatomy and Lab (4)

A basic course in morphogenesis of vertebrate animals. Lectures are concerned with the comparative morphology of the organ systems and the dynamic aspects of anatomy. Laboratory work includes the dissection of the dogfish, necturus, and cat. Prerequisite: BIO 135

BIO 340-Limnology (4)

(See EVS 340)

BIO 344-Plant Ecology (4)

Adaptations and environmental interactions involving plants. Topics include communities, succession, historical development of plant ecology, ecotype differentiation, breeding systems, and coevolution. Lecture-laboratory, field work when feasible. Prerequisite: BIO 235 or equivalent

BIO 347-Molecular Biology and Lab (4)

In this course, students will strengthen their knowledge in cell biology, biochemistry of the cell, protein structure and function, DNA structure, DNA replication, repair and recombination, RNA structure, RNA transcription and translation, gene expression regulation, cell compartments and transport, molecular basis of cancer, current methods of cancer treatment. Students will also learn the methods of manipulating DNA, RNA and proteins during the accompanying laboratory component of the course. Prerequisite: BIO 236

BIO 357/8/9-Topics in Biology (1-4)

Specific subdisciplines within the framework of biological science are examined in depth. The topic to be covered will be announced each time the course is offered. May be repeated for credit when topics vary. Prerequisites: BIO 135 and consent of the instructor

BIO 368-Field Studies (3)

A study of the environmental and ecological issues facing various regions of the United States and the world. The ecological and environmental history of the region will be covered in a weekly seminar, which is required for participation in the trip. A multi-day field study will be required for this course, with location varying yearly. Seminar participants will present discussions on topics. A student fee is charged to cover the cost of transportation, food and lodging. Prerequisite: Permission of instructor. Course can be repeated for credit as study locations change.

BIO 385/6/7, 485/6/7-Internship (1-3)

Participation in activity outside the classroom under the direction and guidance of a professor who teaches in the area in which a student seeks credit hours.

BIO 391/2/3, 491/2/3-Independent Research (1-4)

A course in experimental biology for advanced students who have shown proficiency and a degree of independence in their work. Introductory principles of research are stressed. Prerequisite: Junior or Senior standing and consent of the instructor and department head

BIO 395-Junior Seminar (1)

The purpose of this course is to prepare students for the steps following completion of their science degree. In order to achieve these objectives, the course will have multiple guest speakers and several assignments. The assignments will include giving an oral presentation, updating resumes, conducting a job search, and writing a cover letter. In addition, multiple entries in an online journal evaluating guest speakers will be required. Upon completion of this course, students will be prepared for applying to graduate schools or for jobs. Prerequisite: Junior standing.

BIO 422-Advanced Techniques in Cellular & Molecular Biology and Lab (4)

This course covers advanced techniques in cellular and molecular biology. Through lecture, laboratory, and small group work, students learn how to use advanced bioinformatics, molecular modeling, spectral, and microscopy techniques; design biologically active compounds using advanced bio-organic techniques; and purify proteins using selected advanced methods. Emerging techniques in cellular and molecular biology will also be covered as they arise. Mastery of course content will be demonstrated by students through exams, presentations, and written reports. Prerequisites: Junior or Senior standing as a Biology major and UDCM 232.

BIO 495-Senior Seminar (1)

ENVIRONMENTAL SCIENCE (EVS)

Environmental Science is an interdisciplinary area of study concerned with biological, hydrological and geochemical processes and interactions that shape the natural environment. The increasing impact of human beings upon the natural world has resulted in a broad range of problems involving natural resources and environmental quality. Because of its interdisciplinary nature, the Environmental Science academic program is broader than most other science programs and is designed to provide a unique integration of chemistry, geology and biology.

EVS Program Mission

The mission of the Department of Natural and Applied Sciences is 1) to provide students with a broad-based contemporary program of study, which will provide them with the necessary technical and intellectual skill sets needed to work as a scientific professional in the 21st century, 2) to develop scientific and mathematical competency for students pursuing science education, and 3) to meet the needs of all students at the University of Dubuque for quantitative skills, scientific literacy, and an understanding of scientific processes.

EVS Program Goals

- To prepare graduates who are well-versed in environmental science knowledge and skills, and well-qualified for employment in natural resources conservation, environmental education, and environmental consulting;
- To prepare students to pursue further education in graduate or professional schools in natural resources conservation, education, and environmental sciences;
- To provide environmental science students with opportunities to conduct research in a laboratory or field setting;
- To provide all students with appreciation of the breadth of the field of environmental science and its importance in their daily lives.

Program of Study

The **Environmental Science major** consists of a minimum of 65 credit hours, which includes 20 credits of core requirements to be taken by all Environmental Science majors, a minimum of 21 credits to be selected from approved electives and 24 credit hours of supporting course work.

Required core courses for the Environmental Science Major include:

Required Courses (Total 44 cr.):

- EVS 105-Introduction to Environmental Science (4)
- EVS 230-Introduction to Statistics in the Environment (3)
- EVS 246-Ecology (4)
- EVS 247-Environmental Chemistry (4)
- EVS 248-Environmental Geology & Hydrology (4)
- EVS 495-Senior Seminar (1)
- BIO 135-General Zoology (4)
- BIO 136-General Botany (4)
- ESC 115-Physical Geology (4)
- UDCM 111-General Chemistry I (4)
- UDCM 112-General Chemistry II (4)
- UDMA 250-Calculus (4)

Elective Courses (21 cr.):

- EVS 256-Environmental Field Studies (3)
- BIO 318-Ichthyology (4)
- BIO 320-Mammalogy (4)
- EVS 333-Geographical Information Systems Applications (4)
- EVS 340-Limnology (4)
- EVS 350-Instrumental Methods of Environmental Analysis (4)
- EVS 365-Ecosystem Interpretation in Natural Science* (8)

- EVS 370-Winter Wildlife Research* (4)
- EVS 371-Outdoor Education Practicum* (4)
- EVS 375-Water Resource Management (4)
- EVS 380-Environmental Toxicology (4)
- EVS 401-Aquatic and Geochemistry of Natural Waters (4)
- EVS 414-Wetland Science (4)
- EVS 415-Environmental Engineering and Remediation (4)
- EVS 430-Advanced Quantitative Methods (4)
- EVS 476-Fisheries & Wildlife Management and Conservation (4)

*courses held at Audubon Center of the Northwoods

Accepted Electives in both Tracks are BIO or EVS Special Topics, Independent Research credits and other science offerings, dependent on approval by the student's advisor.

Environmental Science Minor

The minor in Environmental Science consists of 20 credit hours of Environmental Science coursework in a program chosen by the student and approved by the Faculty. The program must include Introduction to Environmental Science (EVS 105) and at least two core courses with laboratories and one advanced non-core course at the 300- or greater level.

ENVIRONMENTAL SCIENCE COURSE DESCRIPTIONS

EVS 105-Introduction to Environmental Science and Lab (4)

An ecology-based introduction to the field of environmental science, this course provides an overview of the interactions of soil, air, and water with plants and animals. It examines the various ways that these interactions have been affected by human activity, and steps needed to achieve ecological sustainability. The laboratory portion of the course serves as an introduction to techniques used in environmental science in the disciplines of biology, geology, and chemistry. Students gain familiarity with various types of sampling gear and instruments used in measuring environmental samples in both the aquatic and terrestrial environments.

EVS 195-Freshman Seminar (1) *see BIO 195*

EVS 230-Introduction to Statistics in the Environment (3)

An introductory study of quantitative methods useful to environmental scientists. Upon completion of this class, students will be able to analyze data using descriptive and inferential statistics and perform hypothesis testing elimination. Prerequisites: UDMA 112 or equivalent, or permission of instructor (Cross-listed with NRS 230)

EVS 246-Ecology and Lab (4)

A study of the relationships of organisms with the physical environment and other organisms, including behaviors, population and community dynamics, intra- and inter-specific interactions, and ecosystem function. Prerequisite: BIO 135 or BIO 136 (Cross-listed with BIO 246)

EVS 247-Environmental Chemistry and Lab (4)

The study of chemical phenomena in the environment. The focus is on natural chemical processes in water, air and soil systems; the role of chemical contaminants within these systems; and principles of chemical equilibria and solubility as applied to a quantitative description of the chemistry of natural systems. Prerequisites: UDCM 111 and UDCM 112

EVS 248-Environmental Geology and Lab (4)

An intermediate course in geology and basic hydrology emphasizing the environmental implications of geologic materials and processes. Geological topics emphasized include characteristics and origins of soils, sediments and shallow bedrock. Hydrologic topics include basic stream behavior and principles of groundwater flow. Prerequisite: ESC 115

EVS 256-Environmental Field Studies (3-4)

A study of the environmental and ecological issues facing various regions of the United States and the world. The ecological, geological and environmental history of the region will be covered in a 1-hour per week seminar, which is mandatory to participate

in the trip. A 5- to 8-day field study will be required for this course. Seminar participants will present discussions on topics. Field study locations will vary yearly. A student fee is charged to cover the cost of transportation, food and lodging. Prerequisite: Permission of instructor. Course can be repeated for credit as study locations change.

EVS 295-Sophomore Seminar (1) *see BIO 295*

EVS 328-Environmental Literature (3)

Students read literature focused on nature and environmental issues; field experiences create direct contact with the ecological subjects of the literature. Through field work in the natural environment, students participate in active experiences to test their reactions to the issues presented by important nature writers and environmentalists such as Thoreau, Muir, and Leopold. Satisfies World View 3 requirement. Prerequisite: ENG 112. (Cross-listed with ENG 328)

EVS 333-Geographical Information Systems Applications (4)

An introduction to GIS with an emphasis on natural resource applications. GIS is a management system for spatial data that has gained significant societal importance. ArcGIS and ArcMap software will be used to perform spatial analyses. Analysis will include publicly available geospatial data and Global Positioning System (GPS) data collection. Students will build a portfolio of maps and analyses techniques that will include an individual project. Prerequisite: CIS 101 or equivalent

EVS 340-Limnology and Lab (4)

This course covers the natural chemistry, physics and biology of lakes and rivers, and the impact of human activities on these systems. Topics include heat budgets; water movement; planktonic, benthic and other communities; light in water; oxygen and carbon dioxide cycling; trophic status; and nutrient cycling. Prerequisites: BIO 135 and UDCM 112

EVS 350-Instrumental Methods of Environmental Analysis and Lab (4)

Theory and practice of modern instrumental methods used in the analysis of environmental samples. Students analyze environmental samples from various media using the following instrumentation: UV-VIS spectrophotometry, gas phase chromatography (GC), liquid chromatography (LC), ion chromatography (IC) and atomic absorption spectrometry (AA). Prerequisites: UDCM 112 and EVS 247

EVS 357/8/9-Special Topics in Environmental Science (CV)

Current topics and research in environment science are examined in depth. Topics will vary and will be announced in the term prior to offering.

EVS 365-Ecosystem Interpretation in Natural Science (8)

This course is taught at the Audubon Center of the North Woods in Sandstone, MN. The purpose of this course is to train students to be able to interpret the full ecology of an area, using geological, animal, plant, human and meteorological factors. Emphasis is on field application of previous academic coursework to make on-campus, in-class experiences come alive. Field trips include northeastern Minnesota and the North Shore of Lake Superior, the Boundary Waters Canoe Area, and Pine County, MN. The course includes such topics as succession, disturbance, fire ecology, flood plain ecology, hardwood and coniferous forests, prairies, plant and animal distribution, natural patterns in ecological systems, and present and historic human uses and effects upon the land. The format of the course will blend lecture and lab/field experiences with individual, small and large group projects. Prerequisite: EVS 246

EVS 368-Field Studies (3)

A study of the environmental and ecological issues facing various regions of the United States and the world. The ecological and environmental history of the region will be covered in a weekly seminar, which is required for participation in the trip. A multi-day field study will be required for this course, with location varying yearly. Seminar participants will present discussions on topics. A student fee is charged to cover the cost of transportation, food and lodging. Prerequisite: Permission of instructor. Course can be repeated for credit as study locations change.

EVS 370-Winter Wildlife Research (4)

The focus of this field-oriented course will be the gray wolf, lynx and white-tailed deer, but all animals directly or indirectly associated with these predators or prey may be included. The course includes backcountry travel while tracking and observing wildlife, as well as an introduction to habitats, the responses of wildlife to natural and artificial disturbances, and human functions

involved in managing wildlife. Wildlife research techniques, data acquisition and analysis, and management practices are covered. The format of the course will blend lecture and lab/field experiences with individual, small and large group work on a field research project. Prerequisite: EVS 246

EVS 371-Outdoor Education Practicum (4)

This course takes place at the Audubon Center of the North Woods (ACNW) in Sandstone, MN, and is an application of many of the skills of outdoor education including wilderness trip planning, travel and navigation. The student will complete a two-week internship with a natural resource or education program and participate in an interpretive weekend for freshman Outdoor Education (OE) students. The internship provides the student with experience at a center different from the ACNW, exposing the student to different resource agencies with foci from teaching to land management and to other professionals in their field of interest. The interpretive weekend allows the student to follow through a program from its inception to action, completion and evaluation. The format of the course will blend lecture and lab/field experiences with individual, small and large group projects. Prerequisite: EVS 105

EVS 375-Water Resource Management & Lab (4)

An advanced course dealing with physical principles of surface and groundwater flow in drainage basins. Topics include water balances; hydraulic characteristics of surface and subsurface materials; surface water-groundwater interactions; and calculation of water and chemical flow rates in drainage basins. Issues of groundwater contamination are also considered with respect to policy, prevention, monitoring, and remediation. Prerequisites: ESC 115 and UDMA 150

EVS 380-Environmental Toxicology and Lab (4)

A study of the effects of inorganic and organic chemicals that are released into the air, soil, or water, upon plants and animals. Effects are considered at various levels of biological organization from the cell to the ecosystem. Methods of performing chemical toxicity evaluations, and of developing toxicity predictions are covered. Prerequisite: BIO 135 and UDCM 112

EVS 385/6/77, 485/6/7- Internship in Environmental Science (2-3)

Professional internship and field experience in a location removed from the University setting. This course allows the student to integrate theoretical concepts with practical applications, while working with environmental professionals. Prerequisite: Junior standing or permission of instructor.

EVS 391/2/3, 491/2/3- Independent Research (3)

Research for and writing of the senior thesis, under the direction of a faculty member. Guidelines for the thesis are published on the environmental science web page (<http://dbq.edu/acad/depts/enviro>) or are available from faculty member. Prerequisites: Submission of written proposal and approval of faculty member supervising the research

EVS 395-Junior Seminar (1) *see BIO 395*

EVS 401-Aquatic & Geochemistry of Natural Waters and Lab (4)

Introduction to chemical equilibria and reactions important in natural water systems. The role of atmospheric, geologic and biological components on the chemical composition of streams, rivers, lakes and soil/groundwater will be examined. Topics covered include chemical thermodynamics, acid/base chemistry, open and closed carbonate systems, solubility relationships and REDOX reactions. Case studies will be used from both natural and impacted systems. Prerequisites: EVS 247 and EVS 248

EVS 414-Wetland Science and Lab (4)

An advanced course dealing with wetland systems from an interdisciplinary perspective. Importance of wetland systems in terms of hydrological, geological and ecological processes that structure wetland ecosystems will be examined. Prerequisite: EVS 246

EVS 415-Environmental Remediation and Lab (4)

The course covers the theory and practice of remediating hazardous waste contaminated sites. Topics include site characteristics and conceptual model development, remedial action screening processes, technology principles and conceptual design. Institutional control, source isolation and contaminant production, subsurface manipulation; and in situ and ex situ treatment processes will be covered. Case studies will be used in this course. Prerequisites: EVS 247 and UDMA 250, or permission of the instructor

EVS 430-Advanced Quantitative Methods (4)

An advanced study of quantitative methods useful to environmental scientists. Focus will be on design of field experiments, analysis of data, and predictive quantitative tools. Prerequisites: EVS 230 or equivalent, UDMA 112 or equivalent, or permission of instructor

EVS 476-Fisheries & Wildlife Management & Conservation & Lab (4)

A review of management strategies used for fisheries and wildlife populations. Students will assess how predation, competition, and habitat structures affect population dynamics. Field studies emphasize the critique of grassland, forest, and aquatic habitat for fisheries and wildlife; attention is given to both game and non-game species that inhabit northeast Iowa's Driftless Area. Students will also address viable conservation strategies for species of concern, as well as discuss ethical and political questions and viewpoints. Case studies and field trips will demonstrate how science and politics merge effectively to confront conservation concerns in the Midwest. Prerequisites: EVS 246 and Junior standing

EVS 495-Senior Seminar (1)

A capstone course for seniors graduating in Environmental Science. Students will develop proficiency in areas related to post-undergraduate experiences. Topics may include presentation of research results or internship experiences, analysis of workplace ethics and interaction, and strategies for entering graduate school and pursuing professional employment.

CHEMISTRY (UDCM)

Chemistry Program Mission

The mission of the Department of Natural and Applied Sciences is 1) to provide students with a broad-based contemporary program of study, which will provide them with the necessary technical and intellectual skill sets needed to work as a scientific professional in the 21st century, 2) to develop scientific and mathematical competency for students pursuing science education, and 3) to meet the needs of all students at the University of Dubuque for quantitative skills, scientific literacy, and an understanding of scientific processes.

Chemistry Minor

The Department of Natural and Applied Sciences offers a Chemistry minor for any student wishing to expand the opportunities offered in their chosen major. Department faculty have designed a chemistry minor to provide students with the chemistry foundation essential to pursuing a wide variety of careers, such as pharmaceutical sales, art restoration, health professions, research and development, teaching, environmental testing, and product quality control. Hands-on use of modern chemical techniques and instrumentation, along with close interaction with chemistry faculty, is stressed in all program courses. Opportunities for student-faculty chemistry research are also available to enhance a student's learning experience.

Prior to being admitted into this program, students must have completed UDMA 112 with a grade of C or better, and have a cumulative grade point average of 2.0 or greater. To complete this program, students must earn a C or better in all program courses.

Chemistry Program Goals

This program supports the Mission of the Department of Natural and Applied Sciences by providing program students with an avenue to gain chemical quantitative skills, chemical scientific literacy, and understanding of chemical scientific processes. In addition, this program supports the Department's Student Outcomes by providing program students an opportunity to:

- apply the science of chemistry to scientific issues;
- contribute chemical knowledge and concepts to multidisciplinary teams;
- communicate chemical information to the standards of their chosen field;
- gain chemistry observation and measurement skills;
- review ethical dilemmas in the chemical sciences;
- practice lifelong learning.

Program of Study

The Chemistry Minor consists of 24 credit hours, which includes 16 credits of core requirements to be taken by all Chemistry minors and 8 credits to be selected from a list of electives.

Required core courses for the Chemistry Minor include:

- UDCM 111-General Chemistry I (4)
- UDCM 112-General Chemistry II (4)
- UDCM 231-Organic Chemistry I (4)
- UDCM 232-Organic Chemistry II (4)

In addition to the core courses, students will take any two of the following four courses (8 credits) to round out the required 24 program credits.

- UDCM 238-Analytical Chemistry (4)
- EVS 247-Environmental Chemistry (4)
- UDCM 333-Biochemistry (4)
- UDCM 338-Instrumental Analysis (4)

CHEMISTRY COURSE DESCRIPTIONS

UDCM 105-General, Organic and Biochemistry and Lab (4)

This course covers the basic concepts of general, organic, and biochemistry. Through lecture and small group work, students will learn how to apply molecular theory; interpret reaction processes; evaluate solution behavior; compare functional groups; and analyze biological compounds. Upon completion of this course students will also be able to discuss how chemistry affects our lives. Mastery of course content will be demonstrated by students through exams, presentations, and written reports. Offered in the Spring term. Prerequisite: UDMA 112 recommended

UDCM 110-Chemistry and Society and Lab (4)

This course is designed for the non-science major to introduce the student to an awareness of chemistry and its impact on everyday living. Basic concepts will be introduced. Applications to various current world problems are discussed from the standpoint of the chemistry involved.

UDCM 111-General Chemistry I and Lab (4)

This course is the introductory course to the field of chemistry. The first term covers the basic building blocks of matter; the concept of molecular theory; the behavior of gases, liquids, solids, and solutions; and the process of chemical change. Prerequisite: UDMA 112

UDCM 112-General Chemistry II and Lab (4)

A continuation of UDCM 111, with emphasis on equilibrium, reaction rate, electrochemistry, and thermodynamics. Prerequisite: UDCM 111

UDCM 119-Chemistry and the Environment (3)

A course for the non-science major designed to introduce basic chemical concepts and the chemical aspects of environmental issues. Topics will include nuclear reactions, water pollution, acid rain, energy sources, pesticides, and disposal of hazardous materials.

UDCM 231-Organic Chemistry I and Lab (4)

An introduction to the study of the different classes of organic compounds; their nomenclature, synthesis and reactions. The laboratory emphasizes techniques in organic chemistry and preparations. Prerequisite: UDCM 112

UDCM 232-Organic Chemistry II and Lab (4)

A continuation of UDCM 231 including the use of spectroscopy and other instruments. The laboratory employs instrumental techniques and preparative experiments. Prerequisite: UDCM 231 or equivalent

UDCM 238-Analytical Chemistry and Lab (4)

This course covers the basic concepts of elementary analytical chemistry. Through lecture, small group work and laboratory, students learn how concentration, solubility, and activity are related; compounds can be analyzed by titrational analysis, gravimetric

analysis, electro-chemical analysis, and spectral analysis; to determine experimental error; to statistically analyze data; and mixtures can be separated by chromatography. Mastery of course content will be demonstrated by students through homework assignments, exams and lab notebooks. Prerequisite: UDCM 112

UDCM 333-Biochemistry and Lab (4)

This course covers the basic concepts of elementary biochemistry. Through lecture, small group work and labs, students learn how the structure of carbohydrate, lipids, proteins, and nucleic acids relate to their biological functions; to name carbohydrates, lipids, proteins, and nucleic acids; to interpret enzyme kinetic and protein ligand binding data; enzymes catalyze reactions at the molecular level; to relate enzyme regulation with pathway regulation; and to compare selected pathways at the molecular level. In the lab, students learn how to make buffers; run chromatography, electrophoresis, and other common biochemistry lab equipment; measure enzyme activity and kinetic parameters; and design and execute a protein purification and investigation procedure. Mastery of course content will be demonstrated by students through homework assignments, exams and lab notebooks. Prerequisite: UDCM 232

UDCM 338-Instrumental Analysis and Lab (4)

This course covers the basic concepts of elementary instrumental analysis. Through lecture, small group work and labs, students learn how selected modern chemical instrumentation is designed; such instrumentation works; to enhance instrument signal-to-noise ratios; and to separate and quantitatively analyze compounds via modern chemical instrumentation. Mastery of course content will be demonstrated by students through homework assignments and exams. Prerequisite: UDCM 232

UDCM 391, 392, 393, 491, 492, 493-Independent Research (1-3)

Recitation and lecture, one period per week; laboratory and library periods arranged to meet the requirements of the special problem. For Juniors or Seniors, with consent of department head.

EARTH SCIENCE

ESC 115-Basic Physical Geology and Lab (4)

An introductory course in geology with a broad approach to geologic materials and earth processes. Topics include formation and inter-relationship between the basic minerals and rock types; plate tectonics; earthquakes; and landscape development from surface processes of streams, mass movement, and glaciers. Also included is an introduction to environmental geology.

ESC 214-Meteorology (3)

Structure and behavior of the atmosphere, elements of weather, meteorological instruments, principles of forecasting, work of the United States Weather Bureau, measurements, methods and applications of climatological data, weather types, statistical techniques in using climatological data, world pattern of climates.

ESC 253-Air Photo Interpretation (3)

Vertical stereographic photos are analyzed to interpret physical and cultural patterns on the landscape. Skill in determining linear and area scale will be developed. Class will consist of formal instruction and hands-on usage of stereoscopes and photos to complete assignments during the class meeting.

PHYSICS

PHY 115-Conceptual Physics and Lab (4)

A presentation of the concepts and principles of physics including topics from classical and modern theory, with emphasis on concepts. A good class for any student interested in an introductory science course. The course enables students to demonstrate knowledge of the role of physics in everyday life. Conceptual physics does not fulfill the core curriculum requirement for science. No prerequisites; however, knowledge of beginning algebra will be helpful.

PHY 151-General Physics I and Lab (4)

The first term of a one-year course usually taken by students majoring in biology, environmental science, aviation and other disciplines including health professions, earth science, and secondary education. Fulfills the core curriculum science requirement. This course provides students with a conceptual framework, factual knowledge, and analytical and scientific skills. The first term focuses on Newtonian mechanics, physics of fluids, heat and thermodynamics, wave motion, and sound. Prerequisites are UDMA 112 and knowledge of trigonometry, or a pre-calculus college course.

PHY 152-General Physics II and Lab (4)

This is the second term of General Physics. Students further develop their skills in the sciences by exploring the principles and concepts of electricity and magnetism, properties of light, the field of geometric and wave optics, introduction to special relativity, quantum physics, atomic and nuclear physics. Prerequisite: PHY 151

PHY 401-Applied Aerodynamics (3)

(See AVI 401)

NURSING

21st Century Curriculum

A 21st century curriculum to meet the demands of 21st century health care is the hallmark of the program. UD's program will prepare nurses with a baccalaureate degree and focuses on the development of core competencies. Clinical experiences in specialty care are highlighted to meet the demands of employers, while rotations in rural health provide support to under-served populations in the tri-state area.

Curriculum Focus on Crossing the Quality Chasm Goals and Health Profession Education Competencies

The curriculum is based on the Institute of Medicine (IOM) Crossing the Quality Chasm (2001) report, with its focus on ensuring quality health care, and the IOM's Health Professions Education (2003) report, which defined the five core competencies required for all health professionals practicing in the 21st century health care environment.

UD's nursing curriculum prepares its graduates to:

- provide patient-centered care;
- work in inter-disciplinary teams;
- employ evidence-based practice;
- apply quality improvement; and
- utilize informatics.

Prerequisites for Entry into the University of Dubuque Nursing Program

The general/core education and the nursing program prerequisites are listed below. To be admitted to the University of Dubuque Nursing Program students must have a minimum 3.00 GPA in the listed prerequisites and a minimum C for each prerequisite course. Students are allowed to repeat a prerequisite course only one time in an effort to obtain the minimum C letter grade.

Pre-Licensure Baccalaureate Nursing Program Core Curriculum Prerequisites:

- Speech Communication
- Composition and Rhetoric
- Research Writing
- Introduction to Computers
- College Algebra

Pre-Licensure Baccalaureate Nursing Program Non-Core Curriculum Prerequisites:

- Chemistry: Organic and Biochemistry (with lab)
- NRS 201-Introduction to Nursing: Exploration of the Call to Service*
- Sociology
- Psychology
- Microbiology (with lab)
- Anatomy and Physiology I and II (with labs)
- Human Development
- Human Nutrition
- Statistics

*Transfer students may be allowed to take this course after entry into the nursing program with advisor approval.

Admission to the Nursing Program

Each spring, the Nursing Department reviews the records of students applying for entry into the nursing program for completion of general education and nursing prerequisite courses, required GPA and minimum course grades. In addition, the following administrative requirements must be completed for admission:

- Physical/Statement of Health
- Immunizations
- Criminal Background Check and Dependent Adult Abuse Check
- CPR and First Aid Certifications
- Liability Insurance
- Current CNA Certification.
- Successful Completion of the Test of Essential Academic Skills (TEAS®) at Required Level

According to Iowa law, nursing courses with a clinical component may not be taken by a person:

- a. Who has ever been denied licensure by the board.
- b. Whose license is currently suspended, surrendered or revoked in any United States jurisdiction.
- c. Whose license/registration is currently suspended, surrendered or revoked in another country due to disciplinary action.

Core Courses for the Nursing Majors

- NRS 303
- NRS 305/305P
- NRS 306
- NRS 307/307L/307P
- NRS 308/308P
- NRS 309/309L
- NRS 310/310L
- NRS 311/311L
- NRS 401
- NRS 402
- NRS 403/403P
- NRS 404
- NRS 415/415P
- NRS 495P

NURSING DEPARTMENT COURSE DESCRIPTIONS

NRS 201-Intro to Nursing: Exploration of the Call to Service – Historical and Current Contexts (3)

A course designed to provide students an introduction to concepts of health, illness and population health management, and an overview of the evolution and current status of nursing and health care in the United States. Students will gain knowledge of the history, core competencies and challenges of nursing and health care. Prerequisite: Pre-nursing/Nursing major

NRS 230-Introduction to Statistics (3)

This course will provide students an introduction to elementary statistical methods and experimental design prerequisite to their consumption and utilization of research. Emphasis is on the comprehension, interpretation, and utilization of inferential statistical concepts. Concepts include: experimental design, descriptive statistics; random sampling and statistical inference; estimation and testing hypotheses of means and variances; analysis of variance; parametric and non-parametric tests: correlation and regression analysis; and Chi-square. This course is a required prerequisite to the nursing program and is a required course for environmental science majors. Prerequisites: UDMA 112 or equivalent (Cross-listed with EVS 230)

NRS 303-Pathophysiology and Applied Pharmacology (5)

A course designed to present clinical pathophysiological mechanisms of disease and injury, integrating the pharmacological principles and therapies necessary to provide quality health care to the adult population across the care continuum. Students will gain knowledge of the major categories of disease and injuries affecting the adult population, diagnostic testing, risk factors and genetic factors, medical-surgical treatments, as well as the interrelationships between pharmacological treatments and pathophysiologies. Prerequisite: admission to the Nursing major.

NRS 305-Nursing Care of the Older Adult: Health Care Management Issues (2)

A course designed to prepare students in the essential health professional core competencies of critical thinking, communication, patient-centered care, evidence-based practice, teamwork, quality improvement, and informatics necessary to ensure quality care to the older adult and older adult population. Students will gain knowledge of the major categories of pathophysiologies affecting the older adult patient and the older adult population, as well as, the health care team management and nursing responsibilities for care. Prerequisite: admission to the Nursing major. Co-requisite: NRS 305P

NRS 305P-Nursing Care of the Older Adult: Health Care Management Issues Practicum (1)

A continuum of care older adult clinical experience designed to assist students in the application of essential health professional skills to improve the health outcomes of their older adult patients. Students will participate in planning and providing safe, evidence-based, quality, patient-centered care to older adult patients in the health care setting. Prerequisite: admission to the Nursing major. Co-requisite: NRS 305

NRS 306-Nursing Care at the End of the Continuum: End of Life (3)

A course designed to prepare students in the essential health professional core competencies of critical thinking, communication, patient-centered care, evidence-based practice, teamwork, quality improvement, and informatics necessary to provide quality end-of-life care. Students will gain knowledge of the particular end-of-life needs and the evidence-based assessment and interventions needed to improve the quality of end-of-life experiences for patients and their families. Prerequisites: NRS 303, NRS 305/305P, NRS 310/310L, NRS 311/311L. Co-requisites: None.

NRS 307/307L Nursing Care of the Adult Population I: Health Care Team Prevention and Condition Management Theory and Lab (4)

A course designed to prepare students in the essential health professional core competencies of critical thinking, communication, patient-centered care, evidence-based practice, teamwork, quality improvement, and informatics necessary to provide quality health care to the adult population across the care continuum. The emphasis will be on the provision of safe nursing care for clients with various medical-surgical conditions including disorders of all body systems, structure and functions. The nursing process of client assessment, needs identification, planning (outcomes), interventions, and evaluation will be reinforced in order to provide safe and effective care. Students will gain knowledge of health care team management and nursing responsibilities for care. Theory, laboratory, and clinical experience are correlated to allow the student to gain a more in depth knowledge in the utilization of the nursing process and treatment modalities, including pharmacological treatment in caring for patients with selected medical-surgical conditions. Prerequisites: NRS 303, NRS 305/305P, NRS 306, NRS310/310L, NRS 311/311L. Co-requisite: NRS 307P

NRS 307-P Nursing Care of the Adult Population I: Practicum (4)

A continuum of care of the adult health population experience designed to assist students in the application of essential health professional skills to improve the health outcomes of their adult patients. Students will participate in planning and providing safe, evidence-based, quality, patient-centered care to adult patients in the health care setting using the essential health professional core competencies learned in NRS 303. *Prerequisites:* NRS 303, NRS 305/305P, NRS 306, NRS 310/310L, NRS 311/311L. Co-requisite: NRS 307/307L

NRS 308-Care of the Child-Bearing, Child-Rearing and Pediatric Populations: Condition And Pathophysiology Health Care Team Prevention and Condition Management (5)

A course designed to prepare students in the essential health professional core competencies of critical thinking, communication, patient-centered care, evidence-based practice, teamwork, quality improvement, and informatics necessary to provide quality health care to child-bearing, child-rearing and pediatric populations. Students will gain knowledge of the major categories of conditions and pathophysiologies of disease affecting their child-bearing, child-rearing, and pediatric patients and populations, as well as, the health care team management and nursing responsibilities for care. Prerequisites: *Prerequisites:* NRS 303, NRS 305/305P, NRS 306, NRS 310/310L, and NRS 311/311L. *Co-requisite:* NRS 308P.

NRS 308P-Care of the Child-Bearing, Child-Rearing and Pediatric Populations: Condition And Pathophysiology Health Care Team Prevention and Condition Management Practicum (2)

A continuum of care child-bearing, child-rearing and pediatric population experience designed to assist students in the application of essential health professional skills to improve the health outcomes of their child-bearing, child-rearing and pediatric patients.

Students will participate in planning and providing safe, evidence-based, quality, patient-centered care to child-bearing, child-rearing and pediatric patients in the health care setting using the essential health professional core competencies learned in NRS 308.

Prerequisites: NRS 303,NRS 305/305P, NRS 306, NRS 310/310L, NRS 311/311L. *Co-requisite:* NRS 308.

NRS 309-Mental Health: Pathophysiology and Health Care Team Management (4)

A course designed to prepare students in the essential health professional core competencies of critical thinking, communication, patient-centered care, evidence-based practice, teamwork, quality improvement, and informatics necessary to ensure quality care of the mentally ill patient and the mentally ill population. Students will gain knowledge of mental illness affecting patients and populations, as well as, the health care team management and nursing responsibilities for care. *Prerequisites:* NRS 303, NRS 305/305-P, NRS 306, NRS 307/307L/307P, NRS 308/308P.NRS 310/310L, NRS 311/311L. *Co-requisite:* NRS 309L

Prerequisites: NRS 303, NRS 305/305-P, NRS 306, NRS 307/307L/307P, NRS 308/308P.NRS 310/310L, NRS 311/311L. *Co-requisite:* NRS 309L

NRS 309L-Care of the Patient with Mental Illness: Laboratory (1)

A laboratory experience designed to assist students in the development of essential health professional skills and interventions to improve the health outcomes of patients with high-risk health behaviors and/or mental health conditions. Students will participate in counseling, group and family cognitive and behavioral interventions, crisis management, and self-/care-giver management laboratory and simulated experiences. The laboratory also includes 20 direct patient care hours. Experiences are design to decrease high risk behaviors and improve mental health outcomes within the population. *Prerequisites:* NRS 303, NRS 305/305P, NRS 306, NRS 307/307L/307P, NRS 308/308P, NRS 310/310L, NRS 311/311L. *Co-requisite:* NRS 309.

Prerequisites: NRS 303, NRS 305/305P, NRS 306, NRS 307/307L/307P, NRS 308/308P, NRS 310/310L, NRS 311/311L. *Co-requisite:* NRS 309.

NRS 310/310L-Basic Concepts & Skills in Nursing: Assessment (2)

A course designed to prepare students in the essential health professional core competencies of critical thinking, communication, patient-centered care, evidence-based practice, teamwork, quality improvement, and informatics necessary to provide quality health care to the adult population. Students will develop systematic health assessment skills incorporating subjective and objective physical, laboratory, and technological assessment findings and other health care team member information and findings. Skills developed will be used as the basis of formulating nursing diagnoses and identifying interventions necessary to improve the health status of adults. Prerequisite: admission to the Nursing major. Co-requisites: NRS310/310L are co-requisite to each other. Students enrolled in one MUST be enrolled in the other.

NRS 311/311L-Basic Concepts & Skills in Nursing: Nursing Interventions (2)

A course designed to prepare students in the essential health professional core competencies of critical thinking, communication, patient-centered care, evidence-based practice, teamwork, quality improvement, and informatics necessary to provide quality health care to the adult population. Students will develop evidenced based intervention skills integrated with critical thinking skills to determine the need for intervention and to select the appropriate interventions to achieve improved patient outcomes. Skills developed will be used to implement an integrated plan of care necessary to improve the health status of adults based on accurate assessment and nursing diagnosis. Prerequisite: admission to the Nursing major. Prerequisite: admission to the Nursing major. Co-requisites: NRS 311/311L are co-requisite to each other. Students enrolled in one MUST be enrolled in the other.

NRS 401-Health Care Research: Critique, Conduct, and Utilization for Evidence-Based Practice and Quality Improvement (3)

A course designed to prepare students to utilize research to improve the quality of care for their patients and populations. Students will gain knowledge of types and processes of research as well as evidence-based research utilization strategies. Students will develop skills in critical analysis of research for application to their nursing practice. Prerequisites: NRS 303, NRS 305/305P, NRS 306, NRS 307/307L/NRS 307P, NRS 308/308P, NRS 309/309L, NRS 310/310L, NRS 311/311L, NRS 403/403P, NRS 415/415P. Co-requisites: None.

NRS 402-Leadership and Management in Nursing and Health Care (3)

A course designed to prepare students for management and leadership within the health care setting. Students will gain knowledge of theories and skills of management and leadership and integrate this knowledge with the essential core competencies to promote health care teamwork in affecting the highest quality patient-centered care. Prerequisites: NRS 303, NRS 305/305P, NRS 306, NRS 307/307L/NRS 307P, NRS 308/308P, NRS 309/309L, NRS 310/310L, NRS 311/311L, NRS 403/403P, NRS 415/415P. Co-requisites: None.

NRS 403-Care of the Client Across the Continuum Within the Context of Community (3)

A course designed to prepare students in the essential health professional core competencies of critical thinking, communication, patient-centered care, evidence-based practice, teamwork, quality improvement, and informatics necessary to provide quality health care to meet the multidimensional health care needs of populations within a community context. Students will gain knowledge of community health frameworks; multicultural, social and environmental factors considered; and the spectrum of conditions/pathophysiologies affecting vulnerable populations, as well as, the health care team management and nursing responsibilities for care of the community as client. Prerequisites: : NRS 303, NRS 305/305P, NRS 306, NRS 307/307L/307P, NRS 308/308P, NRS 310/310L, NRS 311/311L. Co-requisite: NRS 403P

NRS 403P-Care of the Client Across the Continuum Within the Context of Community Practicum (2)

A continuum of care community health population experience designed to assist students in the application of essential health professional skills to improve the health outcomes of populations within a community context. Students will participate in planning and providing safe, evidence-based, quality, health care to populations within a community health care setting using the essential health professional core competencies learned in NRS 403. Prerequisites: NRS 303, NRS 305/305P, NRS 306, NRS 307/307L/307P, NRS 308/308P, NRS 310/310L, NRS 311/311L. Co-requisite: NRS 403

NRS 404-21st Century Issues in Health Care: Health Care Systems, Economics, and Politics (2)

This course examines global, economic, organizational, and political contexts within which health care occurs. Students will gain an understanding of the dynamic interrelationships between the economic, political, and health care systems and will acquire knowledge and skills necessary for the development and implementation of change at the organizational, political, economic, and regulatory levels. Prerequisites: NRS 303, NRS 305/305P, NRS 306, NRS 307/307L/307P, NRS 308/308P, NRS 309/309L, NRS 310/310L, NRS 311/311L, NRS 403/403P, NRS 415/415P. Co-requisites: None

NRS 415-Nursing Care of the Adult Population II: Health Care Team Prevention and Condition Management (3)

As a continuation of NRS 307, this course resumes development of student preparation in the essential health professional core competencies of critical thinking, communication, patient-centered care, evidence-based practice, teamwork, quality improvement, and informatics necessary to provide quality health care to the adult population. The emphasis will be on the priority areas for national action identified by the Institute of Medicine, as well as complex medical-surgical conditions. The nursing process will be applied from the perspective of care coordination, self-management, and health literacy to the identified priority areas of care and complex medical-surgical conditions. Students will also build on knowledge of health care team management and nursing responsibilities for care. Theory and clinical experience (NRS 415P) are correlated to allow the student to continue to develop skills in the utilization of the nursing process and treatment modalities, including pharmacological treatment in caring for patients with high priority and complex medical-surgical conditions. *Prerequisites:* NRS 303, NRS 305/305P, NRS 306, NRS 307/307L/307P, NRS 308/308P, NRS 309/309L, NRS 310/310L, NRS 311/311L *Co-requisite:* NRS 415P

NRS 415P-Nursing Care of the Adult Population II: Practicum (1)

As a continuation of NRS 307-P, this course resumes development of student preparation in the area of adult health population experiences designed to assist students in the application of essential health professional skills to improve the health outcomes of their adult patients. The emphasis will be on patients who fall within the priority areas for national action identified by the Institute of Medicine, as well as complex medical-surgical conditions. Students will participate in planning and providing safe, evidence-based, quality, patient-centered care to adult patients, in and out of health care settings, using the essential health professional core

competencies learned in prerequisite courses. *Prerequisites:* NRS 303, NRS 305/305P, NRS 306, NRS 307/307L/307P, NRS 308/308P, NRS 309/309L, NRS 310/310L, NRS 311/311L

Co-requisite: NRS 415

NRS 495P-Senior Internship Practicum: Integration of Evidence-Based Health Care Management, Quality Improvement, and Leadership (World View Seminar IV) (5)

A capstone clinical experience designed to allow students the opportunity to synthesize the essential health professional core competencies of critical thinking, communication, patient-centered care, evidence-based practice, teamwork, quality improvement, and informatics necessary to provide quality health care. Students will participate in planning and providing safe, evidence-based, quality, health care to patients, families, and populations within the health care setting using the essential health professional core competencies learned in previous nursing courses. *Prerequisites:* NRS 303, NRS 305/305P, NRS 306, NRS 307/307L/307P, NRS 308/308P, NRS 309/309L, NRS 310/310L, NRS 311/311L, NRS 403/403P, NRS 415/415P. *Co-requisites:* None

PHILOSOPHY, HISTORY AND RELIGION (PHL, UDHS & REL)

The Department of Philosophy, History and Religion at the University of Dubuque helps students think carefully about what they believe and how they live. Philosophy courses give students the opportunity to explore such questions as: What is real? What should I value? What is right and wrong? Is there a God? What kind of life is worth living? By studying the ideas of philosophers of the past and present on questions such as these, students are challenged to examine their own ideas and shape their lives. Religion courses give students an opportunity to explore these same questions from the perspective of faith. What does Christianity say about life? What does the Bible teach? What do other religions have to say? Asking questions such as these, and thinking them through for oneself, is an important part of becoming an educated person. The goal is not just to give students knowledge of the ideas of others, but also to help them form their beliefs and make their lives worth living.

Mission

The mission of the Department of Philosophy, History and Religion is to encourage intellectual, spiritual and moral development of students through a variety of courses in the University's core curriculum, and to provide advanced study of Philosophy and Religion for students majoring in these fields.

The offerings of the department contribute to the mission of the University by helping students understand the University's Christian tradition and other religious and philosophical traditions, contributing to the liberal arts foundation of the University's core curriculum, teaching critical thinking, research and writing skills necessary for academic inquiry and life-long learning, and influencing students to be ethical stewards of the gifts and resources God has given them.

Objectives

To fulfill this general mission, the department offers courses and majors in both Philosophy and Religion. Within each of these areas, the department has objectives relevant to the general education of all students, and objectives for the major.

Philosophy Program Objectives

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

- Develop skills in critically analyzing claims, issues, and ideas;
- Contemplate basic questions about the world, life and reality;
- Appreciate the wisdom and insights of great thinkers in the history of human thought;
- Think critically and constructively about their own beliefs, values and worldviews;
- Develop a commitment to ethical and responsible living in our diverse global community, and
- Gain skills in careful research and academic writing.

Religion Program Objectives

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

- Think critically and academically about issues surrounding religious beliefs and practice;
- Understand and respond to the Christian scriptures, traditions, beliefs and history;
- Understand and respond to non-Christian religions;
- Think critically and constructively about their own religious beliefs;
- Articulate more thoroughly the elements of their faith journeys, and
- Gain skills in careful research and academic writing.

In addition to fulfilling these objectives among our students, the department seeks to provide opportunities for learning in ethics, philosophy, Christianity and other faith traditions by opening its courses to community members interested in these topics.

The department offers BA degrees in Philosophy and in Religion.

The Philosophy Major and Minor

A Philosophy major provides an excellent background for many graduate programs including law, philosophy and theology. The department works with each student majoring in philosophy, both in courses and individually, to help the student develop 1) an ability to analyze and evaluate ideas and issues critically and constructively, 2) general knowledge of the history of Western thought,

3) general understanding of the basic areas of philosophy, including epistemology (theory of knowledge), ethics, metaphysics, and logic, 4) exposure to nonwestern philosophy, and 5) skills in philosophical research and writing.

A **major in Philosophy** requires 30 credits in Philosophy, including:

- PHL 111-Introduction to Philosophy (3)
- PHL 114-Logical Reasoning (3)
- PHL 261-World Philosophies (3), or other course on nonwestern Philosophy (3)
- PHL 312-Ethical Theory (3)
- PHL 355-Ancient and Medieval Philosophy (3)
- PHL 356-Modern and Contemporary Philosophy (3)
- PHL 495-Senior Seminar (3)

and 9 credits of Philosophy electives.

During the course of their studies, Philosophy majors also develop a portfolio of papers on various areas of Philosophy.

A **minor in Philosophy** requires 21 credits in Philosophy including:

- PHL 111-Introduction to Philosophy (3)
- PHL 114-Logical Reasoning (3)
- PHL 212-Ethics and Contemporary Issues (3) **or** PHL 312-Ethical Theory (3)
- PHL 355-Ancient and Medieval Philosophy (3)
- PHL 356-Modern and Contemporary Philosophy (3)

and 6 credits of Philosophy electives.

PHILOSOPHY COURSE DESCRIPTIONS

PHL 111-Introduction to Philosophy (3)

An introduction to the major areas of philosophy (logic, epistemology, ethics and metaphysics). Representative problems will be discussed in these areas with readings from representative philosophers in the history of human thought. Although the primary focus is on western philosophy, some nonwestern thinkers may be considered as well.

PHL 114-Logical Reasoning (3)

An introduction to logic and critical reasoning. Students learn to identify arguments in everyday language, analyze them into premises and conclusions, symbolize them, and evaluate them for validity, soundness and cogency. Topics covered include a) methods for symbolizing and evaluating categorical inferences and syllogisms (Aristotelian logic), b) basic concepts of modern propositional logic including the use of operators, truth tables and rules of natural deduction, c) methods for recognizing, formalizing and evaluating inductive reasoning, and d) formal and informal fallacies to avoid in reasoning.

PHL 118-Philosophy at the Movies (3)

An introduction to selected philosophical themes illustrated in contemporary film.

PHL 212-Ethics and Contemporary Issues (3)

An examination of the nature of ethical theory and how it applies to contemporary moral issues. Ethical theories are explored and applied to such issues as abortion, euthanasia, sex, racism, poverty and environmental ethics.

PHL 214-Environmental Perspectives (3)

An investigation of the ways in which the natural world has been understood in various historical, religious and philosophical perspectives, and of the implications for how humans should interact with the environment. The course emphasizes helping each student formulate a value perspective from which to evaluate human actions and policies concerning the environment. (Cross-listed as REL 214)

PHL 216-Business Ethics (3)

An application of philosophy and ethics to the practice of business, focusing on the nature of work and excellence in business.

PHL 261-World Philosophies (3)

A comparative study of western and nonwestern approaches to basic philosophical questions. The instructor may focus on specific aspects of philosophy as a basis for comparison between traditions.

PHL 312-Ethical Theory (3)

A careful look at several current philosophical theories of ethics, including, for example, relativism, divine command theory, utilitarianism, Kantian ethics, virtue ethics and natural law theory. Prerequisite: PHL 111 or PHL 212

PHL 314-Social and Political Philosophy (3)

A survey of differing perspectives on social justice and just political structures. The course will cover views such as liberalism, libertarianism, socialism, communitarianism, feminism and multiculturalism. Course work will introduce students to the ideas of both historical and contemporary thinkers. Prerequisite: PHL 111 or PHL 212. Offered at the discretion of the department.

PHL 321-Philosophy of Religion (3)

A critical examination of the philosophy of religion through classical and contemporary readings that discuss such topics as arguments for and against God's existence, the rationality of belief in God, religious language, the immortality of the soul, and religious pluralism. Prerequisite: One previous Philosophy or Religion course, or consent of instructor. (Cross-listed with REL 321)

PHL 355-Ancient and Medieval Philosophy (3)

An analysis of the ideas of representative western philosophers from the pre-Socratics through the late medieval period. Prerequisite: PHL 111

PHL 356-Modern and Contemporary Philosophy (3)

An analysis of the ideas of representative western philosophers from the renaissance to the present. Prerequisite: PHL 111

PHL 357/8/9-Topics in Philosophy (3)

An investigation of a particular philosopher, movement, period or philosophical topic, selected by the department. Examples could include historical figures (such as Plato, Descartes, Reid, Pascal, Kierkegaard, etc.), contemporary philosophers, or philosophical movements such as existentialism or feminist philosophy, or sub-areas of philosophy such as philosophy of science. Offered at the discretion of the department. Prerequisite: Varies with topics.

PHL 391/2/3, 491/2/3-**Independent Research and Writing (1-3)**

Primarily for philosophy majors. Junior or Senior standing required. Involves substantial research, reading and philosophical writing. Prerequisites: PHL 111 and RES 104

PHL 495-Senior Seminar (3)

An opportunity for students to develop research, analysis, writing and oral presentation skills through study of a topic chosen by the instructor and through a scholarly research and writing project. In addition to participating in the regular seminar meetings, each student will write an original philosophical paper and present it to a group of students and faculty. PHL 495 is required of all Philosophy majors. Prerequisites: PHL 111 and three additional philosophy courses

HISTORY COURSE DESCRIPTIONS

UDHS 121-World Civilization I (3)

Beginnings (3500 B.C.-1600 A.D.): The four major world civilizations are described: Middle Eastern, European, Indian and Chinese. Also considers questions of ethics arising from world history.

UDHS 122-World Civilization II (3)

The Far West Challenges the World (1600 A.D. - present): The European civilization almost completely overpowers the other three major world civilizations. Advances in communication and transportation begin to produce one world civilization, at first centered on Western Europe, but later, more truly cosmopolitan. Consideration of questions of ethics arising from world history.

UDHS 130-Aviation History (3)

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

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

A consideration of the political, economic, religious, social, foreign policy, and cultural development of the United States from the colonial era through the Civil War.

UDHS 212-U.S. History Since 1865 (3)

Surveys the development of modern America from the end of the Civil War to the present, emphasizing trends of contemporary significance.

UDHS 301-Music's Impact in History (3)

Each year a topic is selected to explore how music has impacted an historical period and how culture impacts music. Traditionally team taught by faculty from music and history, topics have included the Civil War Era and the Counterculture of the 1960s. Course content is heavily weighted on reading and discussion of scholarly articles and writing research papers as well as listening to and discussing music of the period. (Cross-listed with UDMS 301)

UDHS 357/8/9-Topics in History (credit variable)

A selective examination of the ideas, movements, and institutions that have influenced history.

History and Theology Courses (HT)

In addition to Religion (REL) courses offered by the Department of Philosophy and Religion, the following courses are available through the Seminary to qualified undergraduates. See the Religion courses for full descriptions:

- HT 400-The Early and Medieval Church (3)
- HT 402-The Reformation and Modern Church (3)

REQUIREMENTS FOR RELIGION MAJOR AND MINOR

The Department of Philosophy and Religion, in cooperation with the University of Dubuque Theological Seminary, offers students a variety of courses to broaden their understanding of Christianity and other religions through academic study. Religion courses also help students learn to think critically and carefully about religious beliefs and practices; to think reflectively about their own beliefs, and to develop skills in research and writing. Students who wish to focus a part of their academic study on religion may earn either a major or a minor in Religion. The Religion major is designed to enable students to gain 1) a general knowledge of church history, 2) a basic understanding of the central beliefs and spirituality of the Christian faith, 3) a knowledge of the structure and content of the Bible, 4) an awareness of basic principles of Christian ethics, 5) an exposure to the great religions of the world, 6) skills for academic study, research and writing in the field of religion.

A **major in Religion** consists of 30 credits in religion, philosophy, theology and other related courses, including the following:

- 1) Six credits in the history of Christianity. Possible courses include:
 - REL 116-History of Christianity (3)
 - HT 400-Early and Medieval Church (3)
 - HT 402-Reformation and Modern Church (3)
- 2) Three credits in Christian theology.
 - REL 115-Christian Beliefs (3)
- 3) Six credits in Biblical Studies. Possible courses include:
 - REL 220-Introduction to the Old Testament (3)
 - REL 221-Introduction to the New Testament (3)
 - BI 400-Hebrew I (Seminary) (3)
 - BI 402-New Testament Greek I (Seminary) (3)
 - BI 411-Old Testament Introduction (Seminary) (3)
 - BI 450-New Testament Introduction (Seminary) (3)
- 4) Three credits in Christian ethics. Possible courses include:
 - PHL 212-Ethics and Contemporary Issues (3)
 - HT488-Christian Social Ethics (Seminary) (2)
- 5) Six credits in comparative and philosophical study of religion. Possible courses include:
 - PHL 214-Environmental Perspectives (3)
 - PHL 261-World Philosophies (3)
 - REL 251-Religions of the World (3)
 - REL 253-Islam (3)
 - REL 321-Philosophy of Religion (3)
- 6) REL 495-Senior Seminar (3)

and 3 credits selected in consultation with the department head.

In addition to the specific courses listed in each of the above categories, other courses offered in either the School of Liberal Arts or the Seminary may be approved by the department of Philosophy and Religion to fulfill these requirements.

A student may earn a **minor in Religion** by taking a total of 21 credits in religion, theology and philosophy with at least three credits in each of the categories listed in 1) to 5) on previous page. A student may also work with a faculty advisor to design a special 21 credit minor in religion through which the student explores the relationship between religion and some other academic field (such as science, education, business, or the environment), culminating in a senior project which integrates the student's major and the study of religion. Special minors must be approved at least one year before graduation by the department of Philosophy and Religion and the student's faculty advisor.

Preparation for Advanced Study in Theology (Pre-Theology):

Students who plan to pursue graduate study in theology in preparation for church leadership or teaching positions may choose from a variety of options. The Association of Theological Schools (ATS) recommends that pre-theology students take a broad range of courses, including, "for instance, studies in world history, philosophy, languages and literature, the natural sciences, music and other fine arts, and religion."

Pre-theology students should also develop skills in critical thinking, communication, and research. Knowledge of basic Christian doctrine, of the content of the Bible, and of biblical language is helpful for graduate work in theology. But the ATS, and graduate faculty in theology, suggest that the best preparation for seminary or other graduate work in theology will include a wide range of courses, rather than a heavy concentration in Bible or religion. Together with the basic skills and general education requirements for the Bachelors degree, either a major or a minor in Religion can provide the broad background for advanced study in theology and ministry. Pre-theology students may also opt to major in another field and select specific courses in religion as electives according to their particular interests and needs.

RELIGION COURSE DESCRIPTIONS

REL 110-Judeo-Christian Journeys (3)

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

REL 115-Christian Beliefs (3)

An introduction to the basic doctrines and practices of Christianity. This includes an investigation of the central beliefs held by all Christians, and a brief introduction to the historical roots, practices and emphases of various Christian denominations and groups.

REL 116-History of Christianity (3)

An overview of the history of the Christian church from its beginning to the present.

REL 214-Environmental Perspectives (3)

An investigation of the ways in which the natural world has been understood in various historical, religious and philosophical perspectives, and of the implications for how humans should interact with the environment. The course emphasizes helping each student formulate a value perspective from which to evaluate human actions and policies concerning the environment. (Cross-listed as PHL 214)

REL 220-Introduction to the Old Testament (3)

A survey of the Old Testament with attention to the history of the people of Israel, the development of Israelite faith, the composition of the Old Testament writings, and the relevance of the Old Testament for today. The intent is to gain a working knowledge of the Old Testament.

REL 221-Introduction to the New Testament (3)

A survey of the New Testament giving attention to the development of the Christian faith, the historical development of its writings, and the relevance of the New Testament for today. The intent is to gain a working knowledge of the New Testament.

REL 251-Religions of the World (3)

An introduction to the histories, basic beliefs and practices of the major religions of the world, including Hinduism, Buddhism, Islam, Judaism and Christianity.

REL 253-Islam (3)

An introduction to the religion of Islam. Students will be introduced to the basic beliefs and practices of Islam and its role in history and in the world today. In addition, students will learn about the ways in which Islam is lived out in different cultures of the world.

REL 321-Philosophy of Religion (3)

A critical examination of the philosophy of religion through classical and contemporary readings that discuss such topics as arguments for and against God's existence, the rationality of belief in God, religious language, the immortality of the soul, and religious pluralism. Prerequisite: previous course in Philosophy or Religion, or consent of instructor (Cross-listed with PHL 321)

REL 353-Life and Teachings of Jesus (3)

A study of the gospels in an attempt to gain a better understanding of the life and teachings of Jesus. Special attention is given to various attempts to identify the historical Jesus. Prerequisite: REL 221

REL 354-Paul and His Theology (3)

An examination of the life of the Apostle Paul as outlined in the Book of Acts and his letters, and his theology and ethics as recorded in his letters. Emphasis will be upon an in-depth study of the letter to the Romans. Prerequisite: REL 221

REL 357/8/9-Topics in Religion (3)

An in-depth look at one or more topics, thinkers or movements in religion. Offered at the discretion of the department.

REL 391/2/3, 491/2/3- Independent Research and Writing (3)

Primarily for Religion majors. Junior or Senior standing required. Involves substantial research, reading and writing in the area of religion. Prerequisite: three previous Religion courses and RES 104

REL 495-Senior Seminar (3)

An emphasis on research, writing and oral presentation in religion and theology. Students write and present original research papers. REL 495 is required of all Religion majors. This course may also provide the framework for senior writing projects for students with a special minor in Religion.

ADVANCED COURSES:

In addition to the above courses, selected seminary courses are available to upper level undergraduates with permission from the instructor and the chair of the Department of Philosophy and Religion, including the following:

BI 400-Hebrew I (Seminary) (4)

An introduction to the grammar, syntax and vocabulary of biblical Hebrew. Facilitates interpretation of the Old Testament.

Prerequisites: at least 60 credits of undergraduate work and admission to the three-three program or consent of both the instructor and the chair of Philosophy and Religion

BI 402-New Testament Greek I (Seminary) (4)

An introduction to the grammar, syntax and vocabulary of biblical Greek. Facilitates reading and interpretation of the New Testament.

Prerequisites: at least 60 credits of undergraduate work and admission to the three-three program or consent of both the instructor and the chair of Philosophy and Religion

BI 411-Old Testament Introduction (Seminary) (3)

An introduction to the content, historical background, canon, theological motifs and major critical problems of the Old Testament.

Prerequisites: at least 60 credits of undergraduate work and admission to the three-three program or consent of both the instructor and the chair of Philosophy and Religion

BI 450-New Testament Introduction (Seminary) (3)

An introduction to the content, historical background, canon, theological motifs and major critical problems of the New Testament.

Prerequisites: at least 60 credits of undergraduate work and admission to the three-three program or consent of both the instructor and the chair of Philosophy and Religion

HT 400-The Early and Medieval Church (Seminary) (3)

Introduction to the history and teachings of Christianity from early in the 2nd century to the beginning of the 16th century.

Prerequisites: at least 60 credits of undergraduate work and admission to the three-three program or consent of both the instructor and the chair of Philosophy and Religion

HT 402-The Reformation and Modern Church (Seminary) (3)

Introduces students to the history and teachings of Christianity from the Protestant Reformation to the present. Prerequisites: at least 60 credits of undergraduate work and admission to the three-three program or consent of both the instructor and the chair of Philosophy and Religion

HT 488-Christian Social Ethics (Seminary) (2)

Introduction to major themes, approaches and issues in Christian ethics, with an emphasis on relating the biblical Christian faith to contemporary social issues. Students taking this course will gain practical experience in ethical reason and analysis as well as exposure to a number of different approaches to ethical issues. Prerequisites: at least 60 credits of undergraduate work and admission to the three-three program or consent of both the instructor and the chair of Philosophy and Religion

POLITICAL SCIENCE

UDPO 120-American National Government (3)

A study of the national electorate, the party system and the constitutional government and its goals in a world perspective. This course meets the requirement for teacher certification.

UDPO 210-State and Local Government (3)

The new constitutional basis, organization and power of these governments, political trends and contemporary problems.

UDPO 215-Global Perspectives (3)

(See International Studies 215)

UDPO 220-Environmental Politics (3)

A study of selected environmental problems and the process by which they are treated by the American political system.

UDPO 315-Developing Nations of the World (3)

(See International Studies 315)

PSYCHOLOGY (PSY)

Psychology is the scientific study of behavior and cognitive processes. Psychologists seek to understand and enhance personal development, mental health, and social relationships. The mission of the Department of Psychology is to contribute to the education of each University of Dubuque student by providing academic course work aimed at helping students develop a scientific understanding of the causes of human behavior and an appreciation of differences between individuals, and to provide advanced study of Psychology for students planning to pursue careers in the social services or to seek admission to graduate school.

The department directly serves the commitments of the University's mission to foster excellence in academic inquiry and professional preparation; relationships that encourage intellectual, spiritual, and moral development; a community where diversity is appreciated and Christian love is practiced; and a zeal for life-long learning and service.

The Department of Psychology serves the larger community and enhances services at local mental-health and social-service agencies by offering professional expertise and by providing student internships.

The Department of Psychology offers courses for all students with the objectives of helping them:

- develop an appreciation of the basic theories and findings of psychology;
- understand the scientific basis of psychology;
- appreciate the diversity of behavior and experience, and the rich opportunities for science and social relationships that such differences provide;
- understand themselves and their relationships with others.

The Psychology Major and Minor

A Psychology Major can provide entry into a variety of careers, including residential counselor with developmentally disabled children/adults, caseworker in hospitals and county agencies, housing and student life coordinator, academic advisor/college counselor, career planning and placement counselor, labor relations researcher, customer services representative, employee relations assistant, human resources recruiter, human resources training specialist, lobbying researcher/organizer, legislative aide, institutional researcher/ historian, intelligence officer, and market research statistician. Some students with Psychology majors have gone on to graduate school to prepare for careers as psychotherapists, researchers and college teachers.

The objectives of the Psychology major are to produce students who:

- have a sound knowledge base in important facts, concepts, theories, and issues in psychology;
- understand the scientific basis of psychology, including research methods, research designs, and statistics;
- develop the critical-thinking skills necessary to evaluate the adequacy of current research and theory in psychology;
- have the ability to speak and write effectively in the discourse of the discipline;
- understand the role of ethics and values in contemporary psychology.
- understand themselves and their relationships with others

A **major in Psychology** consists of 36 credit hours, including the following courses:

- PSY 110-Introduction to Psychology (3)
- PSY 132-Critical Thinking (3)
- PSY 220-Child Development (3), PSY 223-Adolescent Development (3), **or** PSY 227-Adult Development and Aging (3)
- PSY 230-Introduction to Statistics (3)
- PSY 243-Using APA Format (1)
- PSY 333-Research Methods in the Behavior Sciences (3)
- PSY 337-Learning and Behavior (3) **or** PSY 338-Cognition (3)
- PSY 351-Theories of Personality (3)
- PSY 363-Cross-Cultural Psychology (3)
- PSY 485, 486, 487-Internship **or** PSY 476-Empirical Research Project (3)
- PSY 495-Senior Seminar (3)
- Five credit hours of electives in psychology, to be determined by students and their advisors in accordance with the students' vocational goals.

It is recommended that Psychology majors take BIO 110-Human Biology (4). Electives may include courses offered at Clarke University and Loras College.

A **minor in Psychology** consists of 21 credit hours, including the following courses:

- PSY 110-Introduction to Psychology (3)
- PSY 230-Introduction to Statistics (3)
- PSY 333-Research Methods (3)
- PSY 351-Theories of Personality (3)
- Nine credit hours of electives

The department offers the BA and BS degrees in Psychology.

PSYCHOLOGY COURSE DESCRIPTIONS

PSY 110-Introduction to Psychology (3)

A survey of the major topics covered in the field of psychology. The student is introduced to concepts and theories in such areas as development, learning, motivation, personality, abnormal behavior, therapy, and social behavior.

PSY 119-Life Span Development for Non-Majors (3)

A survey of the life-span development of human beings; life stages from prenatal development to late adulthood, concluding with 'death and grieving'. Biological, cognitive, and socio-emotional developmental theories will be presented and discussed. This course cannot be counted toward the Psychology major or minor.

PSY 132-Critical Thinking (3)

An examination of skills needed to analyze and evaluate arguments and evidence presented in support of claims made by researchers and theorists. Although the major focus of this course will be on the social sciences, the skills developed in this course are applicable to other academic contexts and to everyday life. Prerequisite: PSY 110

PSY 220-Child Development (3)

A survey of historical and theoretical perspectives on the growth and development of the child. Topics cover physical, cognitive, social, and personality development. Prerequisite: PSY 110

PSY 223-Adolescent Development (3)

A survey of developmental changes characteristic of adolescence. Topics include identity, independence, gender, cognitive changes, and parent-child relationships. Prerequisite: PSY 110

PSY 227-Adult Development and Aging (3)

A survey of theory and research concerning biological, psychological, and social changes that occur during the adult life cycle. Prerequisite: PSY 110

PSY 230-Introduction to Statistics (3)

A survey of elementary statistical methods. Emphasis on inferential statistics and the comprehension, application and interpretation of statistical concepts. Topics include: sampling distributions, probability, hypothesis testing, and at least eight statistical tests. Prerequisite: UDMA 030

PSY 243-Using APA Format (1)

A study of the American Psychological Association format. Students learn and apply the APA format for writing research reports and literature reviews, and will gain experience in writing various sections of a research report.

PSY 310-Social Psychology (3)

A study of theory and research concerning how individual behavior is influenced by the presence of others and by situational factors. Topics include interpersonal attraction, attitude formation, altruism, aggression, violence, and prejudice. Prerequisite: PSY 110 (Cross-listed with SOC 310)

PSY 333-Research Methods in the Behavior Sciences (3)

An introduction to research methodology with major emphasis placed on experimental research. The course develops the ability to use research-related terminology, knowledge of the how and the why of good research, and the modes of research used for various research problems. Prerequisites: PSY 110 and PSY 230

PSY 337-Learning and Behavior (3)

A survey of theories and research concerning learning, with a focus on experimental technique and results. Topics include classical conditioning, operant conditioning, and vicarious learning. Prerequisite: PSY 333

PSY 338-Cognition (3)

A survey of theory and research concerning human cognitive processes. Topics include memory, thinking, problem solving, reasoning, concept formation and language. Prerequisite: PSY 333

PSY 340-Behavioral Genetics (3)

An examination of the influences of genetics on personality, intelligence, behavioral disorders, and psychopathology. Prerequisite: PSY 110

PSY 347-Psychological Testing (3)

A survey of methods used to measure intelligence, aptitude, achievement, interests, and personality. Discussion of principles of test construction, practical uses of tests, and ethical issues in testing. Prerequisite: PSY 110; PSY 230 not required but recommended

PSY 350-Human Sexuality (3)

A study of theory and research on physiological, psychological, and socio-cultural aspects of sexuality. Emphasis on examination of personal views of sexuality and on increased understanding of views of others.

PSY 351-Theories of Personality (3)

An examination of major personality theories emphasizing their important concepts and their utility in explaining and/or predicting behavior. Prerequisite: PSY 110 and Junior or Senior standing required

PSY 354-Abnormal Psychology (3)

A study of the major forms of psycho-pathology including anxiety and stress reactions, depression and suicide, schizophrenia and personality disorders. Examination of theory and research on origins, symptoms, treatment, and prevention. Prerequisite: PSY 110 and Junior or Senior standing required

PSY 360-Psychology of Gender (3)

A critical examination of theory and research on the psychological characteristics of men and women. Emphasis is placed on analysis of primary sources. Prerequisite: PSY 110 and PSY 132

PSY 363-Cross-Cultural Psychology (3)

An exploration of cultural components of theory, research, and application in the various sub-fields of psychology. The interplay of individual, social, and cultural factors in psychological growth and well being, as well as in cross-cultural communication, is stressed through an examination of the three major worldviews (Western, Eastern, and Southern). Prerequisite: PSY110 or SOC111

PSY 357/8/9-Topics in Psychology (3)

Examination through intensive reading and class discussion of a selected topic in psychology not covered in regular courses. Prerequisite: Consent of instructor

PSY 385/6/7, 485/6/7-Internship (1-3)

A supervised field experience in a selected area of applied psychology. Open to Psychology majors only, with 15 credit hours in psychology, Junior or Senior standing, and consent of instructor. Pass/fail option available.

PSY 391/2/3, 491/2/3-Independent Research (1-3)

An individual examination of a selected topic through intensive reading. Prerequisite: At least 12 credit hours of psychology and consent of instructor.

PSY 476-Empirical Research Project (1-3)

A supervised experience in psychological research. The student will design and conduct an empirical research project, analyze the data, and write a report using the appropriate APA format. Open to psychology majors only, with 15 credit hours in psychology, junior or senior standing, and consent of instructor. Pass/fail option available.

PSY 495-Senior Seminar (3)

An examination of critical issues in Psychology. A synthesis of knowledge and skills expected of the undergraduate psychology major is emphasized. For majors with at least 15 credit hours of psychology.

SOCIOLOGY/CRIMINAL JUSTICE DEPARTMENT (SCJ)

The mission of this Department is to enable students to understand the complexities of social life and to develop an awareness of the connections among themselves, their communities, society at large, and the global environment. By analyzing human behavior at these multiple levels, students are challenged to deepen their appreciation of cross-cultural perspectives, increase their understanding of patterns of inequality, and explore possible forces for social change.

The Sociology/Criminal Justice Department serves the University's Mission by:

- Offering courses that provide students with a scientific and systematic approach for evaluating social issues in their personal and professional lives;
- Providing opportunities for students to explore, critique, and evaluate issues of difference in their daily lives and opportunities for students to form alliances and to create solutions for social problems;
- Offering students opportunities to explore their own political beliefs, personal convictions, cultural and faith traditions in the context of the classroom, community, and global diversity;
- Challenging students to discover their potential as stewards who are empowered to make positive choices as they journey through relationships, neighborhoods, and workplaces that are increasingly diverse; and
- Further developing student commitment to issues of social justice and encouraging engagement with social issues as a lifelong pursuit.

Graduates in Sociology or Criminal Justice may seek careers as researchers and/or university teachers by continuing their study at the graduate level, and also provides an excellent background for graduate programs in social work, law, criminal justice, and other related disciplines. Additionally, the study of Sociology prepares students for effective participation in a variety of careers in diverse fields such as education, government, criminology and corrections, community service, mental health services, business, and media and information systems.

SOCIOLOGY

Objectives

Department objectives for the Sociology major enable students to:

- Develop analytical and critical thinking skills appropriate to evaluating the theoretical perspectives that comprise the disciplinary framework of Sociology;
- Gain insights into their own personal experiences as positioned member of social institutions;
- Practice appropriate and effective communication in both oral and written form that expresses their understanding and appreciation of diversity at multiple levels;
- Develop the skills necessary to contribute positively to their communities, society, and the global context through professional leadership and sociological insight.
- Critically evaluate their sense of vocation and their ethical values in relation to social problems at the local, national, and global levels.

A **major in Sociology** requires 34 credits consisting of:

19 credits of department core to include:

- SCJ 104-Voices/Values/Vocation in Soc/CJ (1)
- SOC 111-Introduction to Sociology (3)
- SOC 331-Social Stratification (3)
- SOC 335-Social Research (3)
- SOC 336-Social Theory (3)
- SOC 385, 386, 387or 485, 486, 487-Internship (3-9)
- SOC 495-Senior Seminar (3)

and 15 credits in Sociology or from the following with permission from the Department Head of the Sociology/Criminal Justice department:

- UDIN 315-Developing Nations of the World (3)
- COM 210-Interpersonal Communication (3)
- Any **one** SCJ course listed (3 credit minimum)

Those majoring in Sociology must receive a grade of C or better in each core and required course.

A **minor in Sociology** consists of 21 credits in Sociology including:

- SOC 111-Introduction to Sociology (3)
- SOC 331-Social Stratification (3)
- SOC 335-Social Research (3)
- SOC 336-Social Theory (3)

and 9 credits selected in consultation with the department head.

Graduates in Sociology may seek careers as researchers and/or university teachers by continuing their study at the graduate level. Sociology also provides an excellent background for graduate programs in social work, law, criminal justice, and other related disciplines. Additionally, the study of Sociology prepares students for effective participation in a variety of careers in diverse fields such as education, government, criminology and corrections, community service, mental health services, human services, business, and media and information systems.

GENDER STUDIES

A **minor in Gender Studies** prepares students to deal with interpersonal relationships on any job. As women are increasingly participating in the public work force, an educated sensitivity of women's concerns is desirable, especially in management positions. Many governmental policy programs are also addressed to women and children: child support programs, battered women programs, labor studies, marriage counseling, and government-sponsored research on gender issues. Gender studies will also enrich human understanding and contribute to the shaping of culture in the work place, market place, and in the home.

The **Gender Studies minor** consists of 21 credits. The following 15 credits in Sociology are core to the Gender Studies minor:

- SOC 111-Introduction to Sociology (3)
- SOC 112-Social Problems (3)
- SOC 210-Marriage and the Family (3)
- SOC 311-Inequalities of Race, Class, and Gender (3)
- SOC 322-Women and Men in Contemporary Society (3)

and 6 credits selected in consultation with the department head.

The department offers the BA degree.

Note: All Sociology courses numbered 200 and above have SOC 111-Introduction to Sociology as a prerequisite unless otherwise noted **OR (?)** permission to take the course is granted by the department head.

SOCIOLOGY COURSE DESCRIPTIONS

SCJ 104-Voices/Values/Vocation in Sociology/Criminal Justice

Students will examine their vocational grounding in the Sociology or Criminal Justice field, with development of a professional empowerment-based approach to success in the major and eventual profession. Students will identify core values in relation to the major, explore career opportunities and set a plan for study at UD, including a personal goals and mission statement.

SOC 111-Introduction to Sociology (3)

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

SOC 112-Contemporary Social Problems (3)

An introduction to such social issues as poverty, environmental problems, housing, prejudice and crime. Students will have the opportunity to develop an understanding of why and how social problems develop at national and global levels. By providing a frame of reference as well as theory for interpreting data and analyzing problems, alternative solutions and their possible consequences are explored.

SOC 205-Introduction to Social Services (3)

Introduction to the purpose, sanctions, values, knowledge, and methods used in the field of Social Services. Through readings and hands-on exercises, students learn how human service workers aim to discover truths about individuals, communities, and society and about the importance of describing and explaining social behaviors, their meanings and ways to curb human suffering.

SOC 210-Marriage and the Family (3)

Examination of the contemporary American family as an economic, political, ideological, and legal entity within a historical framework. Critical questions are raised concerning the impact of industrialization and modernization on courtship, engagement, marriage, and family life.

SOC 222-Introduction to Cultural Anthropology (3)

A survey of the major areas of study within the discipline of cultural anthropology including: culture, ethnography, language and communication, ecology and subsistence, economic systems, kinship, identity, politics, religion and worldview, globalization, and culture change from a cross-cultural geographical and historical perspective.

SOC 310-Social Psychology (3)

A study of theory and research concerning how individual behavior is influenced by the presence of others and by situational factors. Topics include interpersonal attraction, attitude formation, altruism, aggression, violence, and prejudice. Prerequisite: PSY 110 (Cross-listed with PSY 310)

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

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

SOC 322-Women and Men in Contemporary Society (3)

A critical examination of the role and status of women and men in contemporary United States and different explanations of this condition. Focuses on the problems of understanding sex differences and women's behavior in society, as well as on gender inequalities created and reinforced through socialization, interaction processes, and social structural processes. The course explores the impact of these processes on people's personal lives and the chances of their upward mobility, along with the role of women's movement in the process of social change.

SOC 331-Social Stratification (3)

A critical and historical examination of contrasting theories and the thoughts of those who are justifying or attacking social inequality. Various aspects of social injustice such as socioeconomic and political, sexual, racial, and international inequalities are explored. Class relations within the United States are compared with class and caste relations in other societies. Inequalities between societies are also examined.

SOC 335-Social Research (3)

An introduction to the application of the scientific method in the study of sociology. A review of both qualitative and quantitative research methods, survey, and field research techniques, data collection and analysis, methodologies, and statistical concepts dealing with testing of hypotheses. Core course for major and minor.

SOC 336-Social Theory (3)

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

SOC 357,8/9-Topics in Sociology(1-3)

Selected topics of sociological relevance.

SOC 385/6/7, 485/6/7-Internship (1-9)

Experiential education for students to integrate academic learning with community-based experience and professional development. Field work offers students an opportunity of self-exploration for growth, change, transformation, and empowerment as well as using skills relative to their major in testing the foundation theories and principles they have learned.

SOC 391/2/3, 491/2/3-Independent Research (1-3)

Open to Junior and Senior Sociology majors with consent of department chairperson.

SOC 495-Senior Seminar (3)

Students examine their faith, ethics and vocation in relation to sociological theory and applied service-based learning. Students develop an individual service learning project and give a presentation to an audience of mentors and peers at the end of the term. This is a required course for all Sociology majors, taken during Senior year. Satisfies World View 4 requirement.

CRIMINAL JUSTICE

Objectives

Department objectives for the Criminal Justice major enable students to:

- Plan careers within the field of Criminal Justice after developing an understanding of basic principles relative to the field of Criminal Justice;
- Build a solid base of knowledge from which to draw in the performance of their work in the field of Criminal Justice;
- Refine their oral and written communication skills appropriate to the level of academic achievement and the Criminal Justice employment opportunities sought by them;
- Gain a wider and deeper understanding of the society in which they will perform their duties and of the societal issues that contribute to and influence the work they will perform as Criminal Justice practitioners;
- Gain practical experience and insight into the Criminal Justice system;
- Realistically assess the requirements of a specific Criminal Justice career and their interests, aptitudes, desires and abilities as well as build a substantial foundation on which to build their future professional lives.

A **major in Criminal Justice** requires 36 credits consisting of:

28 hours of department core to include:

- SCJ 104-Voices/Values/Vocations in SOC/CJ (1)
- SOC 111-Introduction to Sociology (3) **or** SOC 112-Contemporary Social Problems (3)
- SCJ 211-Criminal Law (3)
- SCJ 212-Criminal Procedure (3)
- SCJ 231-Criminology (3)
- SCJ 232-Criminal Justice (3)
- SCJ 233-Juvenile Delinquency (3)
- SOC 311-Inequalities of Race, Class, and Gender (3) **or** SOC 331-Social Stratification (3) **or** SOC 336-Social Theory (3)
- SCJ 385,386,387,485, 486, 487-Internship (3-9)
- SCJ 495-Senior Seminar: Ethics & Criminal Justice (3)

and 8 credits of electives from Sociology or Criminal Justice courses.

Those majoring in Criminal Justice must receive a grade of C or better in each core and required course.

A **minor in Criminal Justice** requires 21 credits in Sociology and Criminal Justice including:

- SOC 111-Introduction to Sociology (3)
- SCJ 231-Criminology (3)
- SCJ 232-Criminal Justice (3)
- SCJ 233-Juvenile Delinquency (3)
- SOC 331-Social Stratification (3)

and 6 credits selected from Criminal Justice electives.

Graduates in Criminal Justice may seek careers as researchers and/or university teachers by continuing study at a graduate level. The study of Criminal Justice provides an excellent background for graduate programs in law, criminal justice, social work and other related disciplines. A major or minor in Criminal Justice prepares graduates for effective participation in a variety of careers in diverse fields such as government, education, criminology, criminal justices, law enforcement and corrections, community service, mental health services, human services, media and information systems and business.

The department offers the BA degree.

CRIMINAL JUSTICE COURSE DESCRIPTIONS

SCJ 104-Voices/Values/Vocation in Sociology/Criminal Justice (1)

Students will examine their vocational grounding in the Sociology or Criminal Justice field, with development of a professional empowerment-based approach to success in the major and eventual profession. Students will identify core values in relation to the major, explore career opportunities and set a plan for study at UD, including a personal goals and mission statement.

SCJ 116-Careers in Criminal Justice (3)

A survey of career possibilities within the field of Criminal Justice, with special attention to what students need to do to prepare for potential careers. Topics include career choices, skills required and typical requirements.

SCJ 117-Introduction to Law Enforcement (3)

A survey of various Law Enforcement agencies and their respective roles within the Criminal Justice field, including historical and contemporary law enforcement functions and trends.

SCJ 211-Criminal Law (3)

A study of substantive criminal law; its origins, elements, foundational principles and supporting rationales, including review of state criminal code provisions, the model penal code, certain federal criminal statutes and supporting case law. Prerequisite: SOC 111 or SOC 112

SCJ 212-Criminal Procedure (3)

A study of the regulations governing police and judicial procedures involved in the Criminal Justice process, beginning with investigation and continuing through the post-conviction stage. Special emphasis on the 4th, 5th, 6th and 14th Amendments to the Constitution and the case law regarding them. Prerequisites: SOC 111 or SOC 112 and SOC 211

SCJ 214-Legal Writing (3)

A study of the rules of narrative writing, effective note taking and organization, the components of a crime report, issues in legal writing, preparation of legal documents, including search warrants, and problems related to legal report writing. Prerequisite: SOC 111 or SOC 112

SCJ 215-Court Systems and Judicial Process (3)

A study of the organization of our State and Federal Court Systems, the operation of our Judicial process, with special attention to the adjudication of criminal offenses, and the political and social impact of court decisions. Prerequisite: SOC 111 or SOC 112

SCJ 216-Contemporary Issues in Criminal Justice (3)

A study of Criminal Justice topics including acute and recurring issues, historical issues, and those anticipated in the future. An examination of how society is affected and responds at all levels of government is included. Prerequisite: SOC 111 or SOC 112

SCJ 217-Gender, Race, Ethnicity & Criminal Justice (3)

A study and analysis of gender, race and ethnicity in crime, response to crime, stereotypes and the Criminal Justice system. Prerequisite: SOC 111 or SOC 112

SCJ 220-Probation & Parole (3)

A study of the practice and theory supporting probation and parole of convicted offenders, including a review of the processes and parties involved. Prerequisite: SOC 111 or SOC 112

SCJ 231-Criminology (3)

A critical study of criminology. This course presents a sociological analysis of crime and criminals or delinquents and their behavior; provides a description and evaluation of the machinery of justice; and suggests various programs that could aid in the solution of the problems in the field.

SCJ 232-Criminal Justice (3)

A sociological analysis and historical survey of the criminal justice system in America and abroad. The ideology and practice of

criminal law, law enforcement, the criminal court, probation, parole, prisons, and community-based corrections are examined. The sociological theory of total institutions and the application of institutional analysis will be studied. Prerequisite: SCJ 231

SCJ 233-Juvenile Delinquency (3)

A survey of the invention and history of delinquency in American society; description of the nature and extent of delinquency in the U.S.; an introduction to theories of delinquency; analysis of the relationship between delinquency and social and economic conditions and the sociology of the contemporary juvenile system.

SCJ 301-Policing (3)

Introduces students to the essentials of American policing and the most significant issues facing officers and police departments today. Areas of discussion will include the history of policing, the functional roles of officers, the recruitment and selection process, the relationship between policing and law, and other aspects of policing. Prerequisite: SOC 111 or SOC 112

SCJ 303-Criminal Investigation (3)

Introduces criminal investigations as they are performed within the criminal justice system. Students will learn about the duties and responsibilities of the criminal investigator, interview and interrogation techniques, crime scene analysis, collection and preservation of evidence, investigation techniques, and laws and regulations that criminal investigators must follow. Prerequisite: SOC 111 or SOC 112

SCJ 305-Corrections (3)

A study of trends and developments in all elements of modern correctional systems for the treatment of juvenile and adult offenders. Students will learn about basic concepts in the field of corrections. Major sources of data on effectiveness of corrections will be reviewed and discussed. Students will examine the historical evolution of the role of corrections in a modern society, the strategies, tactics and methods used in corrections and emerging international forms of corrections.

SCJ 312-Victimology (3)

A study of various perspectives on victimization as to patterns, roles of victims in crime and victims' roles, rights and experience within the Criminal Justice system, including the study and investigation of victimization in American society, ranging from personal to institutional victimization. Prerequisite: SOC 111 or SOC 112

SCJ 313-Introduction to Constitutional Law (3)

A survey of Constitutional Law, emphasizing civil rights and institutional liberties and the role of Constitutional Law within the Criminal Justice system. Emphasis on research, readings and discussion of past and current Constitutional issues and cases in which they are presented, particularly those cases and issues affecting the Criminal Justice system. Prerequisite: SOC 111 or SOC 112

SCJ 315-Interview Techniques (3)

Study and application of the principles of effective interviewing, relating to the investigation of crime and the interrogation of victims, suspects and witnesses. Topics include interrogation strategies and legal decisions involved in the interview process. Prerequisites: SOC 111 or SOC 112; SCJ 211 or SCJ 212

SCJ 316-Forensics (3)

Study of scientific investigative detection methods including an assessment and analysis of the law concerning issues including; collection, preservation and courtroom use of forensic evidence, expert testimony, DNA, ballistics, fingerprints and polygraphs. Prerequisite: SOC 111 or SOC 112; SCJ 212

SCJ 317-Human Rights & Civil Liberties in Criminal Justice (3)

Examination of human rights and civil liberties from historical and contemporary perspectives with the Criminal Justice system. Prerequisite: SOC 111 or SOC 112

SCJ 357/8/9-Topics in Criminal Justice (1-3)

Selected topics of relevance to Criminal Justice

SCJ 385/6/7, 485/6/7-Internship (3-9)

Experiential education for students to integrate academic learning with community-based experience and professional

development. Field work offers students an opportunity of self-exploration for growth, change, transformation, and empowerment as well as using skills relative to their major in testing the foundation theories and principles they have learned.

SCJ 410-Criminal Justice Research Methods (3)

Introduction to basic research methods used in Criminal Justice and criminological research through the investigation of problems common to Criminal Justice and Criminology. Prerequisites: SOC 111 or SOC 112; SCJ 211 or SCJ 212; and SCJ 231

SCJ 495-Senior Seminar: Ethics and Criminal Justice (3)

Examination of ethical issues arising from professional activities within the Criminal Justice system and ethical issues pertinent to the administration of Criminal Justice, with a focus on the practical development of ethical reasoning and decision making.

WORLDVIEW SEMINARS

Total credit hours: 10-12

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

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

WorldView Seminar I: The Good Life (3)

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

WorldView Seminar II: Self and Society (3)

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

WorldView Seminar III: Cross-disciplinary Course (3)

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

WorldView Seminar IV: The Senior Seminar (1-3)

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

PROVISION FOR ACADEMIC PROGRAM MODIFICATION

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

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

STUDENT LIFE

Student Life is an integral part of your educational experience at college. While providing numerous opportunities for campus involvement, Student Life also provides support services that will help to ensure a successful college experience. This section identifies a number of involvement opportunities and support services. For additional information about Student Life, contact (563) 589-3113 or visit the UD website at www.dbq.edu/StudentLife.

STUDENT LIFE AT UD

Living in Community

The University of Dubuque provides a wide variety of services and programs designed to enhance students' intellectual, social, career and personal development. Every aspect of Student Life programming and services have grown out of our mission.

Office of Student Life Mission Statement

In conjunction with the University of Dubuque's mission, the Office of Student Life engages the University community in partnership with faculty and staff to serve the educational and formational interests of students. Therefore, the Office of Student Life is committed to:

- the Presbyterian tradition for advancing higher education;
- building purposeful relationships by educating, mentoring, and nurturing students;
- providing programming and co-curricular activities that empower healthy lifestyles that promote individual success and service to others; and,
- supporting and nurturing our global and diverse community.

Student Conduct

University of Dubuque students are guided by the Community Values and Behavioral Expectations that support the University Mission Statement. All policies, rules, and regulations are built upon the principles stated in the mission statement. One of these values is self-respect which manifests itself in rules regarding use of drugs such as alcohol and tobacco, sexual relations, and language. A second value is respect for others which regulates relationships between roommates, between students and faculty or staff, and between organizations or student groups with opposing viewpoints. A third value is respect for property and University resources, such as the residence halls and their contents, facilities such as the sports center, and academic resources such as those in the Myers Library. Students are expected to treat the property and resources of the University as an asset in which they have a vested interest.

When disputes arise between individuals, every effort is made to mediate disagreements before the Judicial Process is imposed. Regulations governing activities and student conduct in general are published in the University of Dubuque Student Handbook found online at the University's website (<http://www.dbq.edu/studentlife>). This handbook serves as the official college statement on such matters. The University expects that each student has read the Student Handbook and understands the rights and responsibilities it offers them.

RESIDENCE LIFE

Residential living is an important part of the collegiate experience at UD and is designed to provide a wide range of community living and learning opportunities. These opportunities are designed to encourage individual student involvement and personal growth. Residential living has many similarities with life in general. UD offers many opportunities for students, but with freedoms there also come many responsibilities. Understanding group needs and being aware of the rights and feelings of other individuals are crucial concepts in any residential living situation.

All students having less than 90 credits are required to live in University housing, space permitting. Students may be exempt from this requirement if, at the time of application, they are living within 50 miles of Dubuque and living with an immediate relative, are married and living with their spouse, or are living with legal dependent(s). Students residing in Cassat, Donnell, or Aitchison Halls are required to have a meal plan. Each student is responsible for his/her room including damages, disorder, and carelessness. The University of Dubuque does not carry insurance for students' personal property and is not responsible for loss, damage, or theft of such property. Students are encouraged to make sure that personal property is covered by a renter's or homeowner's insurance policy.

Aitchison Hall is an English Tudor-style building located on the east side of campus at the corner of Auburn and Grace Streets. This two-story residence hall is located close to Peters Commons and other academic buildings. Aitchison Hall was built to accommodate single, double, and triple occupancy rooms, and typically houses First-Year students.

Cassat and Donnell Halls are contemporary stone buildings located near the athletic fields on Bennett Street. These four-story residence halls stand one block from the main campus. Cassat and Donnell Halls have single and double occupancy rooms.

Park Village Complex consists of six apartment buildings designed as a living and learning community for upper class and graduate students. These facilities are built into the campus' sloping topography and have walk-in access at two levels. Each building contains three or four levels with four- or five-bedroom apartments on each level. Amenities include geothermal heating and cooling systems, a full kitchen, living room, dining room, and single or double bedrooms. Apartments are completely furnished, and include cable, phone and computer access. Additionally, each building has its own laundry facilities, study lounge and social lounge. One of six buildings houses a large community room for programming.

University-Owned Houses – The University owns a number of houses immediately adjacent to the campus that are used for upper-class and graduate student housing. Living in a University house provides students the benefits of living on campus while enjoying some of the characteristics of living off-campus. Depending upon the size of the house, there are accommodations for two to four students.

For additional information about residential community living at the University of Dubuque, contact the Residence Life Office at (563)589-3438 or visit the website at www.dbq.edu/studentlife/residencelife.

SAFETY & SECURITY

University Safety and Security personnel are on duty 24 hours a day. Safety and Security officers assist with the safety and security of students, staff, and faculty, as well as University property. Parking registration and enforcement of parking regulations are also their responsibilities.

Should there be a problem or emergency, students and parents can contact Safety and Security personnel at **(563) 589-3333**.

CAMPUS MINISTRY

The University of Dubuque values and nurtures community out of a belief of who God is and who God has made us to be. God made humanity to be in relationship with God and with one another, and each person is valuable, being loved by God with a love that is able to transform. Campus Ministry seeks to faithfully follow and know God revealed through Jesus Christ as God the Father, Son, and Holy Spirit. The ordinary means by which students often encounter the grace of Jesus on campus is through Bible studies, fellowship activities, mission projects, and weekly worship services. Chapel services are held Monday, Wednesday, and Friday from 10:55-11:25 a.m. when school is in session during fall and spring terms.

Although rooted in the Presbyterian and Reformed tradition, an ecumenical spirit is upheld in sponsored activities and all are invited. Campus Ministry is nurtured and guided by the Edwin B. Lindsay Chaplain for the spiritual birth, renewal, and enrichment of college students as they come to know and place their faith in Jesus Christ as Lord and Savior. For information, contact Campus Ministry at **(563) 589-3582** or check the UD website at <http://www.dbq.edu/studentlife/CampusMinistry>.

CAREER & LIFE SERVICES

Career Services

Students and alumni from all departments of the college have access to the Office of Career Services, which offers a collection of online library resources. In addition, Career Services provides self and career exploration assessments regarding individual interests, abilities and values; using co-curricular and work experiences to explore career options and build a repertoire of marketable skills; learning how to make life/work decisions; and eventually in developing professional strategies for personally satisfying career opportunities.

Other services include assistance with a database of information and resources on employment, internship, and/or exploratory

learning opportunities; assistance with placement; resources on career fairs at local, regional, and national levels; in-class presentations; on and off-campus recruitment and networking opportunities; assistance with interview skills, resumes and portfolios; and campus educational topical sessions relevant to career development.

Career Services at the University of Dubuque is committed to assist current students, prospective students, and the University of Dubuque alumni develop, evaluate and initiate an effective career plan. For further information about activities, events, programs, and services offered through the Office of Career Services, please contact **(563) 589-3132**, or visit the website at <http://www.dbq.edu/careerservices>.

Counseling Services

The Office of Life Services provides a network and opportunities for personal growth and assistance to students in a comfortable, confidential setting. Short-term confidential counseling, appropriate referrals and life coaching are available at no cost to students with specific emotional, social, academic or personal concerns. Students must carry their own insurance to cover long-term counseling needs.

Counseling services are offered through a team of counselors with a background in personal counseling. The counseling services staff are located on the second floor of Peters Commons, within the Department of Student Life. To see a counselor, students may walk-in during regular business hours or call **(563) 589-3132** to schedule an appointment. For after hours and weekends, students may contact Safety & Security at **(563) 589-3333** to request a confidential connection to a counselor. For more information, visit the website at <http://www.dbq.edu/lifeservices>.

UD CARES

The UD Cares Team is a team of professionals from across campus who are available to help students over the hurdles of college life. You may reach UD Cares by calling **(563) 589-3455** or by e-mail at UDCares@dbq.edu. All information received remains confidential.

UNDERGRADUATE STUDENT RESOURCES ADVISOR

For general problems or difficulties of any type, students should seek out the Undergraduate Student Resources Advisor, more affectionately known as the “Campus Mom.” The Campus Mom serves as an advisor, confidante, student advocate, problem-solver, and mentor. She is available to help students through the first pangs of homesickness, concerns or confusion about classes, or just to listen and chat. The Campus Mom can be found in the Student Life Office, second floor Peters Commons, or by calling **(563) 589-3455**.

INTERNATIONAL STUDENTS

International Student Services fosters a welcoming environment for international and American ethnic minority students by setting up programs of support and representation that will serve them throughout their academic careers. The office staff provides information and counsel regarding United States immigration guidelines, issues relating to social and cultural adjustments, and international study programs. International Student Services develops cultural and educational programs of interest to all students.

International Studies

The International Studies Office offers information and support for international students as well as students wishing to study abroad. The office staff provides international students with information and counsel regarding United States immigration regulations, assists them with social and cultural adjustment, and encourages their integration into campus life. Believing that encountering other cultures is a valuable part of the college experience, office staff coordinate and promote short and long-term international study opportunities for students at both the graduate and undergraduate level. Please contact the International Studies Office **(563) 589-3712** or consult the UD website at www.dbq.edu/international for more detailed information.

MULTICULTURAL STUDENT ENGAGEMENT

The University of Dubuque strives to be a community in which diversity is appreciated and Christian love is practiced. With this belief as its guiding principle, the Multicultural Student Engagement office seeks to foster awareness, understanding, and sensitivity to the perspective of diverse groups on campus. The office offers support services to under-represented groups to increase their chances

of a successful academic experience. This is achieved through orientations, advising, mentoring, leadership development and other activities. In addition, the office actively educates and promotes multicultural learning and development for the entire UD community through various activities such as workshops, speakers, and cultural programming. The Multicultural Student Engagement office is located on 2nd floor of Peters Commons in Student Life, and can be reached at **(563) 589-3253**.

STUDENT ACTIVITIES

The Office of Student Activities (OSA) serves as one of the primary hubs of campus involvement for all students. OSA is home to all New Student Orientation activities for incoming students each year as well as the First-Year Experience mentor program's selection, training, and implementation. Homecoming activities are coordinated through OSA in conjunction with the Advancement Office. The Underground Student Union is staffed and managed by OSA student workers. All student organizations can benefit from services provided by OSA including an open access conference room, computers and printers, unlimited use of paper, craft and office supplies, leadership training, and public information about all organizations on campus. New student organizations are processed through OSA and through the Student Government Association (SGA), and service opportunities such as off-campus work study are available as well.

For more information, please stop by the OSA offices, located in the lower level of Peters Commons, in the rear of the Underground Student Union, or find us any of the following ways:

Phone: 563-689-5383 or 563-589-3127

Email: OSA@dbq.edu

Web: www.dbq.edu/studentactivities

Facebook: www.facebook.com/udosa

Twitter: www.twitter.com/ud_osa

Pinterest: www.pinterest.com/ud_osa

New Student Orientation

Leaving home and going to college can be a difficult time for students and parents. New Student Orientation is held before classes begin and allows students and families to spend time together while providing education about what to expect from the University of Dubuque. Orientation offers current students a chance to develop leadership skills by becoming an First-Year Experience Mentors, a volunteer position that mentors a small group of incoming students during Orientation and throughout the fall term.

Student Organizations

With 60 different organizations on campus, students are highly encouraged to get involved; an easy task with the variety of choices! Organizations include general interest clubs, academic groups, Greek life and more. Students can even start their own group if they feel like something is missing from campus. A few of the larger organizations are: Student Government Association (serves as the primary voice of the student body to administration), the Belltower (student newspaper), and University Program Council (the primary programming group on campus plans fun weekly activities including comedians, musicians, entertainers, festivals, and more.)

INTERCOLLEGIATE ATHLETICS

Many University of Dubuque students have distinguished themselves on the courts or playing fields as well as in the classrooms. They demonstrate that the fun, discipline, and vigorous competition of athletics can work together with the intensity and high sense of purpose of rigorous academics.

The University of Dubuque's Athletic Department is host to nineteen NCAA Division III sports. Women compete in nine intercollegiate sports: basketball, cross country, golf, soccer, softball, tennis, indoor and outdoor track and field, and volleyball. Men compete in ten sports: baseball, basketball, cross country, football, golf, soccer, tennis, indoor and outdoor track and field, and wrestling. All teams belong to the Iowa Intercollegiate Athletic Conference (IIAC). For additional athletic information contact the Athletic Office or the UD website <http://www.dbq.edu/udathletics>.

Athletic, Intramural and Recreation Facilities

The Stoltz Sports Center, McCormick Gymnasium and Chlapaty Recreation and Wellness Center are homes for indoor intercollegiate and intramural programs. The Chlapaty Recreation and Wellness Center (CRWC), located on the south side of campus, features a weight room and aerobics area. The sports complex includes newly refurbished areas for football, track, baseball, and softball, as well as the Oyen Soccer Field.

The facilities and venue hours of operation are posted each term. Summer and holiday hours will vary. Any student wishing to use athletic venues must present a valid UD student ID. Anyone wishing to reserve an athletic venue must contact the Athletic Facilities Director at **(563) 589-3244**.

Intramural-Recreational Sports Program

The University offers a comprehensive intramural program which allows students, faculty and staff to compete regularly in organized recreational sports. Intramural program offerings include basketball, flag football, indoor soccer, racquetball, softball, tennis, volleyball, and other programs based on student interest.

The Intramural-Recreational Sports Program seeks to promote wellness, to develop friendships, and to encourage the wise use of leisure time through organized recreational sports. In order to participate, an individual must be a University of Dubuque student, faculty, or staff member. Wide varieties of activities are offered each year for people of all skill levels and abilities. Offerings include, but are not limited to, basketball, yoga, spinning, volleyball, badminton, golf discus, and aerobics. During 2008-09, over 50% of the student body participated in the intramurals at the University of Dubuque. Intramurals provide a great opportunity to exercise, meet people, and compete.

Through the University Wellness Program, a variety of wellness opportunities are offered throughout the year. The Wellness Program provides activities and services that foster the development of the mind, body, and spirit for the University of Dubuque community, including fitness programs, outdoor recreation opportunities and educational wellness sessions. For more information, visit the UD website at <http://www.dbq.edu/recwellness>.

HEALTH SERVICES

Finley Occupational Health, a service of The Finley Hospital, Iowa Health System, provides UD students with access to the services that The Finley Hospital has to offer. UD Health Service is available to all students who are currently enrolled in classes. Undergraduate, graduate, and Seminary students are able to seek medical attention with UD Health Service no matter what insurance plan they are enrolled in. The services also include being seen at Finley Convenient Care after hours and on weekends. Visits to Finley Occupational Health are provided free by UD. Any tests, such as labs, x-rays, and visits to the Emergency Room are the responsibility of the student. All charges will be filed with the student's insurance plan.

The UD Medical Coordinator is able to schedule appointments not only with Finley Occupational Health, but also with other medical facilities. The Medical Coordinator can assist the student with other medical appointments (if requested and within the constraints of the student's personal medical insurance plan) such as dental, women's health concerns, specialty clinics, etc. The Medical Coordinator is also able to help answer general insurance questions. It is imperative that students always have their insurance card and student ID with them for medical appointments and emergency room visits. For more information, visit the UD website at <http://www.dbq.edu/medicalservices> or call **(563) 589-3244**.

HEALTH INSURANCE

All students are required to have health insurance that includes coverage for major medical and hospitalization. The University can provide a health insurance policy at an affordable cost with premiums billed through regular student accounts. Students who do not wish to purchase the University's insurance must present evidence of other insurance, either personal or family policies, by signing a waiver. Insurance is automatically billed to the student's account until a waiver is signed and on file with the Medical Coordinator.

The University will not be held liable for medical bills incurred by students. Maintenance of adequate medical insurance coverage is the student's responsibility. The University is not responsible for adding students to, or dropping them from, the student medical plan because of internships, leaves of absence, etc. It is the student's responsibility to notify the Student Accounts Office in writing if they wish to make changes to the insurance offered by UD. International students are required by federal regulation to carry full coverage. Information on policies for both domestic and foreign students is available from the Student Accounts Office.

ADMISSION

Admission Requirements

An applicant for admission to the University of Dubuque undergraduate program must be a graduate of a high school or possess equivalent (GED), or possess an approved home school diploma. High school graduates should possess a minimum of 15 high school units of which 10 shall be from academic fields (English, Social Studies, Natural Science, Mathematics, Foreign Language). Preference is given to students in the upper one-half of their graduating class with an ACT score of 18 (SAT 850) or higher. After a thorough evaluation, the Dean of Admission may admit students who fail to meet these admission standards, but demonstrate potential to benefit from and complete a University of Dubuque Education. In most cases these students will be admitted to the Bridge Program as a condition of admission. In such cases, active participation in the Bridge Program is mandatory.

LIFE Program

Prospective students must be twenty-three years of age or older to be admitted to the LIFE program. First-time college students must have a minimum of a 2.5 GPA (on a 4.0 scale) on all previous high school work. Transfer students who have earned 24 or more college credits must have a 2.5 college GPA. First-time college students who have earned a GED in lieu of a high school diploma must have an overall GED score of 50 or higher. After a thorough evaluation, the Dean of Admission may admit students who fail to meet these admission standards, but demonstrate potential to benefit from and complete the University of Dubuque "LIFE" Education Program.

Application Procedure

Persons wishing to be considered for admission to the university must submit the following for review:

1. A completed University application (paper or on-line) (LIFE application for LIFE students), which includes an essay and two teacher/professor evaluations (the Dean of Admission may waive the application fee, recommendations and/or essay in consideration of special circumstances);
2. A \$25 nonrefundable application fee with the application (in case of extreme financial need, request for a fee waiver should be made in writing);
3. ACT or SAT test results (May be waived for some transfer students);
4. TOEFL (for international students);
5. Official transcripts submitted directly by the high school (high school transcript may be waived by the Dean of Admission for some transfer students) and by the Registrars of all colleges attended.

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

Admission Deposit

The University of Dubuque requires a \$200 deposit to confirm admission from all applicants planning to be degree-seeking students. The deposit will be refunded to prospective new students if they notify the Admissions Office of cancellation on or before May 1 for the Fall term, or Jan. 1 for the Spring term. After May 1/Jan 1, and prior to the date classes begin the deposit may be refunded for special circumstances. The admission deposit is deposited into the student account.

International Students

International applicants for first-time admission must demonstrate proficiency in English in one of the following ways: a score of 500 (173 on the computerized version) or higher on the Test of English as a Foreign Language (TOEFL) or by having had sufficient high school instruction in English. If TOEFL scores are not available, or are below 500/173, students may be placed in one or more English language courses, depending on the results of the Foreign Language Placement Exam given upon arrival. Upon successful completion of these courses, students will be permitted to take regular classes.

Transfer Students

Previous College Experience – The University of Dubuque will accept all non-remedial courses passed at an accredited bachelor's degree-granting institution, provided the overall grade average for those courses is 2.0 or better. If the student's average is less than 2.0, all credit in courses in which grades earned were C or better will be accepted.

Up to 24 credit hours of credit will be accepted through correspondence and/or extension courses. Transfer students must complete the general college requirements of UD.

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

In most cases, a person academically dismissed from his/her last attended college prior to applying for admission to UD is ineligible for regular admission for two terms immediately following the dismissal. Summer school may be counted as one term.

If admitted, the student may be placed on academic probation. An admitted student who was on academic probation at his/her last attended college prior to enrolling at UD may begin on academic probation.

Former UD Students

A UD student who for any reason misses a regular term (Fall or Spring) must reapply for admission.

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

Non-Accredited Institutions

Credits from established four- or two-year national or international institutions not accredited by regional or national accrediting agencies will be evaluated on a case by case basis. Credit from vocational-technical schools, provided that they are approved by the state in which they are located, will be accepted on the basis that the vocational-technical credit will be equivalent to one-half of University of Dubuque credit and that each course accepted has a grade of C or better. A maximum of 30 credits of vocational-technical credit may be accepted by the University of Dubuque. However, additional hours in the major may be granted with the consent of the academic department in which the student plans to major. Vocational-technical credit will be listed on the student's permanent record with a grade of CR.

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

Credits for courses completed at institutes will be accepted under any of the following conditions:

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

FINANCIAL PLANNING

Tuition

Tuition includes the cost of instruction for all courses except flight instruction, music lessons, and student teaching. Courses with individualized instruction or special equipment fees are listed below. (Costs listed are for the 2012-2013 school year.)

Typical Cost for Full Time Students:

(12 to 16 credit hours each term)

Tuition.....	\$ 11,770
Fees.....	\$ 495
Total Cost Per Year.....	\$ 24,530

Part-time tuition:

1-11 hrs. or over 16 hours.....	\$550/cr hr
Audit (for no credit)	\$275/cr hr

Special Fees

- Application Fee \$25
- Credit by Examination (per credit hour) \$30
- Graduation – all Bachelor and Associate degrees (includes academic attire) \$60
- Music Lesson Fee (per credit hour) \$150
- Portfolio – one fifth of the regular per credit hour tuition
- Transcript of Record \$5
(No charge for transcripts sent to the University of Dubuque Theological Seminary)
- Admission Deposit \$200
(Refundable fee required of all degree-seeking students)
- Aviation Fees – Additional charges are assessed for Private Pilot, Instrument, and Commercial Pilot courses, Multi-Engine Rating, Certified flight Instructor Training, and FAA knowledge tests. For current costs of these programs, contact the Department of Aviation.
- Other fees and charges may apply to specific programs or courses within departments. Students may contact the sponsoring University department or the Registrar’s Office to obtain schedules of any fees or charges for particular University courses or activities.

Room (per term)

Room (Double)	\$1,960 /term
Park Village (Double)	\$2,685 /term
Park Village (Single)	\$3,145 / term

For other housing options, please contact Student Accounts.

Meal Plans

All residence hall students are required to participate in a meal plan. The University offers three Block Meal options for its boarding students.

- **Option One:** 280 Block Plan – 280 meals per term
- **Option Two:** 200 Block Plan – 200 meals per term
- **Option Three:** 150 Block Plan -150 meals per term

Block Plans are designed so you can choose when to use your meals throughout the term. You may choose to eat 7 meals one week and 19 the next, it's up to you. Meals are to be used by the card holder only and may not be used to obtain meals for a guest. Meal Plans may be utilized in the Peters Commons Café, the Underground Snack Bar and the CWRC Juice Bar (*exception:* concessions).

The Underground Snack Bar and CWRC Juice Bar are closed during term & summer breaks and any day when classes are not held. The PC Café is closed during term & summer breaks.

Students living off campus may participate in any of the three Block Plans or purchase a 5-meal per week plan.

All students can use the Points System to purchase items from the Babka bookstore, Underground Snack bar, CWRC Juice Bar and PC Café. A minimum balance (\$25) is placed on account with the University, via student's ID card. Funds can be replenished in the Student Accounts office (Myers, 3rd floor).

Meal Plans - Resident Students

280 Block Plan	\$ 2,100 /term
200 Block Plan	\$ 1,980 /term
150 Block Plan	\$ 1,765 /term

5 Meals/week (*commuter students only*) \$1,030

Billing & Payments

Payments of Accounts – Payments must be made by the due date of billing. Diplomas, transcripts, and grades will not be issued to students until their financial obligations are settled with the Student Accounts Office. Those who desire to pay tuition, room, board and fees on an installment basis may arrange to budget any part of the annual charges on a monthly billing and collection cycle. For further information, contact the Student Accounts Office.

The tuition, fees, and other charges described in this section are set for each academic year. They are subject to change from one academic year to the next as deemed necessary by the University.

Student Financial Responsibility

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

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

University of Dubuque Institutional Refund Policy

The institutional refund policy is only for students who withdraw from all classes and leave the university. The policy does not apply to a student who withdraws from some classes but continues to be enrolled in other classes. If a student withdraws from a class after the add-drop date, a "W" will be received through the last day to withdraw from the class and no refund will be given. Students who withdraw on or before the 60% point of the enrollment period and are receiving federal, state, and/or institutional financial aid, are subject to a pro rata refund determined by the number of calendar days in the payment period or period of enrollment divided into the number of calendar days completed as of the day the student withdrew.

The Withdrawal Date is (a) the date the student began the official withdrawal process; (b) the date that the student otherwise provided official notification to the University of Dubuque of the intent to withdraw; or (c) if the student did not begin the withdrawal process or otherwise notify the University of Dubuque of the intent to withdraw, the midpoint of the payment period for which assistance was disbursed or a later date documented by the University of Dubuque.

Special Rule: If the University of Dubuque determines that a student did not begin the withdrawal process or otherwise notify the institution of the intent to withdraw due to illness, accident, grievous personal loss, or other such circumstances beyond the student's control, the University of Dubuque may determine the appropriate withdrawal date. Return of unearned federal financial aid program funds will be made in the following order:

Title IV Programs

- Unsubsidized FFEL/Direct Stafford Loan
- Subsidized FFEL/Direct Stafford Loan

- Perkins Loan
- FFEL/Direct PLUS (Graduate Student)
- FFEL/Direct PLUS (Parent)
- Pell Grant
- FSEOG
- Other Title IV Grant funds

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

- Iowa Tuition Grant
- Iowa Grant
- Other State of Iowa grants requiring a refund

Return of unearned institutional financial aid program funds will be limited by the total charges after refund calculation.

- Institutional Loans

INSURANCE

Personal Property Insurance

Personal property insurance is the responsibility of students or their families. The University of Dubuque does not insure against loss of personal items.

Health and Accident Insurance

Health and accident insurance is required of each student taking 12 or more credit hours. The insurance rate for international students is based on a different scale than for domestic students. Exemption from this coverage: A student, if of legal age, may sign a waiver; otherwise a parent or guardian must sign it. Waivers must be filed with the office of the Medical Coordinator.

FINANCIAL ASSISTANCE

Application

All applications for scholarships, grants, loans and campus employment must be made each year. New students may secure application forms from the Office of Student Financial Planning or the Admission Office.

The Free Application for Federal Student Aid (FAFSA) is the form required by the University of Dubuque for determining a student's eligibility for financial assistance. The form is available online at the U.S. Department of Education's Web site <http://www.fafsa.gov/>.

The amount that a student and/or family is expected to contribute toward the cost of education is determined from the FAFSA. Financial need is defined as the difference between the cost of attending the University of Dubuque and the expected family and/or student contribution. The University of Dubuque makes available to students financial assistance in the form of grants, scholarships, loans and employment.

Although applications for financial assistance may be submitted at any time, earlier applications will receive priority in case of limited fund availability. It is important to note that applicants for the Iowa Tuition Grant program must submit their FAFSA to the processor prior to July 1 (deadline subject to change) of the year in which they plan to enroll.

Institutional financial aid is normally available for a maximum of five academic years commencing with the first term the student enrolls at the University of Dubuque as a full-time student.

Scholarships, grants, loans, and student employment will be given on the basis of:

- scholarship, in accordance with the established standard for the award
- need, to the extent that the student could not otherwise attend college
- registration for no fewer than 12 credit hours per term for institutional scholarships and grants

- registration for a minimum of six credit hours per term for the Stafford Student Loan Program, and minimum of three credit hours for the Pell Grant and Iowa Tuition Grant.

Satisfactory Academic Progress Policy for Federal, State and Institutional Financial Aid

Undergraduate Students

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

Academic progress will be measured both qualitative and quantitative. A minimum grade point average and a minimum number of credit hours completed in an academic year are requirements. Both of these standards are designed to ensure a student keeps on schedule and completes within the prescribed program time, and not to exceed more than 150% of the program length.

The quantitative pace will be measured by dividing the cumulative number of hours successfully completed by cumulative number of hours attempted by the student. Generally, to complete within 150% the student should not have a pace below 67%. The following qualitative measure at the end of each term indicates the required minimum cumulative grade point average required to receive financial aid:

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

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

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

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

Credit Hours Required			
Term		Full-time	Part-time
1		12	<i>prorated</i>
2		24	<i>prorated</i>
3		36	<i>prorated</i>
4		48	<i>prorated</i>
5		60	<i>prorated</i>
6		72	<i>prorated</i>
7		84	<i>prorated</i>
8		96	<i>prorated</i>
9		108	<i>prorated</i>
10		120	<i>prorated</i>

All "A" through "F" grades or "P" for passing with credit which have been accepted by the Registrar will be considered as credits earned and completed for qualitative progress analysis.

All "W", "I", AU (audit) will not be considered credits completed toward qualitative or quantitative satisfactory academic progress.

If a student repeats a course because he or she failed it in a previous term, or because the student wishes to improve a grade in a course, the credits may be included in the total number of credits when determining enrollment status.

If a student withdraws from a course or fails a course, and takes it the next term, the course will be counted toward enrollment status for that next term.

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

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

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

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

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

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

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

When to Apply for Aid

Although applications for financial assistance may be submitted at any time, earlier applications will receive priority in case of limited fund availability. Applicants for the Iowa Tuition Grant program must submit their FAFSA to the processor prior to July 1 of the year in which they plan to enroll. The deadline is subject to change. Contact the Office of Student Financial Planning for current year deadlines. Students must reapply for aid each year. Reapplication priority deadline is April 1 for the subsequent academic year. Requirements for renewal of financial aid are subject to change each year.

Financial aid changes may be made if a discrepancy is found between an applicant's "statement of need" and his or her current financial status. If a student withdraws within a term, aid will be adjusted in accordance with the refund policies for tuition, room and board costs.

Sources of Financial Aid

All aid sources described below beginning with “Federal” are federally funded. Eligibility for assistance provided and/or guaranteed by the federal government, a state government, or the University of Dubuque is determined according to the rules, regulations, and policies governing the specific program.

Grants & Scholarships

Grants and scholarships are gifts which do not have to be repaid. Sources include the University of Dubuque, the federal government, state governments, and other private grant and scholarship organizations.

Federal Pell Grant

This program, authorized under the federal Higher Education Act, provides for grants to undergraduate students. The grant maximum is \$5,550 for 2012-2013 and subject to change according to legislative action. Eligibility for this grant is determined from the results of the Free Application for Federal Student Aid (FAFSA).

Federal Supplemental Educational Opportunity Grants (FSEOG)

The University participates in the federally funded FSEOG program. These grants provide aid to students of exceptional need. The grants range from \$100 to \$4000 per year. Eligibility is determined from the FAFSA.

Federal Stafford Loans

A fixed interest rate loan, currently at 6.8% made by the Department of Education via the Direct Loan program to students. Annual Subsidized limits are freshmen (\$3,500), sophomore (\$4,500), juniors and seniors (\$5,500). The Subsidized Stafford loans are need-based with interest paid by the federal government while the student is enrolled at least half-time.

The Unsubsidized Stafford loans are based on cost of attendance less any other financial aid (dependent students). The interest rate is also a fixed rate of 6.8%. Dependent students are eligible for \$2,000 in Unsubsidized Stafford loan per year for four years. For independent students, loan maximums are \$6,000 per year for freshmen and sophomores and \$7,000 for juniors and seniors. Students have the option to pay the interest while in school or allow it to accrue.

STATE OF IOWA PROGRAMS

Iowa Tuition Grant

The 1969 Session of the Iowa Legislature established the Iowa Tuition Grant Program for residents of Iowa attending private colleges in the state. Full-time students may receive grants of up to \$4,000. Grants for part-time students are prorated. The application deadline is July 1 (deadline subject to change each year) for the following academic year. To apply, the student must submit a Free Application for Federal Student Aid (FAFSA) and release the information to the University of Dubuque (Federal code 001891).

Perkins

The Perkins program is funded by the Federal Government and administered by the University for the benefit of those students who demonstrate high financial need through the FAFSA. Repayment of the loan, with 5% interest, begins nine months after the student leaves school and must be repaid in 10 years.

Private Alternative Loan Programs

Students and families who do not have the resources to pay for college beyond the amount received from grants, scholarships, work-study and federal loan programs, can look to other types of educational loan programs. Most lenders participate in and offer private alternative educational loan programs at very competitive terms and interest rates. Contact the Office of Student Financial Planning or the Admission Office for further information and details.

Parental Loans for Undergraduate Students (PLUS)

The PLUS program provides a 7.9% fixed interest rate, federal loan option to parents of undergraduate students. Parents may borrow up to the cost of attendance less any other financial aid received by the student. A credit check is required as part of the application process. Maximum eligibility is determined by the cost of attendance minus any other financial aid. The PLUS can be deferred while the student is at least half-time. Applicants for the PLUS can use an endorser if needed.

STUDENT EMPLOYMENT OPPORTUNITIES

Federal College Work-Study Program

The University participates in the federally funded College Work-Study Program. Eligibility for this program depends upon the need for employment to meet college costs. Students must file a FAFSA form to determine their eligibility for the work-study program. Students may work in on-campus jobs or at approved agencies off-campus. Application for employment under this program is made in the Office of Student Financial Planning.

SCHOLARSHIPS AND AWARD FUNDS

UNIVERSITY SCHOLARSHIPS

Presidential Scholarship

For incoming freshmen in the upper 20% of their graduating class, scoring a minimum of 25 on the ACT or 1140 on the SAT, and have a minimum cumulative grade point average of 3.5. Transfer students need a minimum cumulative grade point average of 3.5 from prior college transcripts.

Honors Scholarship

For incoming freshmen in the upper 20% of their graduating class or have a minimum ACT of 25 (SAT of 1140) or have a minimum high school GPA of 3.3/4.0. Transfer students entering the University of Dubuque need a college GPA of 3.3/4.0 or above.

Dean's Merit Scholarship

First year students with a cumulative grade point average of 3.0 - 3.49.

University of Dubuque Grants

Awarded based on the need of the student.

ENDOWED SCHOLARSHIPS

A wide variety of special scholarships are available to students who qualify according to the conditions of persons who have made contributions to the University Endowment Fund. Special application is not required and scholarships are assigned to appropriate, eligible recipients.

Advanced Data-Comm Inc. Scholarship

This scholarship is awarded to a recipient whose permanent address is in one of the following counties; Dubuque, Jackson, Fayette, Clayton, Buchanan (IA); Grant (WI) or Jo Daviess (IL). The student must demonstrate financial need and exhibit strong moral character that shows a healthy influence on society.

Aitchison-Molitore Scholarship

This scholarship is given in memory of Julia and Dr. Hugh Aitchison. It is awarded each year to assist students who have a financial need, are attending on a full-time basis, and are making good progress toward a degree.

Dr. Ruben Vargas Austin Scholarship for Excellence in Business

The recipient selected should be a full-time student with a declared major in any field in the School of Business. The student should exhibit the following traits: a passion for learning, an aptitude for business, strong potential as a leader, and a commitment to excellence.

Aviation Administration Scholarship

This scholarship is for Aviation students with financial need.

David G. Berger Memorial Scholarship

This scholarship was established in memory of Dr. David G. Berger, son of Dr. and Mrs. David I. Berger. It is awarded each year, preferably to an international student preparing to enter a full-time church vocation.

Best Scholarship

The Christian Education Scholarship of Mr. and Mrs. W. J. Best of Aplington, Iowa, was established in 1970 for the purpose of aiding needy students who are preparing for a full-time church vocation. Preference is given to students from the Aplington Community of the North Central Presbytery. One award is available each year.

J. Andrew Bestor Prize for Aviation

This prize recognizes a member of the Flight Team who exhibits a strong aptitude for flight, good leadership ability, and a commitment to be the best. The recipient should have standing as a Junior at the University when the award is received.

Don Birmingham Education Scholarship

This scholarship was established by Marilyn Birmingham, the widow of Don Birmingham. Don was a long time football coach at the University of Dubuque. The recipient must be an education major and accepted into the Teacher Education Program and have a minimum GPA of 3.0.

Richard Bissell Creative Writing Award

This award will be awarded annually to the student who has written the best article, essay or other literary production. It is preferable if the writing is relative to the history of Dubuque and/or Mississippi River, which were Dick Bissell's favorite topics, however, this is not essential.

The Scott Blackmon Memorial Scholarship

This scholarship is awarded to a Junior student who is in the aviation field. The student must have financial need.

Grace Boehner English Scholarship

This scholarship is for English majors and was established in memory of Dr. Grace Boehner, a former English professor at the University.

Rex and Luella Brammer Endowed Scholarship

This scholarship is for students enrolled in the College of Liberal Arts and is awarded annually.

William C. Brown Memorial Scholarship

This scholarship is for students who are legal residents of Iowa and are enrolled full-time at the University of Dubuque as a Business major or in the MBA program. Selection is based on past academic performance, college aptitude test scores, recommendations from instructors and persons unrelated to the applicant. The recipient must also exhibit motivation, character, and potential based on involvement in extracurricular activities.

Keith Carter Teacher Education Endowed Scholarship

This scholarship was established in memory of Keith Carter, a 1958 graduate of the University of Dubuque. The student(s) should be from Iowa and majoring in Education and accepted into the Teacher Education Program. Recipient(s) shall be selected by the head of the education department and the dean of student financial planning.

Edward G. and Hazel M. Chambers Scholarships

These scholarships are derived from a bequest of Mr. and Mrs. Edward G. Chambers of Dubuque. Mr. Chambers was, for many years, a teacher in Dubuque public schools. The scholarships are granted on the basis of need, with preference given to graduates of Dubuque Senior High School.

Class of 1953 Scholarship

This scholarship was established by the class of 1953 as their 50th Class Reunion gift to the University. It is for undergraduate students with financial need and in good academic standing.

Steve & Loretta Conlon Endowed Scholarship

This scholarship is awarded to a Dubuque area student who has financial need.

Cottingham Humanities Scholarship

This scholarship is awarded annually to a student who has completed at least 23 credits with a minimum GPA of 3.0. Student should demonstrate personal integrity, compassion, positive thinking, strong leadership skills and embrace diversity. Recipient will be selected by the Dean of Student Financial Planning in consultation with the donor and/or donor's representatives.

Esther J. and Gaylord Couchman Scholarship

This scholarship is awarded annually, in memory of Dr. Gaylord M. Couchman, president of the University of Dubuque from 1953-1967.

Crahan-DuPont Scholarship

This scholarship was donated in the names of the Du Pont Company and Patrick Crahan. It is awarded annually to a marketing student, and in the event there is none, it will be awarded to a Business major.

H. W. Cumming Memorial Scholarship

Established in 1963 by the family and friends of Mr. Cummings. The income from this fund is used to assist worthy young men and women to continue their college education.

John E. Drake Memorial

This scholarship is for undergraduate students with financial need.

Dr. Harold A. Fisher Speech Communication Scholarship

This scholarship is made possible through a gift from Dr. Harold A. Fisher. The funds are designated for student(s) majoring in Communication. The recipient(s) must demonstrate academic excellence and financial need and preferably be enrolled at the Sophomore or Junior level.

The Folwell Family Endowed Scholarship

This scholarship is awarded to an outstanding student from Iowa who shows great potential for success in his/her chosen career and who exhibits characteristics to be a good citizen and community leader. Applicants must complete the FAFSA to be eligible for this award.

Mabel Campbell Gibson and Edna Bowen White Scholarship

This award is made possible through an endowment in honor of Mabel Gibson and Edna White. The recipient of this award must have financial need and maintain a B average. Funds are designated for a student majoring in English studies.

Erma Lee Burrell Glasnapp Scholarship

This scholarship is awarded to a female student who demonstrates financial need. Students must meet academic requirements set forth by the University of Dubuque to be eligible for renewal of this scholarship.

Golden Reunion Scholarship

Scholarship will be awarded to a student with a GPA of 3.25 or higher who demonstrates promise in his/her chosen field of study as well as a capacity for leadership. Student must have financial need and be of Sophomore status or higher and is renewable based on continued academic and leadership success.

Grieder-Abben Memorial Scholarship

This scholarship fund was established in memory of Dr. Abbo Abben and Frieda Grieder Abben, alumni of the University of Dubuque. One scholarship is awarded each year, with preference given to a student who could not otherwise attend the university and who plans to pursue a career in social service, education, or religion.

James and Evelyn Hadley Scholarship

This scholarship is used to supplement the educational costs of students who are making satisfactory progress toward earning a degree, have records of achievement in extracurricular and/or community activities and have exhausted all other scholarship funds.

William Randolph Hearst Endowed Scholarship

This scholarship is for an Undergraduate student(s) in the Nursing program with intent to permanently reside in the U.S. after completion of their studies. Recipient must exhibit leadership, skills and compassion to be an excellent nurse and have at least a 3.0 GPA. Recipient is selected by Nursing faculty.

Harlan B. & Edna B. and Herman & Blanche Heitzman Scholarship

To be eligible for this scholarship a student must maintain a 2.5 GPA, be working at least ten hours per week to help fund tuition, and show financial need.

Houtz Scholarship

This scholarship is made available through a gift from Jim H. Houtz, a former member of the University of Dubuque Board of Trustees. The scholarship is awarded to undergraduate students with financial need.

George F. and Rose E. Jansen Scholarship

The Jansens have established this scholarship to be awarded to a deserving First-Year college student.

Major General Francis J. Kelly Memorial Scholarship

This award is given to a student in the School of Liberal Arts who is in the National Guard, Reserve, or a veteran in good academic standing and who exhibits leadership abilities.

Bacon Gearhart Kertels Scholarship

This scholarship was endowed in 1990 by Dr. Herbert A. Gearhart, a long time member of the UD Board of Directors. It is named for his wife's family (Bacon), Dr. Gearhart, and cousins (Kertels) who are UD Alums. This scholarship offers unrestricted assistance to students annually.

Mr. and Mrs. Frederick H. Kirk Endowed Scholarship

This scholarship should be awarded on the basis of financial need. There is no preference for the recipient to be of a specific major or field of study. Preference will be given to a student from Stockton, IL or Jo Daviess County.

William J. Klauer Family Scholarship

This scholarship is for a student(s) who demonstrates exceptional promise for success in a chosen vocation as well as interest in and capacity for leadership in our society.

The Paul and Sara Knuth Endowed Scholarship

This scholarship was established through the estate of Helen Knuth, a 1933 graduate of the University of Dubuque. The recipient must be a full-time student with a minimum GPA of 3.0 and demonstrate the desire of earning their degree. Recipients will be selected by the dean of student financial planning along with members of the Knuth family.

Marge Kremer Scholarship

This scholarship is for a student of Sophomore standing or higher who has a cumulative GPA of 3.0 or higher and is active in extracurricular activities on campus.

Elaine Kruse Memorial Scholarship

Awarded annually to a female First-Year student on the basis of rank in high school class and test scores on a nationwide test. This scholarship is given in memory of Elaine Kruse.

William G. Kruse Scholarship

This scholarship is awarded to students majoring in the area of Business, showing financial need, and having good academic standing.

Kuehnle Teacher Education Endowed Scholarship

This scholarship is for an Education major who has been accepted into the Teacher Education Program. Recipient must show financial need.

The Jack T. Lindaman Endowed Scholarship

This scholarship was established by Arnold Lindaman, a 1959 graduate of the University of Dubuque, in honor of his grandson Jack. This scholarship is for a Junior or Senior Education major with a minimum GPA of 3.0 and who has financial need. Preference should be given to a student preparing to be an elementary or middle school math or science teacher.

Andrew A. Loetscher Scholarship

Established in 1924, the purpose of this scholarship is to assist needy students who are preparing for full-time church service.

Noel J. Logan Memorial Scholarship

This scholarship is awarded annually to a music major on the basis of musical and academic scholarship and financial need. Funds for this scholarship are provided by benefit concerts given by University alumni and gifts from alumni and friends. Dr. Logan was a former head of the University Dubuque Music Department and the founder of the Dubuque Acappella Choir.

William L. Lomax Memorial Scholarship

This scholarship is awarded on a need basis to students pursuing a degree in Business and/or Economics.

Lyle A. Lynn Scholarship

The establishment of the Lyle A. Lynn Endowment Fund in 1991 was part of the Bicentennial Fund of the Presbyterian Church (U.S.A.). It is funded by gifts of the Lynns and the Gannett Foundation and is awarded annually.

Wallace Magana Scholarship

This scholarship will be awarded to a high school graduate who demonstrates moral precepts and principles and professes a belief in the Christian religion. Participation in high school extra-curricular activities, though desirable, is not a requirement for consideration in awarding the scholarship. Financial need is one of the criteria to be used in making the selection.

Helen Vance Martens Endowed Scholarship

This scholarship is designated for a college student who demonstrates financial need. It is intended for students who plan to earn an undergraduate degree from the University of Dubuque.

Louis K. McClymonds Scholarship

This scholarship was established by Mrs. Anne M. McClymonds in 1926 to assist college students who are preparing for full-time church vocations.

McKesson Scholarship

This scholarship is designated for students in their final year of study who are working toward a degree in CIS or CIT.

Kenneth E. "Moco" Mercer Scholarship

The Kenneth E. "Moco" Mercer Scholarship was established by friends and alumni of the University in honor of the long-standing contributions to the Athletic Department and the University as a whole by Kenneth E. "Moco" Mercer. Mr. Mercer was active as a coach, professor, and counselor for 30 years. Awarded to an outstanding Senior in Physical Education.

The Captain A.J. Metelak Endowed Scholarship

This scholarship is awarded to a flight student of junior standing to assist them in accomplishing their dream of flight and becoming a commercial airline pilot. The recipient must be a member of the flight team, with a minimum GPA of 3.25 and a strong conviction of determination and success.

Lydia Plucker Mihelic Prize for Excellence in Expository Writing

This fund, established by Dr. and Mrs. Joseph L. Mihelic, provides an annual award to a First-Year student enrolled in composition and rhetoric whose written work demonstrates excellence in form and content.

Joseph L. and Lydia Plucker Mihelic University Scholarship

This scholarship is for a full-time student in the College of Liberal Arts majoring in the humanities, with first preference will be given to Native American students.

Nelson Foundation Scholarship

Recipients will be selected by the Dean of Student Financial Planning, with priority given to a Junior or Senior, or to a second-year MBA student.

William C. and Mary Helen Neumeister Scholarship

This scholarship was established in memory of William "Bill" Neumeister, a 1938 graduate of the University of Dubuque. The applicant must have a cumulative grade point average of 3.5 (on a 4.0 scale) or higher.

Wayne A. and Edith S. Norman Scholarship

This scholarship should be awarded first to seminary students taking courses for joint MDIV/MBA. Second preference should be to MBA students and finally to any seminary student.

Philip and Gertrude Odens Scholarship

This scholarship is for undergraduate students with financial need.

Marv and Cathy O'Hare Prize for Excellence in Student Teaching

This scholarship is awarded to an outstanding student teacher as selected by the Education faculty. First preference is to a student doing his/her student teaching in the Dubuque Community Schools. Otherwise, the recipient can be chosen from Education majors doing their student teaching in other school districts.

The Walter F. Peterson Endowed Scholarship for Music/Art

This scholarship was established in memory of Walter F. Peterson, former University of Dubuque president and chancellor who had a passion for the arts on the UD campus. The recipient of this scholarship should be a member of the Concert Choir and demonstrate leadership ability and commitment to the arts at UD.

Edward Richmond Pike Alumni Scholarship

This scholarship was established by Mrs. C. Beatrice Pike in memory of her husband who received his BA from UD. It is designed to help the recipient attain his or her goal in higher education.

Fred C. Potterveld Scholarship

Fred C. Potterveld, an alumnus of UD established this scholarship in 1971. An award is made annually to a recipient selected by the office of Student Financial Planning.

J. C. Quigley Family Memorial Award

This scholarship was established from a bequest in memory of the J. C. Quigley family.

Wesley Roeder Speech Prize

This award is given annually to an outstanding student in the field of speech.

Monroe Rosenthal Nursing Award

This award is for an outstanding Junior in Nursing with at least a 3.25 GPA who exhibits leadership, compassion, and skills to be an excellent nurse.

Rothlisberger-Taylor Scholarship

This scholarship was established by Dr. and Mrs. Roderick D. Riggs in 1968 in honor of Professor Hazel Rothlisberger and Professor Dorothy Taylor. It is awarded annually in the Spring to a Junior majoring in Mathematics and/or Physics and/or CIS who has the highest GPA.

Leslie Merrill Sheets and Kathryn Hazel Sheets Scholarship

This endowed scholarship is awarded to a student entering their junior or senior year in either the fields of education, chemistry or science. Students must demonstrate financial need.

Edward H. Sheppley Scholarship

This scholarship is awarded annually to a worthy student with a scouting background.

Geneva Sheppley Scholarship

This scholarship is awarded to a deserving student in the Seminary or College.

George Sisler Scholarship

This scholarship is awarded to undergraduate students with financial need.

Thomas Meredith Stampfer Scholarship

This scholarship was established in memory of Thomas Meredith Stampfer, a lifelong resident of Dubuque. This annual scholarship is granted to a member of each of the four college classes and can be renewed each year by students who meet the standards and requirements. It is to be awarded to residents of Dubuque or Dubuque county, Iowa, who have graduated from a high school located in either the city or county.

C. Maxwell Stanley Scholarship

A permanently endowed trust is used to fund C. Maxwell Stanley Scholarships for undergraduate students.

Anne Muelendyke Steffens Scholarship

This fund, established in 1928, provides part of the tuition for college students who are preparing for full-time church vocations.

UD BSN Student Association & Sigma Theta Tau Scholarship

The recipient selected may be a full or part-time student, preferably a registered nurse, but may be any non-traditional adult student majoring in a health science.

Emma Trenk Scholarship Award

This scholarship is for a graduate of Dubuque Senior High School entering as a First-Year student. The student must possess a high degree of integrity and character, must be an honor roll student with leadership abilities and must be free from substance abuse convictions, exemplify a warm, personal, and caring attitude, toward fellow students and have financial need.

Tyrrell-Fortner Scholarship

This fund was established in memory of the Rev. William C. Tyrrell and James M. Fortner. Income from the fund is available for scholarships for students who are preparing for a full-time church vocation.

Wahlert Foundation Chemistry Scholarship

This scholarship is awarded to a student of unusual ability, as demonstrated in the study of chemistry, who is of high moral character, and shows exceptional promise.

WCI Media Scholarship Fund

This scholarship is for undergraduate students in good academic standing who take a specific menu of courses in various disciplines which provide knowledge, skills and/or experiences that would align them with careers and opportunities in the media industry.

E.E. and Florence B. Wheeler Scholarship

This scholarship was established by the estate of Mr. E.E. Wheeler and is awarded to a college student with interest in continuing his/her theological education at the seminary.

John and Shirley Wiemers Outstanding Business Student Award

This award recognizes an outstanding Junior or first term Senior student majoring in the field of Business, demonstrating academic achievement and participation in the campus community. Applicants will be asked to submit a letter outlining their involvement and contributions to the campus community.

Mary Wilson Memorial Scholarship

This scholarship is for students with financial need in the college or the seminary.

Carroll Robert Wilson, George Baumgartner, and Lyle Williams Scholarship

This scholarship is for deserving undergraduate students.

Carol E. Winter Scholarship

This scholarship was established in 1996 by UD alumnus, Carol E. (Winter) Randolph. Preference is given to students who exhibit good academic potential, have financial need, and who are majoring in either the School of Liberal Arts or Professional Programs.

M. Jeanne Woodward Endowed Science Scholarship

This scholarship is given to students interested in studying Environmental Science or any of the other science disciplines offered, with local area students should receiving first consideration. **If** no local students qualify, the scholarship may be awarded to any students from outside the Dubuque area. The scholarship is renewable for up to four years providing the recipient maintains a grade point average of at least 2.75 (based on a 4.0 scale) and is making satisfactory progress toward graduation.

WWII Naval Officer Scholarship

This scholarship is for Senior students with a 3.0 GPA in classes similar to those taken by the V-5/V-12 students in the 1940's.

CONTRIBUTED SCHOLARSHIPS

Additional special scholarships are available to students who qualify according to the conditions of persons or foundations who fund the awards annually.

Advanced Drainage Systems Scholarship

This scholarship is made possible by Joe Chlapaty and is administered by the Iowa College Foundation. Recipients are undergraduate students with financial need.

AmeriServe Scholarship

This scholarship is awarded to two talented and hardworking undergraduate students.

Vesta Lucille Herriot Beale Book Award

This book fund was established in 1998 by Barbara A. Beale, class of 1957. This fund is used to purchase books for a student who meets the following criteria: full-time, female, and shows financial need as determined by the Office of Student Financial Planning.

Berry Family Education Scholarship

This scholarship is for an Education major with preference to those seeking a coaching endorsement. Student is eligible to apply as a Junior for award during Senior year. Applicant will be required to write an essay "Why they chose to pursue the Education field?" The recipient's selection shall be made annually and is the responsibility of the Dean of Admission and the Dean of Student Financial Planning.

Carver Scholarship

Begun in 1989, the Carver Scholars Program provides scholarship support to selected Juniors and Seniors at Iowa's independent and public colleges and universities. Funded by the Roy J. Carver Charitable Trust. The recipient must have financial need, achieve a 2.8 GPA and be a Junior for a first-time award and a Senior for a renewed award.

Cessna Foundation Aviation Scholarship

This scholarship is awarded to a Junior and the recipient should be selected on the basis of their potential for success as a pilot and financial need.

Chakerian Brothers Fellowship Fund

This fund is for the assistance of academically qualified and needy students in the helping professions.

David J. Dodds Memorial Aviation Scholarship

This scholarship is awarded annually to two aviation majors with a 3.0 or higher GPA.

Leonard and Genevieve Gibbs Memorial Scholarship

This scholarship is for a student majoring in Education who is from Iowa.

Honkamp Krueger Scholarship in Memory of John Law

This scholarship is awarded to an Accounting major entering their Senior year. The recipient should be of good character, have an interest in service to the community and humankind, and display an industrious and entrepreneurial spirit.

Iowa Challenge Scholarships

This scholarship is awarded through the Iowa College Foundation. It is awarded each year for tuition grants to worthy students based on academic achievement and need and in no event shall be used in support of grants to athletes or for athletic programs. A recipient of a tuition grant shall remain eligible for consideration for a grant in any subsequent year.

Jeld-Wen Scholarship

Made available on an annual basis by the Jeld-Wen, Wenco Foundation, the recipient must show financial need, academic promise, and be from a community in which a Jeld-Wen plant is located.

Minority Scholarship Program

This scholarship is awarded through the Iowa College Foundation to undergraduate students based on their SAT/ACT scores, GPA, class rank, letters of recommendation, and financial need.

Rebholz Aviation Scholarship

This scholarship was established in 1996 by the former Chair of the Aviation Department, Ted Rebholz, and his wife, Nan. The recipient must be a full-time student, an Aviation major with a minimum GPA of 3.0, have demonstrated exceptional leadership ability, and be involved in co-curricular activities.

Charles Stephenson Smith Scholarship

Endowed by a \$510,000 gift from the Charles Stephenson Smith Trust, this program enables the Iowa College Foundation to award \$1,000 scholarships annually to students at each of its member colleges. Mr. Smith was a native Iowan who had an outstanding career in journalism around the world.

PRESBYTERIAN CHURCH (USA) FINANCIAL AID PROGRAMS

National Presbyterian College Scholarships

Scholarships are awarded annually by the Presbyterian Church (USA) to eligible high school seniors who are successful in the national competition. The scholarships, which are renewable, are funded by the Presbyterian Church (USA). Address inquiries to Presbyterian Church (USA), Office of Financial Aid for Studies, 100 Witherspoon Street, Louisville, KY, 40202-1396. Application deadline is December 1 for the following year.

Samuel Robinson Scholarship

The Presbyterian Church (USA) awards a limited number of scholarships of up to \$500 each to students who recite the Westminster Shorter Catechism and who write an acceptable essay on an assigned topic related to the Shorter Catechism. These are available to students of any religious affiliation and may be awarded in addition to any other scholarships. The application information is available from the Presbyterian Church (USA), Office of Financial Aid for Studies, 100 Witherspoon Street, Louisville, KY, 40202-1396. Students may qualify in the competition any time between Sept. 1 and April 15.